



The Campaign To Create a **Julius Rosenwald & Rosenwald Schools** National Historical Park



Historic Context
Inventory & Analysis

October 2018

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HISTORIC PRESERVATION

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Dedication

This report is dedicated to the National Parks and Conservation Association and the National Trust for Historic Preservation for their unwavering support of and assistance to the Rosenwald Park Campaign in its mission to establish a Julius Rosenwald & Rosenwald Schools National Historical Park.

It is also dedicated to the State Historic Preservation Officers and experts in fifteen states who work so tirelessly to preserve the legacy of the Rosenwald Schools and who recommended the fifty-five Rosenwald Schools and one teacher's home to the Campaign for possible inclusion in the proposed park.

Cover Photos: Julius Rosenwald, provided by the Rosenwald Park Campaign; early Rosenwald School in Alabama, *Architect Magazine*; St. Paul's Chapel School, Virginia Department of Historic Resources; Sandy Grove School in Burleson County, Texas, 1923, *Texas Almanac*.

Rear Cover Photos: Interior of Ridgeley Rosenwald School, Maryland. Photo by Tom Lassiter, Longleaf Productions; Julius Rosenwald and Booker T. Washington, *Rosenwald* documentary.

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Executive Summary

The Rosenwald Park Campaign was founded in 2016 to promote the establishment of the Julius Rosenwald & Rosenwald Schools National Historical Park. The mission of the park will be to interpret the life and legacy of Julius Rosenwald and the enormous impact of the thousands of schools he helped build had on African American education in the twentieth century. As envisioned by the Campaign, the park will include a visitor center in Chicago and a representative sample of Rosenwald Schools, to be selected by National Park Service.

Among the earliest efforts of the Campaign was to identify extant school properties to be included in the National Park designation. These recommendations were solicited and received from State Historic Preservation Officers (SHPOs) in the fifteen southern states in which Rosenwald Schools were constructed. Upon receiving recommendations for fifty-six school facilities, the Campaign concluded that the next important step would be to create a historic context study to examine in detail the legacy of Julius Rosenwald with special emphasis on the Rosenwald Schools. This document represents the fruits of those labors.



Figure 1: Julius Rosenwald, undated image (University of Chicago).

Rosenwald's Legacy

Born in 1862 to once-impoverished immigrant parents, Julius Rosenwald, through ingenuity and enterprise, rose quickly through the emerging Midwestern mercantile industry to reach its pinnacle as the President of Sears, Roebuck & Company. He intuited value in the fledgling Sears, Roebuck in the early 1890s, investing in the company upon the recommendation of his brother-in-law Aaron Nusbaum after the withdrawal of the company's cofounder Alvah P. Roebuck. With Richard Sears's genius for advertising and promotion, Rosenwald's peerless managerial skills, and the explosion of manufacturing in the early twentieth century that produced many new products for American households, Sears emerged as the retailing powerhouse of the early twentieth century. As a result, both Sears and Rosenwald became extremely wealthy.

Apart from his business acumen, Rosenwald demonstrated a conscience deeply invested in the dignity of the human spirit, in lifting up the unfortunate and oppressed, and in helping those who displayed the willingness and capacity to help themselves. Inspired by the doctrines of Rabbi Emil Hirsch, of whose Chicago synagogue he was a member, Rosenwald became intensely dedicated to the cause of social justice. Julius Rosenwald embodied the Jewish concept of *tzedakah*—righteousness and charity—providing support to a wide range of philanthropic causes throughout his lifetime. These included African American communities, Jews in Europe, and those newly arrived to this country, and academic, scientific, and cultural institutions. He was the driving force for the creation of the Museum of Science and Industry in Chicago and its main benefactor.

After reading Booker T. Washington's autobiography *Up from Slavery*, Rosenwald expanded

his philanthropic endeavors on behalf of African Americans. Rosenwald's interest in African Americans stemmed directly from his Jewish identity, as both groups had experienced prolonged oppression and persecution. Starting in 1910, Rosenwald made the first of a series of challenge grants to African American YMCAs, on the condition that the communities raised three-quarters of the cost themselves. This initiative eventually resulted in over twenty YMCA's throughout the country.

After meeting Washington in 1911, Rosenwald joined the board of the Tuskegee Institute. Washington proposed using some of the funding Rosenwald gave to Tuskegee as part of the donations he made to commemorate his fiftieth birthday for a pilot building program of six schools in rural Alabama, for which Rosenwald would make specific contributions on the stipulation that local communities and governmental agencies would donate prescribed amounts.

This pilot effort expanded into the Rosenwald Schools program, which between 1912 and 1932 resulted in the construction of over 5,000 school facilities in fifteen states across the American South. Like the YMCA program, Rosenwald provided only a portion of the funds to erect each school building. The remainder—in the form of money, land, and labor—was the responsibility of local communities and states in which the schools were constructed. Located predominantly in rural areas, these schools became the focus of civic pride and gratitude toward Rosenwald. A great majority of these schools were small, accommodating only one or two teachers and a few dozen students at a time. Nevertheless, their impact was enormous. By 1932, it was estimated that one-third of African Americans living in the south were being educated at a Rosenwald School. Many of these buildings survive today and remain a focus of community pride and a stimulus for grass-roots historic preservation campaigns.

In 1917, Rosenwald established the Julius Rosenwald Fund to administer his many charitable contributions. Although at first focused on the schools program, by 1928 the Fund expanded to include a fellowship program to support African American contributions to the arts and sciences. Between 1928 and 1948, the Fund awarded fellowships to nearly nine hundred artists, musicians, writers, educators, scientists, and scholars—eventually representing the largest and most influential single patron of African American arts and letters in the twentieth century. Several fellows played a direct role in the advancement of the Civil Rights movement, notably the landmark *Brown v. Board of Education* Supreme Court decision.

The Julius Rosenwald and Rosenwald Schools National Historical Park

In consideration of the momentous influence of Rosenwald and his professional, personal, and philanthropic contributions to American history, this historic context study has concluded that the proposed park will be a substantial enhancement to the National Park System.

Julius Rosenwald is nationally significant for his contributions in philanthropy, notably the advancement of African American education through the Rosenwald Schools and the growth of the arts, humanities, and social justice through the Rosenwald Fund. The schools themselves are nationally significant as powerful, tangible exemplars of the struggle for education among African Americans in the rural south in the first part of the twentieth century. Rosenwald provided the seed funds and the communities procured the land, raised substantial monies, and contributed labor and materials. The resultant schools were state-of-the-art for the period, and the students exhibited higher literacy rates and, on average, completed a year more school than those without access.

Introduction

In July 2016, four people held a meeting to discuss the life and legacy of Julius Rosenwald and to plot a course for creating a National Park to preserve and interpret Rosenwald's important contributions to the United States. Two were National Trust for Historic Preservation representatives, one was the head of cultural resources for the National Parks Conservation Association (NPCA), and the last was a long-time volunteer and advocate for NPCA. One impetus for the meeting was the inspiring documentary *Rosenwald* by the Washington, D.C., filmmaker Aviva Kempner. The other was the long-standing work of the National Trust to preserve and restore Rosenwald Schools following its designation of them as one of "America's 11 Most Endangered Historic Places" in 2002.

From this meeting evolved the Rosenwald Park Campaign, whose mission is to establish the Julius Rosenwald & Rosenwald Schools National Historical Park as a unit of the National Park System. The Campaign currently has a Planning Committee of ten dedicated advocates and an Advisory Council of eight respected experts.

Rosenwald, the son of German Jewish immigrants who fled centuries-long persecution in Europe, was the embodiment of the Jewish concept of *tzedakah*—righteousness and charity. After amassing great wealth by transforming Sears, Roebuck & Co. into a modern retailing powerhouse, he used his fortune to provide greater opportunities for many groups and to help guide the nation toward a more perfect union.

As a Jewish American, Rosenwald was aware not only of the recurring pogroms against Jews in Europe but also anti-Semitism in the United States. This led him to strongly identify with the plight of African Americans, not only in the south but throughout the nation. He was strongly influenced by Rabbi Emil Hirsch in the importance of social justice. His philanthropic activities in support of African Americans in the early twentieth century led to the construction of YMCAs for African Americans in more than twenty cities, the building of 5,357 Rosenwald Schools and related structures in fifteen southern states, and the awarding of nearly 600 Rosenwald Fund fellowships to highly talented African Americans in the arts and sciences.

This park will honor and interpret Rosenwald's contributions to modern business practices, the breadth of his philanthropy and the key concepts that informed his approach to giving. In particular, Rosenwald's support and partnerships in advancing African American rights and education in early twentieth century America will be highlighted, with a significant focus on the key impact of Rosenwald Schools on the education of southern African American children.

The Campaign envisions the park to have a visitor center in Chicago interpreting Rosenwald's contributions to Sears, Roebuck and his overall philanthropic activities. Complementing the Illinois component will be a small number of extant Rosenwald School sites selected by the National Park Service (NPS) with input from the Campaign and planning partners in the fifteen states in which the schools were constructed.

The Campaign has undertaken a significant number of activities to advance its goal. With input in early 2017 from experts in the fifteen states, the Campaign developed proposed criteria for assessing Rosenwald Schools recommended for possible inclusion in the park. It then solicited recommendations of up to five Rosenwald Schools from the SHPOs in each of those states, all of whom responded. Fourteen states recommended fifty-five Rosenwald Schools and one teacher's house for evaluation for possible inclusion in the park. As of September 2018, the Campaign Planning Committee members had visited thirteen of the nominated schools in six states and



Figure 2: Pee Dee Rosenwald School, Marion County, South Carolina, undated image (SC Department of Archives and History).

will be visiting more schools in the months ahead.

The Campaign also prepared draft legislation to ask the Secretary of Interior direct the NPS to conduct a Special Resources Study of the sites associated with the life and legacy of Julius Rosenwald, with special emphasis on the Rosenwald Schools. This study is a key step on the path to the legislation establishing the Park. The Campaign is currently coordinating with Congressional staff to obtain sponsors and co-sponsors for the legislation mandating the Special Resources Study. To date, thirteen organizations have signed a letter of support for the legislation.

The Campaign also concluded that a historic context study was needed to contribute to the Special Resources Study to be conducted by NPS. Accordingly, this current report has been created. This report, which contains summary information on all SHPO-nominated Rosenwald properties, will be submitted to the NPS and will aid in the evaluation of the sites associated with Julius Rosenwald's life and legacy.

This report includes the following components:

1. A biography of Rosenwald's life and work, with a special emphasis on his philanthropic approach and activities;
2. A description of the Rosenwald Schools Program and its impact on African American education in the rural south;
3. A discussion of the typical Rosenwald School property types and their evolution over the life of the program;
4. An evaluation of the national significance of Rosenwald Schools against National Park Service criteria;
5. Five appendices with data to support the narrative context of the report, including the full index of SHPO-nominated properties for possible inclusion in the park; and
6. A bibliography with primary and secondary research sources.

Julius Rosenwald's Life and Philanthropy

This section outlines in detail the life and times of Julius Rosenwald, the focus and magnitude of his financial generosity, and the outstanding impacts of his many philanthropic initiatives. Rosenwald's own personal and professional legacy resounds with the legacies of those his philanthropic mission served—African American communities, scholars, artists, writers, and advocates for social justice and equality.



Figure 3: Rosenwald's childhood home in Springfield, Illinois (National Park Service).

Biography of Julius Rosenwald

Born in 1862 in Springfield, Illinois, Julius Rosenwald was the son of Jewish immigrant parents. His father, Samuel, had immigrated to Baltimore from the German province of Westphalia in 1854, seeking to escape the harsh economic conditions that followed in the wake of the 1848 revolutions. Landing in Baltimore with only \$20 to his name, Samuel Rosenwald started as a peddler. He soon went to work for the Hammerslough brothers, sons of a German Jewish family who had established a successful clothing business. In 1857, Samuel Rosenwald married Augusta Hammerslough, and was soon tasked with managing the company's newest store, the Baltimore Clothing House in Peoria, Illinois. In 1861, Samuel and Augusta Rosenwald transferred to the company's Springfield, Illinois store, which at the time was selling a large volume of goods to the Union Army. Samuel Rosenwald purchased the profitable store in 1868.¹

Julius Rosenwald and his five siblings enjoyed a comfortable, middle-class childhood in Springfield (Figure 3). His father was a leader in the local Jewish community and served as president of the Congregation B'rith Sholem from 1867 to 1873. Julius was educated in Springfield's Fourth Ward public schools. An industrious youth, he worked an assortment of odd jobs during his spare time to earn extra money. He worked as an assistant to the organist at the local Methodist church, helped out in his father's store on Saturdays, carried luggage for travelers, and went from house to house selling pamphlets and lithographic prints.²

In 1879, after completing his second year of high school, Julius Rosenwald moved to New York and went to work for the Hammerslough brothers. He started out as a stock clerk, earning \$5 a week, and supplemented his income by working Saturday evenings at another New York retail establishment. While in New York, Rosenwald lived in a boarding house and became good friends with roommates Henry Morgenthau, later a lawyer, financier, and ambassador; Henry Goldman, later chairman of Goldman Sachs; and Moses Newborg, son of a prosperous local clothing merchant. In 1885, with assistance from his uncles, Rosenwald, his brother Morris, and their cousin Julius Weil established a company in Chicago to manufacture men's summer suits. The

1 Peter M. Ascoli, *Julius Rosenwald: The Man Who Built Sears, Roebuck and Advanced the Cause of Black Education in the South* (Bloomington: Indiana University Press, 2006), 1-3.

2 Ascoli, 2-5; Edwin R. Embree and Julia Waxman, "Phylon Profile, XVII Julius Rosenwald: Philanthropist," *Phylon* 9, no. 3 (Third Quarter, 1948): 218.

venture was successful, and in 1890, Rosenwald married Augusta Nusbaum, daughter of a Chicago clothier (Figure 4). Their first son, Lessing, was born in 1891, and over the next twelve years the family grew with the birth of another son and three daughters. Sales declined during the economic downturn of 1893, and the depressed state of the economy led Rosenwald to explore the sales potential of inexpensive men's clothing. That year, with backing from the Hammersloughs and Moses Newborg, he started a second firm, Rosenwald & Company, to manufacture discount men's garments.³



Figure 4: Julius and Augusta Rosenwald, c. 1890 (Ascoli).

Julius Rosenwald's brother-in-law, Aaron Nusbaum, had quickly become wealthy from having secured the contract to provide soft drink concessions at the Chicago Columbian Exposition. In 1895, Nusbaum accepted an offer from entrepreneur Richard Sears to acquire a one-half interest in Sears, Roebuck & Company for \$75,000. The company, formally established by Sears and watchmaker Alvah P. Roebuck in 1893, began years earlier as a small mail-order watch and jewelry business in Minneapolis. In 1895, Sears moved its headquarters to Chicago, the hub of the nation's railroad system. The company prospered by adding many product lines and publishing catalogues containing those products listed at clearly identified prices. But the Panic of 1893 led to a serious recession and a large backlog of unsold merchandise. This led to Roebuck's withdrawal from the company.⁴



Figure 5: Sears Officers, undated image (Library of Congress)

3 Lawrence P. Bachmann, "Julius Rosenwald," *American Jewish Historical Quarterly* 66, no. 1 (September 1976): 89-90; Ascoli, 5-7, 21-22.

4 Bachman, 90; Ascoli, 22-25.

As a means of hedging his investment, Nusbaum offered Julius Rosenwald half of his stake in the company for \$37,500, which he accepted. Rosenwald was familiar with Sears, having personally done business with the company. He also appreciated the company's potential for growth, having previously noted with interest a staggering order for ten thousand men's suits that Sears had placed with the New York firm Newborg, Rosenberg & Company. By 1896, Julius Rosenwald had moved away from the wholesale clothing trade, and Sears had become his sole business interest.⁵

Sears, Roebuck & Company experienced tremendous growth during the boom years that followed the recession of 1893. The company's success was enabled in part by the spread of railroads in America during the nineteenth century, which allowed for the rapid transport of goods, and the telegraph, which sped the ordering of new product lines from suppliers. A valuable resource to rural households without ready access to a large variety of goods, the company's signature catalog grew from a mere pamphlet to over five hundred pages by 1894. Richard Sears, who had grown up in rural Minnesota, intuitively understood the needs of the country's farming households, and was a master of advertising and promotion. Sears's personality, however, was often at odds with that of the overbearing Aaron Nusbaum. Following stormy interactions with Sears and Rosenwald, Nusbaum in 1901 agreed to sell his stake in the company to Sears and Rosenwald for \$1.25 million. After the transfer, Rosenwald assumed the role of vice president, with Albert Loeb (the company's lawyer) serving as secretary and Richard Sears as president.⁶

Rosenwald applied the experience he had gained in the men's clothing business to Sears, Roebuck & Company, improving its management, procurement methods, and departmental organization. Emphasizing quality merchandise and accurate catalog descriptions, Rosenwald placed high value on customer satisfaction, an improvement over the sometimes questionable promotional techniques employed by Richard Sears during the early days of the company. Sears benefitted from the Rural Free Delivery Act of 1903 and the establishment of the parcel post service in 1912, which combined enabled the delivery of small orders to any location in the United States. In 1904, Sears constructed a large new facility on a forty-acre site located on Chicago's west side (Figure 7). Described at the time as "the largest mercantile plant in the world," the multi-building campus



Figure 6: Sears catalogue cover, 1908 (Chicago Historical Society).

5 Bachmann, 90; Ascoli, 25-27.

6 Bachmann, 91-93; Ascoli, 28.



Figure 7: Sears, Roebuck & Co. Headquarters, “The World’s Largest Mercantile Institution, undated postcard view (Curt Teich Postcard Archives Digital Collection, Newberry Library).

employed the latest innovations, such as automatic letter openers for processing incoming mail orders, and pneumatic tubes, chutes, and conveyor belts for sending orders and merchandise among the company’s ninety-six departments. Employing thousands of workers, the facility also featured an in-house rail terminus, a power plant, and a printing and advertising building in which the company’s catalog was produced. Sears also owned numerous factories, allowing its goods to be produced more cheaply, and developed close business relationships with other suppliers, who would drop-ship larger items such as stoves or buggies directly to Sears’s customers. It was Sears’s visionary advertising skills and Rosenwald’s superb management abilities in internal efficiency, quality control, and concern for both the employees and consumers that made Sears Roebuck into the retailing powerhouse of the early twentieth century.⁷

Following the construction of the new headquarters, Rosenwald travelled to New York to meet with old friend and banker Henry Goldman to request a \$5 million loan. Goldman convinced him that the company should go public. After the initial offering of shares, the company’s value dramatically increased from \$7.3 to \$40 million, and in 1906 its net sales revenue totaled more than \$49 million. In a demonstration of the munificence that he would later become known for, Rosenwald instituted an employee welfare program in 1906. Richard Sears retired from the company in 1909, and Julius Rosenwald assumed the role of president. In 1916 he started a profit-sharing fund for Sears employees, one of the first of its kind in the nation.⁸

Julius Rosenwald served as an advisor to the Federal Government during World War I. In 1916, Congress established the Council of National Defense, and Rosenwald was one of seven advisory members, or commissioners, appointed by President Woodrow Wilson (Figure 8). By the time that the United States entered the war in 1917, each commissioner had assembled a staff and had developed plans for addressing aspects of the crisis. Rosenwald was charged with supplying the war effort. In order to eliminate the profiteering associated with government contracts, he persuaded the government to allow him to deal directly with manufacturers and suppliers, and excluded

7 Bachmann, 93-94; Ascoli, 37-39.

8 Bachmann, 93-96; Ascoli 41.



Figure 8: Council of National Defense, c. 1916. Rosenwald is second from left, back row. (Library of Congress).



Figure 9: Rosenwald at the White House, 1929 (Library of Congress).

Sears from consideration in order to avoid accusations of conflict of interest. Rosenwald, and the other businessmen serving as commissioners, were attacked by politicians with ties to interests seeking to profit from the procurement effort, and by January of 1918 the commissioners had been largely divested of their authority. To raise morale among the armed forces, the government in July 1918 asked Rosenwald to travel to France to speak to the troops regarding the war effort. Rosenwald, who on one appearance introduced himself as “General Merchandise” was highly popular with the troops, who nicknamed him “Rosy.” He met with hundreds of individual soldiers, and took the time to write personal letters to their parents. Upon learning that the Sears catalog was one of the most popular books in the military’s libraries and hospitals, serving as a reminder of home to American soldiers, Rosenwald had hundreds of copies sent abroad. While in Europe, Rosenwald became ill and returned to Chicago in October of 1918.⁹

The post-World War I recession of 1920-1921 created a sharp decline in sales, which, coupled with over \$100 million invested in inventory, led to enormous losses for the company. Facing bankruptcy, Rosenwald, following the advice of Albert Loeb, donated 50,000 shares of Sears stock worth \$5 million to the company and purchased the Sears Homan Avenue plant for \$16 million. Rosenwald was widely lauded for his rescue of Sears and “business philanthropy.”

After the company achieved fiscal stability, Rosenwald instituted measures to enhance efficiency, establishing regional branches to help lower shipping charges and expedite orders. The company also opened retail stores, beginning in 1924, and implemented quality controls on all merchandise.¹⁰

Leadership of Sears underwent a transition during the 1920s. Albert Loeb died in 1924. Rosenwald’s

9 Bachmann, 97-98; Ascoli, 209; Embree and Waxman, 226.

10 Bachmann, 96-97; Ascoli 220-24.



Figure 10: Pioneers of American Industry at the Hotel Astor dinner, 1928. (Library of Congress).

Left to right: .Harvey Firestone; Julius Rosenwald, Thomas Edison, and Thomas Lipton.

health was also deteriorating. Desiring to devote more time to philanthropy, he began to consider the need to transfer management of the company to younger men. Impressed with the railroad executives he had met with during his government service, Rosenwald named Charles M. Kittle, vice president of the Illinois Central Railroad, as president of Sears in 1924. Rosenwald, in turn, became chairman of the company. In addition, he named General Robert E. Wood, formerly vice president of rival Montgomery Ward, as vice president of Sears, and Wood assumed management of the company's factories and retail stores. Wood later became president of the company following the death of Kittle in 1928.¹¹

In 1928, Rosenwald was among nine leading American businessmen honored at a highly publicized dinner—dubbed the “billion dollar banquet”—in New York. The dinner, the culmination of a conference on American industry sponsored by Columbia University, was held in the grand ballroom of New York's Hotel Astor and was attended by nearly 2,000 guests. Those honored were Rosenwald, Harvey S. Firestone, Thomas Edison, Sir Thomas Lipton, Charles M. Schwab, Henry Ford, Walter P. Chrysler, George Eastman, and Thomas E. Wilson. In his remarks, Lord Melchett, Chairman of Imperial Chemical Industries, Ltd. and principal speaker at the event, referred to the honorees as “some of the most distinguished men in the world.” Dr. Nicholas Murray Butler, president of Columbia University, described them as not only pioneers of business and industry, but as representative of a “new and constructive spirit of service as well as a gain in industry.” The event was broadcast live on thirteen radio stations across the country.¹²

Rosenwald again displayed his generosity and foresight during the stock market crash of 1929. At the time of the crash, his son Lessing was in Los Angeles. Realizing that many of the company's employees had purchased Sears stock on margin, Lessing, without notifying his father or General Wood, wired the company's stores to ensure that all employees affected by the market crash

11 Bachmann, 98-99; Ascoli, 260.

12 “Pioneers Honored at Business Dinner,” *New York Times*, October 25, 1928, 26.

would be “taken care of.” Julius Rosenwald approved of his son’s actions, and guaranteed \$7 million in loans on margin accounts of Sears stock held by employees. These actions saved 300 Sears employees from financial ruin.¹³

Rosenwald died on January 6, 1932. His estate was valued at \$17 million, a figure insufficient to meet his philanthropic commitments. Lessing Rosenwald served as executor of the estate and was aided by his father’s personal assistant Nathan W. Levin. They were able to convince the banks not to liquidate the estate and to give them time to arrange financing. Four years after Rosenwald’s death, all of his philanthropic commitments had been met, including the \$7.7 million he had allocated to guarantee his employees stock accounts.¹⁴

Rosenwald’s death in 1932 was national news. His obituary, published on the front page of *The New York Times*, reported a nation mourning the loss of one of its great men. Those expressing sadness and sympathy at his death included President Herbert Hoover, Albert Einstein, Clarence Darrow, and many other prominent figures in the African American, business, and political communities. This national publicity was reflective of the major contribution of the Rosenwald Fund and Rosenwald’s other philanthropic contributions, especially those directed toward African Americans and other minorities. This contribution was encapsulated by Claude A. Barnett, director of the Associated Negro Press, who upon Rosenwald’s death stated: “Julius Rosenwald, because of his broad humanitarian and practical philanthropies, was one of the most potent influences touching Negro life in America...Mr. Rosenwald’s interests and sympathies widened until his espousal of causes contributing to the progress of a people laboring under disadvantages, even more than his great general gifts to worthy public projects, focused the attention of America and the world upon him.”¹⁵

Rosenwald’s Philanthropic Activities

Julius Rosenwald’s philanthropic activities began during the early 1900s with small contributions to local organizations, and grew over the next three decades to one of the greatest charitable contributions of the twentieth century. Among his earliest donations was to the Associated Jewish Charities, an umbrella organization formed in 1900 composed of the varied German Jewish charities in the Chicago area. He later served as president of the organization from 1908 to 1912. Rosenwald donated a building to house the organization in 1915, and insisted that it also provide space for the Federated Jewish Charities, the leading charitable organization for Chicago’s Eastern European Jews. Such actions, along with Rosenwald’s strong influence, helped unify the city’s historically fragmented Jewish community.

In 1902, Rosenwald donated money to Jane Addams’s Hull House, a settlement house providing social services and recreational facilities for recent immigrants (Figure 11). He continued to donate annually to that organization. Rosenwald also donated to Chicago Commons, another settlement house for recent immigrants, operated by University of Chicago sociology professor Graham Taylor, and to the Bureau of Personal Services, a Jewish charity run by social worker Minnie Low. One of Rosenwald’s favorite charities was the Chicago Hebrew Institute, which was established to support newly arrived European Jews and help them assimilate. Other organizations that

13 Bachmann, 99; Ascoli, 359-61.

14 Bachmann, 99-100.

15 “Rosenwald Dead; Nation Mourns Him,” *The New York Times*, January 7, 1932; “Einstein at Rosenwald Service,” *The New York Times*, February 1, 1932.

received contributions from Rosenwald during the early days of his philanthropy included Chicago's Michael Reese Hospital, the Chicago Charity Hospital, the Juvenile Court Committee, and the Hebrew Union College libraries. Rosenwald also aided Jewish farmers as well as Jews affected by the Russian Revolution.¹⁶



Figure 11: Hull House, undated image (Jane Addams Collection, Swarthmore College).

Rosenwald was an early and frequent supporter of the University of Chicago. In 1904, he donated \$6,782 to the German Department for the purchase of a new library. It was one of his largest philanthropic gifts to a university up to that time. In 1912, he was appointed to the university's board of trustees, a position he held until his death. That year, he donated \$250,000, which funded the construction of a building to house the Departments of Geology and Geography, which was named Rosenwald Hall while he was out of the country. Although he opposed having his name put on any structure, he thought it would be very discourteous to try to reverse a fait accompli. Rosenwald Hall was designed by architects Holabird and Roche and dedicated in 1915. In 1916, he donated \$500,000 towards the construction of the University of Chicago Medical School.¹⁷

Rosenwald was also an ardent supporter of the YMCA, particularly the effort to construct branches for African Americans. He began to donate to the Chicago YMCA during the early 1900s, and served on the metropolitan committee along with other civic leaders. He contended that the organization's programs were "conducted in the true American spirit, in extending a welcome to all, regardless of creed." Yet, African Americans were not welcome at YMCAs in many white communities and neighborhoods, and blacks suffered from a lack of adequate recreational facilities.¹⁸

Rosenwald became increasingly interested in race issues after Paul J. Sachs, of the New York

16 Ascoli, 54-57, 250.

17 Ascoli, 55, 110, 125, 178-79.

18 Ascoli, 77-78.

Figure 12: Booker T. Washington, 1912 (Library of Congress)



investment bank Goldman Sachs, sent him two books to read during the summer of 1910. The first was *Up from Slavery*, the autobiography of Booker T. Washington, which provides an account of the black educator's life and struggles. The second, *An American Citizen: The Life of William H. Baldwin Jr.*, by John Graham Brooks, was especially influential. Baldwin, a close friend of Booker T. Washington, was a railroad executive and philanthropist who had served on the board of the Tuskegee Institute. Inspired by these books, Rosenwald became involved in the effort to construct new YMCAs for African Americans. In 1910, he agreed to provide a \$25,000 challenge grant to any black YMCA in the country that could procure an additional \$75,000 in matching funds. Following the initiation of the program, Rosenwald received a letter from President William Howard Taft, which read, "allow me to congratulate you on taking up a branch of that work which has not heretofore been efficient, but which has a very wide field of future usefulness." The grant program resulted in the construction of new African American YMCA branches in Chicago, Atlanta, Philadelphia, Indianapolis, Los Angeles, and Washington, D.C.¹⁹ Later, in 1920, Rosenwald started a new grant to build additional African American YMCAs; this program continued until his death. A total of 24 YMCAs and two YWCAs were built through the grant program.²⁰

In 1911, Rosenwald met Booker T. Washington and soon thereafter joined the Board of Trustees of Tuskegee Institute. At the recommendation of Washington, Rosenwald inaugurated a successful pilot project to build six schools in rural Alabama for African American children who had either no schools or woefully inadequate schools. Rosenwald agreed to fund a significant portion of the costs of each school as long as there were contributions by the local communities. This idea led to the construction of 5,357 Rosenwald Schools and related buildings over a twenty-year period in rural areas of fifteen Southern states. Refer to the following section, *African American Education and the Rosenwald Schools Program* on page 26, for a full discussion of the Rosenwald Schools program.

19 Ascoli, 78-85.
20 Ascoli, 241-42.

In 1917 Julius Rosenwald committed himself to a donation of up to a million dollars as a challenge grant in support of the American Jewish Committee's nationwide fundraising for Jewish victims of war in Europe and the Middle East. Publicity in some places urged potential donors to "be the Julius Rosenwald of your city," and the challenge was met. At a dinner in New York in April of the following year, Rosenwald and his wife were affectionately honored for their leadership of this campaign and presented with an engraved silver loving cup (Figure 13).

In 1918, Rosenwald established the Sears, Roebuck Foundation, one of the first and largest corporate charitable foundations in the country.²¹

The Julius Rosenwald Fund

On October 31, 1917, Rosenwald established his own charitable foundation, the Julius Rosenwald Fund, created to organize and perpetuate his philanthropic efforts "for the well-being of mankind" as stated in the fund's articles of incorporation. The fund initially functioned as a means of channeling Rosenwald's many contributions, but later was devoted primarily to the Rosenwald Schools program. After Edwin Embree became president of the fund in 1928, it also contributed to colleges that trained black teachers and to improving health care for African Americans in the South. It also provided grants for black students with leadership potential to attend Northern universities or colleges.²²

Over the period 1917 to 1948, the Julius Rosenwald Fund donated \$33,500 to the NAACP Legal Defense Fund. In his biography of Julius Rosenwald, Peter Ascoli notes that the Rosenwald Fund put a considerable amount of funding into the area of race relations, stating that "they helped fund many of the NAACP cases that resulted in *Brown v. Board of Education of Topeka*."²³

The reorganization of the Rosenwald Fund in 1928 marked a gradual shift away from its school construction program, and towards the promotion of African American educational and professional attainment. Part of this new strategy was a program of fellowships available to individuals of exceptional promise, mainly African Americans but also white southerners and others seeking to improve race relations. The program, which was operational between 1928 and 1948, began with grants made to well-known writers and scholars and to individuals seeking training in a range of professional fields. After 1934, the Fund awarded fellowships to individuals



Figure 13: Julius Rosenwald, c. 1918, with the silver loving cup presented by the American Jewish Committee. (Library of Congress).

21 Ascoli, 216-218.

22 Ascoli, 216-218.

23 Ascoli, 396.

demonstrating exceptional talent and promise.²⁴ Over the twenty-year history of the program, \$1.65 million was awarded in the form of one-, two- and three-year fellowships for 587 African Americans and 278 white Southerners in the fields of education, public health, sociology, economics, agriculture and the humanities and sciences, as well as in creative writing, music, dance, drama and visual art.²⁵ Among the Fund's beneficiaries were some of the most talented black historians, scientists, academics, writers, and artists of the 1930s and 1940s.²⁶

Rosenwald Fund Fellowships also contributed to the emergence of a black intellectual leadership class that played an important role in the American Civil Rights Movement of the twentieth century. Among the program's fellows were twelve African Americans associated with the landmark *Brown v. Board of Education* court case. Robert Lee Carter was a staff lawyer with the NAACP's Legal Defense and Education Fund. A graduate of Lincoln University in Pennsylvania and the Howard University Law School, Carter applied for a Rosenwald Fellowship in 1940, which allowed him to pursue a Master of Laws (LLM) degree at Columbia University. In conducting research for the case, Carter worked with New York social psychologists Kenneth B. and Mamie Phipps Clark (Figure 14). The husband and wife team had studied the effects of racial segregation on the psychological development of African American children. Like Carter, the Clarks applied for and won a Rosenwald fellowship in 1940 that helped fund their research. Their findings provided an important basis for the NAACP's argument in the *Brown v. Board* case. John Aubrey Davis, a professor of Political Science at Lincoln University, oversaw essential non-legal historical research for the case. A Rosenwald fellowship, granted in 1938 and later renewed, had enabled Davis' graduate education.



Figure 14: Kenneth and Mamie Clark (Library of Congress).

Assisting Davis were four scholars who had also received Rosenwald fellowships. They were economist Mabel Murphy Smythe, Lincoln University President Horace Mann Bond, historian C. Vann Woodward of Johns Hopkins University, and historian John Hope Franklin of Howard University. While pursuing a doctorate in economics and law at the University of Wisconsin during the early 1940s, Smythe explored the effects of tipping on wages, partly in an effort to develop evidence to be used in support of arguments to raise the minimum wage. Horace Mann Bond, a specialist in the history of sociology and education, was charged with determining how Congress and state legislatures viewed the Fourteenth Amendment as it applied to public schools. Bond's dissertation, *Negro Education in Alabama: A Study in Cotton and Steel*, analyzed the factors

24 Alfred Perkins, "Welcome Consequences and Fulfilled Promise: Julius Rosenwald Fellows and *Brown v. Board of Education*," *The Journal of Negro Education* 72, no. 3 (Summer 2003): 344-45.

25 Daniel Schulman, et al. *A Force for Change: African American Art and the Julius Rosenwald Fund* (Chicago: Northwestern University Press, 2009), 157.

26 Philanthropy Roundtable, Almanac, Arts and Culture, "1929 Black Creativity and the Julius Rosenwald Fund," <https://www.philanthropyroundtable.org/almanac/achievements/arts-culture> (accessed May 4, 2018).

shaping the education of African Americans throughout the south. Bond maintained a close relationship with the Rosenwald Fund's principal officers, and after completing his doctorate, he held a temporary position with the Fund prior to obtaining his first teaching position at Fisk University. Historian C. Vann Woodward, the only caucasian in the group, was a leading authority on the post-Civil War south, and was tasked with preparing research on the Reconstruction period. Prior to World War II, while engaged in a post-doctoral fellowship at the Library of Congress, he had undertaken considerable research that proved useful to the case. The highly respected John Hope Franklin had important academic positions at the University of Chicago and then Duke University. He received the Presidential Medal of Freedom in 1995.

Three additional Rosenwald Fellows participated in preparations for the case. They were Rayford Logan, a Howard University historian, Charles H. Thompson, Dean of the Howard University Graduate School, and Allison Davis, a University of Chicago anthropologist and brother of John Davis. Logan, a prominent historian, maintained a deep personal commitment to civil rights causes and a strong opposition to racial segregation. Charles Thompson was the editor of the *Journal of Negro Education*, and under his editorship the periodical documented problems arising from school segregation. Prior to his involvement in the case, Allison Davis had published research on school segregation in Louisiana and Mississippi. Although not directly associated with the case, Charles S. Johnson's book, *The Negro in American Civilization*, was highly influential. Johnson was a trustee of the Rosenwald Fund and was also an early Rosenwald Fellowship recipient. After earning a doctorate in sociology at the University of Chicago, he conducted research on the social condition of black communities under Jim Crow, and emerged as one of the foremost figures in the field of black sociology. Later, Johnson directed research and publications for the National Urban League and helped advance the careers of numerous figures of the Harlem Renaissance.²⁷

A number of talented and important African American artists received Rosenwald Fellowships. Gordon Parks (1912-2006) was a seminal figure in twentieth-century American photography whose work explored such issues as race relations, poverty, civil rights, and urban life. His well-known photograph, "American Gothic, Washington,



Figure 15: "American Gothic, Washington, D.C.," 1942 (Library of Congress).

27 Alfred Perkins, "Welcome Consequences and Fulfilled Promise: Julius Rosenwald Fellows and 'Brown v. Board of Education,'" *The Journal of Negro Education* 72, no. 3 (Summer 2003): 346-51; BlackPast.org, African American History, "Johnson, Charles S. (1893-1956)," <http://www.blackpast.org/aah/johnson-charles-s-1893-1956> (accessed August 7, 2018).



Figure 16: Marian Anderson performing before a crowd of 75,000 at the Lincoln Memorial, 1939 (above left: University of Pennsylvania; above right: Scurlock Studio Records, Archives Center, National Museum of American History, Smithsonian Institution).

D.C.” (1942), was produced during his fellowship (Figure 15).²⁸ Jacob Lawrence (1917-2000) was an acclaimed American painter. His most recognized work, a sixty-panel composition titled *The Migration of the Negro* (also known as *The Migration Series*) was funded through a 1940 Rosenwald fellowship. He later taught at Black Mountain College in North Carolina, the Skowhegan School of Painting and Sculpture in Maine, and the University of Washington.²⁹ Elizabeth Catlett (1915-2012), an American sculptor and print maker, used her work to address issues ranging from African American life to social change and civil rights. She was a graduate of Howard University and the University of Iowa. She received a Rosenwald fellowship in 1946, which allowed her to travel to Mexico, where she joined the Taller de Gráfica Popular, a group of activist printmakers.³⁰

Marian Anderson (1897-1993, Figure 16) was one of the most important African American vocalists of the twentieth century. In 1939 she performed the National Anthem at the Lincoln Memorial in Washington before a crowd of 75,000, after being refused the right to perform in the DAR Constitution Hall.³¹ Zora Neale Hurston (1891-1960) was a seminal African American writer and anthropologist and was a central figure in the Harlem Renaissance. Among her best known works is the 1937 novel *Their Eyes Were Watching God*, regarded today as one of the most important works in African American and women’s literature.³² Langston Hughes (1902-1967), known for his

28 The Gordon Parks Foundation, “Artist,” <http://www.gordonparksfoundation.org/artist/biography> (accessed May 3, 2018); Benjamin Genocchio, “Works that Testify to the Nurturing of Black Artists,” *New York Times*, February 12, 2010.

29 Phillips Collection, Artist, About, “Jacob Lawrence,” <http://lawrencemigration.phillipscollection.org/artist/about-jacob-lawrence> (accessed May 3, 2018); Genocchio.

30 National Museum of Women in the Arts, Artist Profiles, “Elizabeth Catlett,” <https://nmwa.org/explore/artist-profiles/elizabeth-catlett> (accessed May 3, 2018); Genocchio.

31 Public Broadcasting Service, American Experience, “Marian Anderson: Musical Icon,” <https://www.pbs.org/wgbh/americanexperience/features/eleanor-anderson/> (accessed May 4, 2018).

32 Zora Neale Hurston, The Official Website of Zora Neale Hurston, “About Zora Neale Hurston,” <https://www.>

“insightful, colorful portrayals of black life in America,” is regarded today as a leader in the Harlem Renaissance of the 1920s and 1930s. In 1948, Hughes praised the Fund’s contributions to African American attainment, writing that “a dollar invested in educational, social, or cultural progress is worth many dollars to many more persons than merely the individual carrier of culture in whom it is invested.”³³ Ralph Bunche (1904-1971) was an accomplished political scientist, academic, and diplomat. Bunche was the first African American to receive the Nobel Peace Prize in 1950 for his work at the United Nations in mediating the Arab-Israeli conflict in Palestine.³⁴ James Weldon Johnson (1871-1938) was a writer, poet, and civil rights leader. Through his seminal studies of black poetry, music, and theater, Johnson introduced white Americans to the creative achievements of African American culture.³⁵ E. Franklin Frazier (1894-1962) was a distinguished educator, author, lecturer, and head of the Department of Sociology at Howard University from 1934-1959. He taught at Howard University for over twenty years, beginning in 1934, and his work explored issues surrounding black higher education in the United States.³⁶ W. E. B. Du Bois (1868-1963, Figure 17) was an American educator, editor, and writer. He was a key figure in the creation of the NAACP in 1909, and served as editor of *The Crisis* from 1910-1934.³⁷ After Rosenwald’s death, Du Bois wrote an editorial in the NAACP’s magazine *The Crisis* that started with the following words “The death of Julius Rosenwald brings to an end a career remarkable especially for its significance to American Negroes.”³⁸



Figure 17: W. E. B. Du Bois (Library of Congress).

Julius Rosenwald’s fortune grew significantly during the boom years of the mid-1920s, and his worth was estimated at \$200 million just prior to the stock market crash of 1929. His involvement with the University of Chicago, and other causes, greatly increased during this period. During the capital campaign of 1925, Rosenwald served as a trustee on the University of Chicago’s development committee, and pledged \$1 million to be used for research, equipment, travel, and buildings. He provided additional gifts over the next several years that helped fund a variety of university programs and buildings.³⁹

Julius Rosenwald was an instrumental figure in the founding of the Museum of Science

- zoranealehurst.com/about/ (accessed August 15, 2018); Meagan Flynn, “Zora Neale Hurston: 87 years after writing of ‘The Last Black Cargo,’ the book is being published,” *Washington Post*, May 2, 2018.
- 33 Poetry.org, “Langston Hughes,” <https://www.poets.org/poetsorg/poet/langston-hughes>; The Poetry Foundation, “Langston Hughes,” <https://www.poetryfoundation.org/poets/langston-hughes> (accessed August 15, 2018).
- 34 The Nobel Prize, The Nobel Peace Prize 1950, “Ralph Bunche Biographical,” <https://www.nobelprize.org/prizes/peace/1950/bunche/biographical/> (accessed August 15, 2018).
- 35 Poetry Foundation, Poets, “James Weldon Johnson,” <https://www.poetryfoundation.org/poets/james-weldon-johnson> (accessed May 4, 2018); Langston Hughes, “Simple and the Rosenwald Fund,” *Phylon* 9, no. 3 (3rd Quarter 1948): 229-31.
- 36 American Sociological Association, “E. Franklin Frazier,” <http://www.asanet.org/e-franklin-frazier> (accessed August 15, 2018).
- 37 Robert McHenry, ed., *Webster’s New Biographical Dictionary* (Springfield, MA: Merriam-Webster, 1988), 300.
- 38 Ascoli, 385.
- 39 Ascoli, 264, 282.

and Industry in Chicago (Figure 18). On a trip to Europe in 1911, he had been impressed with the Deutsches Museum in Munich, an interactive science museum. In response to a survey conducted by the Commercial Club of Chicago, Rosenwald in 1921 suggested the creation of a “great Industrial Museum” in the city. Citing the success of similar exhibits at the 1893 World’s Columbian Exhibition, he offered to contribute \$1 million towards the museum if additional funds could be solicited. The project languished until 1925, when Rosenwald again began promoting the idea of the museum to the members of the Commercial Club, which formed a committee to study the feasibility of the proposal. Rosenwald chose the Palace of Fine Arts, an abandoned structure built to house works of art during the 1893 Columbian Exposition, as a potential location for the museum. The city had previously approved money to restore the building for municipal use through a \$5 million bond issue that passed in 1924. In 1926, Rosenwald and his son William toured industrial museums in Europe. Upon their return, the project was approved by both the Commercial Club committee and the South Park Commission, an administrative body tasked with overseeing the use and development of the city’s southern park lands. Rosenwald pledged



Figure 18: Museum of Science and Industry (Chicago Park District).

\$3 million towards the project, to be used to cover any deficit not covered by the proceeds of the bond issue. After protracted negotiations regarding the name of the museum (he insisted that it not bear his name) and the use and control of the building, the museum finally opened in 1933, a year after Rosenwald’s death.⁴⁰

Rosenwald’s Approach to Philanthropy

Rosenwald’s philanthropy was greatly influenced by Dr. Emil J. Hirsch, rabbi and spiritual leader of Chicago’s Sinai Congregation from 1880 to 1923, who emphasized the importance of social justice, community service, and practical idealism. Jane Addams, the director of Hull House, and Judge Julian W. Mack, a close personal friend, also influenced Rosenwald’s charitable efforts. In addition, his wife Augusta shared his sense of social responsibility, and supported and encouraged his philanthropy.⁴¹ Through his philanthropic activities, Rosenwald was the embodiment of the

40 Ascoli, 264-73, 327-34, 379.
41 Embree and Waxman, 218-19.

Jewish concept of tzedakah—righteousness and charity.

His philanthropy was founded on two core tenets: the need to address present, rather than future, needs; and the use of challenge grants. Rosenwald believed that the generation that contributed to wealth creation should be the one to profit from it. He viewed philanthropy as a means of addressing current problems with immediate needs, and believed that the best contribution of a given era was to serve as stewards of the present for the benefit of future generations. Rosenwald was opposed to perpetual endowments, and unlike his contemporaries, he specified that his foundation cease operations within twenty-five years of his death.

Rosenwald's support of challenge grants, which are widely used today, is evidenced by his contributions to African American YMCAs and the Rosenwald School program. In discussing his challenge grants for YMCA construction, Rosenwald biographer Peter Ascoli notes that Rosenwald was "totally opposed to charity as a mere handout," adding that, "he felt it was essential that blacks contribute to the endeavor." The African American community exceeded Rosenwald's expectations in this area, and Ascoli relates the account of an elderly black man, born a slave, who approached him at a Chicago fundraising event in 1911 to donate \$1000, his entire life savings, to the cause.⁴²

Rosenwald's philanthropic gifts totaled between \$60 and \$70 million. His larger gifts included \$20 million to the foundation which he created; \$4 million to African American education and welfare (separate from that given through his foundation); \$5 million to Jewish farm colonization in Russia; \$5 million to Jewish charities and institutions; \$2 million to war work and relief; \$5 million to museums; \$3 million to general education and research; \$3 million to hospitals and health agencies; and \$11 million to the Rosenwald Family Association, a charitable corporation created to further his philanthropic interests following his death. Rosenwald also donated smaller amounts to a multitude of individuals, organizations, and universities. According to a 1948 profile on Rosenwald:

His contributions knew no restrictions of race, religion, or geographical boundary. They went to agencies sponsored by Catholics, Protestants, and Jews, to various racial groups, to causes at home and abroad. For the relief of war sufferers, aid went to Germans as well as Armenians, Syrians, Belgians. Rosenwald money helped to fight typhus in Serbia and corruption in Chicago.⁴³

Despite the wide range of causes he supported, Rosenwald was careful to fully research each before donating funds to it, identifying specific projects which he personally regarded as sound in their financial requirements and social promise. He was interested in causes with clearly stated goals, managed by capable people, and demonstrating the most effective use of each dollar received. Decades prior to the New Deal, Rosenwald believed that the state should assume some of the obligations inherent within modern society, such as education and health. He felt that social services should pay for themselves, however, and that through efficient organization and scalability, fees for any given service could be made affordable to the working class.⁴⁴

Rosenwald's giving was guided by his convictions. He was one of the few men who was willing to publicly oppose corruption in Chicago, and he valued character over experience in the political

42 Embree and Waxman, 221-22; Ascoli, 82.

43 Embree and Waxman, 220-21.

44 Embree and Waxman, 221-22.

candidates he supported. He supported African American causes during a period of entrenched racism. Likewise, Rosenwald supported Russia's Jews at a time when the mere mention of Russia was an anathema. Rosenwald donated his time as well as his money, helping organizations by serving on their directing boards and assisting in planning and organizing fund-raising campaigns. He was a key player in the unification of the Associated Jewish Charities and the Federated Orthodox Jewish Charities into one organization, the Jewish Charities of Chicago, and served as its first president. In addition to his government service during World War I, Rosenwald was active in civic affairs in Chicago, serving such varied groups as the Bureau of Public Efficiency, Chicago Planning Commission, the Municipal Voters League, the Chicago Vice Commission, the Chicago Industrial Commission, the University of Chicago, Provident Hospital, Governor Lowden's Commission on Race Relations, and the Art Institute of Chicago.⁴⁵

Significance of Julius Rosenwald

Julius Rosenwald was one of the most significant businessmen and philanthropists in American history. Under his leadership, Sears, Roebuck & Company revolutionized retail sales and the availability of mass-produced consumer products during the twentieth century. Sears's enormous mercantile plant, developed in 1904 on Chicago's west side, was unique for its sheer scale and its level of technical innovation, and Sears remained a fixture in American consumer culture well into the post-World War II period. Julius Rosenwald is even more significant as a philanthropic figure, particularly in the areas of African American education and achievement. Rosenwald bridged the racial divide at a time of entrenched discrimination. His commitment to people and communities responded to immediate needs and made a profound and lasting impact. Through his partnership with Booker T. Washington and working with Southern states and communities, Rosenwald donated funds to build thousands of badly needed schools for African Americans throughout the South. The Rosenwald Schools greatly enhanced the quality of education for numerous African American students. In addition, Rosenwald's initiative to construct black YMCAs and his fellowship grant programs to talented African Americans contributed substantially to the formation of a black artistic and intellectual cadre that produced many of the leading figures in the humanities and arts and in the American Civil Rights Movement.

African American Education and the Rosenwald Schools Program

African American Education in the Rural South

Following emancipation, newly freed blacks in the south placed great value on literacy and education, viewing it as an expression of freedom and a rejection of the dehumanizing bondage they had been subjected to. In their pursuit of knowledge and learning, free African Americans relied on aid provided through the Freedmen's Bureau, Republican politicians, northern missionary societies, and the Union Army. Many ex-slave communities also organized Sabbath schools, which were affiliated with local African American churches. In many cases, these Sabbath schools represented the only available options for schooling.⁴⁶

Northern philanthropists began partnering with reformers and black communities in the south

45 Embree and Waxman, 222-23; Ascoli, 250-51.

46 James D. Anderson, *The Education of Blacks in the South: 1860-1935* (Chapel Hill: University of North Carolina Press, 1988), 5-15.



Figure 19: Hickstown Rosenwald School, Durham County, North Carolina, undated (Fisk University).

beginning in the Reconstruction period, and these partnerships continued into the early twentieth century. They included the efforts of Baltimore-London banker and philanthropist George Peabody, Connecticut textile manufacturer John F. Slater, and the Southern Education Board, a group led by New York businessman Robert Ogden.⁴⁷

Ex-slaves were among the first southerners to initiate a campaign for universal public education. By 1870, approximately one-fourth of school-age African American children attended school. In the northeast, upper-class whites had embraced the idea of tax-supported public education as a means of training the industrial workforce. In contrast, in the south, the planter class maintained its hegemony over the largely agrarian economy and, along with lower-class whites, viewed the education of free blacks as a threat to this order. The planter class reasserted its control over southern state governments during the 1870s, and stressed low taxation, while working to inhibit the progress of black education. Using coercive labor contracts, they sought to institute a “labor repressive system of agricultural production,” on ex-slaves, which had no use for technology or education as ways to increase production.⁴⁸

Ex-slave communities saw education as a means of both civic training and as the path to developing a leadership class of professionals and intellectuals; a prerequisite towards organizing for greater political and economic equality. African American leaders and educators therefore advocated for the adoption of the New England classical liberal curriculum in post-Civil War black

47 Mary S. Hoffschwelle, *The Rosenwald Schools of the American South* (Gainesville: University Press of Florida, 2016), 18-22.

48 Anderson, 19-25.

schools, following the best educational traditions of the era.⁴⁹

By the 1880s, some southern white elites began to realize the futility of denying blacks access to universal schooling, and instead supported an approach intended to channel black education so that it supported the traditional structures of white socioeconomic control. Those elites began to support the idea of universal public education for both blacks and poor whites, ostensibly as a means of promoting greater industrialization in the south through the creation of a trained workforce. Some advocated for vocational training, such as that offered at the Hampton Normal and Agricultural Institute in Virginia, where Booker T. Washington had been educated during the 1870s.⁵⁰

Influenced by his own education at the Hampton Institute, Washington established the Tuskegee Institute in 1881, which was partially funded by the state of Alabama. By 1900, the school, with over one-thousand students and eighty-six faculty members, consisted of a campus of impressive brick buildings, designed and constructed by its students. Washington envisioned Tuskegee as an incubator from which graduates would establish their own schools throughout the south, all part of his larger strategy for African American progress.⁵¹

During the early twentieth century, the segregation of southern schools presented a problem in terms of the allocation of state funds. While the progressive reform movement of the early 1900s resulted in the construction of numerous new schools for white children in counties across the south, it excluded African Americans. Black schools were still housed in buildings such as churches, stores, private residences, and farm buildings. Those public-school buildings that were available to blacks were often older white schools in poor condition that were being phased out for new construction. Washington felt that black southerners should address the poor conditions at the community level, through a combination of public and private funds and donations, rather than waiting for white state governments to act. Better facilities, he felt, were critical not just for creating an appropriate and equitable learning environment, but also for attracting good teachers. Booker T. Washington advised community leaders to build from architectural plans to ensure quality buildings, stating that “...it is almost as cheap to build a good schoolhouse as it is to build a poor one.”⁵²

In 1905, Booker T. Washington embarked on a school construction initiative in Macon County, Alabama that provided a template for his subsequent efforts with the Chicago philanthropist. The Macon County program began as a partnership between Tuskegee and Standard Oil executive Henry Huttleston Rodgers. Along with contributions from Anna Jeanes, a wealthy Philadelphia Quaker, and local African Americans, the program successfully constructed forty-six new one-room schools in Macon County at a cost of \$700 each. Following Rodgers’s death in 1909, Washington sought a new patron to help fund the program, as it looked to expand into other counties.⁵³

Booker T. Washington and the Tuskegee Institute

Booker T. Washington was introduced to Julius Rosenwald in May 1911 through L. Wilbur Messer,

49 Anderson, 28-29.

50 Anderson, 27-31.

51 Hoffschwelle, *The Rosenwald Schools of the American South*, 12-14.

52 Hoffschwelle, *The Rosenwald Schools of the American South*, 14-19.

53 Hoffschwelle, *The Rosenwald Schools of the American South*, 24-26.

general secretary of the Chicago Branch of the YMCA. Messer invited Washington to deliver the keynote address at the branch's fifty-third anniversary dinner. Rosenwald hosted Washington at a luncheon attended by many of Chicago's top businessmen, and he served as master of ceremonies at the YMCA dinner. Soon after, Washington invited Rosenwald to join the Tuskegee board of trustees, and to help fund a new YMCA on campus. Rosenwald declined to commit, but agreed to visit the school the following year. In October of 1911, Rosenwald traveled to Tuskegee with his wife and other family members, Messer, and Rabbi Emil Hirsch of Chicago. They toured the campus and met with the school's faculty, students, and administrators. Impressed with what he had seen, Rosenwald agreed to become a trustee of the institution. Washington later wrote to board member Theodore Roosevelt, stating that he saw Rosenwald as "one of the strongest men we have ever gotten on our board." Rather than immediately donating money to Tuskegee, Rosenwald instead sent a shipment from Sears containing 1,260 pairs of overstock or defective men's and women's shoes for the benefit of the school's neediest students. Historian and Rosenwald scholar Peter Ascoli has speculated that this may have been an attempt to test Washington—to see how he would respond to such a gift—before pledging substantial sums of money. In a letter thanking Rosenwald for the gift, Washington stated that the shoes had "enabled quite a number of worthy students to remain in school."⁵⁴



Figure 20: Rosenwald and Washington at the Tuskegee Institute, 1915 (University of Chicago).

The following year, Rosenwald again visited Tuskegee with a group that included A. W. Harris, president of Northwestern University, H. H. Kohlsaatt, editor of the *Chicago Record-Herald*, Charles R. Crane (heir to the Crane plumbing fortune), Sherman Kingsley (director of a prominent charitable foundation), and A. Mitchell Innes of the British Embassy in Washington. In addition, a delegation of wealthy east coast philanthropists led by former New York mayor Seth Low toured the campus. Soon after, Booker T. Washington traveled to Chicago and stayed as a personal guest in the Rosenwald home, solidifying their relationship. At his first meeting of the Tuskegee trustees, Rosenwald proposed the creation of a \$50,000 fund over five years, and he personally pledged half the amount, payable in \$5,000 increments. He went further and advised Washington on how to approach potential donors, personally introducing him to wealthy Chicagoans.⁵⁵

In turn, Washington helped advise Rosenwald on how to respond to the flood of requests for aid he was receiving from black private schools in the south. In 1912, Rosenwald donated \$2,000 to the Utica Normal School in Utica, Mississippi, to help rebuild a building that had been damaged

54 Ascoli, 87-89; Stephanie Deutsch, *You Need a Schoolhouse: Booker T. Washington, Julius Rosenwald, and the Building of Schools for the Segregated South* (Evanston, IL: Northwestern University Press, 2011), 91-108.

55 Ascoli, 89-92; Deutsch, 109-115.

by a tornado. Rosenwald was impressed by the fact that many black communities were already raising funds on their own to build schoolhouses. He subsequently pledged money, in the form of challenge grants, to other small black schools, including the Berry School in Georgia and the Snow Hill School in Alabama. Rosenwald also made challenge grants to African American colleges and universities such as Fisk University, Meharry College, and the Hampton Institute.⁵⁶

Rosenwald Schools Program

The Rosenwald Schools program, the largest of its kind during the pre-World War II era, represented a continuation of philanthropic efforts to aid African American education in the south. Accordingly, Tuskegee became an organizing force for these philanthropic efforts to advance school construction. By the time that Julius Rosenwald had become engaged with the issue of black education in the south, these philanthropic partnerships were already addressing some of the needs of rural communities. Through his association with Washington, Rosenwald was able to effectively navigate within and contribute to this broader effort, and together, the two created a rural school building program. They sought to construct small, well-designed, but modest, public schools, bringing together the interests of reformers, progressive elements within state governments, and local communities.⁵⁷

Unlike other philanthropists working in the south, who focused mainly on improving the education of teachers for African American pupils, Rosenwald saw new school buildings as the preferred method for ensuring an environment conducive to African American advancement. According to Rosenwald Schools scholar Mary S. Hoffschwelle, Rosenwald's partnership with Booker T. Washington established a new "architectural ideal for black schools" in the south.⁵⁸

The Rosenwald Schools program was initially funded by Julius Rosenwald personally and from 1917 onward by the Julius Rosenwald Fund. The program was administered by Clinton J. Calloway at the Tuskegee Institute department of extension from 1912 to 1920. The schools were initially designed by Tuskegee staff members, who tailored the plans to meet the needs of individual communities.

The first school plans were developed by Robert R. Taylor, the first African American to graduate from the architecture program at the Massachusetts Institute of Technology. Washington recruited Taylor in 1892 to develop Tuskegee's mechanical industries department. Over the course of his forty-one year tenure at Tuskegee, Taylor designed many of its principal buildings, directed overall campus planning, and eventually rose to become vice president of the Institute. In designing the early Rosenwald schools, Taylor was assisted by William A. Hazel, head of Tuskegee's architectural and mechanical drawing division, and famed botanist George Washington Carver of the Department of Agricultural Research, who provided material on school grounds, gardens, and demonstration plots.⁵⁹

Taylor and his colleagues were influenced by the substantial body of literature devoted to the planning and design of school buildings that was produced during the late nineteenth and early twentieth centuries. Schools designed during this period reflected an emphasis on standardization,

56 Ascoli, 92-94.

57 Hoffschwelle, *The Rosenwald Schools of the American South*, 18-23.

58 Hoffschwelle, *The Rosenwald Schools of the American South*, 26-29.

59 Hoffschwelle, *The Rosenwald Schools of the American South*, 36, 52-53; Richard Dozier, "The Black Architectural Experience in America," *AIA Journal* 65, no. 7 (July 1976): 164-66.

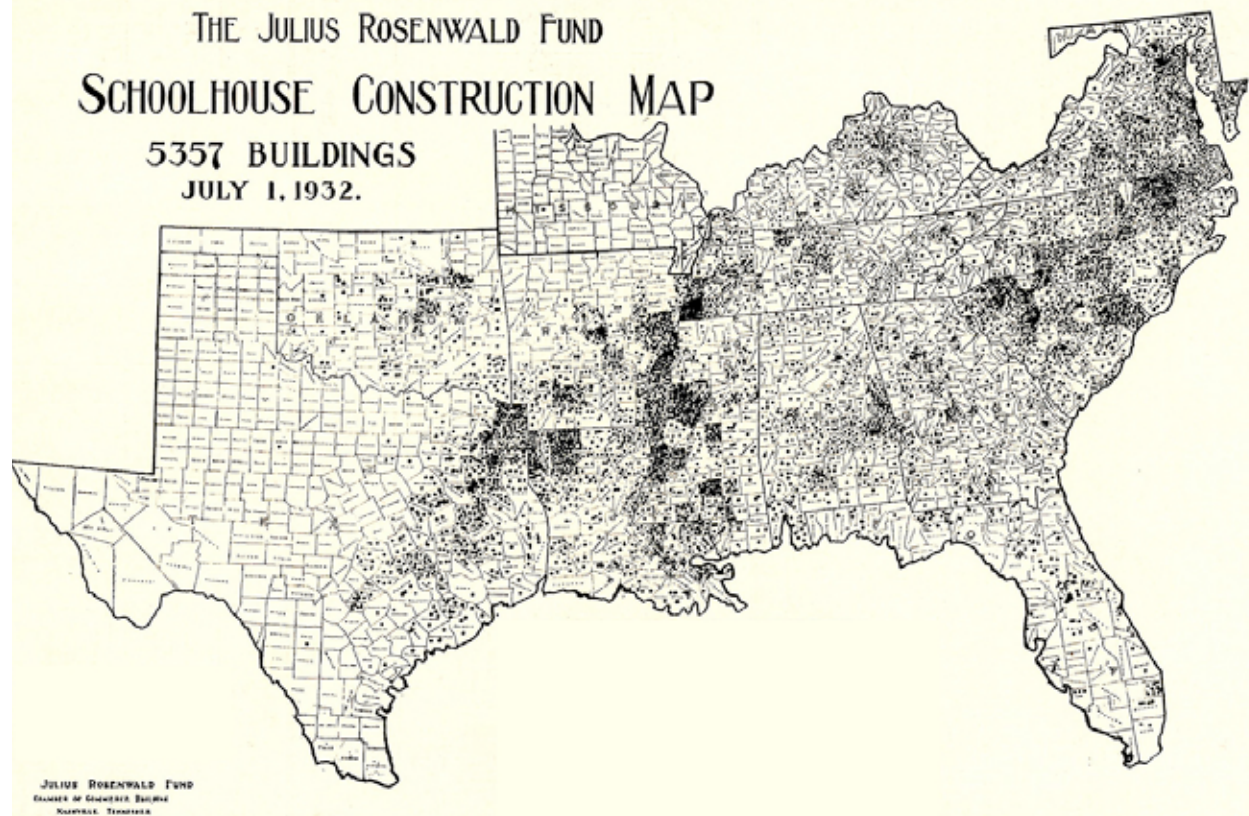


Figure 21: Rosenwald Fund, School House Construction Map, 1932 (Fisk University).

heating and ventilation, sanitation, and lighting. Standards for ventilation had been established in states such as Massachusetts as early as the last years of the nineteenth century. Prior to the widespread adoption of electric lighting, daylighting was an important consideration in school design, and school buildings were carefully oriented so as to take advantage of the best natural lighting conditions. Guidelines for ventilation and lighting entailed specific window placement and window-to-floor area ratios.⁶⁰ In addition, publications of the era, such as *Modern American School Buildings* (1906) and *American School Building Standards* (1915), provided guidance on all aspects of school planning and construction: from the size and orientation of buildings, site selection and landscaping, building materials and finishes, to classroom arrangement and equipment. *American School Buildings Standards* also included a wealth of specifications and plans for specific school components such as lavatories and drinking fountains, as well as architectural plans and cost breakdowns for a wide range of completed school buildings in numerous American cities.⁶¹ While these publications were primarily concerned with the design of larger urban schools, publications such as *Palliser's Common Sense School Architecture*, produced in 1889 by the New York architectural firm of Palliser, Palliser & Co., included plans for simple one-room school buildings that bear a strong resemblance to some of the early designs prepared by

60 Lindsay Baker, *A History of School Design and its Indoor Environmental Standards, 1900 to Today* (Washington: National Institute of Building Sciences, 2012), 6-7.

61 Warren Richard Briggs, *Modern American School Buildings* (New York: John Wiley & Sons, 1906); Wilbur T. Mills, *American School Building Standards* (Columbus, OH: Franklin Educational Publishing, 1915).

Taylor for the Rosenwald Schools program. While these plans were utilized almost exclusively for the design and construction of white schools, *Palliser's Common Sense School Architecture* endorsed the values that inspired the creation of the Rosenwald Schools program, stating that, "No matter how poor a community may be, that is no reason why it should be inflicted with bad schools."⁶²

Washington and Rosenwald began their efforts with the construction of schools in six rural communities located in the vicinity of the Tuskegee Institute between 1912 and 1914. Construction materials were locally sourced and Sears' Modern Homes Division provided pre-fabricated components such as window sashes, doors, and hardware. The first school constructed was located in Loachapoka, Alabama (demolished). Completed in 1913, it was erected at a cost of \$942.50, of which Rosenwald contributed \$300. State and county authorities were required to maintain the school as a part of the school system.⁶³ During the summer of 1914, Tuskegee Institute secretary Emmett J. Scott issued a press release stating that Rosenwald was willing to match dollar-for-dollar "whatever sum is raised in any rural district in the south for schoolhouse buildings." The press release inaccurately characterized the scope of the program, and resulted in a large number of requests for aid. The fund subsequently released a document titled "Plan for the Erection of Rural Schoolhouses," which articulated the program's initial guidelines. It specified that the aid offered by the program was a supplement to that supplied by the state and by local communities. Community members were also required to obtain permission from school officials prior to requesting aid, and secure the cooperation of state Negro school agents. Seeking to clarify the earlier misrepresentation regarding the scope of available funding, the document stated that Rosenwald was offering up to \$30,000 in grants of no more than \$350 each to around one hundred rural schoolhouses over a five-year period.⁶⁴

By 1915, the expanding program was becoming regional in extent. That year, the Tuskegee executive council approved fourteen more Alabama counties as possible recipients for Rosenwald school aid, and agreed to accept applications from Arkansas, Florida, Georgia, Mississippi, North Carolina, and Tennessee. Washington wanted the schools to be modest in cost and appearance. This was in part to satisfy the cost- and efficiency-minded Rosenwald, and was also aimed at avoiding a backlash from local whites. In establishing architectural guidelines for the program, the Tuskegee staff developed three initial building types: one and two-teacher schools, consolidated schools, and county training schools that served a wide geographic area. It also established the archetypal building form that would come to be associated with Rosenwald schools, which consisted of hipped or gable-roofed buildings with entrances sheltered by small porches or canopies. In accord with the Tuskegee educational approach, each type included an area dedicated to industrial training. The plans, which represented a significant advance over the typical one-room rural southern school, also included cloakrooms, libraries, and in some cases kitchens. Privies were located outside the school buildings. The plans developed by the Tuskegee staff were published in a 1915 pamphlet titled *The Rural Negro School and its Relation to the Community* (Figure 22).⁶⁵

Booker T. Washington died in 1915, but the Rosenwald-Tuskegee school building program continued. After two years, Tuskegee staff were overwhelmed by the scale of the program and

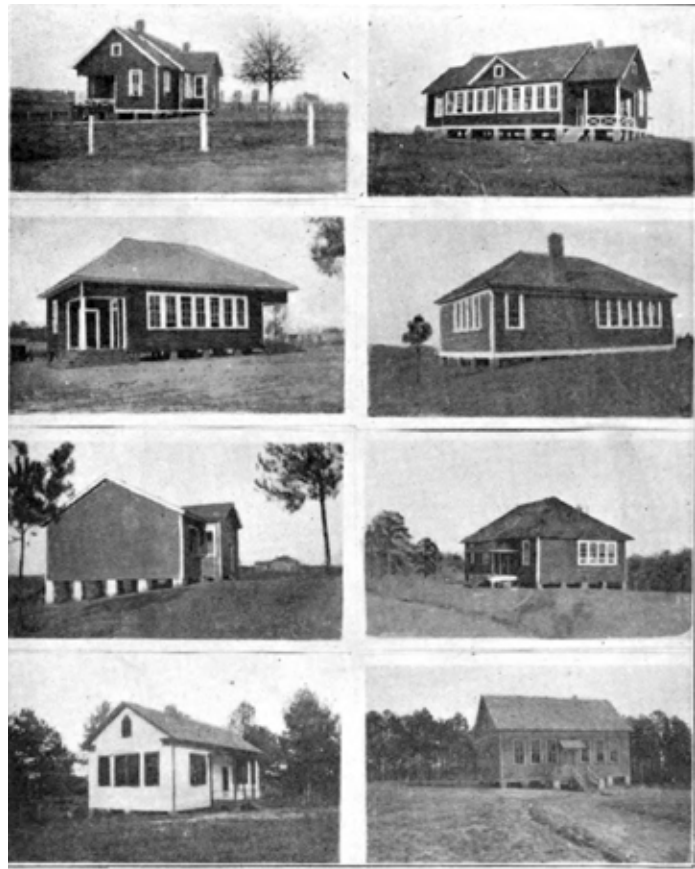
62 Palliser, Palliser & Co., *Palliser's Common Sense School Architecture* (New York: Palliser, Palliser & Co., 1889), 1-5.

63 Hoffschwelle, *The Rosenwald Schools of the American South*, 35-38; Norman H. Finkelstein, *Schools of Hope* (Honesdale, PA: Calkins Creek, 2014), 30-33.

64 Hoffschwelle, *The Rosenwald Schools of the American South*, 42-45.

65 Hoffschwelle, *The Rosenwald Schools of the American South*, 50-57; Finkelstein, 30-33.

were unable to adequately supervise individual construction projects. In 1919, Rosenwald instituted a temporary freeze on all new school construction and conducted a review of the program's finances and projects. He also hired Fletcher B. Dresslar, professor of school hygiene and architecture at Nashville's George Peabody College, to review the program's architectural standards and to audit schools under construction in six states. In his report, Dresslar found the Tuskegee school plans to be deficient in the crucial areas of lighting, ventilation, and sanitation. Dresslar was also critical of the quality of the construction and with the overall lack of local supervision, and he discovered that plans were often being altered by local builders. His recommendations included greater on-site supervision, the preparation of inspection reports, and strict adherence to the program's approved designs as conditions for funding.⁶⁶



SOME NEW RURAL NEGRO SCHOOLHOUSES
RECENTLY ERECTED IN ALABAMA

Figure 22: Inset Images from *The Negro Rural School and its Relation to the Community*, 1915 (HathiTrust).

In 1920, control of the program formally transferred from Tuskegee to the new Rosenwald Fund office in Nashville, overseen by director Samuel L. Smith.

Smith, a caucasian who had formerly served as the Tennessee agent for Negro schools, had a strong track record of building Rosenwald schools. He also intuitively understood that while it was necessary to coordinate with white state school officials, advocating more broadly for racial justice in the south presented an existential threat to the program given the climate of violence, intimidation, and lynching that characterized the years immediately following World War I. In an effort to provide greater clarity, the fund replaced the "Plan for the Erection of Rural Schoolhouses" with the updated "Plan for Distribution of Aid from the Julius Rosenwald Fund for Building Rural School Houses in the South." Under the new plan, the Fund's officers in Chicago and Nashville would coordinate with state departments of education and their agents for Negro schools. The plan also implemented stricter requirements and construction standards for new schools, and offered larger grants for three teacher and bigger consolidated school facilities.⁶⁷

Toward these ends, Smith prepared a new set of school designs that would serve as a template for the Rosenwald schools of the 1920s. While they incorporated elements found in the Tuskegee plans, they were mostly based on earlier designs that Smith and Fletcher Dresslar had developed

66 Finkelstein, 35-36, Hoffschwelle, 74-79.

67 Hoffschwelle, *The Rosenwald Schools of the American South*, 86-92.

for schools in Tennessee, which the state had published in the 1921 bulletin *Community School Plans*. At Smith's direction, Dresslar and state Negro school agents again reviewed the plans and had them redrawn by architects J. E. Crain and E. M. Tisdale. The Julius Rosenwald Fund then published its own version of *Community School Plans* in 1921.⁶⁸ The publication presented detailed specifications and also included general guidance for selecting and beautifying school grounds, determining the size of the school, its location, and the appropriate building plan to use. In the introduction to the 1924 edition, Smith stated that:

Much time has been spent planning these buildings with a view towards furnishing modern schoolhouses meeting all the requirements for lighting, sanitation, classroom conveniences, etc. Great care has been taken to provide a maximum space for instruction at a minimum cost.⁶⁹

The new schools varied in size from buildings accommodating one to seven teachers. In addition, Smith included plans for privies, industrial buildings, and teacher's cottages. Smith suggested that the schools be sited on a parcel of at least two acres in size, located near the center of population. He suggested that the schools also function as community centers, stating that "wherever possible a good auditorium, large enough to seat the entire community, should be erected in connection with every community school." Most of the smaller school plans, however, did not include a dedicated auditorium. Smith also advised communities to consider future growth in selecting a design: "A plan that may be added to without affecting the sanitary conditions or marring the beauty of the building is much preferred over one offering no such opportunity for enlargement." Smith designed the schools with large windows oriented east-west so that each classroom could make efficient use of natural light. The large windows were only located on one side of the classroom, eliminating the cross-lighting that Dresslar had found problematic in the Tuskegee plans. Also present were exterior and interior breeze windows to promote ventilation.⁷⁰

In addition to the building plans, the publication also provided specific guidance for the details of construction. It recommended that foundations be of brick, stone, or concrete. It also specified that the framing timbers, exterior weatherboarding, and door and window frames be of No. 1 pine. Roofs could be clad in wood or composition shingles. Entrance vestibules and halls were to feature four-foot high wainscoting, with the remaining wall surfaces finished in plaster. Floors were to be finished in No. 1 pine, and ceilings could be finished in plaster or tongue-and-groove No. 1 pine. Finally, the publication included specific directions for painting the inside and outside of the school. It offered two interior color schemes, using a combination of white, cream, and gray with walnut stained wainscoting or dado. For the exterior, the pamphlet suggested white trimmed in gray, gray trimmed in white, or wood stain with white or gray trim. By 1922, the Fund had begun to send paint chips to illustrate the colors. These color schemes were not optional, and the publication makes clear that delivery of funding aid was contingent upon their use.⁷¹

The Rosenwald schools program matured and expanded across the rural south during the 1920s. The Fund published several revisions and new editions of *Community School Plans*, introducing a proliferation of new building types that addressed a broader range of educational needs.

68 Hoffschwelle, *The Rosenwald Schools of the American South*, 86-111.

69 Julius Rosenwald Fund, *Community School Plans*, Bulletin 3 (Nashville, TN: Rosenwald Fund, 1924).

70 Hoffschwelle, *The Rosenwald Schools of the American South*, 95-98; Julius Rosenwald Fund, *Community School Plans*, Bulletin 3 (Nashville, TN: Rosenwald Fund, 1924).

71 Julius Rosenwald Fund, *Community School Plans*, Bulletin 3 (Nashville, TN: Rosenwald Fund, 1924); Hoffschwelle, *The Rosenwald Schools of the American South*, 104.

Between 1920 and 1927, the Fund increasingly distributed grants for larger consolidated schools, representing a departure from the modest goals of the program's early years. Also included were grants for teacher's houses, classroom additions, and book purchases. Initially, the teacher's dwellings were locally designed, but in 1927 *Community School Plans* began to feature designs for four, five, and six room homes. This restructuring of the grant program was accompanied by several new architectural plans for seven teacher schools. Also provided for were separate industrial buildings, a response to the Dresslar report's finding that many industrial rooms were being used as classrooms.⁷²

In 1927, Rosenwald chose Edwin R. Embree, vice president of the Rockefeller Foundation, to serve as the new president of the Fund (Figure 23). Embree was a Yale-educated administrator with close ties to leading black intellectuals. He was descended from Kentucky anti-slavery newspaper publisher Elihu Embree and an abolitionist preacher John G. Fee, who founded Berea College in Kentucky, established to be co-educational both in terms of gender and race. Prior to beginning his graduate work at Yale, Embree had attended Berea's preparatory program as a youth and later had completed undergraduate coursework there during its early period of integration.⁷³

Embree, with the assistance of full-time staff, administered the Fund from its headquarters in Chicago, coordinating with the southern regional office in Nashville which was managed by Samuel Smith. In 1928, Rosenwald and Embree began to modify the program's policies and programs. Rosenwald expanded the Fund's board of trustees beyond family members and close associates to include business and civic leaders. Rosenwald also increased the Fund, through a gift of Sears stock, in order to expand its mission to address a broader set of African American and race issues. This was in alignment with Embree's vision for improving the lives of African American southerners. Under Embree, the Fund tightened the Nashville office's control over financial operations. For the first time, the plan of aid for 1928-1929, offered additional grant funds for the construction of brick and concrete buildings, intended to extend the service life of the structures. This rendered the buildings fireproof, while meeting the building standards in place at that time for white public schools. In 1929-1930, the Rosenwald Fund offered grants to help establish bus service for black students to two-teacher or larger schools. In addition, new grants enabled longer school years, instructional materials and the creation of central libraries, new classroom radios, and an expansion of vocational programs.⁷⁴

During the late 1920s, the Fund attempted to phase out support for smaller one and two-teacher rural schools, and instead promoted larger consolidated schools and high schools. Embree and the Fund's administrators viewed the black high school movement, an increase in black urban



Figure 23: Edwin R. Embree, undated image (Rockefeller Archive Center).

⁷² Hoffschwelle, *The Rosenwald Schools of the American South*, 116-22.

⁷³ Hoffschwelle, *The Rosenwald Schools of the American South*, 125-27.

⁷⁴ Hoffschwelle, *The Rosenwald Schools of the American South*, 125-31; Rebecca Ryckley, "The Rural School Project of the Rosenwald Fund" (PhD diss., Georgia State University, 2015), 17.

high school construction, as an opportunity to expand the Fund's reach. In 1928, the Fund's board created a black industrial high school initiative, which offered to partially subsidize the construction of black high schools that included industrial and vocational programs. Dunbar Junior and Senior High School and Junior College in Little Rock, Arkansas (today Dunbar Magnet Middle School), completed in 1929, is representative of this new direction and demonstrates the Fund's willingness to approve designs other than those included in *Community School Plans*. The program, which ended in 1930, resulted in the construction of only five industrial high schools in Little Rock, Arkansas; Winston Salem, North Carolina; Maysville, Kentucky; Greenville, South Carolina; and Columbus, Georgia. Yet, the Fund increasingly regarded larger county training and high schools, often located in urban settings, as the preferred model. This is reflected in the changing of the program's name to the "southern school program" in 1930, a tacit acknowledgement of the expanded scope of the program beyond its initial focus on small rural schools.⁷⁵

The Fund conducted an architectural reassessment of the Rosenwald School program during the late 1920s and early 1930s. Externally, the Fund sought to position itself within the context of national standards for school design. Samuel Smith collaborated with state school house planning agents at southern departments of education in creating new school plans as an alternative to those included in *Community School Plans*. The Fund also sponsored the Interstate School Building Service in 1928, which acted as a "clearinghouse" for the dissemination of standardized school plans for general use. Internally, the Fund released an updated edition of *Community School Plans* in 1928, again commissioning architect J. E. Crain for design and drafting and E. M. Tisdale for perspective drawings. Signaling the new emphasis on larger consolidated schools, the bulletin began with plans for ten-teacher schools and worked back to smaller school designs. In addition, all designs for three-teacher or larger facilities featured brick exteriors. The publication introduced new designs for both schools and shop buildings that featured an innovative arrangement of interior spaces while maintaining standards for lighting, ventilation, and sanitation. Two years later, in 1930, the Fund retained Cleveland architect Walter J. McCornack to conduct a design review. His recommendations included trimming down the number of plans, reducing the size of cloakrooms, varying the size of classrooms, introducing modern interior materials such as wallboard, reintegrating vocational rooms back into the buildings, and including auditoriums into all six-teacher or larger plans. McCornack's review resulted in amended plans for eight, ten, and twelve teacher schools, which appeared in the 1931 edition of *Community School Plans*. The new designs also introduced Colonial Revival-style elements such as pedimented door surrounds and gabled dormers.⁷⁶

The stock market crash of 1929 and the ensuing Great Depression significantly affected the Rosenwald Schools program, and eventually led to its end. In 1930, the Fund's leadership engaged in a reassessment of the its direction and purpose. As part of this review, the Fund's trustees appointed a committee to provide recommendations for the building program's future. Embree recommended that the Fund gradually eliminate its school building program, and instead invest in ways to promote greater racial equality, such as the Rosenwald fellowship program the Fund had launched in 1928. Signaling this new direction, and acknowledging the impact of the Depression on the Fund's available resources, the Fund eliminated grants for one-teacher schools in 1930 and two-teacher schools in 1931. It also cut all grants for building additions. Amid this re-evaluation of the program's future course, Julius Rosenwald died on January 6, 1932. Having reached its initial

75 Hoffschwelle, *The Rosenwald Schools of the American South*, 131-38.

76 Hoffschwelle, *The Rosenwald Schools of the American South*, 144-54.

goal of constructing five thousand new schools, and with the value of the Fund's stock holdings greatly reduced, the Julius Rosenwald Fund announced in April of 1932 that the school building program would officially end with that year's appropriation. The announcement was confirmed at the end of the year when Samuel Smith advised state superintendents of education that no further aid would be provided, and directed them to alternative funding sources for the completion of those approved projects still under construction. During the 1930s, New Deal agencies, such as the Works Progress Administration, continued the work of constructing new rural schools in the south, in some cases coordinating with communities who had been raising money for years prior to the end of the program in 1932.⁷⁷

Following the end of the construction program, the Fund continued to promote improved school design through the Interstate School Building Service and the National Council on Schoolhouse Construction. In addition, the Fund established the Committee on School Plant Rehabilitation, which surveyed the condition of all Rosenwald Schools and released guidelines for their maintenance and improvement. In 1936, the committee's work resulted in the publication of *Improvement and Beautification of Rural Schools and Suggestions for Landscaping Rural Schools*, which were distributed to state departments of education, the Works Progress Administration, and the National Youth Administration.⁷⁸

The termination of the building program comported with Edwin Embree's desire to shift the program's focus. In 1933, Embree established the Rural School Program. This initiative strove to improve the lives of both white and black rural southerners by improving the quality of primary and secondary school instruction and curriculum. The program, which operated until 1946, established teacher training centers in Arkansas, Georgia, and Louisiana. It also included the development of experimental curriculum, instruction, and the establishment of demonstration programs in southern schools.⁷⁹

Achievements, Significance, and Impact of Rosenwald Schools

From 1912, when Rosenwald provided funding to help build six schools in rural Alabama for African American children, until 1932 when the last Rosenwald Schools were constructed, 4,977 schools were built, as well as 217 teacher homes and 163 shops, for a total of 5,357 buildings in 15 Southern states. The state with the most schools was North Carolina with 787. South Carolina came next with 557 schools, while more than 400 schools were built in Mississippi and Texas. Over 300 schools were built in five states. Only three schools and one shop were built in Missouri. Over 660,000 pupils attended the Rosenwald Schools and were taught by more than 14,700 teachers.⁸⁰ *Appendix B: Rosenwald Buildings and Capacity by State* provides a breakdown by state of Rosenwald Schools and other buildings and capacity.

Rosenwald agreed to fund a significant portion of the costs of each school as long as there were contributions by the local black and white communities and local governments. Local families were very supportive, contributing land, materials, labor, and money to build these schools. The

77 Hoffschwelle, *The Rosenwald Schools of the American South*, 154-60, 276.

78 Hoffschwelle, *The Rosenwald Schools of the American South*, 273-75.

79 Ryckley, 19-21.

80 Edwin R. Embree, *Julius Rosenwald Fund Review for the Two-Year Period 1931-1933* (Chicago: Julius Rosenwald Fund, 1933), 32; J. Scott McCormick, "The Julius Rosenwald Fund," *Journal of Negro Education* 3, no. 4 (October 1934): 615.



Figure 24: Ten-teacher plan, *Community School Plans*, 1931 (Hathi Trust).

schools helped give one-third of African-American children then in the south a chance at a better life. A fraction of the schools survive today and remain the focus of that pride and affection. The total cost of the 5,357 buildings was over \$28,400,000. Julius Rosenwald contributed nearly \$4,400,000, while African Americans contributed over \$4,700,000, whites contributed about \$1,200,000 and tax funds provided the remaining \$18,100,000.⁸¹

In the Rosenwald Fund's *Review for the Two-Year Period 1931-1933*, Edwin Embree summarized the program's achievements:

The cooperation of the Fund therefore has been directed to help in building up the Negro's share in something approaching an adequate public school system for all people. The number of buildings aided by the Fund exceeds the total number of schools of every sort which existed for Negroes in the southern states at the time of the beginning of the Fund's program, and the expenditures on buildings and equipment of "Rosenwald Schools" alone is nearly twice the total invested twenty years ago in rural schools for Negroes throughout the South.⁸²

The Rosenwald school building program had a significant impact on narrowing the educational achievement gap between white and African American males during the interwar period. A study published in 2011 by Daniel Aaronson and Bhashkar Mazumder of the Federal Reserve Bank of Chicago found that prior to the start of the school construction program, blacks in the south born between 1880 and 1910 completed three fewer years of school than their white counterparts. Through a comparative analysis of school locations and construction dates with census and World War II enlistment records, they found a direct correlation between the increase in the number of Rosenwald Schools completed and the decrease in the schooling gap that occurred between 1919 and 1945. Their main findings were that rural black students with access to a Rosenwald School: (a) completed over a year more schooling than those without access; and (b) demonstrated

81 Hoffschwelle, *The Rosenwald Schools of the American South*, Appendix 2.

82 Embree, 29.

greater rates of literacy and migration to the northern United States. The researchers also noted the largest educational gains in southern counties that had large populations of former slaves. In addition to providing greater access to education, the program resulted in a notable improvement in the quality of school facilities and the training of teachers.⁸³

Notable Rosenwald School Alumni and Their Contributions

Rosenwald Schools collectively educated over 660,000 African Americans in the first half of the twentieth century. It is through the widespread contribution of Rosenwald-educated teachers, doctors, military officers, and others that the collective impact of the Rosenwald Schools Program continue to be felt. A number of these alumni have achieved distinguished careers in politics, the sciences, and the arts. A selection of these former students is described in this section.

Author Maya Angelou (Figure 25) graduated from the Lafayette County Training School, a Rosenwald School in Stamps, Arkansas. She wrote about her experiences at the school in her most famous work, *I Know Why the Caged Bird Sings* (1969). In it, she describes her teachers and classmates, refers to the school's workshop and home economics building, and recalls her graduation ceremony.⁸⁴ Angelou (1928-2014) was an acclaimed



Figure 25: Maya Angelou (*Time*).

American writer, editor, essayist, playwright, poet, and civil rights activist. She was a recipient of the National Medal of Arts (2000) and the Presidential Medal of Freedom (2010). She received the Literarian Award, an honorary National Book Award, in 2013. In addition, Angelou received over fifty honorary degrees.⁸⁵

U.S. Representative John Lewis (D-GA, Figure 26) attended a Rosenwald School in Pike County, Alabama.⁸⁶ Lewis was born in 1940 near Troy, Alabama. The son of a sharecropper, Lewis was inspired as a boy by the events of the Civil Rights Movement and the words of Rev. Martin Luther King, Jr. Lewis's experiences growing up in the segregated south inspired him to become involved in social activism as a student at Fisk University. While at Fisk, Lewis organized sit-in protests at lunch counters in Nashville, and risked his life by participating in the Freedom Rides, which opposed the segregation of bus service in the south. Lewis was an instrumental figure in the American Civil Rights Movement. He helped form the Student Nonviolent Coordinating Committee, which organized student activism such as sit-ins and served as its chairman from 1963-1966. Lewis helped organize and was a keynote speaker at the March on Washington in 1963. Along with fellow activist Hosea Williams, Lewis led the protest at the Edmund Pettus Bridge in Selma, Alabama in 1965. President Jimmy Carter appointed Lewis in 1977 to direct over 250,000 volunteers of the federal volunteer agency ACTION. He was elected to the Atlanta City Council in

83 Daniel Aaronson and Bhashkar Mazumder, "The Impact of Rosenwald Schools on Black Achievement," *Journal of Political Economy* 119, no. 5 (October 2011): 821-25.

84 Maya Angelou, *I Know Why the Caged Bird Sings* (New York: Ballantine Books, 1969).

85 Poetry Foundation, Poets, "Maya Angelou," <https://www.poetryfoundation.org/poets/maya-angelou>, accessed May 3, 2018.

86 Karen Heller, "The Enlightening Legacy of the Rosenwald Schools," *Washington Post*, August 30, 2015.



Figure 26: John Lewis (U.S. House of Representatives).



Figure 27: Eugene Robinson (Doubleday).



Figure 28: George C. Wolfe (New York Public Library).

1981, where he called for ethics reform in local government. In 1986, Lewis was elected to the U.S. House of Representatives, and has served there since then. He has been the recipient of many awards, most notably the Presidential Medal of Freedom.⁸⁷

Pulitzer Prize-winning journalist Eugene Robinson (Figure 27) was born in 1954 in Orangeburg, South Carolina. As a child, he attended the Felton Training School, a Rosenwald School located near Orangeburg. In the 2015 documentary “Rosenwald,” Robinson recalled the school he attended:

It had four big classrooms. I remember this building as if I were sitting there right now. I remember the light in the building, that light was something that they really thought about when they designed the schools.⁸⁸

Robinson went on to attend the University of Michigan, where he was the first black coeditor of *The Michigan Daily*. Robinson also received a Nieman Fellowship at Harvard University during the 1987-1988 academic year. He began his career at the *San Francisco Chronicle*, and joined the *Washington Post* in 1980, where he has served as city hall reporter, South America correspondent, London bureau chief, foreign editor, and assistant managing editor. He received the Pulitzer Prize in 2009 for his coverage of the 2008 presidential campaign. In addition, Robinson was inducted into the National Association of Black Journalists hall of fame.⁸⁹

Another Rosenwald School alumnus, acclaimed American playwright and director George C. Wolfe (Figure 28) was born in Frankfort, Kentucky, in 1954.⁹⁰ Wolfe attended the Rosenwald Laboratory

87 Congressman John Lewis, “Biography,” <https://johnlewis.house.gov/john-lewis/biography> (accessed June 15, 2018).

88 Aviva Kempner, *Rosenwald: The Remarkable Story of a Jewish Partnership with African American Communities*, documentary film produced by Aviva Kempner, 2015.

89 Columbia University, Office of Communications and Public Affairs, “Washington Post’s Eugene Robinson Elected Chair of Pulitzer Prize Board,” <http://news.columbia.edu/content/Washington-Posts-Eugene-Robinson-elected-chair-of-Pulitzer-Prize-Board> (accessed June 15, 2018).

90 Susan King, “Rosenwald’ Documentary Looks at Jewish Philanthropist who Helped Black Schools,” *Los Angeles*

School in Frankfort, where his mother served as principal.⁹¹ A defining experience for Wolfe occurred when he was barred from entering Frankfort's Capitol Theater as a child because of his race. Wolfe received a Bachelors of Fine Arts degree in theater from Pomona College in Claremont, California. He also earned a Master's of Fine Arts degree in dramatic writing and musical theater from New York University in 1983. He gained national attention for his 1985 musical *Paradise*. In 1989, he received an Obie Award for Best Off-Broadway Director for his play *Spunk*. Wolfe won a Tony Award in 1993 as director of *Angels in America: Millennium Approaches*. From 1993-2004 he served as director and producer of the Joseph Papp Public Theatre/New York Shakespeare Festival. He moved into film in 2004, and directed the award-winning *Lackawanna Blues*, which premiered at the Sundance Film Festival and received four NAACP Image Awards and seven Emmy Award nominations. Wolfe has produced numerous Broadway plays in recent years.⁹²

Description of Rosenwald Schools

Constructed throughout much of the southern United States, Rosenwald Schools represent a tangible manifestation of Julius Rosenwald's philanthropic commitment to African American education and achievement. The principal property types associated with Rosenwald Schools include school buildings, shops, teacherages, and privies. The size, layout, and stylistic character of these structures evolved throughout the duration of the program.

Typical Property Types

Schools

School buildings are the principal resource associated with the Rosenwald Schools program and were the most widely constructed across the fifteen southern and southwestern states in which the Rosenwald Fund operated.⁹³ A total of 4,977 schools were built in the fifteen states. These structures evolved considerably, both in terms of their interior layout and exterior appearance, from *The Negro Rural School and its Relation to the Community* (1915) to the 1931 edition of *Community School Plans*. The Rosenwald Schools primarily ranged in size from one-teacher to twelve teacher facilities. Schools were coeducational divided by age or grade according to the size of the school and the community they served. The largest number of schools were two-teacher buildings (1,946). Approximately half that number were one-teacher facilities (968). There were also significant numbers of three-teacher (763) and four-teacher (551) schools. These four types constituted 85 percent of the Rosenwald Schools constructed. The construction of larger schools, ranging from thirteen to twenty-two teachers, were supported by the Rosenwald Fund beginning in the late 1920s, but were designed either by state departments of education or by local architects, and do not appear in *Community School Plans*.⁹⁴ *Appendix C: Types of Rosenwald Schools and Their Cost*

Times, August 27, 2015.

91 The History Makers: The Nation's Largest African American Video Oral History Collection, Art Makers, "George C. Wolfe," <http://www.thehistorymakers.org/biography/george-c-wolfe> (accessed June 15, 2018).

92 The Ubuntu Biography Project, "George C. Wolfe," <https://ubuntubiographyproject.com/2017/09/23/george-c-wolfe/> (accessed June 15, 2018).

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

94 Hoffschwelle, *The Rosenwald Schools of the American South*, Appendix 4; Mary S. Hoffschwelle, *Preserving Rosenwald Schools* (Washington: National Trust for Historic Preservation, 2012), 7-8.

provides a breakdown of the types of Rosenwald Schools and their total costs by state. While most of the designs were for one-story structures, the Central and County Training Schools, which appeared in 1915, were two-story buildings. The smaller schools exhibited simple square and rectangular plans, while the larger schools featured more complex T- and H-shaped plans. While the specific layout of each school was different and evolved over the duration of the program, the schools maintained a standard range of rooms that included classrooms, offices, libraries, domestic and industrial training rooms, auditoriums, and kitchens. Most plans also featured interior corridors and cloakrooms. The schools remained modest in appearance throughout the span of the program, but began to incorporate more exterior stylistic detail after 1924. All of the designs featured either a porch, which varied in size, or a covered entrance stoop. While the early designs were of frame construction, the first brick schools appeared in 1924, signalling the desire to build more durable facilities that reflected the latest standards in school design.

Shops

From the program's inception, vocational training was a key programmatic element that shaped the design of Rosenwald Schools, reflecting Booker T. Washington's approach to African American education in the south. A total of 163 shops were built in the fifteen states. The earliest shop building appeared in 1915 (Figure 33). This one-story, frame, square-plan structure (Plan 14) featured a gable-on-hip roof. Its two-room interior was divided by a central partition. The 1924 edition of *Community School Plans* did not include separate plans for shop buildings. Rather, the larger plans featured interior "Industrial Rooms" of varying sizes. By 1931, *Community School Plans* included designs for one to four-room shop buildings (Plans A-D). They mirrored the design of the smaller schools and were one-story brick buildings with side to cross-gabled roofs and covered entrance stoops. Their interior arrangement was based on simple open plan designs, with no interior corridors and rooms divided by partition walls.

Teacherages (Teachers' Houses)

A total of 217 teacherages were built in the fifteen states. Plans for a three and five-room "Teacher's Cottage" first appeared in the 1915 *The Negro Rural School and its Relation to the Community*. Both were one-story frame structures built on brick piers. The three-room plan (Figure 34) featured a hipped roof with dual interior chimneys and a three-bay facade with a centered front entrance and porch. Its interior included a bedroom, living room, and kitchen. The five-room plan was for a side-gabled frame dwelling with a single interior chimney and rear kitchen extension. It expanded on the three-room plan by including an additional bedroom and an interior bathroom.

The 1924 edition of *Community School Plans* included designs for a four and five-room teacher's home. The four-room (Plan 200) was a frame, square-plan, side-gabled dwelling with interior chimneys and an entrance porch. It featured two bedrooms, a living room/dining room, kitchen, and bathroom. The five-room plan (Plan 301) differed in that it was rectangular in plan and featured a gabled dormer and an extra bedroom.

The 1931 edition offered additional designs for teacher's homes. It included the five-room plan that appeared in 1924, as well as new seven and nine-room dwellings. The seven-teacher plan (Plan 7) was a brick, rectangular-plan structure covered by a hipped roof with lower cross gables. In addition, it featured three chimneys and both a front and side entrance sheltered by small porches. The interior arrangement consisted of a kitchen, dining room, living room, four bedrooms, and a bathroom. The rooms were situated along a long hallway. The nine-plan model (Plan 9) was

a brick, rectangular-plan, side-gabled, Colonial Revival-style house with a single interior chimney and three gabled dormers. Its interior arrangement was very similar to that of the seven-room plan, but with two additional bedrooms (Figure 46).

Privies

Plans for sanitary privies first appeared in the *The Negro Rural School and its Relation to the Community*. It included plans for simple shed-roofed frame privies utilizing either a bucket or pit toilet system. The “bucket system” privy design was reproduced from Farmer’s Bulletin No. 463, published by the U.S. Department of Agriculture. The 1924 edition of *Community School Plans* featured one privy design (Figure 43). It was a frame structure with an overhanging gabled roof. The design featured a small double-hung sash window in one gable, as well as sections of wood lattice incorporated into the exterior near the roofline to promote ventilation. Four toilets were located inside the privy and the urinal was placed outside the structure against one of the side elevations. A wood plank fence screened the entrance to the privy and the urinal. The publication stated that each school receiving aid was required to have at least two privies on site. It also recommended that each teacher’s home have at least one privy and that all the privies be painted in keeping with the school. This same design also appeared in the 1931 edition, but with an option to customize the design for the girls’ privy by eliminating the exterior urinal and providing a smaller screening fence.

Architectural Evolution of the Rosenwald School Properties

Tuskegee, 1915-1920

The first generation of school plans initially appeared in *The Negro Rural School and its Relation to the Community*, published in 1915 by the Tuskegee Institute Extension Department. These buildings were of frame construction and ranged in height from one to two stories. They featured a combination of single, paired, and ribbon nine-over-nine and nine-light casement windows. Each of the buildings was constructed on brick piers and featured brick interior chimneys. These buildings were modest in appearance and did not feature elaborate exterior or interior architectural ornamentation. Stylistically, they incorporate elements typical of early twentieth-century folk houses as well as the Craftsman style, which was the most prevalent style in use for domestic architecture between 1905 and 1920. The Craftsman influence is seen in the wide overhanging eaves with exposed rafter tails, paired and ribbon windows, and bracketed porch stoops. Like the school plans, the Craftsman style was disseminated during this period through widely available published home plans.⁹⁵

The Negro Rural School and its Relation to the Community presented plans for three types of schools: the One-Teacher School, the Central School, and the County Training School (Figure 31 to Figure 35). The One-Teacher School (Design 11) was a one-story, frame, rectangular-plan building with a hipped roof and interior chimney stacks. The main entrance was centered within the five-bay front elevation and sheltered by a gabled hood supported by brackets. Its interior plan contained a row of small rooms (library, cloak room, vestibule, coat room, and kitchen) oriented to the front of the building. Behind these rooms were a single large classroom and a work room, which were separated by a partition.

95 Virginia S. McAlester, *A Field Guide to American Houses*, 2nd ed. (New York: Alfred A. Knopf, 2013), 568.

The Central School was a three building complex that consisted of the school proper, the industrial building, and the teacher's home. They were conceived of as two to three-teacher facilities. The main school building (Design 13) resembled an expanded version of the One-Teacher School. It was a two-story T-plan structure. Like the One-Teacher School, the main entrance was centered and sheltered by a shed-roofed hood. On the first floor, its interior plan featured a central hall and stair flanked to either side by a large classroom. A one-story domestic science classroom extended from the rear of the building. The second floor featured two classrooms, an office, library, and two closets located at the stair landing. The Industrial Building (Design 14) was a one-story, frame, rectangular-plan structure with a gable-on-hip roof. It featured two entrances sheltered by a bracketed extension of the roof. On its interior, the Industrial Building contained two large rooms separated by a central partition. *The Negro Rural School and its Relation to the Community* included plans for a five-room Teachers' Home (Design 15) and a three-room home (Design 16). Both were one-story, frame dwellings with cross-gabled and hipped roofs. In the five room plan, the kitchen extended from the rear of the house, while in the three-room plan it was included in the main block adjacent to the living room. Both designs featured front porches.

The County Training School (Design 17) consisted of a two-story, frame, rectangular-plan, side-gabled Academic Building, with an attached one-story Industrial Building and Teachers' Home. The Academic Building, designed in the Craftsman style, featured a large gabled dormer and ribbon windows. On the interior, the first floor of the Academic Building contained two large classrooms, a hallway, coat room, and two sets of stairs. Three classrooms, an office, and central hallway were located on the second floor. The Industrial Building featured five rooms, while the Teachers' Home contained two bedrooms, a dining room, kitchen, office, and storage room.

Nashville, 1920-1930

After 1920, architectural design transferred from Tuskegee to the new Rosenwald Fund office in Nashville. The 1924 edition of *Community School Plans* featured a number of new designs developed by Samuel L. Smith and Fletcher B. Dresslar. These included seventeen plans for Community Schools, ranging in size from one to seven teachers, and two plans for Teachers' Homes.

The 1924 publication includes two designs for one-teacher schools. Plan 1 is a side-gabled design while Plan 1-A is front gabled (Figure 36). Plan 1-A, designed to face north or south, features full-sized windows on one side of the building and smaller breeze windows on the other. Both plans contain a single classroom and an industrial room.

Of the three plans for two-teacher schools, one (Plan 20-A) features a hipped roof with cross gables—the only hipped roof form to appear in the publication. Plan 2-C featured a tiered, front-facing gabled roof (Figure 37). In all three plans, the industrial room is situated in the front of the building within a gabled or hipped-roof projection and two classrooms are located at the rear. Plans 20 and 20-A call for movable partitions between the classrooms (Figure 38).

There are two plans for three-teacher schools, which vary from front- to side-gabled in form. In Plan 3, the front entrance is centered under a pedimented entry porch, while in Plan 3-B it is slightly off center and is sheltered by an asymmetrically-positioned gabled porch, an element adapted from the Craftsman style (Figure 39 and Figure 40). Both plans feature an entrance vestibule and corridor, and consist of three classrooms and an industrial room.

The plans for the four through seven-teacher schools are all very similar, but with some variations.

Plans 4, 5, and 7 are all T-shaped buildings with centered entrances. Each features a large auditorium, along with classrooms, an industrial room, and an office-library. Plans 5 (Figure 41) and 7 also feature central north-south corridors that lead to secondary entrances at each end of the building. Plans 4-A, 5-A, 6-A, and 7-A are H-plan structures. Plans 4-A, 6-A, and 7-A exhibit centered front entrances and front porches. Plan 5-A presents dual arched entrances that lead into north-south corridors (Figure 42). It lacks a front porch, but features two rear porches at the end of each corridor. All four plans contain a central auditorium. Plans 400, 6, and 60 are rectangular-plan buildings. Plan 400 features dual entrances situated at the ends of the facade. Plans 6 and 60 present centered front entrances as well as side-elevation entrances. Both plans also feature a central north-south corridor. In addition, Plan 60 contains a large auditorium at one end of the building.

The new school designs are similar in some respects to the Tuskegee plans, but also differ in several ways. The buildings were no longer exclusively constructed on brick piers, and the designs mostly featured gabled, rather than hipped, roofs. Entrances were no longer exclusively centered, but in some cases were asymmetrically placed within the design. The fenestration was similar, and consisted of nine-over-nine and six-over-six windows, often paired or in ribbon groups of three or more. In a departure from the 1915 Tuskegee plans, some of the 1924 designs feature subtle ornamentation, which was mostly derivative of the Colonial Revival style. These subtle Colonial references include entrances sheltered by pedimented entry porches featuring columns (Plans 3 and 6). In addition, Plan 5 exhibits an arched ventilator with keystone in the front gable above the entrance. Plan 5-A features arched door openings. The Craftsman influence is still evident, however, in the fenestration and the shed dormers that appear in Plans 6, 7, and 60.

Nashville, 1930-1932

In 1930, the Julius Rosenwald Fund commissioned Cleveland architect Walter J. McCornack to review its school designs. The subsequent 1931 edition of *Community School Plans* expanded upon the number of plans included in the 1924 and 1928 editions. It featured amended versions of the eight and ten-teacher plans first introduced in 1928, plus new designs for twelve teacher schools. The 1931 edition also expanded on the number of designs for shop buildings and teachers' homes.⁹⁶ All plans for three teacher or larger schools appear as brick structures in the 1931 edition.

The 1931 publication included the one through five-teacher school plans that appeared in the 1924 edition, but with minor revisions in some cases. Plans 1, 1-A, 20, and 20-A remained unchanged. Plan 2-C was eliminated. As in 1924, the 1931 edition included two plans for three-teacher schools, but with new numbers. Plan 3-A (1931) is very similar to Plan 3-B (1924). Plan 3-A (Figure 44) is a brick structure, however, and its side elevations feature different fenestration. In addition, the porch gable in Plan 3-A is clad in shingles versus clapboards as in Plan 3-B. Plan 30 (1931) is similar to Plan 3 (1924), but includes new side entrances and a different placement of the cloakrooms. On the exterior, Plan 30 features arched ventilators with keystones above the side entrances. The side elevations also contained two windows located to either side of the doors. The revised Plan 4-A featured a slightly different library arrangement. Plan 4 was updated to include new side entrances and a side, versus rear, auditorium stage entrance. Similarly, Plan 5 was revised with new rear stage entrances. The placement of the cloakrooms in Plan 5-A was changed and the side corridors were eliminated from the design.

96 Hoffschwelle, 146-48.

Plan 6 was radically overhauled (Figure 45). The plan was expanded from a rectangular to an H-plan. The new design included a different arrangement of rooms, a new central auditorium, and a new rear wing that contained the auditorium stage, a boy's shop, and a home economics classroom. On the exterior, the updated Plan 6 featured dual front entrances, rather than a single centered entrance, three gabled dormers, and Colonial Revival side parapets. Plan 6-A also incorporated dual front entrances and the front porch was eliminated. In addition, two cloisters extended from the modified H-plan to join with a rear wing, forming a central courtyard. As with Plan 6, this rear wing contained a boy's shop, home economics classroom, along with a dining room and bedroom.

While all seven-teacher plans were eliminated from the 1931 edition, it included six new plans for eight, ten, and twelve-teacher schools (two for each). Plans 8, 10, and 12 exhibited the same basic layout as Plan 6. Plans 8-A, 10-A, and 12-A (Figure 47) shared the same layout as Plan 6-A. All include Colonial Revival exterior elements, such as keystones, gabled dormers, and parapets.

Evaluation of Rosenwald Schools

Introduction

Throughout the 1960s and 1970s, many Rosenwald Schools across the American South fell dormant as the desegregation of public school facilities was implemented in the wake of the 1954 *Brown v. Board of Education* Supreme Court ruling. Some facilities continued to fulfill their community and educational roles as schools, community centers, historical societies, and religious facilities, while others were sold to private ownership, converted to commercial use, or lost to time.

Beginning in the 1990s, a growing awareness of and appreciation for the Rosenwald Schools—both in terms of their contribution to African American education and their local impact as centers of community engagement and activity—resulted in many schools being rediscovered and preserved. Communities gathered around these extant Rosenwald buildings as a means to celebrate, preserve, and interpret their collective heritage. Although this effort has often been described as a grass roots campaign, this characterization diminishes the significant contribution that State Historic Preservation Offices (SHPOs) have played in the evaluation and documentation of extant school facilities. These state-driven initiatives took the form of partial or statewide surveys, historic contexts, and Multiple Property Documentation Forms.⁹⁷ Often these efforts were informed by scholarly investigation—including academic conferences, dissertations, and journal articles—into the history and legacy of the Julius Rosenwald Fund. As the Rosenwald School building program had ended in 1932, and the Fund itself had fully expended its resources by 1948, this half-century buffer created an adequate passage of time within which to evaluate the significance of the school properties and Rosenwald's contribution to African-American education. This buffer was particularly relevant for the National Register of Historic Places Program, which generally observes a fifty-year benchmark for the evaluation of historic properties.

In 1997, the Texas Historical Commission, Kentucky Heritage Council, Oklahoma State Historic

97 Multiple Property Documentation Forms establish a historic context and nominating criteria for properties that are geographically dispersed but share common thematic or historic contexts. They aid the preservation planning process by facilitating the evaluation of properties on a comparative basis within an established historic context and given geographic area.

Preservation Office, and Alabama Historical Commission all released Multiple Property Documentation Forms or historic contexts describing the Rosenwald School Building Funds in their respective states. Other southern states soon followed suit. This in turn stimulated the widespread designation of extant Rosenwald Schools in both state and national registers. Based on the visual documentation contained within many of those documentation forms, designation often preceded any actual bricks-and-mortar preservation work.

In 2002, the National Trust for Historic Preservation added the Rosenwald Schools to its annual list of “America’s 11 Most Endangered Historic Places”—drawing national attention both to the school building program as well as the ongoing campaign to preserve these sites. Since that declaration, the National Trust maintained a close affinity with extant Rosenwald Schools, and it continues to foster the continued preservation of Rosenwald Schools through outreach, education, and advocacy. The National Trust has sponsored two national conferences on Rosenwald Schools, each of which attracted about 350 preservationists, alumni, scholars, and Rosenwald relatives. In 2011, the National Trust declared Rosenwald Schools a national treasure.

The National Parks Conservation Association, National Trust, and a group of committed advocates launched the nationwide Rosenwald Park Campaign in the summer of 2016 to establish the Julius Rosenwald and Rosenwald Schools National Historical Park as a unit of the National Park System. The goal is for the park to include a visitor center in Chicago interpreting Rosenwald’s contributions to Sears Roebuck and his overall philanthropic activities. Sites in Chicago that could be considered for a visitor center include space within the Sears Administration Building adjoining Homan Square and retail space in the restored Rosenwald Courts Apartments in the Bronzeville District of Chicago. Another site that could serve as an interpretive center is Rosenwald’s boyhood home in Springfield, Illinois, located diagonally across from Abraham Lincoln’s home and forming a part of the Lincoln Home National Historic Site.

To complement the Illinois component, some Rosenwald Schools—which best reflect the nationally significant impact of Rosenwald’s philanthropy—will be selected by the National Park Service (NPS) in collaboration with planning partners in the fourteen of the fifteen states in which Rosenwald Schools were constructed. The National Trust is conducting a GIS mapping effort of Rosenwald Schools on behalf of the NPS and is coordinating with the Campaign both to enhance the mapping project and to create the National Park.



Figure 29: Hope Rosenwald School in Pomaria, Newberry County, South Carolina, before restoration (above) and after restoration (below) (SC Department of Archives & History).

National Park Service Thematic Framework

Currently, the National Park System consists of 417 officially designated National Park units. Two-thirds of the units are cultural sites that preserve and interpret various aspects of American history. In most of the National Parks that have been designated for their unique natural resources, there are also sections that relate to the nation's cultural history. In order to organize and interpret the diverse histories that National Parks represent, the NPS drafted its first thematic framework in the 1930s. The thematic framework is a conceptual tool used to identify and correlate major themes and subthemes of our collective cultural heritage. Since its first release, the thematic framework has subsequently been revised several times over to support a more universal and diverse understanding of the impacts of people on places—and vice versa—throughout time. The NPS adopted the most recent revisions to the thematic framework in 1994.⁹⁸

Beyond its broadly stated conceptual purpose, the practical application of the NPS thematic framework is to identify gaps in representation brought about by new discoveries, changing societal values, and the general passage of time. For example, the thematic framework can be utilized to identify potential new candidates for listing in the National Register of Historic Places or as National Historic Landmarks (NHLs); development of new NHL theme studies; or identification of potential additions to the National Park System.

Relevant to the Julius Rosenwald and Rosenwald Schools National Historical Park advocacy effort, the revised framework invites investigation not only into specific histories (such as the education of African Americans in the early Civil Rights era), but also how sites can tap into broader cross currents in American culture and identity, such as:

7. What can Rosenwald Schools tell us about the society and economy of the post Reconstruction-era southern states?
8. In what ways do Rosenwald Schools reflect the vernacular architectural traditions and cultural landscapes of the rural South?
9. How do the philanthropic contributions of Julius Rosenwald compare to those of his contemporaries?
10. What cultural, artistic, and literary expressions were borne of support from the Rosenwald Fund?

Questions such as these aid the NPS in evaluating the broad historical value demonstrated by various sites or areas. To provide further clarity and specificity to this process, they develop analytical tools such as National Historic Landmark **Theme Studies** and **Special Studies** to identify existing and potential sites associated with a given historic context. Although these studies are often developed by the NPS National Historic Landmarks Program, they explicitly state their mission—as prescribed by Congressional action—to both identify sites of national significance and evaluate their suitability and feasibility for inclusion as units of the NPS system.

Therefore, they can serve as tools to evaluate the potential of the Rosenwald Schools to be included in the National Park System as a National Historical Park. The following analysis describes:

1. A discussion of the existing National Register of Historic Places status of Rosenwald Schools and associated property types;
2. The basic process for establishing new NHLs or NPS units;

98 National Park Service, *NPS Revised Thematic Framework* (2000), 1-6.

3. Theme studies relevant to the Julius Rosenwald-Rosenwald Schools campaign; and
4. Existing NHLs and NPS units relevant to the campaign.

Existing National Register Documentation

Of the fifteen states in which the Rosenwald Fund was active, fourteen have identified extant schools or associated buildings, and at least ten have developed historic contexts, Multiple Property Documentation (MPD) Forms, or similar documents to aid in the designation of these properties in the National Register of Historic Places. Known MPDs and/or historic contexts have been developed for the following states (some relate indirectly to Rosenwald Schools):

1. Alabama: *The Rosenwald School Building Fund and Associated Buildings, 1913-1937* (MPD)
2. Florida: *Florida Historic Black Public Schools* (MPD)
3. Georgia: *Rosenwald Schools in Georgia, 1912-1937* (MPD)
4. Kentucky: *Rosenwald Schools in Kentucky, 1917-1932* (book)
5. Maryland: *The Rosenwald Schools of Anne Arundel County, Maryland, 1912-1932* (MPD)
6. North Carolina: *The Rosenwald School Building Program in North Carolina, 1915-1932* (MPD)
7. Oklahoma: *Educational Resources Associated with All-Black Towns in Oklahoma* (MPD, includes one Rosenwald School)
8. South Carolina: *Rosenwald School Building Program in South Carolina, 1917-1932* (MPD)
9. Texas: *The Rosenwald School Building Program in Texas, 1920-1932* (MPD)
10. Virginia: *Rosenwald Schools in Virginia* (MPD)

The associated property types included in these MPDs are schools, teacherages (or teachers' homes), and industrial and vocational buildings. The documentation prepared by North Carolina and Texas also include sanitary privies as a contributing property type. The period of significance for these properties generally dates from 1912 or 1917 to 1932 or 1937.

These property types are almost universally identified as potentially eligible for listing under the following criteria and areas of significance:

- Criterion A:** Education and Ethnic History – African American
- Criterion C:** Architecture

The implementation of these MPDs has proven remarkably successful in identifying and designating Rosenwald Schools and associated property types. For examples, as of 2016, the North Carolina SHPO had identified 125 extant schools out of the 800-plus originally constructed in the state. Of those, thirty properties have been listed in the National Register and thirty-eight others have been identified as being eligible for listing.

National Historic Landmark Theme Studies

The application of the NPS thematic framework serves to identify historical gaps in NPS units or designated historic sites, especially NHLs. To better understand and close these historical gaps, the NPS develops **Theme Studies** to provide a historic context for specific topics in American history or prehistory. Often mandated by Congress, NHL Theme Studies also often identify potential and existing NHL sites that fall within the historic context or meet specific criteria.

Beginning in the early 2000s, the NPS embarked on a Congressionally mandated exploration of

new theme studies, especially those related to Civil Rights across all states.⁹⁹ Civil Rights is of course a broad historical movement that spans the breadth of U.S. history and touches many aspects of American life, including many ethnic and cultural minorities. The products of that exploration most relevant to the Rosenwald Park Campaign are:

1. *Civil Rights in America: A Framework for Identifying Significant Sites*;
2. *Civil Rights in America: Racial Desegregation in Public Education in the United States* (and supplement); and
3. *African American NHL Assessment Study*.

An overview of the findings of those theme and special studies and their application to the Rosenwald Campaign are below.

Civil Rights in America: A Framework for Identifying Significant Sites

The NPS, in partnership with the Organization of American Historians, drafted the *Civil Rights Framework* pursuant to the Congressional mandate described above. As the title suggests, the document is intended to provide a framework for the evaluation of sites significant for their association with the struggle for Civil Rights. The report documented the history of the Civil Rights movement through defined periods in U.S. history.¹⁰⁰

The activities of the Rosenwald Fund fall within the third period, “Rekindling Civil Rights, 1900-1941,” which was defined by continued disenfranchisement and inequality for African Americans following the turbulent times of Reconstruction, especially in the Jim Crow-era South. Yet during this period, seeds of hope for greater equality were sown by trends such as greater African American federal employment under the New Deal, the creation of minority rights advocacy organizations such as the NAACP, and African American military service in World War I. Although the report does not identify Julius Rosenwald as a major contributor to these developments, other prominent, reform-minded individuals who contributed significantly to minority rights advocacy efforts—including Eleanor Roosevelt and Jane Addams—are listed. Eleanor Roosevelt served on the board of the Rosenwald Fund. Jane Addams was an adviser to Rosenwald, and he contributed to Hull House.¹⁰¹

Collectively, the study found that Civil Rights sites are fairly well documented amongst NPS programs, especially those associated with African Americans. As of 2008 when the study was revised, more than forty sites had associations with various facets of the African American Civil Rights movement. When analyzed on a granular level, however, there exist major gaps in the type of representation and the themes under which sites are categorized. Most fall under the themes of Education and Voting, and the vast majority of properties derive significance from their association with influential individuals or organizations, such as the Booker T. Washington birthplace or the Mary McLeod Bethune Council House (these are two of the twelve properties associated with the “Rekindling Civil Rights” time period). Others are associated with single events, which—although

99 Earlier theme studies relevant to African American history, Education, and the Rosenwald Schools have included: *Black Americans in United States History* (1974); *Education* (circa 1962); and *Social and Humanitarian Movements* (1965). These theme studies are out of print and were not examined for this study.

100 National Park Service, National Historic Landmarks Program. *Civil Rights in America: A Framework for Identifying Significant Sites* (2002, revised 2008), 1-3.

101 National Park Service, National Historic Landmarks Program. *Civil Rights in America: A Framework for Identifying Significant Sites* (2002, revised 2008), 10-13.

they may represent the culmination of years of efforts and advocacy—fail to reflect events or trends that spanned over multiple years or decades. Examples of such sites include Bizzell Library at the University of Oklahoma or Little Rock Central High School in Arkansas.¹⁰²

Civil Rights in America: Racial Desegregation in Public Education in the United States

This report provides a detailed context following the history of desegregation in the United States, beginning during the Colonial period, continuing with the period of school segregation in the nineteenth and twentieth centuries, and ending with the implementation of school desegregation following the landmark *Brown v. Board of Education* Supreme Court decision. Like the *Civil Rights Framework*, these are divided into defined chronological periods. The activities of the Rosenwald Fund fall into the second period, within the subpart “Along the Color Line, 1900-1930s,” following the 1896 *Plessy v. Ferguson* decision that federally sanctioned the “separate but equal” approach to public education. But in practice, “separate but equal” mainly meant the opposite in southern states, with African Americans struggling to achieve basic education and literacy. The outstanding success and influence of the Rosenwald Schools program is evident through its statistical impact:

By 1932, nearly five thousand rural black schools, accommodating some 663,615 students had been built under the aegis of the Rosenwald Fund. The school building campaign, James Anderson concludes, was in large part responsible for a transformation in the overall structure of black elementary education. School attendance rates for black children increased from 36 percent in 1900 to 79 percent in 1940.¹⁰³

Despite the undeniable contribution of the Rosenwald Schools to the advancement of African American education, these schools and their associated institutions (such as the Rosenwald Fund) did not directly advance the cause of desegregation, and therefore this theme study has little immediate relevance to the designation of these schools as NHLs. In order to facilitate such evaluation, the report identifies the following property types:

1. Schools associated with challenges to educational desegregation.
2. Courts associated with rulings in school desegregation and integration.
3. Properties associated with prominent persons [involved in school desegregation court cases or events]
4. Properties associated with community groups.
5. Properties associated with ethnic organizations and institutions.
6. Properties associated with conflict or confrontation.¹⁰⁴

A 2004 supplement to this report documented sites that had been successfully designated as NHLs following the publication of the theme study.

102 National Park Service, National Historic Landmarks Program. *Civil Rights in America: A Framework for Identifying Significant Sites* (2002, revised 2008), 32-40.

103 National Park Service, National Historic Landmarks Program. *Racial Segregation in Public Education in the United States, Theme Study* (August 2000), 38.

104 National Park Service, National Historic Landmarks Program. *Racial Segregation in Public Education in the United States, Theme Study* (August 2000), 108-109

African American NHL Assessment Study

As described above, the *Civil Rights Framework* and *Racial Desegregation in Public Education Theme Study* have little direct applicability to the evaluation of Rosenwald Schools as an NHL or NHP. A subsequent study, the *African American NHL Assessment Study*, had a wider focus and therefore more general relevance to these properties. Released in 2008 as a joint effort by the NPS, Organization of American Historians, and National Museum of African American History and Culture, the *African American NHL Assessment Study* evaluated the comprehensiveness of the NHL Program in documenting nationally significant African American sites. It included feedback from NPS regional offices and units, SHPOs, and others, in addition to a meeting group of scholars of African American history.¹⁰⁵

The study found that—despite a large number of properties significant for their association with African Americans (174 total properties as of 2008)—the NHL listings are uneven in their documentation of themes in African American history, with relatively less representation in certain areas relevant to the Rosenwald Campaign, including **Community Planning and Development**, **Architecture**, and **Education**. The study also recommended investigation into additional themes that merited future research and documentation. These themes included **Education and Literacy**, with a focus on the struggles of African Americans to obtain education and literacy in the face of legal and social barriers used to maintain educational inequality—often in eras of segregated public education—and specifically called out Rosenwald Schools as examples of this theme.¹⁰⁶

The study concluded with lists of sites for consideration for potential future NHLs, in most cases nominated by SHPOs and NPS regional offices. No Rosenwald-associated sites were included in this potential list, perhaps a reflection of the geographic dispersion of Rosenwald Schools across multiple states.

Comparable Properties

The NPS stewards our nation’s most treasured cultural and natural resources. Sites designated for their cultural value display outstanding national significance for their ability to evoke important national events, patterns of history, or association with significant individuals. This is generally supported by concerted efforts amongst scholars and historians to understand the contribution of places to broader historic contexts. Most NPS units are listed in the National Register of Historic Places and/or designated as National Historic Landmarks prior to their inclusion in the National Park System.

In order to further appraise the value of a potential Julius Rosenwald & Rosenwald Schools NHP as an addition to the National Park System, this report examines existing NHLs and NPS units designated under similar themes and areas of significance, including education, architecture, and community planning and development. Preference was given to sites that demonstrated broad trends in these historical contexts, rather than limited associations with a single individual or event. Properties have been organized alphabetically by states.¹⁰⁷

105 National Park Service et al. *African American NHL Assessment Study* (February 6, 2008), 1-2.

106 National Park Service et al. *African American NHL Assessment Study* (February 6, 2008), 57-75.

107 Data on the property locations, historic contexts, and areas and periods of significance was derived from respective NHL/NPS documentation and National Park Service et al. *African American NHL Assessment Study* (February 6, 2008), 6-40.

Property Name	<i>Historic Context</i>	<i>Property Type</i>	<i>Period(s) of Significance</i>	<i>Area(s) of Significance</i>
Jabez Lamar Monroe Curry Home Talladega, AL Vicinity	Jabez Lamar Monroe Curry, as an agent for the George Peabody Education Fund and the John F. Slater Fund, was influential in establishing public education for emancipated African Americans throughout the south after the Civil War.	NHL	ca. 1850-1865	Education; Social History-Civil Rights, Reconstruction
Swayne Hall, Talladega College Talladega County, AL	Originally constructed by enslaved African American labor in 1857 and initially used as a white Baptist school, the hall was purchased by the American Missionary Association in 1867 to form Talladega College for freed African Americans. Talladega established a liberal arts program in 1890, unlike other contemporary African American educational institutions which focused on vocational training.	NHL	1900-1924; 1875-1899; 1850-1874;	Education; Industry
Tuskegee Institute NHS Macon County, AL	Tuskegee Institute was founded in 1881 by Booker T. Washington, a leading late nineteenth century civil rights advocate and educator. Scientist and inventor George Washington Carver, as head of the Agricultural Department, founded over 500 uses for the peanut while working at the college.	NHL/ NHS	1875-1899	Agriculture; Education; Invention; Science; Significant Persons-Booker T. Washington and George Washington Carver; Social History-Civil Rights
Andrew Rankin Memorial Chapel, Founders Library, and Frederick Douglas Memorial Hall (Howard University) Washington, DC	A portion of the Howard University campus is nationally significant for the institution's role in the legal establishment of racially desegregated public education and for its association with two nationally recognized leaders of that fight: Charles Hamilton Houston and Thurgood Marshall. Beginning in 1929, Howard Law School became an educational training ground for civil rights through the vision of Charles Hamilton Houston. This program produced activist black lawyers dedicated to securing the civil rights of all people of color and, in 1936, established the first course in civil rights law. Thereafter, lawyer Thurgood Marshall of the National Association for the Advancement of Colored People (NAACP) Legal Defense Fund (LDF) led the organization's strategy to desegregate schools leading up to the <i>Brown v. Board of Education</i> case.	NHL	1929-1955	Significant Persons-Thurgood Marshall and Charles Hamilton Houston; Law-Brown v. Board of Education (1954); Politics/ Government; Education; Social History-Civil Rights (Desegregation)

Property Name	<i>Historic Context</i>	<i>Property Type</i>	<i>Period(s) of Significance</i>	<i>Area(s) of Significance</i>
National Training School for Women and Girls (Trades Hall) Washington, DC	The National Training School was founded by educator Nannie H. Burroughs to educate young black women and girls in the domestic arts, academics, and religious instruction.	NHL	1928-1971	Education; Significant Person-Nannie H. Burroughs; Social History
Dorchester Academy Boys' Dormitory Liberty County, GA	Dorchester Academy Boys' Dormitory is nationally significant as the primary training site for the Citizen Education Program sponsored by the Southern Christian Leadership Conference, which educated thousands of mostly rural Southern African Americans about their legal rights and responsibilities, and taught them the skills needed to pass racially-motivated voter registration tests. The Citizen Education Program furthered the goals of the civil rights movement and ultimately led to the passage of the Voting Rights Act of 1965. The Dorchester Academy building is also associated with civil rights activist Septima Poinsetta Clark, whose vision and grassroots organizing made the Citizen Education Program successful.	NHL	1961-1970	Education; Law-Voting Rights Act; Politics/ Government; Significant Person-Septima Poinsetta Clarke; Social History-Civil Rights Movement
Martin Luther King, Jr. Historic District and National Historic Site Atlanta, GA	This historic district contains civil rights leader Martin Luther King, Jr.'s birthplace, the first church he ministered, and his gravesite. The district is part of the Martin Luther King, Jr. National Historic Site and Preservation District, a National Park System unit.	NHL/ NHS		Architecture; Commerce; Community Planning and Development; Education; Industry; Landscape Architecture; Religion; Significant Person-Martin Luther King, Jr.; Social History-Civil Rights Movement; Transportation
Stone Hall, Atlanta University Atlanta, GA	Stone Hall is the main classroom and administration building of Atlanta University, built in 1882. Atlanta University is one of the oldest historically-black colleges in the United States.	NHL	ca. 1882-1929	Education

Property Name	<i>Historic Context</i>	<i>Property Type</i>	<i>Period(s) of Significance</i>	<i>Area(s) of Significance</i>
Nicodemus Historic District NHS Graham County, Kansas	Founded on Sept. 17, 1877, it is the only remaining town established by African Americans in the post-Civil War “Exoduster” Movement, which occurred in response to the demise of Reconstruction and increased racial violence against African Americans. The all-black town was launched by Benjamin “Pap” Singleton, who founded 11 such colonies between 1873 and 1880.	NHL/ NHS	1875-1899	Exploration/ Settlement-Urbanization, Westward Expansion; Social History-Civil Rights, post-Reconstruction; Politics/ Government; Commerce, Religion
Lincoln Hall, Berea College Madison County, KY	A private school founded in 1855, Berea College was the first college established in the U.S. for the specific purpose of educating black and white students together. In 1904, the Kentucky state legislature mandated that black and white students could only be taught simultaneously if they were taught twenty-five miles apart. The U.S. Supreme Court upheld the state’s right to pass laws to regulate state chartered private institutions on the basis of race, thus lending additional credence to do the same for public schools. This is the only instance in which the U.S. Supreme Court upheld school segregation in higher education.	NHL	ca. 1875-1924	Education; Law-Berea College v. Kentucky; Politics/ Government; Social History- Civil Rights Movement (Desegregation)
James H. Dillard Home New Orleans, LA	This is the home of educator and philanthropist James Dillard, who became a trustee at Xavier University and Dillard University, which was named in his honor. Both universities are historically-black universities founded in the late nineteenth century. Dillard built a library and several philanthropic foundations to support African American education and teacher training.	NHL	ca. 1875-1924	Education; Significant Person-James H. Dillard; Social History-Reconstruction
Harriet Tubman Underground Railroad National Historical Park Church Creek, MD	Harriet Tubman Underground Railroad National Historical Park in Maryland was created by Congress in December 2014 and includes the Harriet Tubman Underground Railroad National Monument authorized by the President of the United States in 2013. Both the national historical park and the national monument are administered as a single unit, Harriet Tubman Underground Railroad National Historical Park to recognize and interpret Harriet Tubman and the Underground Railroad.	NHP/ National Monument	N/A	Ethnic Heritage-African American; Significant Person-Harriet Tubman; Social History

Property Name	<i>Historic Context</i>	<i>Property Type</i>	<i>Period(s) of Significance</i>	<i>Area(s) of Significance</i>
Harriet Tubman National Historical Park Auburn, NY	Civil rights activist, Union general and spy, and Underground Railroad conductor, Harriet Tubman used her Auburn residence to resettle family members that she led out of enslavement in Maryland's Eastern Shore area. Tubman died at the Home in 1913 at age 93.	NHL/ NHP	ca. 1885-1913	Military; Significant Person-Harriet Tubman; Social History-Anti-slavery, Underground Railroad, Civil War
Oberlin College Oberlin, OH	Founded in 1833, Oberlin Collegiate Institute admitted free African Americans (and women) on the same basis as Caucasian students. Oberlin is considered the first documented American institution of higher learning to have a non-discriminatory admission policy.	NHL	ca. 1825-1874	Education
Penn School (Center) Historic District Beaufort County, SC	After plantation owners fled from Union forces in 1861, Northern missionaries set up the first school for emancipated persons in 1892 on St. Helena Island. The Brick Church, built in 1855, is the oldest building in the historic district and served as the first school. The Church is now a part of the Penn Community Services Center.	NHL	ca. 1850-1924	Education; Engineering; Politics/Government; Social History-Reconstruction
George Peabody College for Teachers Nashville, TN	Peabody College was established by the Peabody Education Fund, which sought to revive public education after the Civil War. Started as the University of Nashville in 1826, the university became a normal school in 1875 and was incorporated as the George Peabody College for Teachers in 1909. The college trained teachers, many of whom became teachers at schools for freed people.	NHL	ca. 1875-1919	Education; Significant Person-George Peabody; Social History-Reconstruction
Jubilee Hall, Fisk University Nashville, TN	Jubilee Hall is the oldest building on the Fisk University campus, which was founded in 1865 by the American Missionary Society. Fisk evolved into a liberal arts college, unique to most historically black colleges and universities established during this period. The building dates from 1873 to 1876.	NHL	ca. 1866-1876	Education; Social History-Social Reform Movements
Booker T. Washington National Monument Hardy, VA	In April 1856, Booker T. Washington was born into slavery on this 1800s tobacco plantation; at nine, he was later freed. When he returned to visit in 1908, he was an educator, orator, presidential advisor and one of the most influential African Americans of his time. His crowning achievement was to oversee the development of Tuskegee Institute in Alabama as its first principal.	National Monument	1850-1874	Education; Ethnic Heritage-African American; Industry; Politics/Government

Property Name		Prop-erty Type	Period(s) of Signifi-cance	Area(s) of Significance
<i>Location</i>	<i>Historic Context</i>			
Hampton Institute Hampton City, VA	Founded by the American Missionary Association in 1868, Hampton became the model for African American and Native American industrial schools established to educate newly freed people after the Civil War. Famous educator and founder of Tuskegee Institute Booker T. Washington graduated from Hampton in 1875 and credited the institution with his advocacy of vocational education.	NHL	ca. 1866-1924	Education; Ethnic Heritage-Native American; Significant Person-Booker T. Washington; Social History-Reconstruction

Significance of Rosenwald Schools

The Rosenwald School program is nationally significant for its impact on the education of African Americans. Between 1912 and 1932, the Rosenwald Schools Program provided funding for approximately five-thousand schools in addition to hundreds of teacher’s houses, shops, and other buildings in fifteen states across the rural South. During that period and extending until the end of school segregation following the *Brown v. Board of Education* ruling, Rosenwald Schools collectively educated more than 660,000 black students—estimated to be a third of African American children living in the American South during that period. Students educated at a Rosenwald-funded school enjoyed access to higher-quality school facilities and better-trained teachers. These students also exhibited higher literacy rates and on average completed over a year more schooling than those without access. Rosenwald’s challenge grant approach to philanthropy required local communities to contribute resources to the development of school buildings. These local contributions included not only monetary funds but also the time, materials, and land necessary to develop a school property. Consequently, Rosenwald Schools became a great source of civic pride in the communities in which they were constructed. The enormous impact and enduring significance of the Rosenwald Schools Program continues to be demonstrated through local and national campaigns to document and preserve extant Rosenwald Schools, sustaining their utility as tools for education and community engagement for another century.

Beginning in the 1990s, SHPOs and historians initiated major efforts to document and preserve the extant Rosenwald Schools. Today, the Rosenwald Schools are broadly represented in the National Register Program through approved National Register Multiple Property Documentation Forms submitted by the states in addition to many listings of Rosenwald Schools in the National Register of Historic Places. Many SHPOs continue to actively document Rosenwald Schools through survey programs, recognize their significance through listings in state and national registers, and support efforts to preserve them. Overall, the level of documentation and multiple evaluations of their significance and impact in so many states add further credence to the finding that the Rosenwald Schools are collectively nationally significant.

This section earlier provided a summary of the criteria under which Rosenwald Schools have been designated in the National Register. Most of these designations fall under two criteria: **A** (for Education and Ethnic History - African American) and **C** (for Architecture). The demonstrated exceptional significance of Julius Rosenwald, the Rosenwald Schools, and their unique ability to interpret a facet of American history suggests they both the schools and other properties

associated with Rosenwald's life and work could be candidates for NHL designation. A preliminary evaluation finds that the Rosenwald Schools specifically meet the following criteria:

NHL Criterion 1: Properties that are associated with events that have made a significant contribution to, and are identified with, or that outstandingly represent, the broad national patterns of United States history and from which an understanding and appreciation of those patterns may be gained.¹⁰⁸

As described throughout this report, the national impact of the Rosenwald Schools and their contribution to African American education have been widely documented. Their geographic dispersion, although unusual for NHL listings, demonstrates the breadth of the program and widespread nature of their impact.

NHL Criterion 3: Properties that represent some great idea or ideal of the American people.¹⁰⁹

As described by the *African American NHL Assessment Study*, the Rosenwald Schools embody the African American struggle to achieve access to basic education and literacy in the era of segregation. Champions of equality and social justice such as Rosenwald enlisted themselves in this struggle, demonstrating the courage and generosity to strive for equity in the face of social and political obstacles.

NHL Criterion 5: Properties that are composed of integral parts of the environment not sufficiently significant by reason of historical association or artistic merit to warrant individual recognition but collectively compose an entity of exceptional historical or artistic significance, or outstandingly commemorate or illustrate a way of life or culture.¹¹⁰

Many of the Rosenwald Schools dotting the landscape of the Rural South are architecturally unimposing when considered individually. They were built inexpensively of modest materials with the primary goal of providing sufficient size, natural light, and ventilation to accommodate their teachers and pupils. Although Criterion 5 is generally applied to historic districts, Rosenwald Schools are collectively nationally significant. When considered collectively, not only the scale but also the social and community impact of the Rosenwald Schools Program become apparent.

Integrity of Rosenwald Schools

Historic properties must be able to physically convey their historical and architectural significance within a given historic context to be eligible for listing in the National Register of Historic Places or designation as National Historic Landmarks. The Department of the Interior has developed a seven-point framework for evaluating the integrity of historic resources. Eligible properties must maintain integrity of Location, Design, Setting, Materials, Workmanship, Feeling, and Association.

The following analysis provides additional guidance for assessing the integrity of Rosenwald Schools and associated property types. This will aid in the determination of which properties best illustrate the significance of the Rosenwald Schools Program and retain viability for inclusion

108 National Park Service, National Register Bulletin. *How to Prepare National Historic Landmark Nominations* (1999), 21.

109 National Park Service, National Register Bulletin. *How to Prepare National Historic Landmark Nominations* (1999), 25.

110 National Park Service, National Register Bulletin. *How to Prepare National Historic Landmark Nominations* (1999), 29.

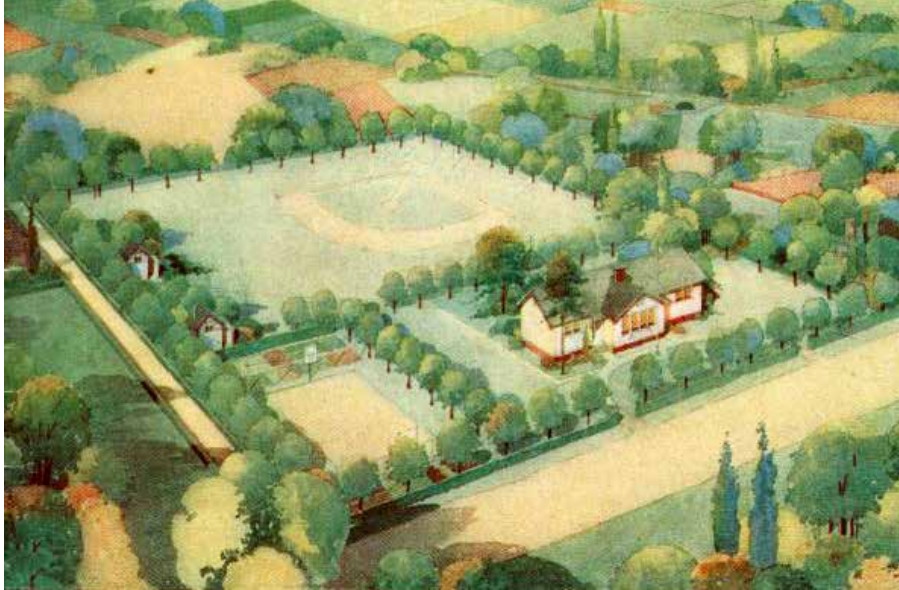


Figure 30: Idealized school property from *Community School Plans*, 1924. These books provided specific guidance on the size and siting of the school properties (HathiTrust).

in the National Park System.

Location

Location is the place where the historic property was constructed or the place where the historic event took place. Location was an important aspect in developing a new Rosenwald school. The program's publications, beginning in 1915 with *The Negro Rural School and its Relation to the Community*, provided very specific guidance regarding site selection. It recommended a level site, at least seventy feet away from a public road, and at least 200 yards away from a railroad. Furthermore, it recommended an east-west building orientation, so as to take advantage of natural lighting, and a location with a good supply of pure drinking water. Because these prescriptions regarding site elevation, setback, and orientation were included in both the Tuskegee and Rosenwald Fund publications, they are associated historically with the Rosenwald Schools program. Schools under consideration for inclusion in a potential National Historical Park, therefore, should maintain their original location and orientation on the property.

Setting

Setting is the physical environment of a historic property that illustrates the character of the place. The Rosenwald Schools program was conceived as an initiative to provide schools for African Americans in rural southern communities. Significant examples, therefore, should maintain their original rural setting to the extent possible in order to demonstrate historical significance within the context. While it is somewhat unrealistic to expect a school's setting to be the same as it was almost one hundred years ago, later intensive residential or commercial development within the vicinity of the school may diminish the integrity of the larger setting.

Design

Design is the composition of elements that constitute the form, plan, space, structure, and style of a property. Form includes the building's original ground plan, height, facade composition, and

roof form. In addition to its ground plan, schools and associated buildings should also retain their original interior plan or room layout. Integrity of design entails an assessment of the property as a complex. The property, therefore, should maintain the spatial relationship between the school and associated buildings, such as shop buildings, privies, and teacher's dwellings. Because *Community School Plans* included recommendations regarding site features such as walkways, gardens, landscaping, and playgrounds, these elements are significant and also contribute to design integrity. Structure refers to the building's original foundation, structural system, exterior and interior wall cladding, roof framing and covering, and details such as windows, doors, chimneys, and porches. Rosenwald schools were intentionally designed as modest, utilitarian structures. They do, however, exhibit some stylistic attributes. As discussed, these consist of Craftsman elements, such as overhanging eaves with exposed rafter tails, ribbon windows, and porch brackets, and Colonial Revival elements, such as classical porch columns, gabled dormers, symmetrical elevations, paneled wood shutters, roofline balustrades (seen in the design of the 1931 nine-room teacher's home), and decorative features such as keystones. Retention of the original paint scheme is also considered to be a component of design integrity, and was regarded as mandatory in all editions of *Community School Plans*. Stronger examples under consideration should exhibit both the exterior and interior paint schemes prescribed by the Fund. In order to effectively convey architectural significance within the context, schools should maintain strong integrity of design. This applies to both the school building and the school complex as a whole.

Materials

Materials are the physical elements combined in a particular pattern or configuration, and along with workmanship, are essential to maintaining a sense of authenticity. As discussed, *Community School Plans* provided specific instructions regarding the materials to be used in constructing the schools. This extended to the type of brick, composition of the mortar, the types of wood to be used for both framing and exterior and interior finishes, and roof covering. The introduction of inauthentic materials, such as vinyl or aluminum siding and windows, degrades a building's integrity of materials. While it is preferable that original materials be present, the Secretary of the Interior's Standards for the Treatment of Historic Properties states that the in-kind replacement of historic features, based on documentary evidence, can be appropriate within the context of a preservation or restoration intervention. Replacement, however, should only be considered when the severity of deterioration requires it and the work should be thoroughly documented.¹¹¹ Given the thoroughness of the documentary record for Rosenwald Schools, the informed and sensitive in-kind replacement of historic materials should not be considered detrimental when considering an otherwise strong candidate property for inclusion in a potential National Historical Park. This is especially so in instances where the resource is a rare surviving example of a specific school type.

Workmanship

Workmanship is the physical evidence of the crafts of a particular culture or people during any given period in history. As with integrity of materials, workmanship is important in terms of maintaining a sense of authenticity. This is especially so with Rosenwald Schools, given that the schools, interior furnishings such as desks, and associated structures were all built by members of the local community.

111 U.S. Department of the Interior, *The Secretary of the Interior's Standards for the Treatment of Historic Properties*, rev. ed. (Washington, DC: Department of the Interior, 2017), 28, 65, 104.

Feeling

Feeling is the quality that a historic property has in evoking the aesthetic or historic sense of a past period of time. Integrity of feeling is achieved through the retention of a historic property's overall integrity. When original location, design, setting, materials, and workmanship survive, the property effectively conveys the feeling of an historic rural school. Maintaining this connection with the past is especially important for interpretive programming, and strong candidates for inclusion in the National Historical Park should retain integrity of feeling.

Association

Association is the direct link between a property and the event or person for which the property is significant. Integrity of setting, location, design, workmanship, materials, and feeling combine to convey integrity of association. Sufficient integrity in these areas is needed to convey a candidate property's association with the contexts of African American education in the south and the Rosenwald Schools program.

Factors To Consider in Identifying Rosenwald Schools To Be Included in the Park

In order to identify extant Rosenwald Schools that could be potential candidates for inclusion in the NHP, the Rosenwald Park Campaign identified the following eight criteria:

1. The property retains much of its historical and architectural integrity.
2. The property clearly demonstrates its place in the historic context of the Rosenwald Schools.
3. The property is an excellent example of the type, period, style, and/or use of a property developed under the Rosenwald Schools Program, as it relates to the evolution of school types over the program's history.
4. The property exhibits some degree of community and civic support for the site and its continued use.
5. The property has a current condition assessment and/or Historic Structure Report and/or business plan for its treatment and maintenance.
6. The property demonstrates a condition, location, support, etc. that would aid in future management of the site (e.g., near existing units of National Parks System).
7. The property is listed in the National Register of Historic Places, is in the process of being listed, and/or has been determined eligible for listing.
8. The property meets the three NPS criteria for new National Park units; namely, national significance, suitability, and feasibility.

A list of recommended properties identified is included in *Appendix D: State Recommendations of Rosenwald Schools for Consideration* on page 83. As this report describes, the established significance and integrity of these schools buildings demonstrate their unique ability to convey the import of Julius Rosenwald, his philanthropic mission and approach, and his contribution to African American education in the first half of the twentieth century. This historic context and inventory report concludes that these schools deserve to be represented in the National Park System.

Appendices

Appendix A: Architectural Plans and Elevations by Period

Appendix B: Rosenwald Buildings and Capacity by State

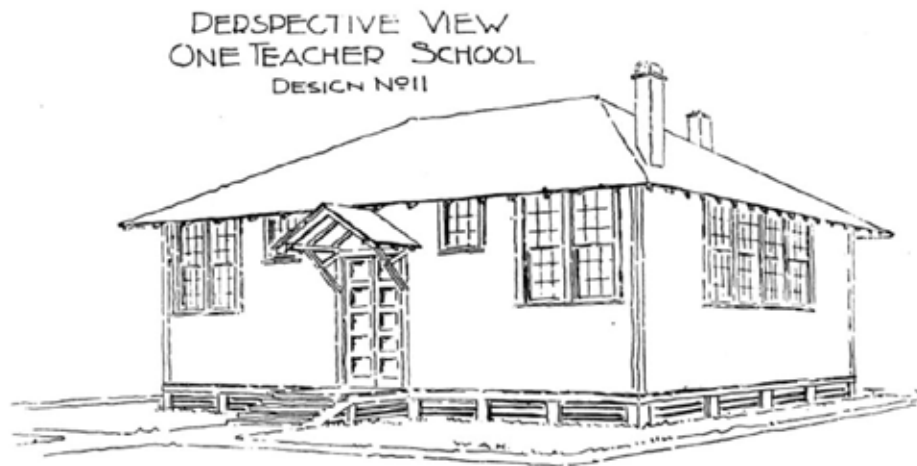
Appendix C: Types of Rosenwald Schools and Their Cost

Appendix D: State Recommendations of Rosenwald Schools for Consideration

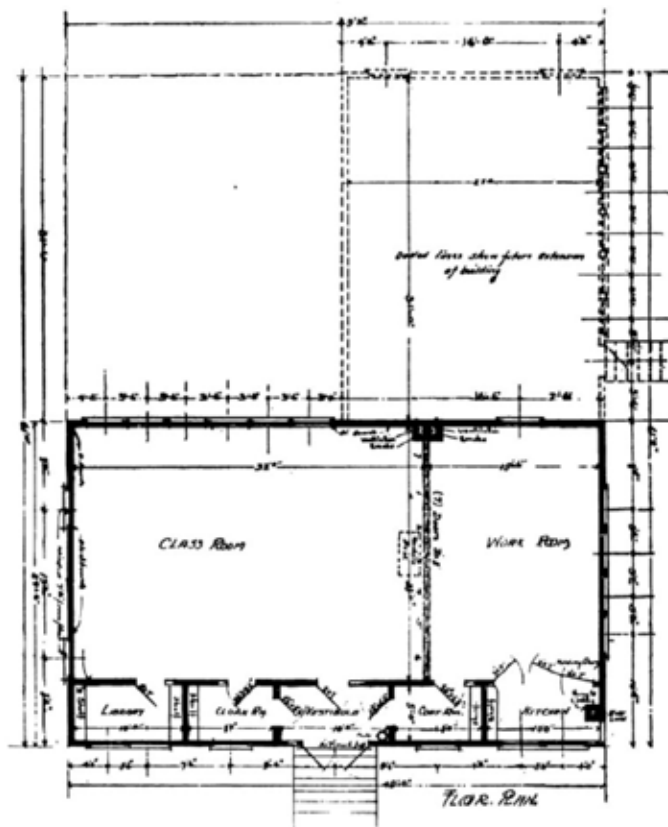
Appendix E: African American Rosenwald Fund Fellowship Recipients

Appendix A: Architectural Plans and Elevations by Period

Tuskegee, 1915-1920



DESIGN NO. 11.—ONE TEACHER SCHOOL



DESIGN NO. 11.—FLOOR PLAN—ONE TEACHER SCHOOL
(Showing provision for future addition.)

Figure 31: Plan No. 11, One-Teacher School, 1915 (The Negro Rural School and its Relation to the Community).

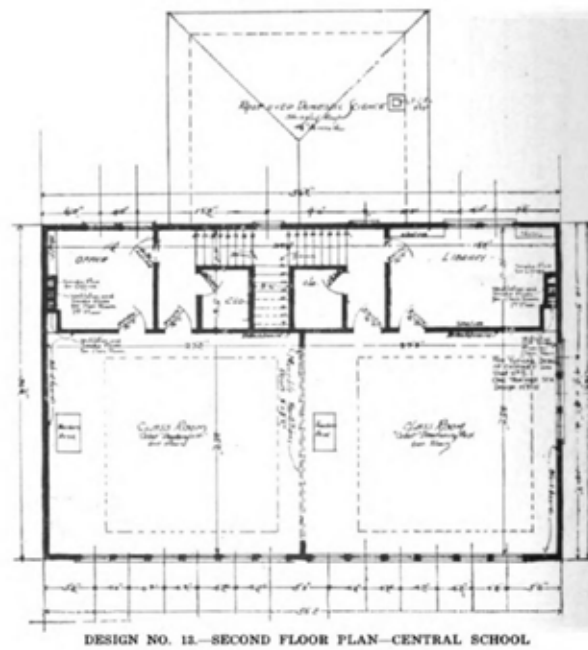
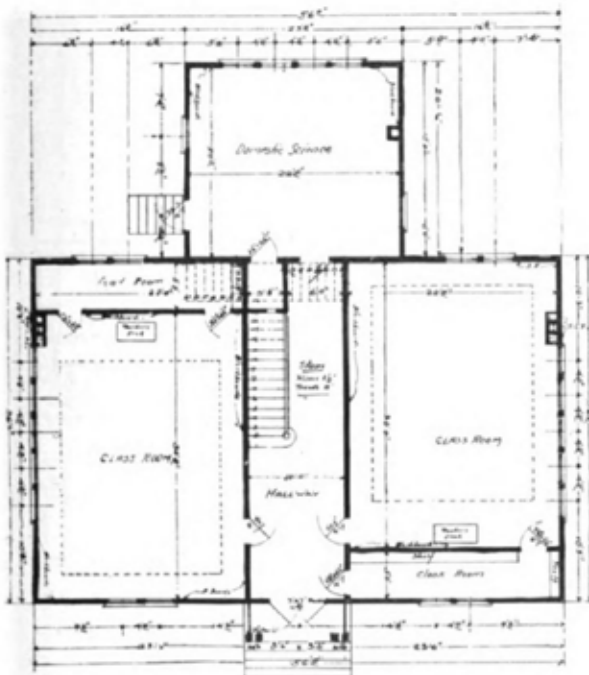
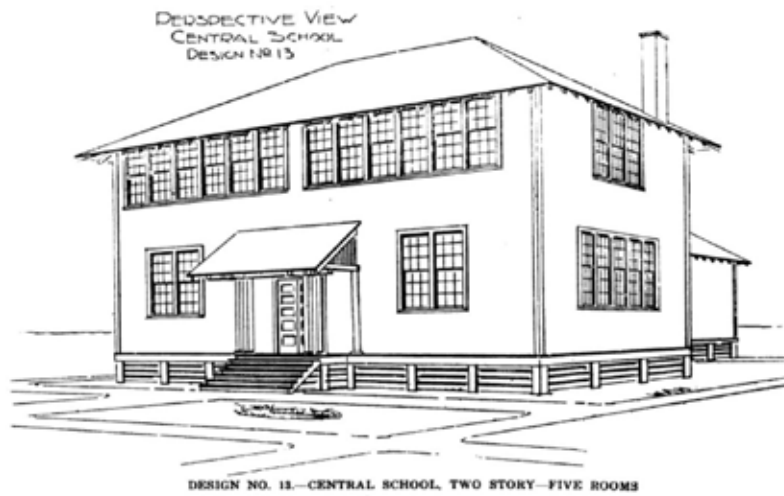
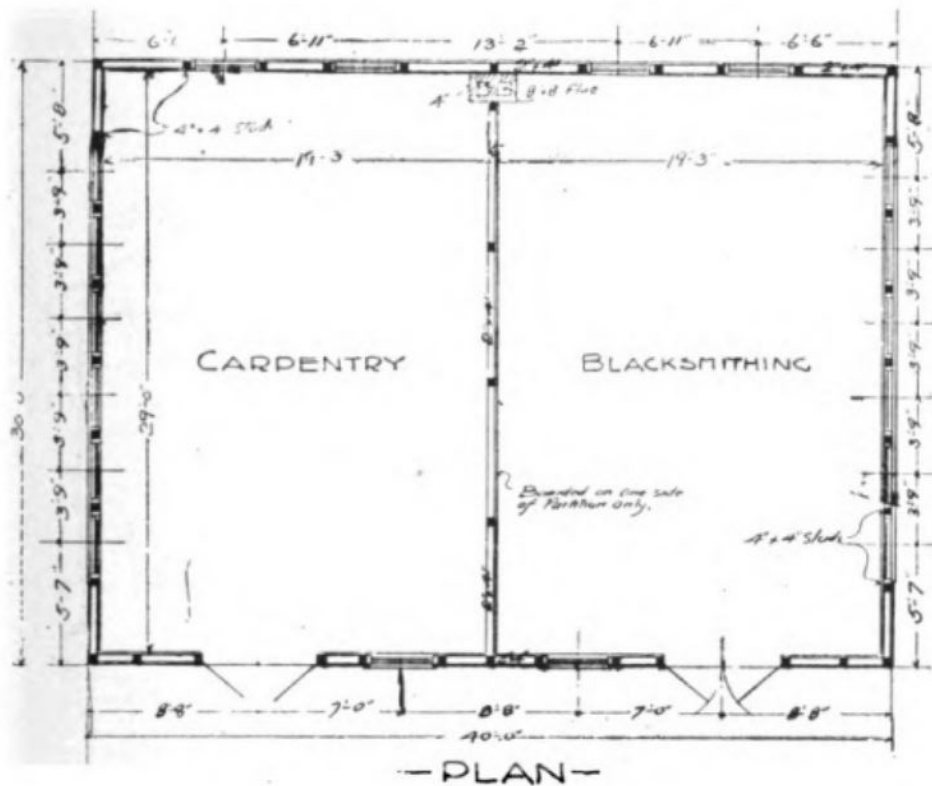


Figure 32: Plan No. 13, Central School, 1915 (*The Negro Rural School and its Relation to the Community*).

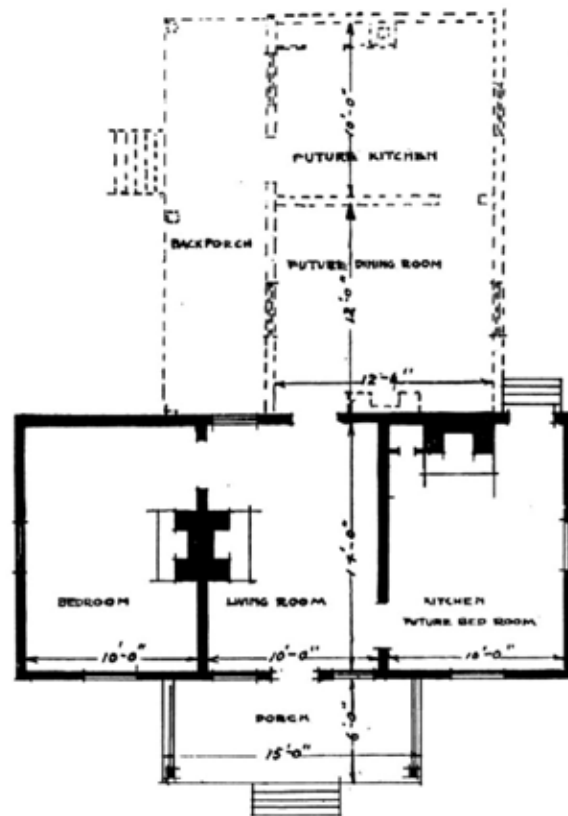


DESIGN NO. 14.—INDUSTRIAL BUILDING
 Floor plan and front elevation.

Figure 33: Plan No. 14, Industrial Building, 1915 (*The Negro Rural School and its Relation to the Community*).

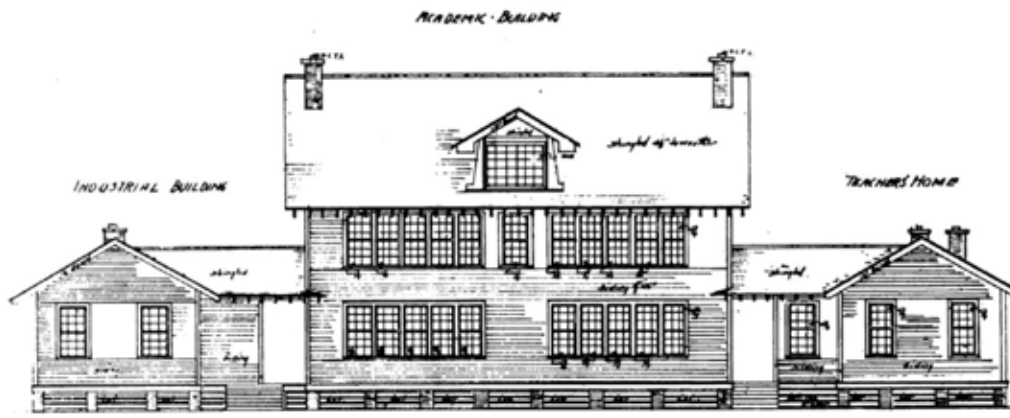


DESIGN NO. 16.—TEACHER'S HOME—THREE ROOMS
(Front Elevation)

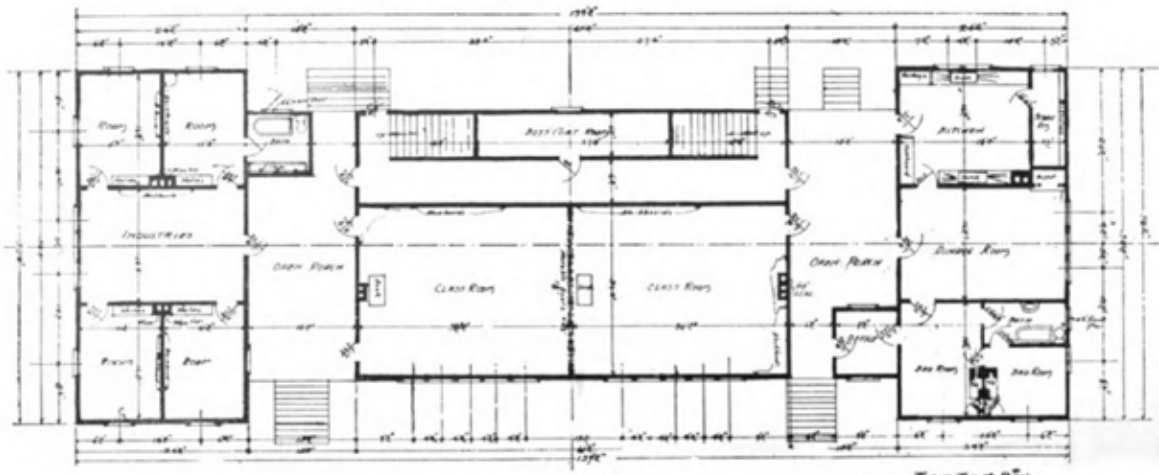


PLAN
THREE ROOM COTTAGE
DOTTED LINES SHOWS FUTURE ADDITIONS
SCALE $\frac{1}{4}$ " = 1'-0"
DESIGN NO. 16.—FLOOR PLAN, TEACHER'S HOME—THREE ROOMS

Figure 34: Plan No. 16, Teachers Home, 1915 (The Negro Rural School and its Relation to the Community).



DESIGN NO. 17.—A COUNTY TRAINING SCHOOL—(GROUPED)



DESIGN NO. 17.—FIRST FLOOR PLAN—COUNTY TRAINING SCHOOL. (GROUPED.)

Figure 35: Plan No. 17, County Training School, 1915 (*The Negro Rural School and its Relation to the Community*).

Nashville, 1920-1930

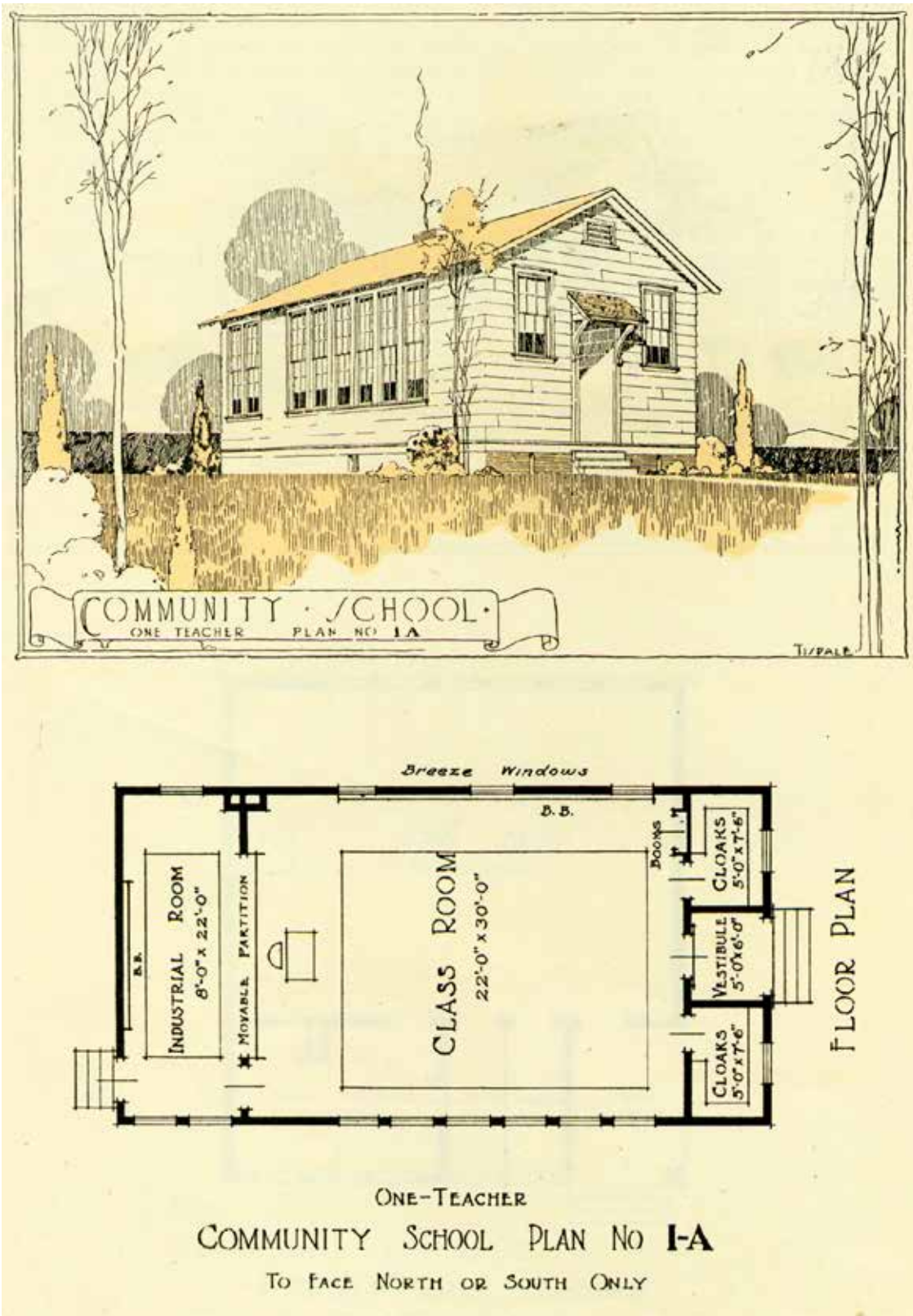
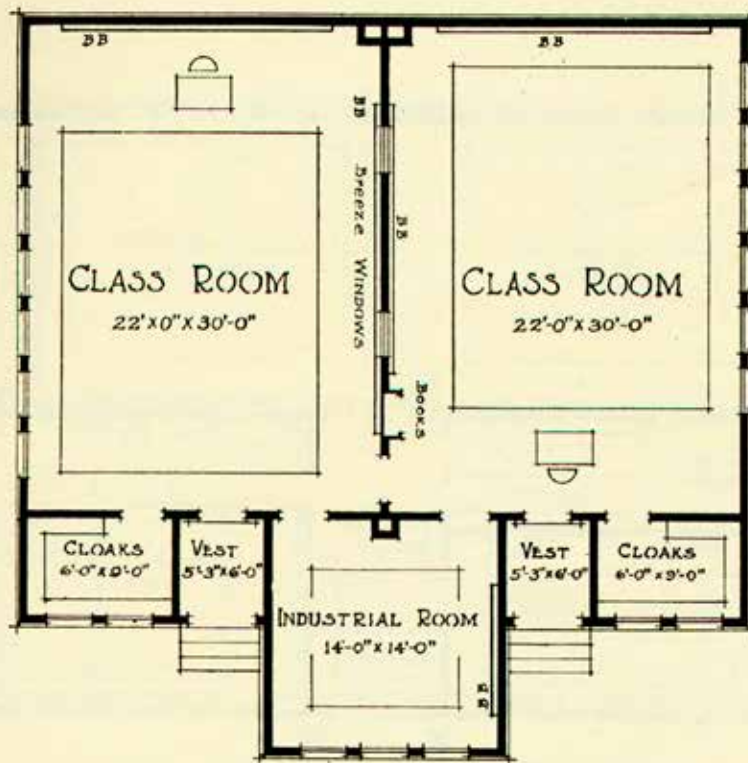
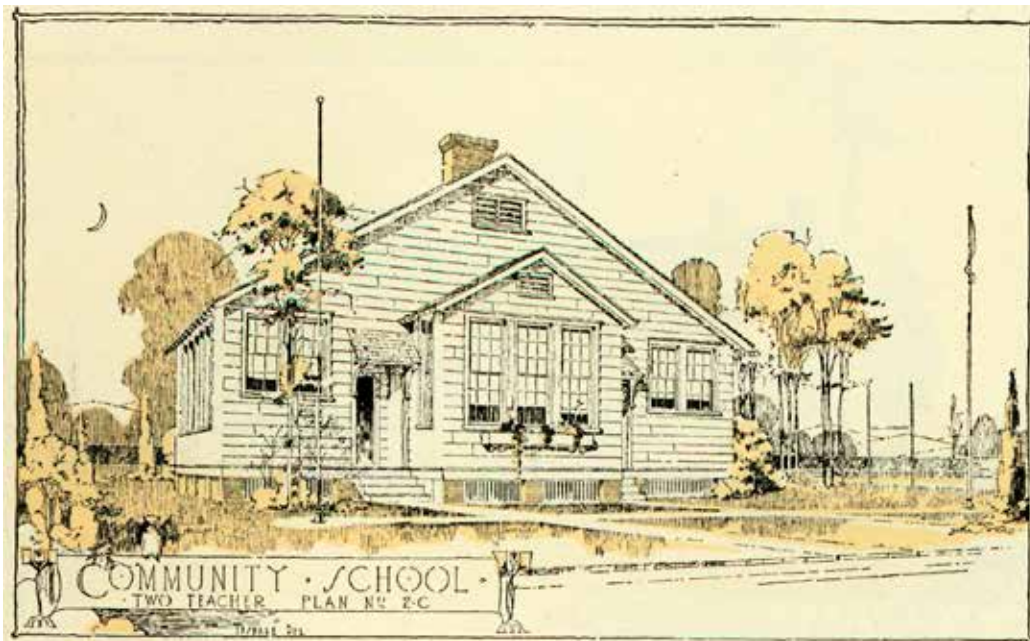
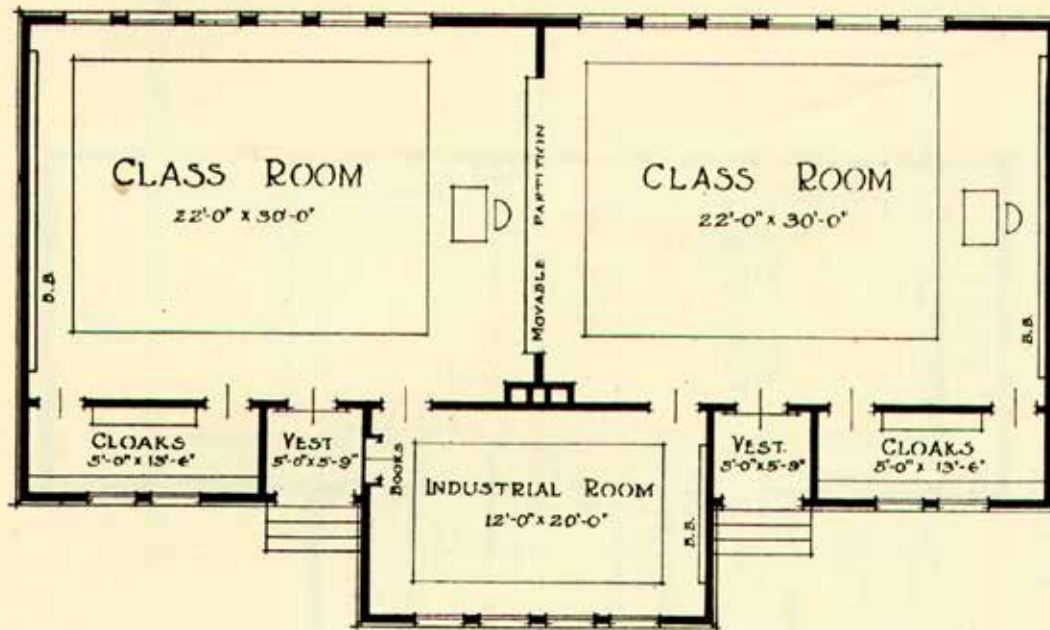
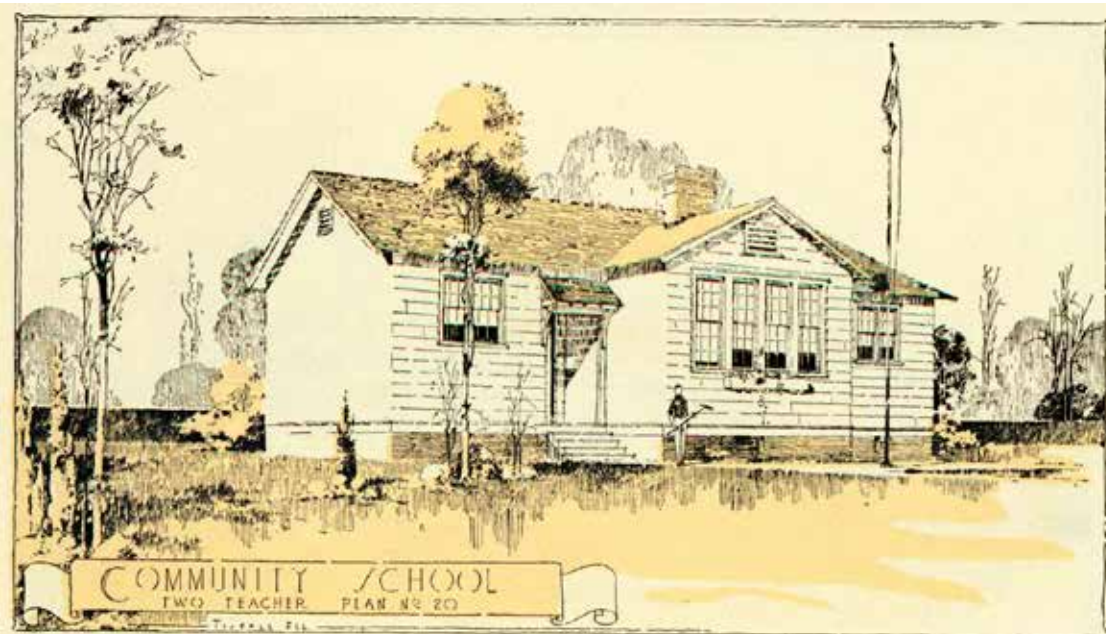


Figure 36: Plan 1-A, One-Teacher School, 1924 (Community School Plans).



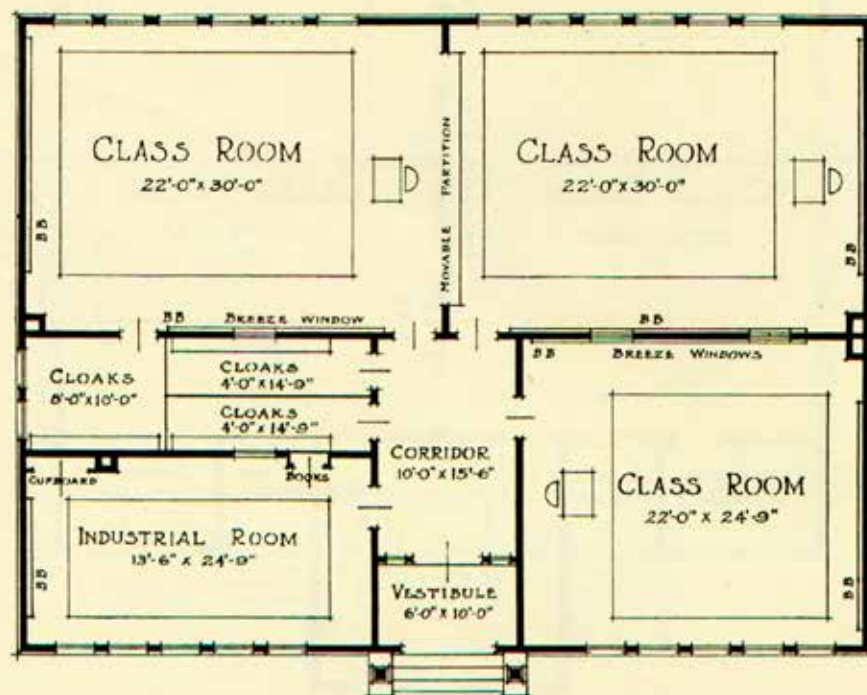
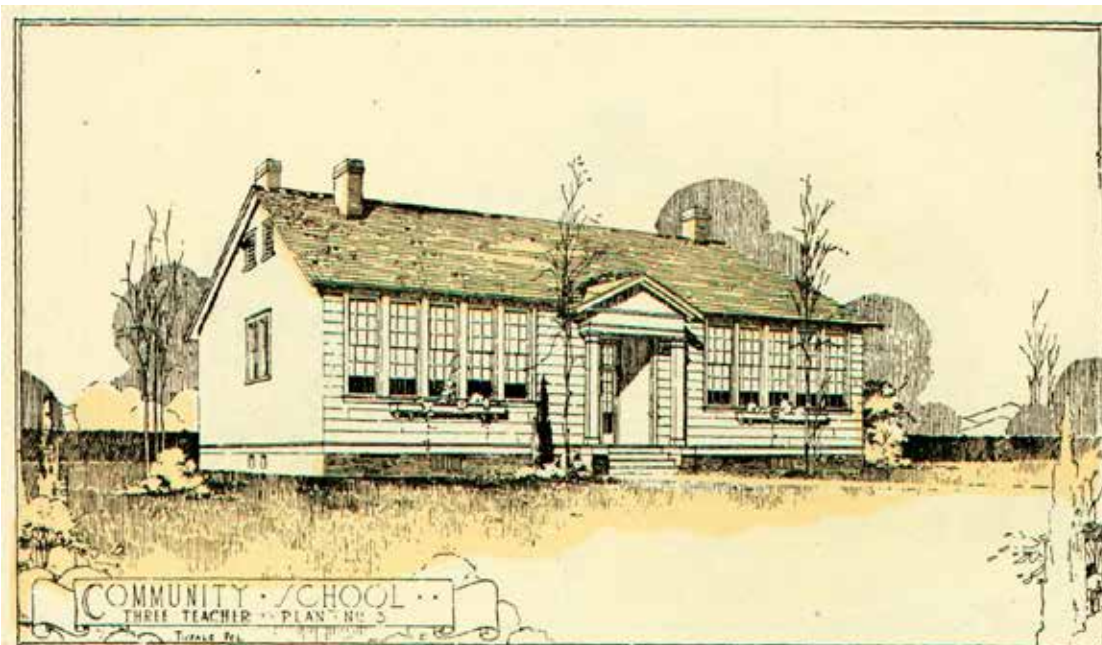
FLOOR PLAN NO 2-C
 TWO TEACHER COMMUNITY SCHOOL
 TO FACE NORTH OR SOUTH ONLY

Figure 37: Plan 2-C, Two-Teacher School, 1924 (Community School Plans).



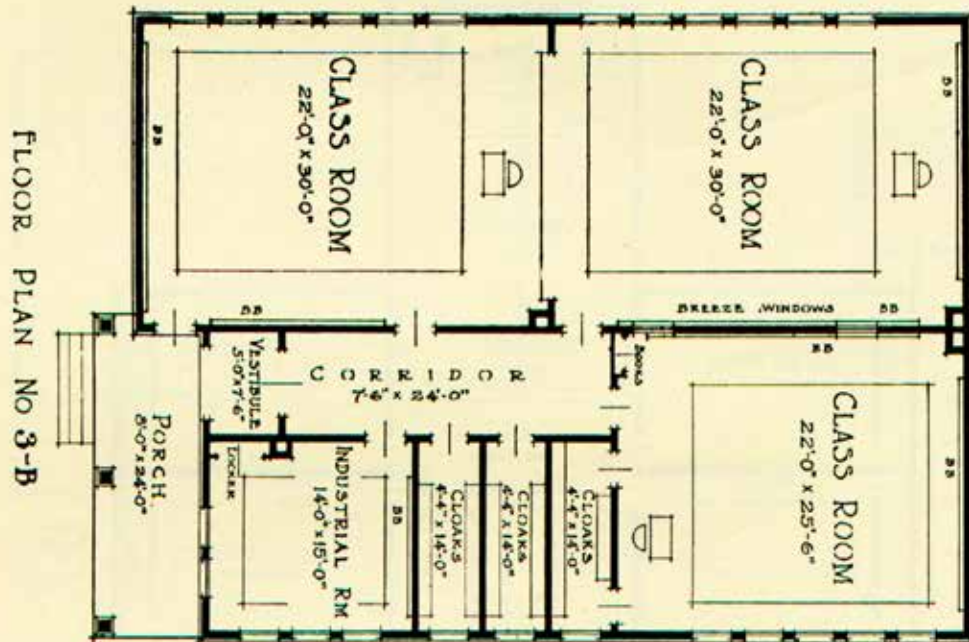
FLOOR PLAN No 20
 TWO TEACHER COMMUNITY SCHOOL
 TO FACE EAST OR WEST ONLY

Figure 38: Plan 20, Two-Teacher School, 1924 (Community School Plans).



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

Figure 39: Plan 3, Three-Teacher School, 1924 (Community School Plans).



THREE TEACHER COMMUNITY SCHOOL
TO FACE NORTH OR SOUTH ONLY

Figure 40: Plan 3-B, Three-Teacher School, 1924 (Community School Plans).

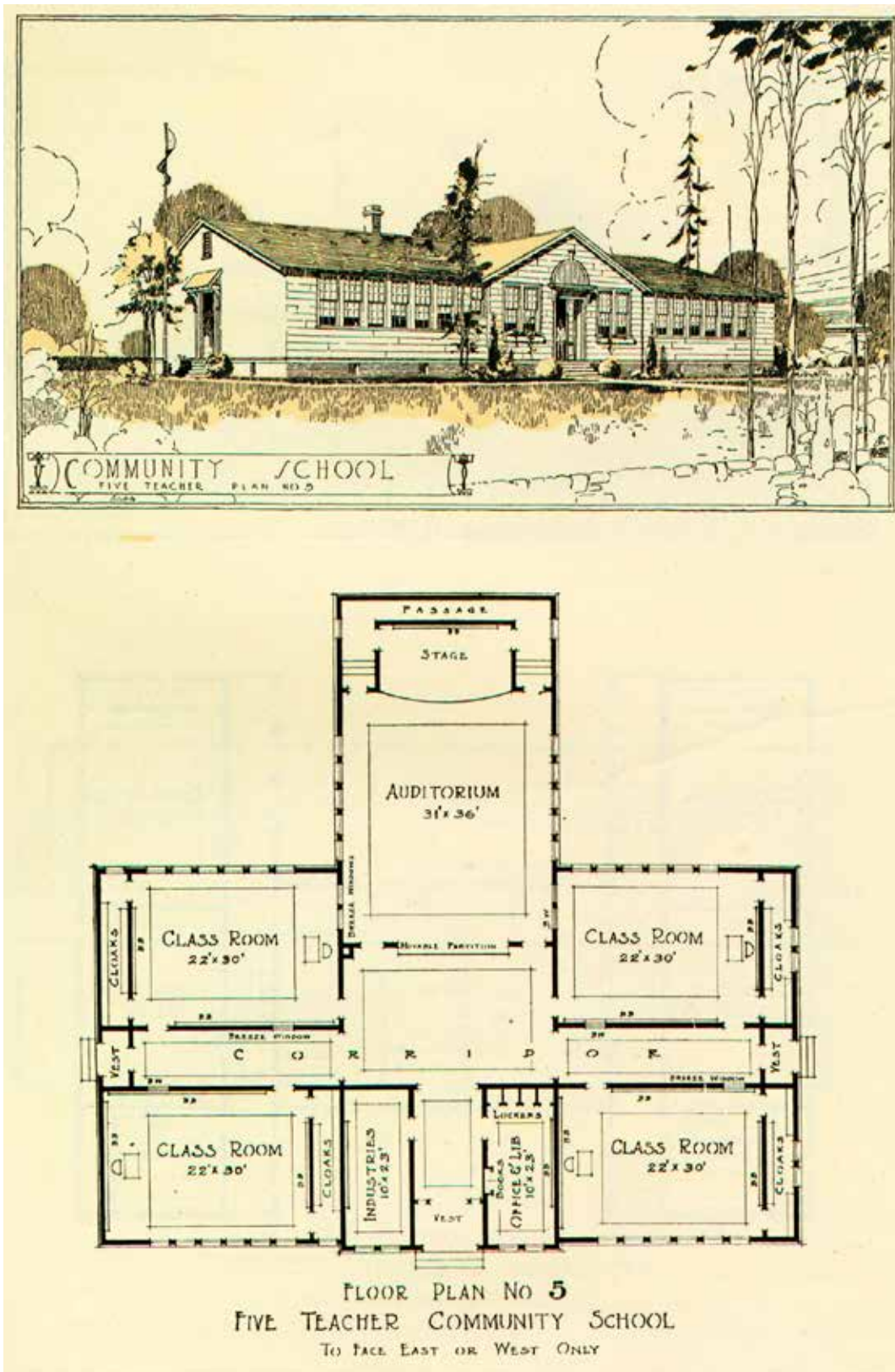
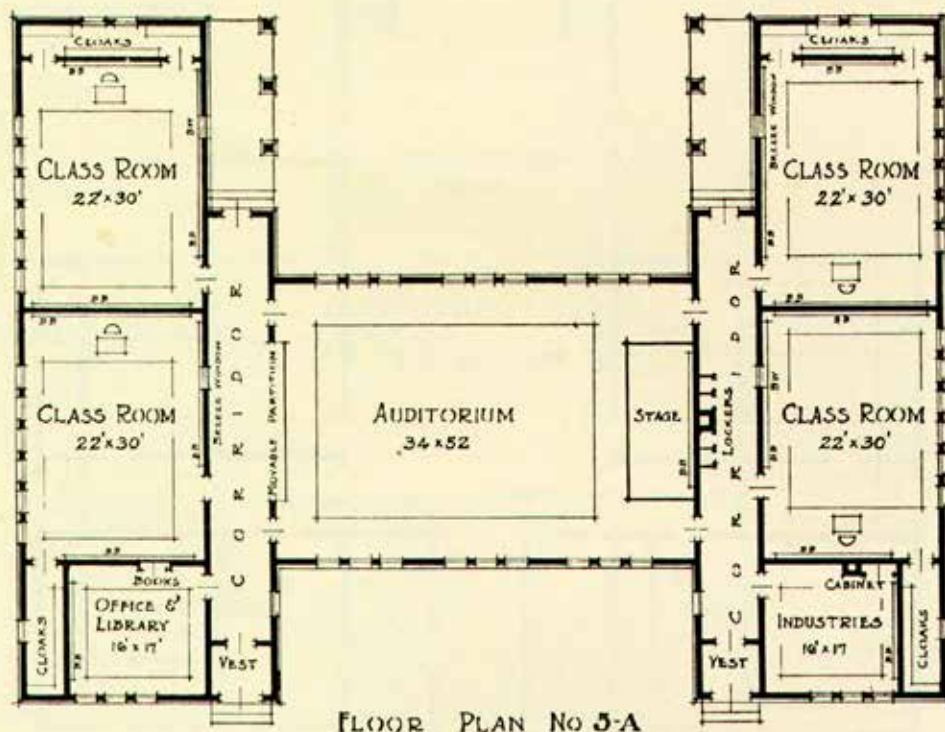
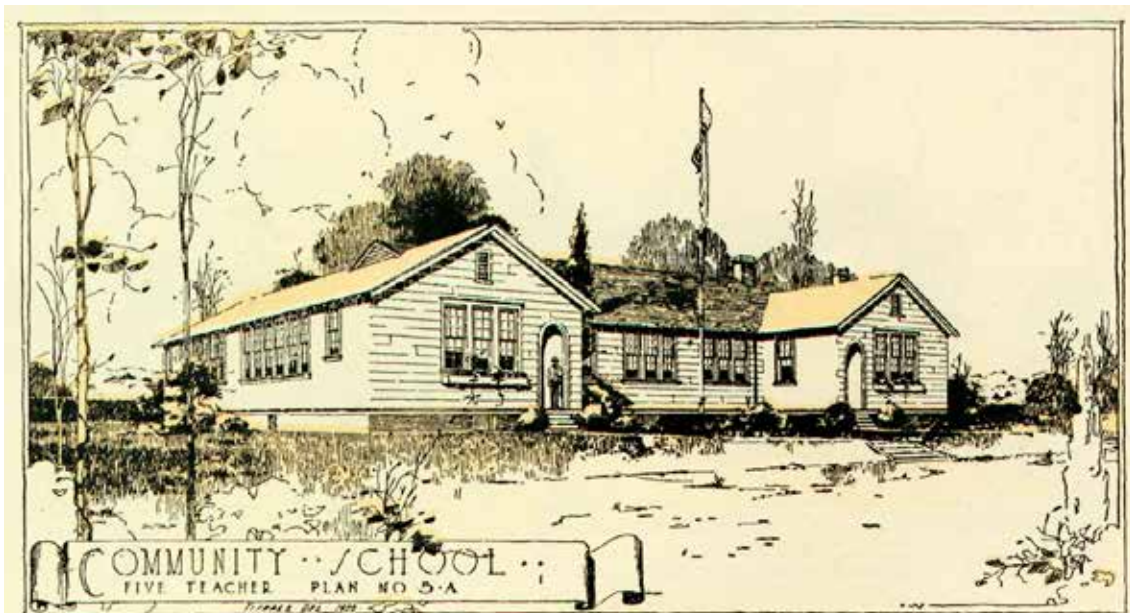
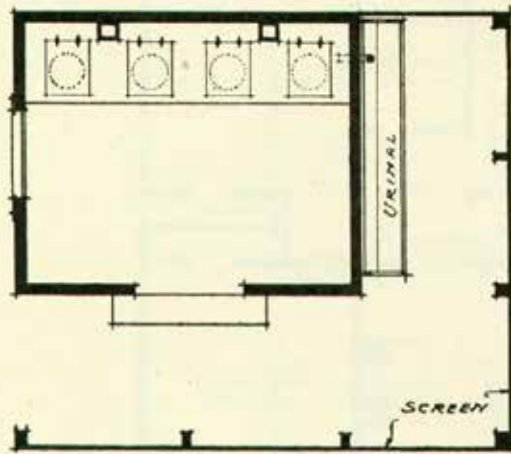
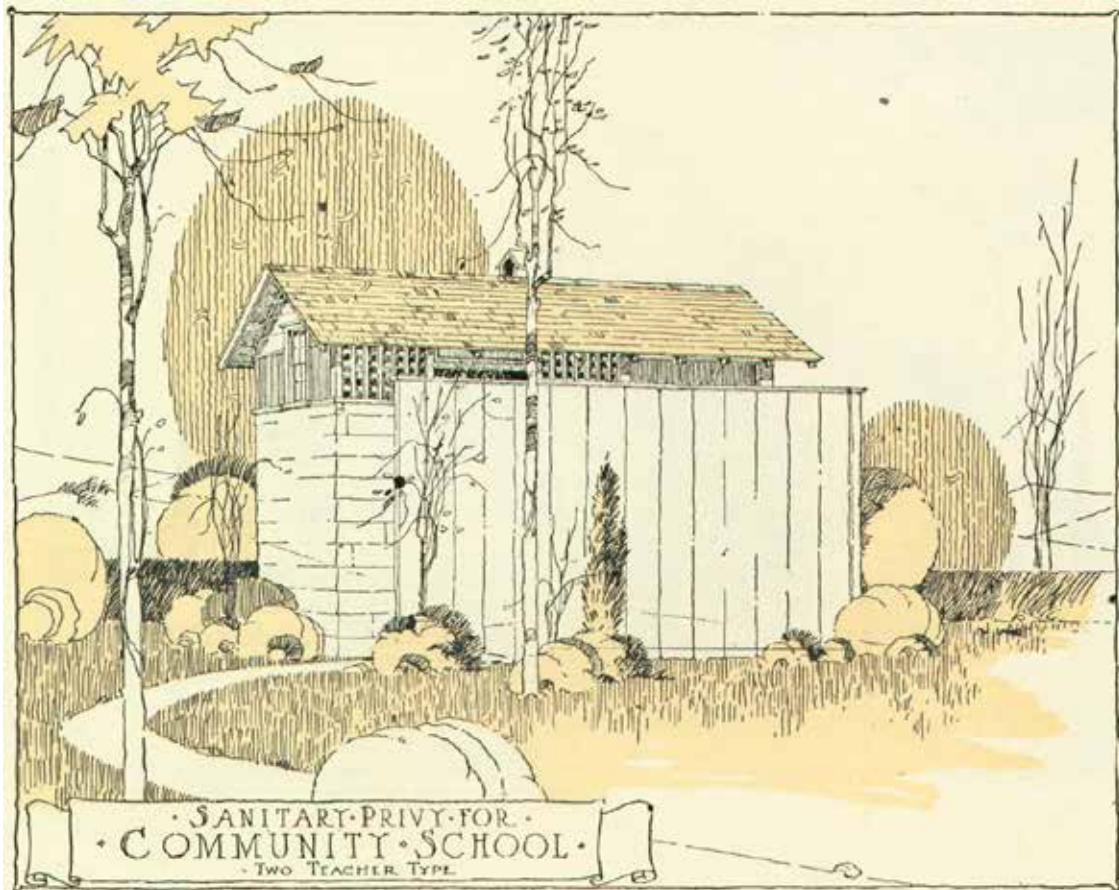


Figure 41: Plan 5, Five-Teacher School (T-plan), 1924 (Community School Plans).

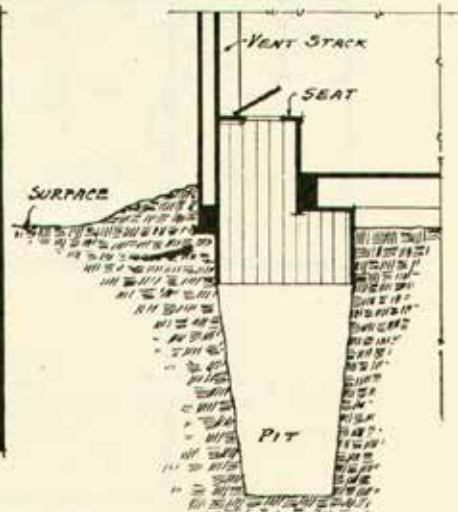


FLOOR PLAN No 5-A
 FIVE TEACHER COMMUNITY SCHOOL
 TO FACE NORTH OR SOUTH ONLY

Figure 42: Plan 5-A, Five-Teacher School (H-plan), 1924 (Community School Plans).



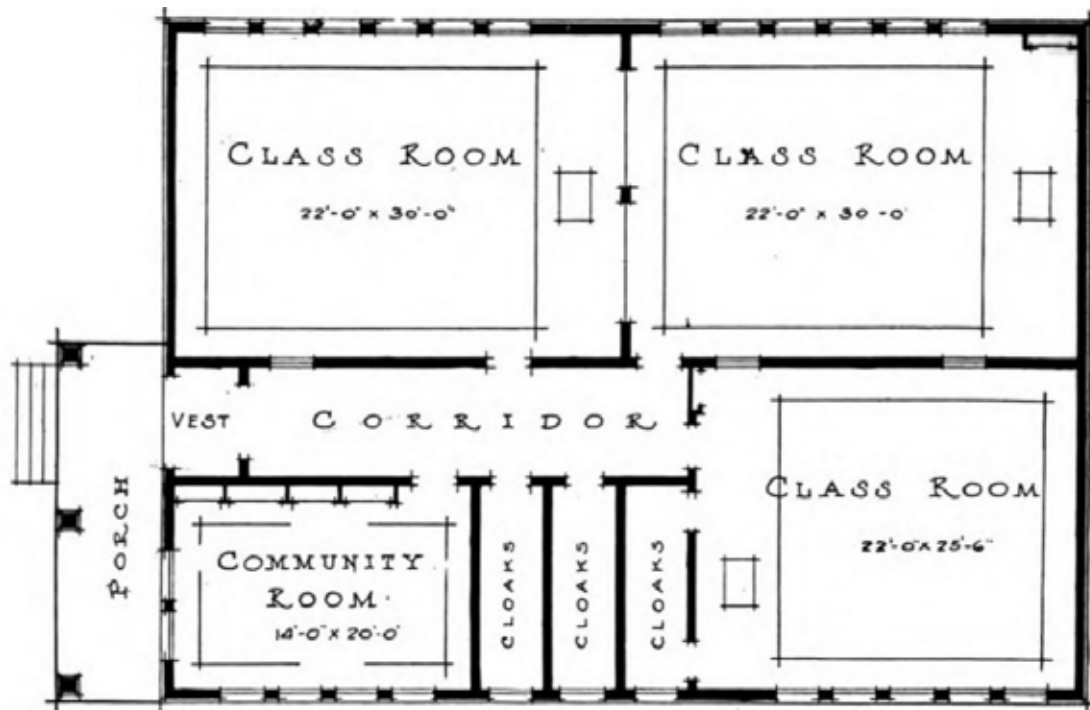
PLAN



SECTION

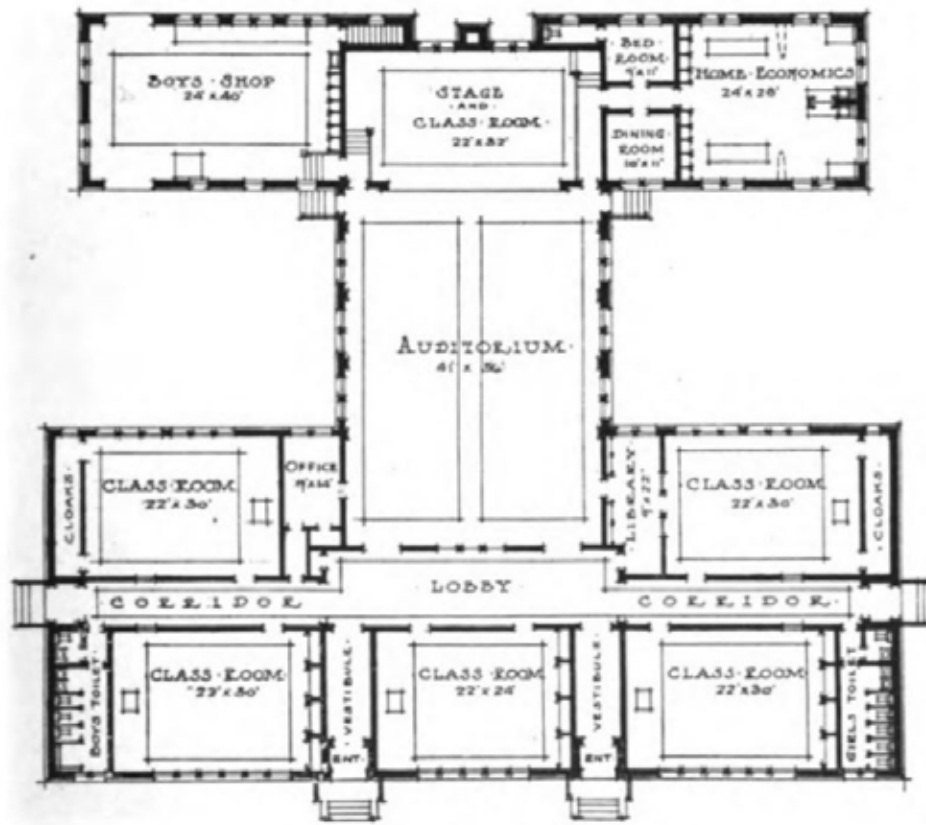
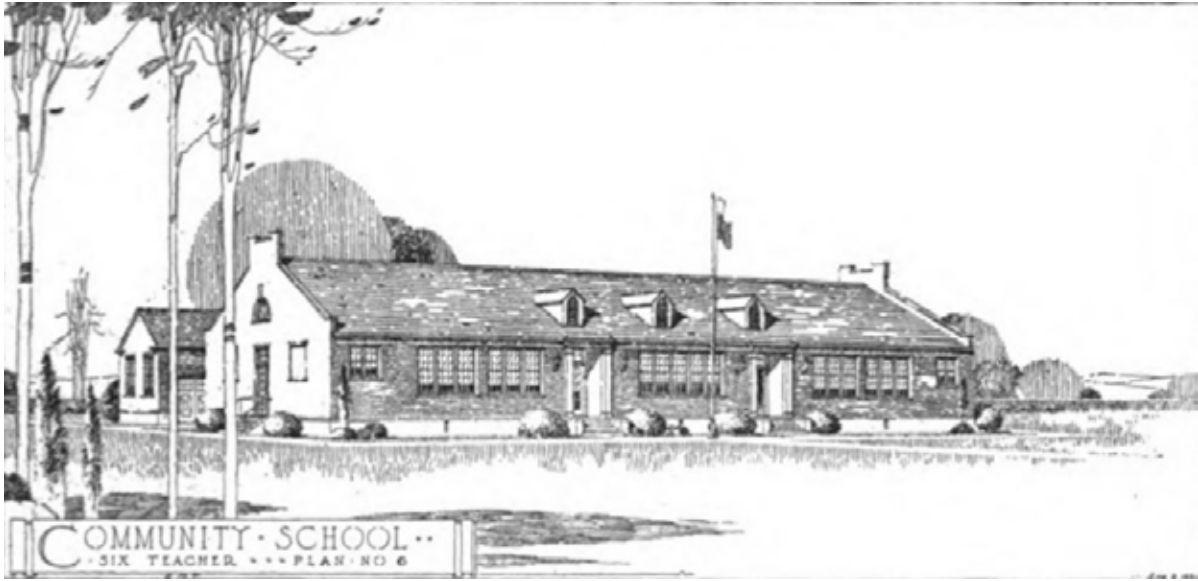
Figure 43: Sanitary Privy, 1924 (Community School Plans).

Nashville, 1930-1932



FLOOR PLAN NO 3-A
COMMUNITY SCHOOL
TO FACE NORTH OR SOUTH ONLY

Figure 44: Plan 3-A, Three-Teacher School, 1931 (Community School Plans).



FLOOR PLAN NO. 6
 • COMMUNITY SCHOOL •
 - TO FACE EAST OR WEST ONLY

Figure 45: Plan 6, Six-Teacher School, 1931 (Community School Plans).

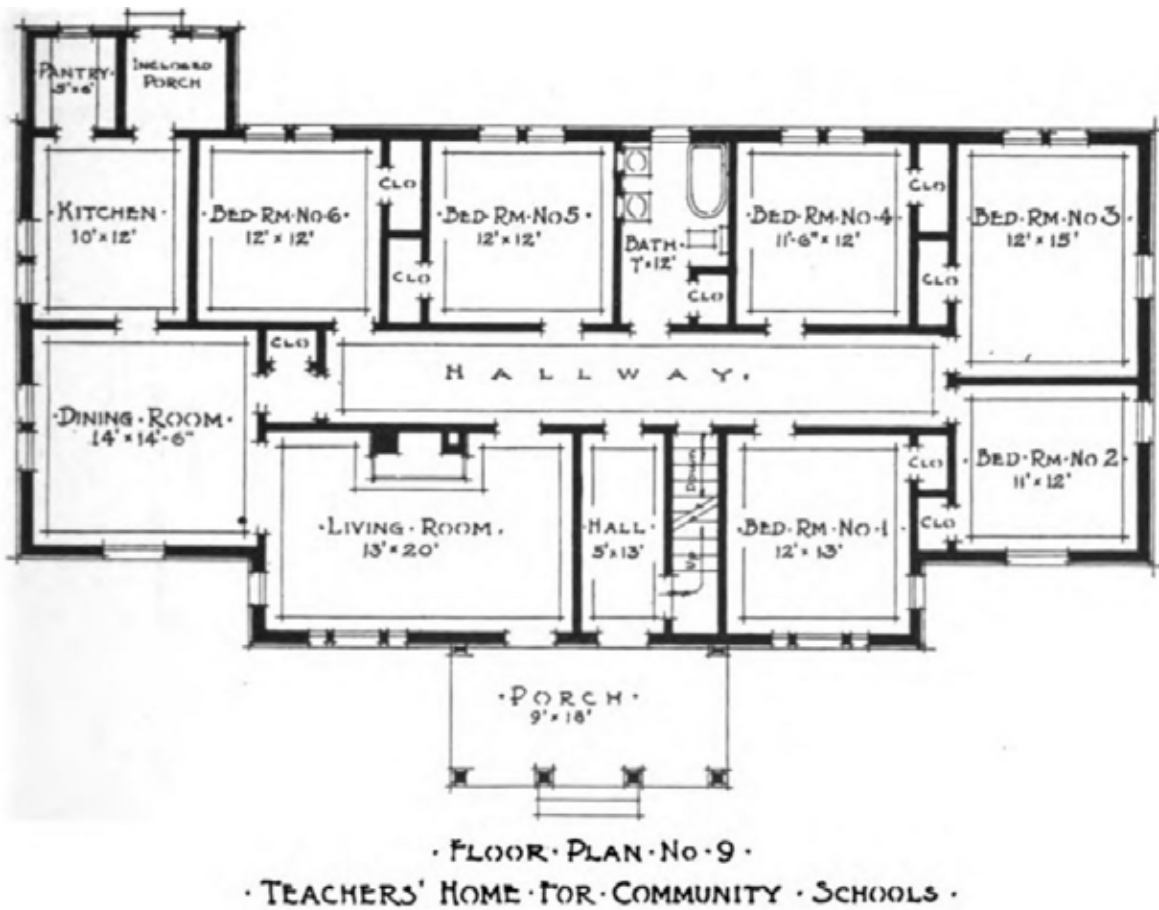
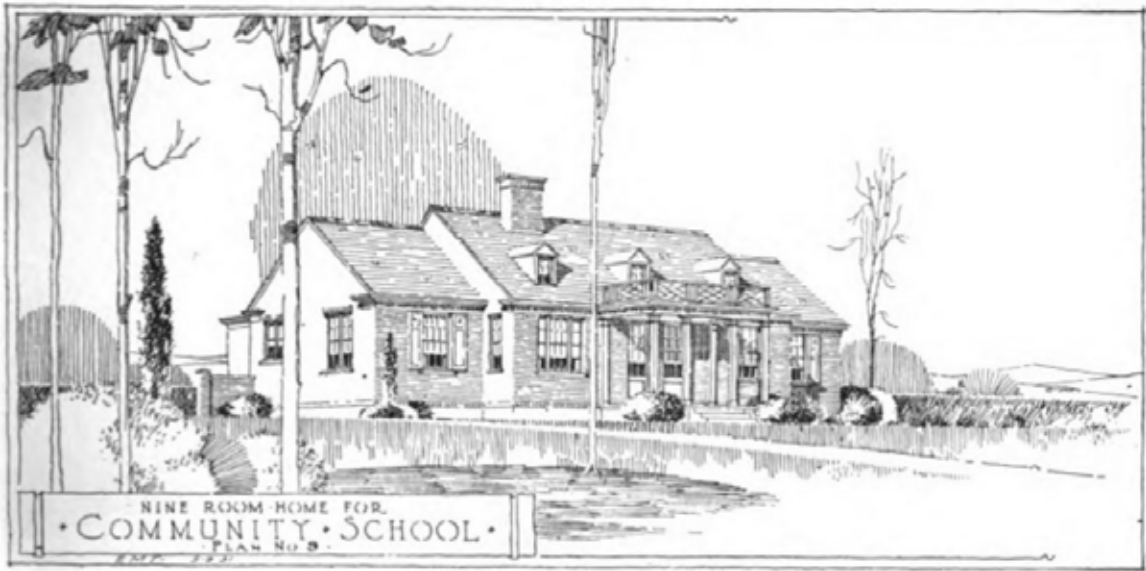


Figure 46: Plan No. 9, Nine Teacher Home, 1931 (Community School Plans).

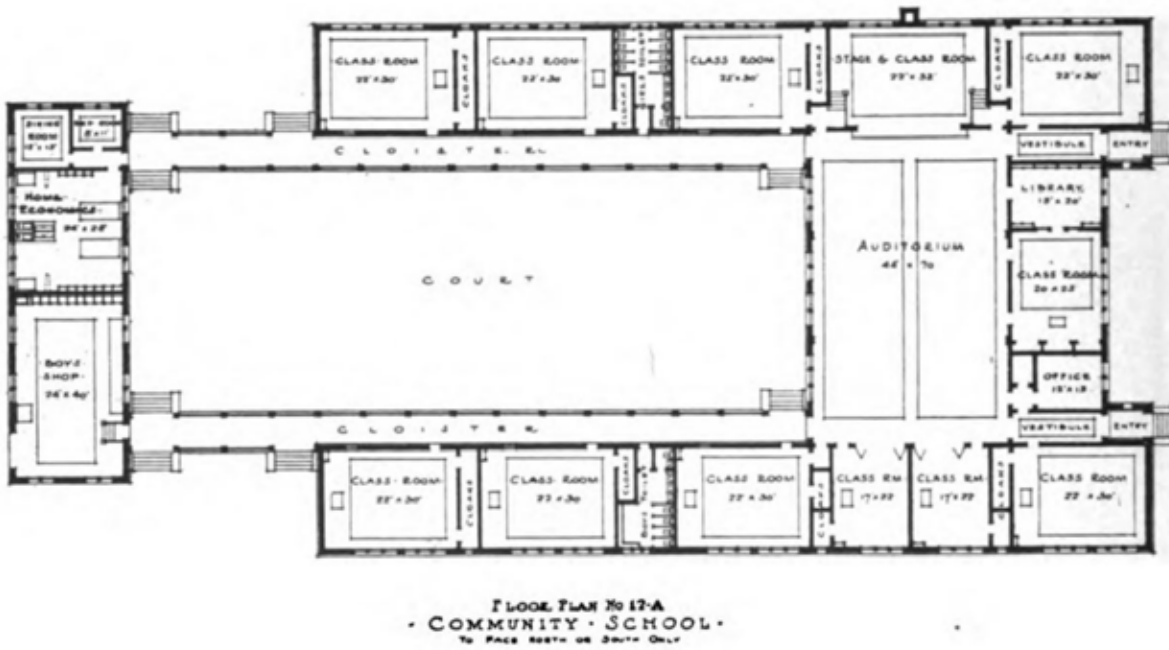


Figure 47: Plan 12-A, Twelve-Teacher School, 1931 (Community School Plans).

Appendix B: Rosenwald Buildings and Capacity by State

State	Buildings				Capacity	
	Schools	Teacherages	Shops	Total	Pupils	Teachers
Alabama	389	7	11	407	40,410	898
Arkansas	338	19	32	389	46,980	1,044
Florida	120	1	4	125	22,545	501
Georgia	242	12	7	261	37,305	829
Kentucky	155	2	1	158	18,090	402
Louisiana	395	31	9	435	51,255	1,139
Maryland	149	2	2	153	15,435	343
Mississippi	557	58	18	633	77,850	1,730
Missouri	3	0	1	4	1,260	28
North Carolina	787	18	8	813	114,210	2,538
Oklahoma	176	16	6	198	19,575	435
South Carolina	481	8	11	500	74,070	1,646
Tennessee	354	9	10	373	44,460	988
Texas	464	31	32	527	57,330	1,274
Virginia	367	3	11	381	42,840	952
Total	4,977	217	163	5,357	663,615	14,747

Source: Hoffschwelle, *The Rosenwald Schools of the American South* (Gainesville, University Press of Florida, 2006),
Adapted from Appendix 2.

Appendix C: Types of Rosenwald Schools and Their Cost

Type	Number	Total Cost (\$)
1T*	968	1,822,750
2T	1,946	5,915,548
3T	763	3,270,166
4T	551	3,528,113
5T	226	1,778,586
6T	251	3,446,694
7T	61	864,025
8T	91	2,008,753
9T	31	516,064
10T	36	1,041,243
11T	11	284,885
12T	17	691,269
13T	1	74,000
14T	6	197,540
15T	4	105,614
16T	8	473,705
17T	2	179,256
(18T)**	(1)	
20T	2	162,000
22T	1	63,338

* Teacher

** The 18-teacher school does not appear on all lists

Source: Hoffschwelle, *The Rosenwald Schools of the American South* (Gainesville, University Press of Florida, 2006), Adapted from Appendix 4.

Appendix D: State Recommendations of Rosenwald Schools for Consideration

An early activity of the Rosenwald Park Campaign was to identify extant Rosenwald Schools that would be potential candidates to be included in the park. With input from experts in the fifteen states in which Rosenwald Schools were built, the Campaign developed eight criteria for assessing the schools for possible nomination. The criteria included architectural and historical integrity, intact physical contexts, fidelity to the most representative school types, presence of an existing condition assessment or historic structure report, existence of community support and listing on the National Register of Historic Places or nomination for such listing.

The Campaign then asked the State Historic Preservation Officers (SHPOs) in each of the states to recommend up to five schools. Fourteen states nominated fifty-five Rosenwald Schools and one teacher's house for evaluation for inclusion in the park. Only four facilities were constructed in Missouri, and none remains. The table below shows the distribution of nominated school sizes by state. Twenty-one of the schools were two-teacher schools. Over 60% of the schools nominated had three or fewer classrooms. Seven of the nominations had more than ten classrooms.

Distribution of SHPO-Recommended Schools

State	# of Teachers/Rooms									Other	Total	
	1	2	3	4	6	7	8	10	Larger #			
AL	1	2	1							1		5
AR		1				1 (4/7)				1 (high school)		3
FL			1	1				1		1 (15); 1 (17)		5
GA		2			2			1				5
KY	1		1	1	1			1		1 (large school)		6
LA		1										1
MD	1	1		1								3
MO												0
MS		1		1	1							3
NC		4								1 (large H-plan)		5
OK		2								1 (large brick)		3
SC		2	2				1				1 (teacherage)	6
TN	1	3	1									5
TX	1											1
VA	2	2		1								5
Total	7	21	6	6	4	1	1	3	7		1	56

Congress will determine the schools to be included in the National Park based upon the conclusions of the Special Resource Study that will be conducted by the National Park Service before the legislation enabling the park is proposed.

As this report will later describe, information provided by SHPOs has been consolidated and supplemented, where possible, to ensure consistent data across all properties. Where available, historic photos of school buildings archived in the Fisk University Rosenwald Fund Card File

Databases have been paired with recent photographs to allow a direct visual comparison between historic and existing conditions.

This information is included in the table on the following pages. The properties in this table represent a short list of sites for further consideration for possible inclusion in the National Park System. Generally, they meet the criteria established by the Campaign, including having high degrees of integrity, being prime examples of school types, and having active community or institutional support for their maintenance and operation.

Nominated Rosenwald Schools by State

Alabama



Emory School

aka Tunstall School

County Road 16, Cedarville, Hale County

- One Teacher
- Frame Construction
- Developed circa 1915
- Retains much of historical/architectural integrity; historical context intact; one of few remaining one-teacher schools in AL.
- National Register (NRHP) Status **NRHP #98000109; Listed in 1998**
- State Register Status **Listed in NRHP**



Midway School

aka Merritt School / Old Merritt School
Old Troy Road, Midway, Bullock County

- Two Teacher
- Frame Construction
- Developed 1920-1921
- Two-teacher school with historic additions; retains much of historical/architectural integrity; historical context intact; completely restored; used as elementary school until circa 2015.
- National Register (NRHP) Status **NRHP #98000110; Listed in 1998**
- State Register Status **Listed in AL Register (1990)**



Cecil School

aka Cecil Rosenwald School

Cecil (Vicinity), Montgomery County

- Two Teacher
- Frame Construction
- Developed 1924-1925
- Retains much of historical/architectural integrity.
- National Register (NRHP) Status **Not listed**
- State Register Status **Listed in AL Register (2010)**



Shiloh Rosenwald School

aka Shiloh Missionary Baptist Church and Rosenwald School

7 Shiloh Road, Notasulga, Macon County

- Two Teacher
- Frame Construction
- Developed 1921-1922
- Retains much of historical/architectural integrity; historical context intact; completely restored.
- National Register (NRHP) Status **NRHP #10000522; Listed in 2010**
- State Register Status **Listed in AL Register (2006)**



County Training School

200 Lancaster Street, Wetumpka, Elmore County

- Five Teacher
- Masonry Construction
- Developed 1924-1925
- Retains much of historical/architectural integrity; historical context intact; mostly restored; one of few remaining brick versions of schools in AL.
- National Register (NRHP) Status **Not listed**
- State Register Status **Listed in AL Register (2002)**

Arkansas



Selma School

aka Selma Rosenwald School

Collins Road, Selma, Drew County

- Two Teacher
- Frame Construction
- Developed 1924-1925
- Textbook example of two-teacher plan from Rosenwald Fund period.
- National Register (NRHP) Status **NRHP #06000069; Listed in 2006**
- State Register Status **Not listed**



Dunbar Junior High School

aka Dunbar Junior and Senior High School and Junior College

Wright Avenue and Ringo Street, Little Rock, Pulaski County

- Many Teacher
- Masonry Construction
- Developed 1929-1930
- Originally served as combined Junior/Senior High School and Junior College; deviated from standard plans.
- National Register (NRHP) Status **NRHP #80000782; Listed in 1980**
- State Register Status **Not listed**



Peake High School

aka Arkadelphia Head Start Center

1600 Caddo Street, Arkadelphia, Clark County

- Seven Teacher (Ten per Fisk)
- Masonry Construction
- Developed 1928-1929
- Modified version of seven-teacher plan from Rosenwald Fund period.
- National Register (NRHP) Status **NRHP #04001499; Listed in 2005**
- State Register Status **Not listed**

Florida



Bradfordville Rosenwald School

aka M.D. Lamb House

3998 Bradfordville Road, Bradfordville, Leon County

- Three Teacher
- Frame Construction
- Developed 1929-1930
- In good condition; privately owned and used as residence; in best condition of wood frame schools in state.
- National Register (NRHP) Status **Not listed**
- State Register Status **Documented in FL Master Site File (2009)**

Nominated Rosenwald Schools by State

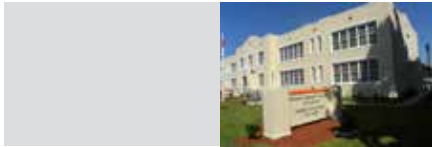
Florida continued



Cocoa Rosenwald School

aka Harry T. Moore Center
307 Blake Avenue, Cocoa, Brevard County

- Four Teacher
- Masonry Construction
- Developed 1922-1923
- Built in 1923 with historic additions in 1924-1925; in good condition; high integrity except windows missing.
- National Register (NRHP) Status **Not listed**
- State Register Status **Documented in FL Master Site File (2014)**



Paul Lawrence Dunbar School

aka Dunbar Community School
1857 High Street, Fort Myers, Lee County

- Seventeen Teacher
- Masonry Construction
- Developed 1928-1929
- Seventeen-teacher type masonry school built in 1927 in Mission Revival style; in good condition; currently used as school.
- National Register (NRHP) Status **NRHP #92000025; Listed in 1992**
- State Register Status **Documented in FL Master Site File (2011)**



Old Lincoln High

aka A. Quinn Jones Building
716 10th Street, Gainesville, Alachua County

- Fifteen Teacher
- Masonry Construction
- Developed 1923-1924
- Fifteen-teacher type built in 1924 with historic addition in 1926-1927; in good condition; currently used as school.
- National Register (NRHP) Status **Not listed**
- State Register Status **Documented in FL Master Site File (2007)**



Lucy Moten Elementary School

aka Florida A&M University
Elementary School
510 Gamble Street, Tallahassee,
Leon County

- Ten Teacher
- Masonry Construction
- Developed 1931-1932
- Ten-teacher type built in 1931; in good condition; very good integrity with few modifications.
- National Register (NRHP) Status **Contributing to Florida A&M College Historic District (1996)**
- State Register Status **Documented in FL Master Site File (1995)**



Noble Hill School

aka Noble Hill-Wheeler Memorial Center
2361 Joe Frank Harris Pkwy NW,
Cartersville (or Cassville), Bartow County

- Two Teacher
- Frame Construction
- Developed 1923-1924
- One-story, two-teacher type school built in 1923 according to Rosenwald Fund plan; superior integrity; restored.
- National Register (NRHP) Status **NRHP #87001103, Listed 1987**
- State Register Status **Unknown (not available online)**



Thomas Jefferson Elder High and Industrial School

aka Sandersville County Training School
316 Hall Street, Sandersville,
Washington County

- Six Teacher
- Masonry Construction
- Developed 1927-1928
- One-story, six-teacher school; H-plan; original exterior/interior finishes; 6 classrooms/restrooms added to rear in 1938.
- National Register (NRHP) Status **NRHP #81000202; Listed 1981**
- State Register Status **Unknown (not available online)**



Cusseta School

aka Cusseta Industrial High School
113 Sandy Road, Cusseta,
Chattahoochee County

- Two Teacher
- Frame Construction
- Developed 1929-1930
- School built in 1929-1930 using Rosenwald Fund plans; retains high level of integrity; currently used as school.
- National Register (NRHP) Status **NRHP #11001841; Listed in 2011**
- State Register Status **Unknown (not available online)**

Georgia

Nominated Rosenwald Schools by State

Georgia continued



Vienna County Training School

aka Vienna Rosenwald School

190 Ninth Street, Vienna, Dooly County

- Six Teacher (Seven per Fisk)
- Masonry Construction
- Developed 1926-1927
- One-story, six-teacher, H-plan school; high level of integrity; two vocational shop buildings; small classroom added to east ends of both classroom wings in 1930s.
- National Register (NRHP) Status **NRHP #10000158; Listed 2010**
- State Register Status **Unknown (not available online)**



Fort Valley High and Industrial School

aka Founder's Hall; Academic Hall

Pear Street and State University Drive, Fort Valley, Peach County

- Ten Teacher
- Masonry Construction
- Developed 1927-1928
- Ten-teacher type school built using gift from Rosenwald Fund, GA State Board of Regents purchased school in 1939; high level of integrity.
- National Register (NRHP) Status **Contributing to Fort Valley State College Historic District (2000)**
- State Register Status **Unknown (not available online)**

Kentucky



Cadentown School

705 Caden Lane, Lexington, Fayette County

- One Teacher
- Frame Construction
- Developed 1922-1923
- Design derived from One Teacher Community School Plan No. 1-A.
- National Register (NRHP) Status **NRHP #06000213; Listed 2006**
- State Register Status **No state register in KY**



Jacob School

aka Jefferson Jacob School

6517 Jacob School Road, Prospect, Jefferson County

- Three Teacher
- Frame Construction
- Developed 1918
- Three-teacher, two-story building built in 1918; currently appears to be used as a Masonic Lodge.
- National Register (NRHP) Status **NRHP #12000449; Listed 2012**
- State Register Status **No state register in KY**



Berea Consolidated School

aka Middletown School

439 Walnut Neadow Road, Berea, Madison County

- Four Teacher
- Masonry Construction
- Developed 1927-1928
- Four-teacher school built in 1927-1928; included library and cafeteria; renovated 2006-2007.
- National Register (NRHP) Status **Not listed**
- State Register Status **No state register in KY**



Lebanon School

aka Cedars of Lebanon Nursing Center

337 S. Harrison Street, Lebanon, Marion County

- Six Teacher
- Masonry Construction
- Developed 1930-1931
- Six-teacher school built in 1930-1931; included library and cafeteria; in excellent condition; currently used as an assisted living center.
- National Register (NRHP) Status **Not listed**
- State Register Status **No state register in KY**



Mayslick School

aka May's Lick Negro School

5003 Raymond Road, Mayslick, Mason County

- Six Teacher
- Masonry Construction
- Developed 1930-1931
- Six-teacher school built in 1930-1931; included library and cafeteria; in excellent condition; currently used as an assisted living center.
- National Register (NRHP) Status **Not listed**
- State Register Status **No state register in KY**



Madisonville School

208 N. Kentucky Avenue, Madisonville, Hopkins County

- Ten Teacher
- Masonry Construction
- Developed 1930-1931
- Ten-teacher facility built in 1930-1931 with two-room industrial shop, gymnasium, library, cafeteria, and auditorium.
- National Register (NRHP) Status **Not listed**
- State Register Status **No state register in KY**

Nominated Rosenwald Schools by State

Louisiana



Longstreet School

aka Longstreet Rosenwald School
*Louisiana Route 5, Longstreet,
DeSoto Parish*

- Two Teacher
- Frame Construction
- Developed 1923-1924
- Two-teacher school built in 1923-24; has undergone very few alterations; handicapped ramp added.
- National Register (NRHP) Status **NRHP #09000546; Listed in 2009**
- State Register Status **No state register in LA**



Ridgely School

*8507 Central Avenue, Capitol Heights,
Prince Georges County*

- Two Teacher
- Frame Construction
- Developed 1926-1927
- Excellent example of two-teacher school type from Rosenwald Fund period; addition constructed in 1940s.
- National Register (NRHP) Status **NRHP #14001093; Listed 2015**
- State Register Status **No state register in MD**



San Domingo School

aka Sharptown Colored School
*11526 Old School Road, Sharptown,
Wicomico County*

- Four Teacher
- Frame Construction
- Developed 1918-1919
- Excellent example of schools from Tuskegee period; two-story, four-teacher facility; retains much of architectural/historic integrity; restored 2014.
- National Register (NRHP) Status **NRHP #07000044; Listed 2007**
- State Register Status **No state register in MD**

Maryland



Galesville School

aka Old Galesville Elementary School /
Galesville Community Center
*916 West Benning Road, Galesville,
Anne Arundel County*

- One Teacher
- Frame Construction
- Developed 1929-1930
- Excellent example of one-teacher plan from Rosenwald Fund period; second classroom added 1931; restored with grant funding.
- National Register (NRHP) Status **Determined NRHP eligible by MHT (1996)**
- State Register Status **No state register in MD**

Mississippi



Bay Springs School

aka Bay Springs Rosenwald School
Hattiesburg (Vicinity), Forrest County

- Two Teacher
- Frame Construction
- Developed 1925-1926
- Two-teacher, Plan #20 school (only extant example in MS); badly damaged by Hurricane Katrina and later restored.
- National Register (NRHP) Status **Not listed**
- State Register Status **Listed as MS Landmark (2013)**



Walthall County Training School (Administration Building)

aka Ginntown Training School
*181 Ginntown Road, Tylertown,
Walthall County*

- Four Teacher
- Frame Construction
- Developed 1920-1921
- Four-teacher Plan #400 school built in 1920; high integrity of original construction; later additions removed in 2008-2009 renovation after Hurricane Katrina; only training school building to survive in MS.
- National Register (NRHP) Status **NRHP #10001032; Listed 2017**
- State Register Status **Listed as MS Landmark (2010)**

Nominated Rosenwald Schools by State

Mississippi continued



Johnson School

aka Administration Building / Rosenwald Building

292 J.E. Johnson Road, Prentiss, Jefferson Davis County

- Six Teacher
- Masonry Construction
- Developed 1926-1927
- Six-classroom plus auditorium, Plan #6-A (only surviving type in MS), one-story concrete block school built in 1926; restored 2013; in excellent condition.
- National Register (NRHP) Status **Contributing to Prentiss Normal and Industrial Institute Historic District (2016)**
- State Register Status **Listed as MS Landmark (2003)**



Canetuck School

6098 Canetuck Road, Currie, Pender County

- Two Teacher
- Frame Construction
- Developed 1921-1922
- Two-teacher, Type #2 school (side gabled).
- National Register (NRHP) Status **NRHP #100002520; Listed 2018**
- State Register Status **No state register in NC**



Russell School

aka Cain's School
2001 St. Mary's Road, Durham, Durham County

- Two Teacher
- Frame Construction
- Developed 1926-1927
- Almost pristine, two-teacher, Type #2 school (front gabled).
- National Register (NRHP) Status **NRHP #09000601; Listed 2009**
- State Register Status **No state register in NC**



Ware Creek Colored School*

E side of NC 1103, .3 mi. SE of jct. with NC 1112, Blounts Creek, Beaufort County

- Two Teacher
- Frame Construction
- Developed 1921
- Very intact, two-teacher, Type #2 school (side gabled); recently restored.
- National Register (NRHP) Status **NRHP #96001443; Listed 1996**
- State Register Status **No state register in NC**

*School not found in Fisk University Rosenwald Database.



Williamston Colored School

aka E.J. Hayes School;
E.J. Hayes High School
705 Washington Street, Williamston, Martin County

- Multiple (designed similar to 6- or 7-student schools)
- Masonry Construction
- Developed 1930-1931
- Large, architect-designed, one-story H-plan school.
- National Register (NRHP) Status **NRHP #14000445; Listed in 2014**
- State Register Status **No state register in NC**

North Carolina



Allen Grove School

13763 NC Highway 903, Halifax, Halifax County

- Two Teacher
- Frame Construction
- Developed 1921-1922
- Two-teacher, Type #2 school (side gabled); moved short distance from original site.
- National Register (NRHP) Status **NRHP #10002518; Listed 2018**
- State Register Status **No state register in NC**



Boswell School

aka Boswell School Sep. Dist. #1
South Avenue between 8th and 9th, Boswell, Choctaw County

- Two Teacher
- Frame Construction
- Developed 1925-1926
- Two-teacher type built 1925-26
- National Register (NRHP) Status **Not listed**
- State Register Status **Listed in OK Landmarks Inventory**



Arbeka U.G. School #1

EW 1080 and NS 388, Schoolton, Seminole County

- Two Teacher
- Frame Construction
- Developed 1929-1930
- 2-teacher type; built 1929-30
- National Register (NRHP) Status **Not listed**
- State Register Status **Listed in OK Landmarks Inventory**

Nominated Rosenwald Schools by State

Oklahoma continued



Lima School, Dist. #5

aka Rosenwald Hall

College Street, Lima, Seminole County

- Four Teacher
- Masonry Construction
- Developed 1921-1922
- Four-teacher school built in 1921-1922; educated students through eighth grade. Best surviving representation of minority education and all-black town history and settlement patterns in Oklahoma.
- National Register (NRHP) Status **NRHP #84003427; Listed in 1984**
- State Register Status **Listed in OK Landmarks Inventory**



Pine Grove Rosenwald School

aka Pine Grove Colored School

937 Piney Woods Road, Columbia, Richland County

- Two Teacher
- Frame Construction
- Developed 1923-1924
- Variant of two-teacher type built in 1923-1924.
- National Register (NRHP) Status **NRHP #08001397; Listed in 2009**
- State Register Status **Documented in SC Historic Properties Record**



Carroll School

4789 Mobley Store Road, Rock Hill, York County

- Three Teacher
- Frame Construction
- Developed 1929-1930
- 3-teacher school built in 1929-30; restored and used by local public school district as a field trip destination
- National Register (NRHP) Status **Determined eligible for NRHP; draft nomination in process**
- State Register Status **Not documented**



Seneca School

aka Seneca Rosenwald School

101 Perry Avenue, Seneca, Oconee County

- Eight Teacher
- Masonry Construction
- Developed 1925-1926
- Rare example of brick Rosenwald eight-teacher school; currently used as assisted living facility.
- National Register (NRHP) Status **Not listed**
- State Register Status **Not documented**



Great Branch Rosenwald Teacherage

aka Great Branch School

2890 Neeses Highway, Orangeburg, Orangeburg County

- Teacherage
- Frame Construction
- Developed 1924-1925
- One of only two known surviving teacherages in SC. The building has been restored and operates as a community center and museum.
- National Register (NRHP) Status **NRHP #07001112; Listed in 2007**
- State Register Status **Documented in SC Historic Properties Record**

South Carolina



Hope Rosenwald School

aka Hope School Community Center

1971 Hope Station Road, Pomaria, Newberry County

- Two Teacher
- Frame Construction
- Developed 1925-1926
- Two-teacher type built in 1925-1926; restored for use as the Hope School Community Center; two artifacts from school in collection of National Museum of African American History and Culture.
- National Register (NRHP) Status **NRHP #07001045; Listed in 2007**
- State Register Status **Documented in SC Historic Properties Record**



Mt. Zion Rosenwald School

aka Mt. Zion Rosenwald Colored School

5040 Liberty Chapel Road, Florence, Florence County

- Three Teacher
- Frame Construction
- Developed 1925-1926
- Three room structure built in 1925
- National Register (NRHP) Status **NRHP #01001098; Listed in 2001**
- State Register Status **Documented in SC Historic Properties Record**

Nominated Rosenwald Schools by State

Tennessee



Cairo School

aka Cairo Rosenwald School

Zieglers Fort Road, Cairo, Sumner County

- One Teacher
- Frame Construction
- Developed 1922-1923
- One-teacher type with gable end; built in 1922-1923.
- National Register (NRHP) Status **NRHP #96001359; Listed in 1996**
- State Register Status **No state register in TN**



Loudon School

aka Dunbar Public School / Dunbar School Community Center

113 Steekee Street, Loudon, Loudon County

- Two Teacher
- Frame Construction
- Developed 1923-1924
- Two-teacher, Type #20 plan built in 1923-1924.
- National Register (NRHP) Status **NRHP #07001196; Listed in 2007**
- State Register Status **No state register in TN**



Durham's Chapel School

aka Durham's Chapel Rosenwald School

5055 Old TN 31E, Bethpage, Sumner County

- Two Teacher
- Frame Construction
- Developed 1923
- Two-teacher, Type #20 plan built in 1923.
- National Register (NRHP) Status **NRHP #06000652; Listed in 2006**
- State Register Status **No state register in TN**



Free Hills School

aka Free Hills Rosenwald School

Free Hills Road, East of TN 52, Free Hill, Clay County

- Two Teacher
- Frame Construction
- Developed 1929-1930
- Two-teacher, Type #20 plan built in 1929-1930.
- National Register (NRHP) Status **NRHP #96001360; Listed in 1996**
- State Register Status **No state register in TN**



Lincoln School

aka Lincoln Consolidated Rosenwald School

Old TN 28 near Rockford Road, Pikesville, Bledsoe Party

- Three Teacher
- Frame Construction
- Developed 1925-1926
- Three-teacher plan with community room built in 1925-1926; operated as a school building until 1965.
- National Register (NRHP) Status **NRHP #93000648; Listed in 1993**
- State Register Status **No state register in TN**

Texas



Hopewell School

aka Hopewell Rosenwald School

690 TX 21 West, Cedar Creek, Bastrop County

- One Teacher
- Frame Construction
- Developed 1921-1922
- One-teacher, Type #1-A plan built in 1921-1922 in the Craftsman style; in very good condition; undergoing restoration.
- National Register (NRHP) Status **NRHP #15000334; Listed 2015**
- State Register Status **Listed in TX Historic Sites Atlas**

Virginia



St. Paul's School

aka St. Paul's Chapel School

Brunswick Drive at I-85, Meredithville, Brunswick County

- One Teacher
- Frame Construction
- circa 1920
- One-teacher school built circa 1920; excellent historic/architectural integrity.
- National Register (NRHP) Status **NRHP #04000037; Listed in 2004**
- State Register Status **Listed in VA Landmarks Register (2003)**

Nominated Rosenwald Schools by State

Virginia continued



Shady Grove School

2925 Three Chopt Road, Louisa,
Louisa County

- One Teacher
- Frame Construction
- Developed 1923-1924
- One-teacher school built in 1923-1924.
- National Register (NRHP) Status **NRHP #09000416; Listed in 2009**
- State Register Status **Listed in VA Landmarks Register (2009)**



Woodville School

aka Scrabble School

111 Scrabble Road/Route 626, Castleton,
Rappahannock County

- Two Teacher
- Frame Construction
- Developed 1921-1922
- Two-teacher school built in 1921-1922; moderate physical integrity.
- National Register (NRHP) Status **NRHP #07001143; Listed in 2007**
- State Register Status **Listed in VA Landmarks Register (2007)**



Second Union School

aka Second Union Colored School

2787 Hadensville Fife Road, Goochland,
Goochland County

- Two Teacher
- Frame Construction
- circa 1918
- Two-teacher school built circa 1918; features a hipped, slate roof; excellent historic/architectural integrity.
- National Register (NRHP) Status **NRHP #05001583; Listed in 2006**
- State Register Status **Listed in VA Landmarks Register (2005)**



King William County Training School

aka Pamunkey Baptist Association
Building

18627 King William Road, King William,
King William County

- Four Teacher
- Frame Construction
- Developed 1922-1923
- Four-teacher Type #4-A school built in 1922-1923. Complex consists of school, home economics building, shop building (ruin), and girls' privy (ruin).
- National Register (NRHP) Status **NRHP #06000872; Listed in 2006**
- State Register Status **Listed in VA Landmarks Register (2005)**

Appendix E: Rosenwald Fund Fellowship Recipients

This appendix documents the complete list of Rosenwald Fund Fellowship recipients and was adapted from an appendix to *A Force for Change: African American Art at the Julius Rosenwald Fund*.¹ That list divided “African American” and “White Southern and Other” recipients; this appendix has been reorganized to list all the fellowship recipients alphabetically. The accomplishments of a number of fellowship recipients have also been included beneath their names.

Name	Expertise	Award Year(s)
Ackiss, Thelma Davis	Sociology	1943, 1944
Abernathy, Chess, Jr.	Journalism	1939
Adams, Alger L.	Social Work	1932
Adams, Paul Lieber	Sociology	1946
Adams, Walter A.	Psychiatry	1931
Adamson, Garland	Norman Medicine	1930, 1931
Adkins, Annie Bell	Nursing	1940, 1942
Albritton, Eugenia	Nursing	1928
Albrizio, Conrad Alfred	Art, Painting	1945, 1946
Alexander, Cornelius A.	Medicine	1930
Alexander, Franz	Psychiatry	1930, 1931, 1932
Alexander (1891-1964) was a Hungarian-American psychoanalyst and physician, considered one of the founders of psychosomatic medicine and psychoanalytic criminology. Visiting professor of Psychoanalysis at the University of Chicago.		
Alexander, Joseph M.	Agriculture	1929
Alexander, W. R.	Rural Education	1941
Allen, John, Mr. & Mrs.	Journalism	1931
Alston, Charles Henry	Art, Painting	1940, 1941
Alston (1907-1977) was an African-American painter, sculptor, illustrator, muralist, and teacher who lived and worked in New York City. Active in the Harlem Renaissance; was the first African-American supervisor for the Works Progress Administration’s Federal Art Project. Designed and painted murals at the Harlem Hospital and the Golden State Mutual Life Insurance Building. In 1990 Alston’s bust of Martin Luther King, Jr. became the first image of an African American displayed at the White House.		
Alsup, Fred W.	Biology	1938, 1939, 1940
Anderson, Charles Roberts	Language and Literature	1938
Anderson, John Landon	Industrial Arts	1930
Anderson, Marian	Music, Voice	1930
Anderson (1897-1993) was one of the most important African American vocalists of the twentieth century. In 1936, Anderson became the first African American woman to perform at the White House, and was awarded the NAACP’s Spingarn Award in 1938. The following year, in 1939, she performed at the Lincoln Memorial in Washington, D.C., before a crowd of 75,000, after being refused the right to perform in the DAR Constitution Hall. Anderson received the Presidential Medal of Freedom in 1963.		
Anderson, Walter Franklin	Music, Composition	1948
Andrews, Bertha C.	Economics	1930
Anthony, M. Kathryn	Home Economics	1929

Name	Expertise	Award Year(s)
Artis, Ruth	Library Science	1931
Artis, William Ellsworth	Art, Ceramics	1947
Artis (1914-1977) was an American sculptor of the Harlem Renaissance. Awarded John Hope Prize in 1933. Graduate of Syracuse University. Taught at Nebraska Teachers College and Mankato State College.		
Aswell, James Robert	Creative Writing	1940
Attaway, William Alexander	Creative Writing	1940
Austin, Roger S.	Agriculture	1931
Averitte, Laura M.	Home Economics	1930
Bailey, Estelle R.	Accounting	1930
Bailey, Walter C.	Sociology	1947
Baker, Lamar	Art, Painting	1942
Baker, Orestes Jeremiah	Library Science	1930
Baker, Percy Hayes	Biology	1937
Baker, W. B.	Biology	1931
Baldwin, James Arthur	Creative Writing	1948
Baldwin (1924-1987) was an important African American writer whose work explored issues of race, society, and sexuality. His works include <i>Go Tell it on the Mountain</i> (1953), <i>Notes of a Native Son</i> (1955), and <i>Giovanni's Room</i> (1956).		
Baltimore, Marjorie	Medical Social Work	1931
Banks, Arthur C., Jr.	Political Science	1947, 1948
Banks, Eugene Pendleton	Anthropology	1948
Banks, William Franklin	Agriculture	1930
Barfoot, James Lamar	Rural Education	1941, 1945
Barkalow, Frederick Schenck, Jr.	Biology	1941
Barnett, Das Kelley	Religion	1946
Barrow, Lucy Clay	Home Economics	1931
Barthe, Richmond	Art, Sculpture	1930, 1931
Bartlett, Marcus	Education	1939
Bassett, Gladys	Language and Literature	1930
Battle, Wallace A.	Religion	1932
Beamon, Vivian Jones	Education	1948
Beard, Belle Boone	Sociology	1945
Beck, Lewis White	Philosophy	1937
Beck, William A.	Medicine	1929, 1930, 1931
Becker, Carl	Political Science	1930
Becker, John Harrison, Jr.	Race Relations	1945
Beech, Gould Means	Journalism	1937
Belcher, Fannin S., Jr.	Drama	1938, 1939
Bell, Jasper Ralph	Music, Voice	1948
Bell, Thomas Edward	Creative Writing	1942

Name	Expertise	Award Year(s)
Bell, Velma	Education	1929
Bembry, Thomas Henry	Chemistry	1941
Bennett, Lowell Howard	Political Science Law	1939, 1940, 1946, 1947
Bennett, Raymond S.	Social Work	1930
Bernard, Vivian	Public Health	1942
Berry, James Brewton	Sociology	1943
Berry, Otis Holley	Music, Voice	1937
Betts, Velena	Library Science	1931
Bigham, Ethel M.	Hospital Administration	1930
Binford, Julian	Art, Painting	1943
Bing, Carroll Vincent	Agriculture	1930
Bingham, Herbert Jonas	Political Science	1940
Bjurberg, Richard Henry	History	1948
Black, Beatrice Yvonne	Mathematics	1940
Black, John David	Biology	1938, 1939
Black, Louise Marion	Social Work	1930, 1931
Blackburn, Cleo Walter	Sociology	1941
Blackwell, David Harold	Mathematics	1941
Blatz, W. E.	Psychiatry	1930
Blount, Mildred E.	Art, Fashion Design	1943
<p>Blount's interest in millinery grew out of her time working at Madame Clair's Dress and Hat Shop in New York City. She and her sister, who was a dressmaker, opened their own dress and hat shop aimed at serving wealthy New Yorkers. After Blount's designs were shown at the 1939 New York World's Fair, her career took off. She was asked to design hats for the films <i>Gone with the Wind</i> and <i>Easter Parade</i> as well as for the cover of the August 1942 <i>Ladies' Home Journal</i>. Later in the 1940s, she ran a hat shop in Beverly Hills, California. Clients included Joan Crawford, Rosalind Russell, Gloria Vanderbilt, and Marian Anderson.</p>		
Blow, James H.	Business Administration	1930
Blue, Cecil	Education	1936
Bolden, Norman R.	Sociology	1928
Bolton, Ruth	Home Economics	1930
Bolton, Wendell H.	Economics	1929
Bond, Horace Mann	Education	1931, 1932
<p>Bond (1904-1972) was a distinguished African American historian, author, and father of NAACP chairman Julian Bond. Graduate of Lincoln University and the University of Chicago. First African American president of Lincoln University.</p>		
Bond, J. Max	Sociology	1931, 1932, 1934
Bonds, Alfred Bryan, Jr.	Political Science	1940, 1941
Bonds, Margaret	Music, Piano	1933
<p>Margaret Allison Bonds (1913-1972) was an American composer and pianist. One of the first black composers and performers to gain recognition in the United States, she is best remembered today for her frequent collaborations with Langston Hughes.</p>		

Name	Expertise	Award Year(s)
Bonner, Charles Davidson	Agriculture	1929, 1930
Bonner, James Calvin	Rural Education	1939
Bontemps, Arna W.	Creative Writing, Library Science	1938, 1942
Bontemps (1902-1973) was an African American poet, writer, and librarian who contributed to the Harlem Renaissance. Graduate of Pacific Union College. Author of the 1936 novel <i>Black Thunder</i> . Collaborated with Langston Hughes. Served as librarian at Fisk University for many years.		
Borders, Julia Pate	Language and Literature	1929
Borome, Joseph Alfred	History	1946, 1947
Boswell, Paul Prince	Medicine	1940
Botkin, Benjamin Albert	Language and Literature	1937
Bousfield, M. O.	Medicine	1931
Bowers, William James	Music, Voice	1934, 1941
Boyd, Evelyn	Mathematics	1946, 1947
Boyd, William Madison	Political Science	1942
Bragg, Eugene J.	Chemistry	1931
Braithwaite, William Stanley	Creative Writing	1930
Brandon, Gertrude	Clinical Management	1933
Brandon, Nancy Evelyn	Education	1945, 1947
Brannon, Maida S.	Nursing	1930
Branscome, Gladiola	Art, Crafts	1940
Branson, Herman Russell	Biology	1941
Braxton, James Sylvester	Public Administration	1946
Braye, Harriet	Rural Education	1944
Brazeal, Brailsford	Economics	1938, 1946
Brearley, Harrington Cooper	Sociology	1937
Brice, Edward Warner	Education	1947
Brickell, Henry Herschel	History	1939
Brogdon, Nettie	Rural Education	1939
Brooker, Walter Monroe	Biology	1941
Brooks, Alfred Russell	Language and Literature	1939
Brooks, Ulysses Simpson	Chemistry	1937
Brown, Aaron	Rural Education	1939, 1940, 1942
Brown, Ella Albert	Library Science	1931
Brown, Florence Rebekah Beatty	Sociology	1942
Brown, Ina Corinne	Anthropology	1937
Brown, L. Paris	Sociology	1937
Brown, Ollie Lee	Library Science	1929
Brown, Roscoe C.	Public Health	1930, 1933
Brown, Roscoe Conklin, Jr.	Physical Education	1948

Name	Expertise	Award Year(s)
Brown (1922-2016) served in World War II as a Tuskegee Airman and was the recipient of the Distinguished Flying Cross and Congressional Gold Medal. Graduate of Springfield College. Director, Institute of Afro-American Affairs, New York University; President, Bronx Community College; Director, Center for Education Policy, City University of New York.		
Brown, Sterling Allen	Creative Writing	1942
Brown, William Oscar	Sociology	1941, 1942
Brown, Winona Mason	Music, Voice	1931
Browning, James B.	History	1930
Bryant, Huldah	Home Economics	1931
Bryant, J. Edmond	Medicine	1929, 1931, 1944
Buggs, Charles W.	Biology	1931, 1932, 1933, 1942
Bullock, Roscoe C.	Medicine	1930, 1931
Bunche, Ralph J.	Political Science	1931
Bunche (1904-1971) was an accomplished political scientist, academic, and diplomat. Graduate of UCLA, Harvard University. Served as Acting Chief, Department of Dependent Area Affairs, U.S. Department of State; UN mediator on Palestine; 1950 Nobel Peace Prize (first African American to receive).		
Burbridge, Charles	Medicine	1941
Burford, Byron Leslie, Jr.	Art, Painting	1947
Burge, R. Louise	Music, Voice	1947
Burgess, John Philip	Agriculture	1929
Burgess, Letitia	Nursing	1929
Burgess, Robert Stone, Jr.	Library Science	1946
Burke, Edmund S.	Agriculture	1929
Burke, Selma Hortense Geneva	Art, Sculpture	1940
Burrell, Herman Davis	Sociology	1948
Burrows, Edward Flud	History	1947
Busby, Alan T.	Agriculture	1931
Bush, Margaret Elizabeth Burns	Education	1944
Butler, Henrietta H.	Hospital Administration	1935
Butler, Henry Rutherford Jr.	Medicine	1937
Calbert, Clarence	Public Health	1942
Caldwell, Harmon White	Education	1937
Caldwell, John Tyler	Political Science	1937, 1938
Caldwell, Nathan Green	Journalism	1946
Caliver, Ambrose	Education	1932
Campbell, Everett W.	Medicine	1930
Campbell, Laura	Nursing	1928
Campbell, Mamie White	Library Science	1930
Cannon, David Wadsworth, Jr.	Education	1937
Cannon, George D.	Medicine	1931

Name	Expertise	Award Year(s)
Carr, Sally	Library Science	1931
Carroll, Richard Allen	Language and Literature	1937
Carter, Albert Edwin	Journalism	1939, 1940
Carter, John Hannibal	Language and Literature	1932
Carter, Percia	Language and Literature	1932
Carter, Robert Lee	Law	1940
Carter (1917-2012) was a staff lawyer with NAACP. Graduate of Lincoln University and Howard University Law School. Conducted research for the <i>Brown v. Board</i> case.		
Carter, Wilmoth Annette	Sociology	1946
Catchings, Mildred Woodward	Nursing	1939
Cate, Wirt Armistead	History	1937
Catlett, Alice Elizabeth	Art, Painting	1946, 1947
Catlett (1915-2012) was an American sculptor and print maker who addressed issues of African American and civil rights. Graduate of Howard University and the University of Iowa. Migrated to Mexico in 1946, where she joined the Taller de Gráfica Popular, a group of activist printmakers.		
Caudill, Edith	Rural Education	1944, 1945
Cayton, Horace Roscoe	Sociology	1937, 1938
Certainie, Jeremiah	Mathematics	1940, 1941, 1942, 1943
Chambers, Lucille	Health Education	1935
Chandler, Frances Leo	Art, Commercial	1945
Chandler, Vera Adrienne	Sociology	1940
Charity, John L.	Agriculture	1930
Childress, Gladys Elizabeth	Music, Piano	1944
Childs, William	Religion	1932
Christian, Marcus Bruce	History	1943
Claridge, G. W.	Business Administration	1930
Clark, Kenneth Bancroft	Psychology	1940
Clark (1914-2005) was a social psychologist whose research provided important line of argument for the <i>Brown v. Board</i> case. Graduate of Howard and Columbia Universities. Presidential Medal of Liberty (1986).		
Clark, Louis Phillips	Physics	1947
Clark (1917-1983) was a social psychologist and wife of Kenneth B. Clark. Their research was instrumental in <i>Brown v. Board</i> case. Graduate of Howard and Columbia Universities.		
Clark, Mamie Phipps	Psychology	1940, 1941, 1942
Clark, William A.	Rural Education	1939
Clarke, Charles Morgan	Education	1948
Clarke, Kathryn Ellen	Physics	1948
Clayton, Wm. Waldron Schieffelin	Mathematics	1937, 1938
Cleland, William A.	Medicine	1936
Clement, Emma Mills	Rural Education	1942

Name	Expertise	Award Year(s)
Clonts, Jane	Rural Education	1941
Cobb, William Montague	Biology	1941
Cochrane, Leila Green	Chemistry	1938, 1939, 1940
Cole, Lorenza J.	Music, Piano	1931
Coleman, Irma Leona	Home Economics	1930
Coleman, James E.	Medicine	1930, 1931
Coleman, Robert, Jr.	Education	1940
Coles, Harry L., Jr.	History	1948
Collier, Edward Tarleton	Creative Writing	1940
Collins, Elmer E.	Medicine	1931, 1932
Collins, Geneva S.	Hospital Administration	1931
Collins, Harvey E.	Education	1931
Collins, Janet Fay	Dancing	1945
Collins, Leslie Morgan	Language and Literature	1944
Comfort, Richard Obee	Religion	1944
Cook, John H.	Rural Education	1945
Cook, Will Mercer	Language and Literature	1931, 1937
Cooke, Anna Margaret	Drama	1930, 1938, 1939
Cooper, Edna Catherine	Sociology	1945, 1946
Cooper, Esther Victoria	Sociology	1944
Cooper, Homer Percival	Medicine	1930
Copeland, Lewis Campbell	Sociology	1937, 1938, 1942
Cornely, Paul B.	Medicine	1930
Corry, John P.	History	1931
Cortor, Eldzier	Art, Painting	1944, 1945
Coruthers, John M.	Agriculture	1931
Cotner, Robert Crawford	History	1939
Cousins, William James	Sociology	1948
Cowen, Georgia	Library Science	1936
Crawford, D. L.	Anthropology	1933
Crawford, Floyd W.	Race Relations	1936
Crawford, Harold W.	Agriculture	1931
Creighton, Jermain	Chemistry	1934
Creswell, Isaiah T.	Business Administration	1930
Crocker, Lawrence D.	Vocational Guidance	1931
Crosby, A. D.	Mathematics	1929
Crumbo, Woodrow Wilson	Art, Painting	1945
Crutcher, Benjamin H.	Agriculture	1930, 1931
Culbreth, Harry W.	Economics	1938

Name	Expertise	Award Year(s)
Culver, Dwight W.	Race Relations	1946
Cumbee, Carroll Fleming	Education	1945
Curtis, Mabel Byrd	Economics	1931
Curtis, Merrill H.	Medicine	1934
Cuthbert, Marion Vera	Education	1940
Daniel, V. E.	Sociology	1931
Dansby, Claude B.	Mathematics	1932
Daves, Joseph H.	Sociology	1936
Davis, Alonzo Joseph	Psychology	1939
Davis, Charles Twitchell	Language and Literature	1940, 1941
Davis, Edwin Adams	History	1940
Davis, Ethel McGhee	Education	1930
Davis, Frances E.	Public Health	1929
Davis, Frank Marshall	Creative Writing	1937
Davis, John Aubrey	Political Science	1938, 1939, 1940
Davis (1912-2002) served as head researcher for <i>Brown v. Board</i> case. Graduate of Williams College, University of Wisconsin, and Columbia University. Professor of Political Science at Lincoln University.		
Davis, John P.	Social Work	1933
Davis, W. Allison	Anthropology	1932, 1939, 1940
Davis (1902-1983) worked alongside brother John Aubrey Davis on <i>Brown v. Board</i> case. Graduate of Williams College, Harvard University, and University of Chicago. Considered one of the most important black scholars of his generation.		
Day, Donald	Language and Literature	1939, 1940
Day, Esther Worden	Art, Painting	1942, 1943
De Bose, Tourgee	Music, Piano	1931
Dean, William Henry, Jr.	Economics	1937, 1938, 1939
DeCosta, Frank A	Education	1942
Delaney, Joseph	Art, Painting	1942
Dempsey, Julian Wallace	Art, Fashion Design	1947
Dempsey, Maenelle Dixon	Education	1943
Dempsey, Richard W.	Art, Painting	1946
Dent, A. W.	Hospital Administration	1933
Dent, Jessie Covington	Music, Piano	1933
DeRamus, Anna Louise	Music, Piano	1943
Dewey, Malcolm H.	Art Education	1932
Dibner, Martin Lionel	Creative Writing	1947
Dickens, Helen O.	Medicine	1941
Dickson, David Watson Daly	Language and Literature	1942
Diggs, Mary Huff	Social Work	1942
Dillard, Clyde Ruffin	Chemistry	1947

Name	Expertise	Award Year(s)
Dixon, (Charles) Dean	Music, Conducting	1945, 1946
Dixon, Annie Belle	Home Economics	1930
Dixon, Russell A.	Medicine	1929, 1930
Dobbs, E. C.	Agriculture	1930
Dodson, Owen Vincent	Creative Writing	1942
Dollard, John	Psychiatry	1931
Dombrowski, James	Sociology	1937
Donovan, Elizabeth	Rural Education	1938, 1944
Dorsey, Emmett Edward	Political Science	1942
Douglas, Aaron	Art, Painting	1937
Douglas, Joseph Henry	Sociology	1944
Downes, Katie	Rural Education	1937, 1944
Downes, Mary	Rural Education	1946
Downes, Walter	Rural Education	1938
Drake, John Gibbs St. Clair	Anthropology	1935, 1936, 1937, 1946
Drew, Charles R.	Medicine	1931
Prominent physician and medical researcher, Drew (1904-1950) developed innovative techniques for blood storage. Protested racial segregation in blood donations. Graduate of Amherst College, McGill University, and Columbia University.		
Dreyer, Edward Peter	History	1939
Du Bois, W.E.B.	Creative Writing	1931, 1933, 1934
Du Bois (1868-1963) was an American educator and writer. Professor of Economics at Atlanta University. Key figure in founding of NAACP. Editor of <i>The Crisis</i> .		
Dublin, Louis I.	Public Health	1931
Dudley, Virginia Evelyn	Art, Painting	1943
Dummett, Clifton Orrin, Sr.	Dentistry	1946
Duncan, Catherine J.	Rural Education	1937, 1942
Duncan, Dorinda Rural	Education	1942, 1944, 1945
Dunham, Albert M.	Philosophy	1932, 1934
Dunham, Katherine	Anthropology	1935, 1936
Dunlap, Mollie Ernestine	Library Science	1930, 1931
Dushkin, David	Music Education	1931
Easter, Vada Lee Parks	Music Education	1948
Easterby, James Harold	History	1938
Edmonds, Edwin Richardson	Social Work	1947
Edmonds, Sheppard Randolph	Drama	1937
Edwards, Gilbert Franklin	Sociology	1940, 1941, 1947
Edwards, Katherine	Art, Interior Decorating	1942
Ellis, George Curtis	Medicine	1930
Ellis, Wade	Mathematics	1942

Name	Expertise	Award Year(s)
Ellison, Ralph Waldo	Creative Writing	1945
Ellison (1913-1994) was a celebrated writer and literary critic. Won the National Book Award in 1953 for his novel <i>Invisible Man</i> . Graduate of Tuskegee Institute. Awards include Presidential Medal of Freedom (1969) and National Medal of Arts (1985). Elected to American Academy of Arts and Letters (1975).		
Ellison, Rhoda Coleman	Language and Literature	1944
Elzy, Ruby	Music, Voice	1930, 1931
England, James Merton	History	1940
Ervin, Elberta J.	Home Economics	1930
Erwin, Herbert J.	Medicine	1942
Evans, Gloria B.	Rural Education	1945
Fairfax, Matthew Lawrence	Education	1940
Fairley, Eloise Violet	Education	1929
Faris, Ellsworth	Sociology	1932
Farrell, Harold Alfred	Language and Literature	1940
Farris, Charles Detyens	Political Science	1947
Faulk, John Henry	Language and Literature	1941, 1942
Fax, Mark Oakland	Music, Composition	1946
Fears, Coralice	Rural Education	1945
Ferguson, Alma Catherine	Education	1929
Fisher, James Walter	History	1941
Fisher, Ruth Anne	Music, Voice	1931
Fitchett, E. Horace	Sociology	1938
Fite, Bethel	Education	1943
Fitzgerald, Ruth S.	Education	1931
Fleming, James Ernest	Sociology	1939
Florant, Lyonel Charles	Sociology	1940, 1941
Fontaine, William Thomas	Philosophy	1942
Ford, James Alfred	Anthropology	1940
Foreman, Clark	Education	1931
Foreman, Paul B.	Sociology	1938
Forte, Maggie Y.	Rural Education	1941, 1942, 1944
Fowler, Manet Helen	Anthropology	1941, 1942
Franklin, John Hope	History	1937, 1938
Franklin (1915-2009) was an prominent African American historian. Author of <i>From Slavery to Freedom</i> (1947). Served on NAACP Legal Defense Fund and was involved with <i>Brown v. Board</i> case. Graduate of Fisk and Harvard Universities. Taught at University of Chicago and Duke University. Awarded Presidential Medal of Freedom (1995).		
Franklin, Marjorie	Physical Therapy	1939
Franklin, Mitchell	Law	1938
Franks, Ruth M.	Psychiatry	1930

Name	Expertise	Award Year(s)
Frazier, E. Franklin	Sociology	1944
Frazier (1894-1962) was a distinguished educator, author, lecturer, and head of the Department of Sociology at Howard University from 1934-1959. Graduate of Clark University and University of Chicago. First African American to serve as President of the American Sociological Society.		
Fryer, Gideon Willis	Education	1948
Fullilove, R. E., Jr.	Medicine	1940
Garrett, Naomi Mills	Language and Literature	1944
Gathings, J. G.	Medicine	1942
Gibbons, Robert Faucett	Creative Writing	1943
Gibbs, James Albert, Jr.	Chemistry	1944
Gibson, Charles H., Jr.	Industrial Arts	1929
Giles, Roscoe C.	Medicine	1931
Goff, Marcellus H.	Medicine	1931, 1932
Golightly, Catherine Cater	Language and Literature	1943
Golightly, Cornelius Lacy	Philosophy	1941
Goodall, P. E.	Social Work	1931
Goode, Benjamin L.	Agriculture	1930, 1931
Goodwyn, Frank Eppse	Creative Writing	1942
Govan, Thomas Payne	History	1937
Graham, Shirley	Drama	1938, 1939
Graham (1896-1977) was an American author, playwright, composer, and activist for African-American and other causes. In later life she married thinker, writer, and activist W. E. B. Du Bois. The couple became citizens of Ghana in 1961 after they emigrated to that country. She won the Messner and the Anisfield-Wolf prizes for her works.		
Granberry, E. J.	Education	1930
Grant, Edmonia White	Education	1941
Grant, Ernest A.	Agriculture	1929
Grant, Jason Clifton, Jr.	Language and Literature	1929
Grayson, Estella G.	Library Science	1930
Green, Harry James, Jr.	Chemistry	1941
Greene, Amber B. L.	Library Science	1929
Greene, Frank Theodore	Industrial Arts	1931
Greene, John	Music, Voice	1930, 1931
Greene, Lorenzo J.	History	1934, 1940
Greenwood, Mildred	Music, Piano	1931, 1932
Gregory, Francis A.	Physics	1931
Gregory, Yvonne (Perkins)	Creative Writing	1948
Griffey, William A.	Library Science	1931
Griffin, J. D. M.	Psychiatry	1932
Griffin, John Ansley	Sociology	1947

Name	Expertise	Award Year(s)
Griffin, L'Tanya Bernice	Art, Fashion Design	1948
Griggs, Ethel Mae	Home Economics	1929
Grigsby, Lucy Lee Clemmons	Language and Literature	1948
Gunn, W. Fred	Rural Education	1939
Guthrie, Woodrow Wilson	Language and Literature	1943
Famed American singer and songwriter, Guthrie (1912-1967) authored the song <i>This Land is Your Land</i> (1940). His work was inspired by the Dust Bowl period of the 1930s. Father of musician Arlo Guthrie.		
Gwathmey, Robert	Art, Painting	1944
American social realist painter (1903-1988). Graduate of North Carolina State College and the Pennsylvania Academy of Fine Arts. Elected to the National Academy of Design (1973). His work has received numerous prizes and awards and has been exhibited throughout the United States.		
Hagood, Margaret Jarman	Sociology	1937
Haley, Simon Alexander	Agriculture	1930
Hall, Frederic	Music Education	1929
Hall, James L.	Medicine	1930, 1931
Hall, Lorenzo E.	Agriculture	1929
Halliburton, Cecil D.	Social Work	1928
Ham, Thomas Byrd	Creative Writing	1942
Hamilton, Grace Towns	Education	1947
Hamme, Richard Sylvester	Labor Education	1945
Hanna, Luella C.	Home Economics	1930
Hardwick, Elizabeth Bruce	Creative Writing	1945
Harrell, Ella K.	Library Science	1930
Harrell, Mary Sunlocks	Language and Literature	1941
Harriott, Frank	Creative Writing	1947
Harris, Abram L.	Economics	1929, 1939, 1945
Harris, H. L., Jr.	Medicine	1928, 1931, 1932
Harris, Harriet A.	Home Economics	1930
Harris, Harry C.	Medicine	1930, 1931
Harris, Henrietta Gwendolyn	Music, Voice	1948
Harris, Robert	Music, Piano	1945
Harris, Rufus Carrollton	Education	1938
Harris, William Oscar	Medicine	1931
Harrison, Elton C.	Rural Education	1945
Hart, Thomas A.	Biology	1941
Hartman, Vladimir Eugene	Religion	1946
Haskew, L. D.	Rural Education	1940
Hayden, Naomi	Labor Education	1947
Hayden, Robert E.	Creative Writing	1947
Hayes, Wayland Jackson	Sociology	1945

Name	Expertise	Award Year(s)
Haygood, William Converse	Creative Writing	1947
Haynes, George E.	Religion	1930
Henderson, James Lewis	Economics	1945
Henderson, N. A.	Medicine	1935
Henderson, Roland George	Mathematics	1940
Herr, Clarence	Education	1931
Hewlett, Pauline R.	Nursing	1931
Hibbles, Myrtle T.	Home Economics	1930
Hicks, Philip M.	Language and Literature	1931
Highsmith, William Edward	History	1948
Hill Mozell C.	Sociology	1943, 1944, 1945
Hill, Adelaide Cromwell	Sociology	1941, 1944
Hill, Augustus Byron	Economics	1939
Hill, Carl M.	Chemistry	1937
Hill, Henry Aaron	Chemistry	1940, 1941
Hill, James Christian	Economics	1940
Hill, T. Arnold	Economics	1936
Hill, Virginia Lee	Rural Education	1937
Himes, Chester Bomar	Creative Writing	1944
Hincks, C. M.	Psychiatry	1934
Hinderas, Natalie Leota	Music, Piano	1946, 1948
Hodges, Robert M.	Journalism	1939
Hogan, William	Social Work	1929
Hogan, William Ransom	History	1940
Holden, Eddis	Rural Education	1942
Holland, Charles Manuel	Music, Voice	1946
Hollaway, Otto	Education	1942
Hollingsworth, Robert Edgar	Public Administration	1946
Holloman, Laynard L.	Medicine	1941
Holman, Moses Carl	Creative Writing	1945
Holmes, James Welfred	Language and Literature	1943
Homes, D. O. W.	Education	1931
Hooper, Ernest Walter	History	1948
Hope, John, II	Economics	1940, 1941
Horton, Logan Warren	Medicine	1935
Howard, Camilla	Language and Literature	1929, 1930
Howell, Claude Flynn	Art, Painting	1948
Hubbard, Alma L.	Music Education	1931
Hubert, Giles Alfred	Economics	1930, 1937

Name	Expertise	Award Year(s)
Hughes, (James) Langston	Creative Writing	1931, 1941
Hughes (1902-1967), known for his portrayals of black life, is today regarded as a leader in the Harlem Renaissance. Graduate of Lincoln University. Important works include <i>Not Without Laughter</i> (1927, Harmon Gold Medal for literature), and the play <i>Mule Bone</i> (1931, with Zora Neale Hurston). Numerous awards include NAACP Spingarn Award (1960) and National Institute of Arts and Letters (1961).		
Hughes, Lloyd Harris	History	1941
Hulbert, James A.	Library Science	1931
Humphrey, George Duke	Education	1938
Hunt, Henry A.	Agriculture	1931
Hunter, Mary E. V.	Home Economics	1930
Hunton, Margaret Reynolds	Library Science	1929, 1930, 1931
Hurston, Zora N.	Anthropology	1935
Hurston (1891-1960) was a seminal African American writer and anthropologist and was a central figure in the Harlem Renaissance. She produced four novels and more than fifty published short stories, plays, and essays. Among her best known works is the 1937 novel <i>Their Eyes Were Watching God</i> , regarded today as one of the most important works in African American and women's literature. Graduate of Columbia University. Posthumously inducted into the New York Writers Hall of Fame.		
Isley, Jeter Allen	History	1939, 1940
Ivey, Melville Fort Corbett	Sociology	1941
Jackson, Blyden	Language and Literature	1947
Jackson, Elizabeth Mae	History	1940
James, Henry M. L.	Library Science	1929
James, Joseph Henry	Music, Voice	1946
James, Margaret Caldwell	Sociology	1947
James, Ullmont Lenhardt	Education	1947
Jefferson, Bernard Samuel	Law	1941
Jenkins, Frederick Douglas	Mathematics	1941
Johnson, Carrie O'Rourke	Rural Education	1943, 1945
Johnson, Charles S.	Sociology	1930
Johnson (1893-1956) was an important African American sociologist. Graduate of Virginia Union University and the University of Chicago. First black president of Fisk University. Author of <i>The Negro in American Civilization</i> (1930) which informed preparations for the <i>Brown v. Board</i> case.		
Johnson, James Weldon	Creative Writing	1928, 1930, 1931
Johnson (1871-1938) was a writer, poet, and civil rights leader. Author of <i>The Autobiography of an Ex-Coloured Man</i> , <i>God's Trombone</i> , and <i>Black Manhattan</i> . Served as head of NAACP during 1920s. Taught literature at Fisk University. Author of "Lift Every Voice and Sing," often referred to as the African American National Anthem.		
Johnson, Joseph L.	Medicine	1928, 1929, 1930
Johnson, Marie Beverly	Mathematics	1948
Johnson, Ozie Harold	Mathematics	1936
Jones, Butler Alfonso	History	1947
Jones, Clifton Ralph	Sociology	1931, 1932

Name	Expertise	Award Year(s)
Jones, D. Coaken	Agriculture	1929
Jones, Dewey R.	Sociology	1931, 1938
Jones, Dorothy	Rural Education	1944
Jones, Grace C.	Psychology	1930, 1931
Jones, James R.	Education	1929
Jones, Lawrence A.	Rural Education	1941, 1945
Jones, Lewis W.	Sociology	1938
Jones, Maude C.	Library Science	1931
Jones, William M.	Medicine	1930, 1931, 1934
Jordan, Mamie Pearson	Rural Education	1942
Joseph, Ronald	Art, Painting	1948
Jourdain, Edwin Bush, Jr.	Political Science	1939
Julian, Percy L.	Chemistry	1934, 1935
Junker, Buford H.	Rural Education	1938
Justus, May	Creative Writing	1939
Kane, Harnett Thomas	History	1942, 1943
Kay, Ulysses Simpson	Music, Composition	1947, 1948
Kelsey, George Dennis	Religion	1943
Kendrick, John Whitefield	Economics	1939
Kennedy, Melvin D.	History	1938
Kennon, Robert Bruce	Economics	1946
Kerr, Thomas Henderson, Jr.	Music, Composition	1942
Killian, Lewis Martin	Sociology	1947
Kimbrough, Edward, Jr.	Creative Writing	1943
King, Morton B., Jr.	Sociology	1938
King, Violet Helen	Education	1947
King, Willis J.	Religion	1929
Kirkland, Madelaine W.	Home Economics	1930
Kittrell, Flemma	Home Economics	1929
Kniffen, Fred B.	Anthropology	1938
Knight, Laurette MacDuffie	Creative Writing	1944
Knobbs, Pauline Dingle	Sociology	1943
Knox, Clinton Everett	History	1937, 1938
Kytle, David Calvin	Creative Writing	1947
Lacy, Frederic J.	Industrial Arts	1930, 1931
Lafayette, Lenora Gwendolyn	Music, Voice	1948
Lane, David A.	Education	1931
Lanier, E. A.	Language and Language	1938, 1946
Lanier, Raphael O'Hara	Education	1931

Name	Expertise	Award Year(s)
Lanning, John Tate	History	1946
Larsen, Pearl L. Byrd	Education	1945
Lasseter, Robert Caldwell, Jr.	Journalism	1945
Lawlah, Clyde A.	Medicine	1929, 1930
Lawlah, John W.	Medicine	1929, 1930, 1932
Lawrence, Charles Radford, Jr.	Sociology	1939, 1942
Lawrence, Jacob Armstead	Art, Painting	1940, 1941, 1942
Lawrence (1917-2000) was an acclaimed American abstract painter. His most recognized work, a sixty-panel composition titled <i>The Migration of the Negro</i> (also known as <i>The Migration Series</i>) was funded through a 1940 Rosenwald fellowship. He later taught at Black Mountain College in North Carolina, the Skowhegan School of Painting and Sculpture in Maine, and the University of Washington.		
Lawrence, Margaret Morgan	Medicine	1942
Laws, Enola Estelle	Music, Voice	1946
Lawson, James Raymond	Physics	1937, 1938
Layman, Beverly Joseph	Language and Literature	1948
Lea, Tom	Art, Painting	1941
Leake, Marcelotte	Biology	1942
Ledet, Wilton Paul	History	1940, 1941
Lee, Daisy Parker	Rural Education	1942
Lee, Ulysses Grant, Jr.	Language and Literature	1940, 1941, 1942
Leiper, Bartram Galbraith, Jr.	Creative Writing	1948
Levy, Edith	Photography	1947
Lewis, Edward E.	Economics	1931
Lewis, Elsie Mae	History	1945
Lewis, Hylan Garnet	Sociology	1939, 1940
Lewis, Romeo H.	Hospital Administration	1941
Lewis, Roscoe Edwin	History	1941, 1943
Lines, Stiles Bailey	Religion	1946
Link, Arthur Stanley	History	1942, 1944
Lipford, Elizabeth Jane	Public Health	1945
Lipscomb, John William	Political Science	1942
Liston, Sara Margaret	Home Economics	1948
Lloyd, Birtill A.	Chemistry	1938, 1939
Lloyd, Robert	Engineering	1945
Lloyd, Ruth M. Smith	Biology	1938, 1939
Loemker, Leroy E.	Philosophy	1938
Logan, Rayford W.	History	1944

Name	Expertise	Award Year(s)
Logan (1897-1982) was an African American historian of the post-Reconstruction period. Graduate of Williams College and Harvard University. Advisor to the NAACP and President Franklin Roosevelt. Professor emeritus at Howard University. Director of Association for the Study of African American Life and History.		
Lomax, Elizabeth Harold	Creative Writing	1948
Long, Herman Hodge	Psychology	1942
Lowrie, Richard R., Jr.	Social Work	1930, 1931
Lu Valle, James E.	Chemistry	1938, 1939
Lucas, Robert Henry	Creative Writing	1948
Lyells, Ruby Stubbs	Library Science	1929
Lyle, John Newton	Economics	1939
Mabre, Beulah Lucile Stewart	Music Education	1929
MacCurdy, Raymond Ralph Jr.	Language and Literature	1941
Mack, Arthur P.	Industrial Arts	1930
MacLachlan, John	Sociology	1936
Maddox, James Gray	Economics	1937
Maddux, Walter H.	Medicine	1930
Margetson, Edward Henry	Music, Composition	1942
Markham, Jesse William	Economics	1937
Martin, Robert E.	Political Science	1939, 1940, 1941, 1942
Mason, Henry J.	Sociology	1930
Mason, Winifred	Art, Silversmithing	1945
May, Elizabeth Cora	Home Economics	1929
Mayle, Bessie	Music Education	1931
Mays, Sadie G.	Social Work	1931
Mazique, Douglas Wilkerson	Medicine	1946
McAfee, Walter Samuel	Physics	1946
McAllister, Winston Kermit	Philosophy	1940
McCane, C. Anthony	Physics	1928
McClain, Howard Gordon	Religion	1943
McCracken, Kathryn	Social Work	1930, 1931
McCray, Booker Tanner	Economics	1937, 1938
McCray, George Francis	Economics	1939
McDavid, Ravenloor, Jr.	Language and Literature	1941
McFadyen, Christiana	History	1941
McGehee, Edward Glenn	Creative Writing	1948
McGill, Ralph E.	Journalism	1937

Name	Expertise	Award Year(s)
A courageous publisher and editor of the <i>Atlanta Constitution</i> , McGill (1898-1969) was an unwavering anti-segregationist and a strong advocate for equal opportunity and civil rights. Graduate of Vanderbilt University. Recipient of the Pulitzer Prize, Elijah Parish Lovejoy Award, and the Presidential Medal of Freedom.		
McKay, Claude	Creative Writing	1935, 1943
McLellan, Edward Arthur	Education	1941
McLemore, Roberta	Library Science	1929
McMillan, Marie	Home Economics	1931
Meade, Robert D.	History	1937
Mell, Mildred Rutherford	Sociology	1937
Menard, Edith, Jr.	Language and Literature	1943
Miller, Ida Louise	Language and Literature	1931, 1932
Miller, Kelly	Creative Writing	1934
Miller, Rita M.	Education	1930, 1931
Miller, W. E.	Medicine	1929, 1930, 1931
Mims, Thomas Puryear	Art, Sculpture	1939
Minus, Marian	Anthropology	1935, 1936
Mitchell, Martha Carolyn	History	1945
Mitchell, William Alexander	Political Science	1942
Mobley, Mayor Dennis	Education	1940
Monroe, Clarence L. E.	Medicine	1929
Monroe, Margaret Elizabeth	Education	1948
Montgomery, James Elmer	Sociology	1942
Moon, Bucklin	Creative Writing	1945
Mooney, Chase C.	History	1938
Moore, Eugene Ralph	Agriculture	1930
Moore, Ida Lenore	Creative Writing	1941
Moron, Alonzo G.	Law	1944
Morris, Alton Chester	Language and Literature	1940
Morton, Grace Sullivan	Home Economics	1931
Morton, Mary Adelaide	Psychology	1937
Motley, Willard Francis	Creative Writing	1946
Murray, Florence	Journalism	1943
Murray, Pauli	Law	1944
Murray (1910-1985) was an American civil rights activist, writer, and lawyer. First black woman ordained as Episcopal priest. Author of <i>State's Laws on Race and Color</i> (1950). Served on Presidential Commission on the Status of Women (1961-1963). Co-founder of National Organization for Women. Graduate of Howard University Law School and University of California.		
Myers, Samuel Lloyd	Economics	1948
Myers, Wesley	Agriculture	1930

Name	Expertise	Award Year(s)
Nathanson, Jules L.	Language and Literature	1931
Naylor, A. D.	Rural Education	1945
Neff, Ellen Hull	Sociology	1942
Nelson, Sophia Phillips	Language and Literature	1948
Newman, Wiley Clifford	Religion	1939
Nichols, Charles Harold, Jr.	Language and Literature	1945, 1946
Nickerson, Camille L.	Music, Piano	1931
Nixon, Clarence Herman	Political Science	1941
Norris, Ernest M.	Agriculture	1930
O'Higgins, Myron	Creative Writing	1946, 1947
Okada, Dave Masato	Race Relations	1946
Oliver, Clinton F.	Language and Literature	1941
Oliver, J. A.	Agriculture	1931
Olmstead, Gilbert Dwoyid	Photography	1946
Otis, J. R.	Agriculture	1930, 1932
Ottley, Roi	Journalism	1943
Overstreet, Mabel	Home Economics	1929
Owen, James Kimbrough	Political Science	1940, 1941
Owens, Nolan A.	Medicine	1930
Owens, S. Vincent	Social Work	1929, 1930
Page, Henry Allison, III	Political Science	1940
Palfi, Marion	Race Relations	1946
Palmer, Edward Nelson	Sociology	1939, 1941
Palmer, Viola B. Goin	Biology	1938
Parker, Albertine Rural	Education	1939, 1940
Parks, Gordon Alexander	Photography	1942
<p>Parks (1912-2006) was a seminal figure in twentieth-century American photography whose work explored race relations, poverty, civil rights, and urban life. His well-known photograph, "American Gothic, Washington, D.C." (1942), was produced during his fellowship. First African American to produce and direct major films, such as <i>Shaft</i> (1971). Parks was also a pianist and writer. Recipient of numerous awards and honorary degrees including NAACP Spingarn Award (1972), recognized as a "Living Legend" by Library of Congress (2000), inducted into International Photography Hall of Fame (2002).</p>		
Parris, Guichard B.	History	1938
Patterson, Wilhelmina B.	Music Education	1929
Payne, Mynor Preston	Engineering	1945
Pearson, Ophelia	Home Economics	1929
Peebles, Eula Lucile	Home Economics	1929
Peggram, Reed E.	Language and Literature	1938
Pegues, Mattie E.	Home Economics	1931
Pepinsky, Pauline Nichols	Psychology	1945

Name	Expertise	Award Year(s)
Perkins, Marion	Art, Sculpture	1948
Perry, Benjamin L.	Agriculture	1930
Peter, W. W.	Public Health	1934
Peterson, Annie Mae	Rural Education	1945
Peterson, James Carlylse	Sociology	1940
Phelps, Pauline Edna	Music, Voice	1947, 1948
Phelps, Ralph Arloe, Jr.	Education	1948
Phillips, Thomas Hal	Creative Writing	1947
Pierson, Donald	Sociology	1934
Piper, Rose Theodora	Art, Painting	1946
Polk, Alma Forrest	History	1942, 1943, 1947
Pope, Alonzo H.	Social Work	1929, 1932
Pope, James Soule	Journalism	1937
Pope, Liston	Sociology	1948
Porter, Doris M.	Sociology	1938
Porter, Dorothy Burnett	Library Science	1930, 1931, 1944
Posey, Thomas Edward	Labor Education	1945
Potts, L. A.	Agriculture	1931
Powell, Eunice D.	Home Economics	1930
Powell, Mayme L.	Home Economics	1930
Primus, Pearl Eileene	Dancing	1948
<p>Primus (1919-1994) was an American dancer, choreographer, and anthropologist. Performed before 20,000 at the 1943 Negro Freedom Rally in New York. Starred in Broadway plays <i>Showboat</i> and <i>Caribbean Carnival</i>. Taught dance at NYU, Hunter College, and numerous smaller colleges. Awarded National Medal of Arts in 1991.</p>		
Pritchard, Norman H.	Medicine	1930
Prothro, James Warren	Political Science	1947, 1948
Qualls, Youra T.	Language and Literature	1939, 1940, 1941, 1942
Quarles, Benjamin Arthur	History	1937, 1945
<p>Quarles (1904-1996) was a preeminent historian who served for many years as a historian at Morgan State University. Widely recognized as a leading authority on the life and legacy of Frederick Douglass. Received Lifetime Achievement Award from the Smithsonian Institution's National Museum of American History (1996).</p>		
Quillian, William Fletcher, Jr.	Religion	1940
Rabun, James Warren	History	1941
Rainey, Glenn Weddington	Political Science	1941
Ramsey, Edward W.	Economics	1936
Ramsey, Robert	Creative Writing	1942
Rasom, Ellene	Language and Literature	1940
Record, Cy Wilson	Sociology	1946

Name	Expertise	Award Year(s)
Reddick, Lawrence Dunbar	History	1939, 1945
Reddix, Jacob Lorenzo	Economics	1939
Reed, Dorothy Margarette	Dentistry	1944
Reed, George Warren, Jr.	Chemistry	1946
Reedy, Hilda Lawson	Language and Literature	1937
Register, James Pipes	Creative Writing	1944
Reid, Ira DeA.	Sociology	1938
Reid (1901-1968) was an African American sociologist, author, and professor. Graduate of Morehouse College. Professor of Sociology at Atlanta University (1934-1946). Served as consultant to the Social Security Administration during 1940s. Assistant editor of <i>American Sociological Review</i> .		
Reid, Orleanis, Jr.	Agriculture	1931
Rhaney, Mahlon Clifton	Biology	1941, 1946
Rhoden, John Walter	Art, Sculpture	1947
Rhodes, Jack Alvin	Public Administration	1944
Richards, M. Estelle	Home Economics	1929
Richardson, J. M.	Medicine	1941, 1942
Richie, Alberta K. F.	Rural Education	1942
Riddle, Geneva Estelle Massey	Nursing	1929, 1930
Riley, Collye L.	Library Science	1930
Ritchie, Oscar W.	Sociology	1948
Rivers, Haywood	Art, Painting	1948
Robbs, Mary Estella	Music, Voice	1947
Roberts, Harry W.	Sociology	1931, 1933
Roberts, Josie W.	Music Education	1929
Roberts, L. E.	Rural Education	1941
Roberts, Thomas Nathaniel	Economics	1931, 1940, 1941
Robertson, D. B.	Religion	1944
Robinson, Emmett Edward	Drama	1948
Rogers, Alpha S.	Library Science	1931
Rose, Alvin Walcott	Sociology	1946
Ross, Clarence S.	Agriculture	1930, 1931
Routh, James Edward, III	Art, Painting	1940
Rowe, William H.	Rural Education	1946
Rubinow, Raymond S.	Economics	1931
Rush, Ruth G.	Education	1930
Sampson, H. T.	Rural Education	1945
Sancton, Thomas	Creative Writing	1943, 1945, 1947
Sanders, Danna M.	Rural Education	1940
Savage, Augusta	Art, Sculpture	1929, 1930, 1931

Name	Expertise	Award Year(s)
Savage (1892-1962) was an African American sculptor associated with the Harlem Renaissance. Graduate of the Cooper Union in New York. Her work has been exhibited at galleries in New York, Chicago, and Paris and at the Smithsonian Institution.		
Scott, Clement	Public Health	1937
Scott, Estella Harris	Sociology	1940, 1941, 1942
Scott, Josephine	Rural Education	1945
Scott, William E.	Art, Design	1931
Scull, Ralph H.	Medicine	1930, 1931
Seagraves, Wilda	Rural Education	1942
Sebree, Charles Everett	Art, Painting	1945
Sensabaugh, Leon Franklin	History	1941
Settle, John E., Jr.	Agriculture	1931
Sewell, Walter Edwin	Education	1939, 1940
Shannon, Charles Eugene	Art, Painting	1938, 1939
Shehee, Emily Webb Allen	Rural Education	1939, 1940
Shock, M. W.	Biology	1930
Shropshear, George, Jr.	Medicine	1929, 1930, 1931, 1942, 1944
Shute, Alfred W.	Agriculture	1930, 1931, 1932
Simmons, J. Andrew	Education	1945
Sitterson, Joseph Carlyle	History	1940
Skinner, Daniel Thomas	Language and Literature	1947
Smith, Anna Greene	Sociology	1944
Smith, Doris Buffington	Rural Education	1942
Smith, Evelyn	Rural Education	1945
Smith, James Lloyd	Music, Voice	1948
Smith, Lillian Eugenia	Creative Writing	1939, 1940
Smith, Randolph Stewart	Religion	1946
Smith, T. Lynn	Sociology	1939
Smyles, Harry Milton	Music, Oboe	1948
Smythe, Hugh H.	Anthropology	1939, 1940
Smythe, Mabel Murphy	Economics	1941
An African American economist, Smythe explored the effects of tipping on wages. She assisted in preparations for the <i>Brown v. Board</i> case. Along with Hugh Smythe, she authored <i>The New Nigerian Elite</i> (1960).		
Snelling, Paula	Creative Writing	1939, 1940
Snowden, Frank M., Jr.	Language and Literature	1938
Solomon, Edward Crawford	Sociology	1941
Southward, Shelby E.	History	1939
Spencer, Dwight	Education	1933

Name	Expertise	Award Year(s)
Spencer, Kenneth Lee	Music, Voice	1945
Spencer, Samuel Reid, Jr.	History	1948
Spivey, Herman E.	Language and Literature	1941
Steele, Edith	Nursing	1936, 1938, 1939, 1941
Steele, Julian D.	Social Work	1929, 1930
Stegall, Alma L.	Education	1948
Stephens, Clarence Francis	Mathematics	1942
Stephenson, Kathryn	Rural Education	1945
Steward, Zephyre Holman	Social Work	1930
Still, William Grant	Music, Composition	1939, 1940
Stone, Alma	Rural Education	1945
Stone, Percy H.	Agriculture	1930
Stoney, George Cashel	Photography	1947
Strickland, J. V.	Agriculture	1930, 1931
Strode, Hudson	Creative Writing	1943
Suagee, Tennyson	Political Science	1941
Sutker, Solomon	Sociology	1947
Sutler, Martin Randolph	Medicine	1945, 1946
Swanson, Howard W.	Music, Composition	1938, 1939
Swint, Henry Lee	History	1940
Tancil, Leon A.	Medicine	1930, 1932
Tate, Merze	Political Science	1939
Tate, William, Jr.	Medicine	1930, 1931
Taylor, Joseph T.	Sociology	1938
Taylor, Julius Henry	Physics	1943
Taylor, Onilda A.	Library Science	1929
Taylor, Pauline Byrd	Education	1947
Taylor, Thelma	Library Science	1941
Tenholm, H. Council	Education	1937
Thedieck, Mary Cecilia	Language and Literature	1944
Thomas, Arthur A.	Medicine	1939
Thomas, James Rector	Agriculture	1929
Thomasson, Maurice E.	Agriculture	1929
Thompson, Charles Henry	Education	1942
Thompson (1895-1980) was an important black scholar and professor. Graduate of Virginia Union University and the University of Chicago. First African American to obtain doctorate in educational psychology. Founder of the <i>Journal of Negro Education</i> in 1932. Professor at Howard University from 1926-1966 and served as Dean of the College of Liberal Arts and Dean of the Graduate School.		
Thompson, Frances E.	Art, Education	1937
Thompson, Melvin Ernest	Education	1939

Name	Expertise	Award Year(s)
Tidwell, William Frederick	Education	1943
Tipton, James Harrison	Education	1944
Tisdale, Dorothy Hope	Sociology	1939
Toms, Charles M.	Social Work	1931
Touchstone, J. H.	Chemistry	1929
Tower, James Allen	Geography	1947
Townes, Charles Henry	Physics	1942
Towns, Myron B.	Chemistry	1938, 1939
Traylor, Merrill	Rural Education	1943
Trent, William Johnson, Jr.	Economics	1940
Johnson (1910-1993) was an upstanding governmental leader, educator and administrator. Served in the FDR Administration as advisor to Interior Secretary Harold Ickes for "Negro Affairs." Led the charge for integration of public facilities in the national parks. Led the United Negro College Fund where he served for some years. Huston-Tillotson, Fisk and Tuskegee are among member institutions of the Fund.		
Trigg, Edward Glass	Biology	1930
Troup, C. V.	Rural Education	1940, 1946
Turner, Arlena West	Rural Education	1941, 1945
Turner, Lorenzo Down	Language and Literature	1939, 1940, 1945
Turner, Victor C.	Agriculture	1930
Turpin, Water Edward	Creative Writing	1941
Twitty, William Bradley	Sociology	1944
Valien, Bonita Golda H.	Sociology	1937, 1939
Valien, Preston	Sociology	1937, 1939
Vance, Rupert	Sociology	1945
Varnell, William Daniel	Education	1942
Vaughan, Elizabeth Head	Sociology	1946
Venable, Howard P.	Medicine	1942, 1943
Vining, Dan Rutledge	Economics	1939, 1940
Walker, Dorothy L.	Nursing	1942
Walker, Harry Joseph	Sociology	1937, 1938, 1942
Walker, Margaret Abigail	Creative Writing	1944
Wallace, Phyllis Annie	Economics	1945
Walton, Robert Petrie	Biology	1940
Ward, Madie Belle	Language and Literature	1944
Washburn, Carleton	Education	1930
Washington, George L.	Industrial Arts	1929
Washington, James Aaron, Jr.	Law	1940
Watkins, Mark Hanna	Anthropology	1940
Watson, Gordon	Rural Education	1937
Watson, LeRoy Wilbur, Jr.	Economics	1941

<i>Name</i>	<i>Expertise</i>	<i>Award Year(s)</i>
Watson, Parepa R.	Library Science	1929, 1930
Watson, Rufus S.	Law	1929
Weatherford, Willis Duke, Jr.	Economics	1943, 1946
Weddington, Rachel Thomas	Education	1946
Weems, Camilla	Home Economics	1930
Weir, Charles Edward	Chemistry	1937, 1938
West, Donald Lee	Education	1945
West, Harold D.	Chemistry	1929
Westbrooke, Olive Elizabeth	Sociology	1944, 1945
Westerfield, Samuel Z., Jr.	Economics	1941
White, Ann Carolyn	Sociology	1946
White, Charles Wilbert	Art, Painting	1942, 1943
White, Clarence Cameron	Music, Composition	1929, 1931
White, Goodrich Cook	Education	1937
White, Kathryn M.	Nursing	1942
White, Mary	Rural Education	1942
Whitehead, Genevieve C.	Education	1935
Wiley, Bell Irvin	History	1941
Wilkins, J. Ernest, Jr.	Mathematics	1942
Wilkins, Josephine	Sociology	1936
Willey, Gordon Randolph	Anthropology	1941
Williams, Charlotte	Political Science	1943
Williams, Dorothy Gwendolyn	Library Science	1944, 1945
Williams, Eleanor Kathleen	History	1948
Williams, Eric	History	1940, 1942
Williams, Lloyd Pyron	Education	1947
Williams, Lottie	Rural Education	1945
Williams, Maceo	Public Health	1938
Williams, Ophelia	Home Economics	1930
Williams, Walter Bowie	Library Science	1930
Williamson, W. H.	Agriculture	1931
Wilson, Beatrice O. Green	Library Science	1929
Wilson, Henry Spence	Chemistry	1937
Winchester, Theodore Wilbur	Economics	1943, 1944
Winkfield, Clyde Julian	Music, Piano	1941
Winn, Nell	Rural Education	1946
Winslow, Vernon L.	Industrial Arts	1946
Wood, Allen T.	Agriculture	1929
Woodard, Clarence S.	Industrial Arts	1929

Name	Expertise	Award Year(s)
Woodruff, Hale A.	Art, Painting	1943, 1944
Woodson, Harold William	Chemistry	1945
Woodward, C. Vann	History	1940
Woodward (1908-1999) was a Pulitzer Prize-winning historian and a leading authority on the post-Civil War south. Graduate of Emory and Columbia Universities and the University of North Carolina. Author of the <i>The Strange Career of Jim Crow</i> (1955). Aided in preparation of <i>Brown v. Board</i> case.		
Woolridge, Nancy Bullock	Language and Literature	1941, 1942
Work, John W.	Music, Composition	1931, 1932
Work, Monroe N.	Education	1930
Wormley, Margaret Just	Language and Literature	1941, 1942
Wormley, Stanton L.	Language and Literature	1938
Wright, Leon Edward	Religion	1942, 1943
Wyche, Jessie M.	Education	1929
Yancey, Sadie Mae	Education	1948
Yates, Comer	Rural Education	1946
Yates, Richard Edwin	Education	1939
Yerby, Alonzo Smythe	Public Health	1947
Young, Edgar B.	Economics	1930
Young, Louise	Sociology	1943
Young, Marion Marshall	Medicine	1944
Zimmerman, Hilda Jane	History	1944, 1945
Zuber, Thomas Osburn	Creative Writing	1947

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