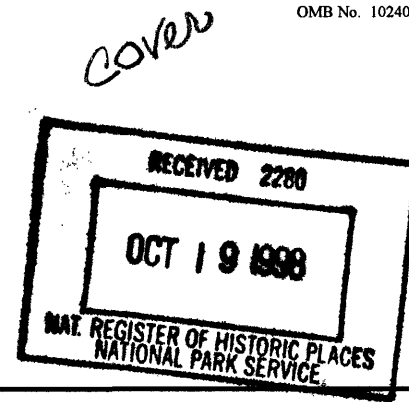


**United States Department of the Interior
National Park Service**

**National Register of Historic Places
Multiple Property Documentation Form**

New Submission Amended Submission



A. NAME OF MULTIPLE PROPERTY LISTING

Historic and Architectural Resources Associated with the Rosenwald School Building Program

B. ASSOCIATED HISTORIC CONTEXTS

The Rosenwald School Building Program in Texas, 1920-1932

C. FORM PREPARED BY

Name/Title: Karen D. Riles

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City or town: Austin

State: TX **Zip:** 78711-2276

D. CERTIFICATION

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

Curtis J. Jernell

Signature and title of certifying official

10-8-98

Date

State Historic Preservation Officer, Texas Historical Commission

State or Federal agency and bureau

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

Edson A. Beall

Signature of the Keeper
Beall

11.19.98

Date

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E. Historic Context

Introduction

The road to literacy for African Americans at the turn of the 20th century was paved with hope and determination. Illiteracy for blacks was being systematically eliminated throughout Texas and the nation. Of all the southern states, Texas could boast of having the lowest illiteracy rate for African Americans, a rate that dropped from 38.2% in 1900 to 17.8% by 1920.¹ This reduction in illiteracy was due in part to the charitable contributions of such philanthropic organizations as the George Foster Peabody Fund, the John F. Slater Fund, the General Education Board, the Anna T. Jeanes Fund, and the Julius Rosenwald Fund. These organizations contributed to the education of African Americans by providing funds for teacher's salaries, school equipment, and the construction of school buildings. However, it was the founding of the Julius Rosenwald School Building Program that marked the beginning of the most important educational initiative of the early 20th century. By the time the Fund ended operations in 1932, the Program had contributed to the construction of 5,357 schools.

Julius Rosenwald 1862-1932

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

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

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

¹ Winegarten, Ruthe, *Black Texas Women*, (University Press: Austin, 1995), 91.

² Edwin R. Embree and Julia Waxman, *Investment in People: The Story of the Julius Rosenwald Fund*, (New York: Harper and Brothers, 1949), 11.

³ *Ibid.*, 12.

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

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

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

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

The Rosenwald School Building Program, 1913-1932

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

⁴ Ibid., 8.

⁵ Ibid., 25.

⁶ Ullin Whitney Leavell, *Philanthropy In Negro Education* (Tennessee: George Peabody College for Teachers, Nashville, 1930; reprint, Connecticut: Negro Universities Press: Westport, 1970), 78 (page references are to reprinted edition).

⁷ Ibid., 79.

⁸ “School Buildings—Rosenwald Aid,” *Negro Education In Texas: Special Activities and Industrial Aid*, Bulletin No. 212, (Oct. 1926): 17.

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

As the demand for these schools grew, Rosenwald consolidated his financial contributions and formed the Julius Rosenwald Fund in 1917. Although African Americans contributed a larger portion of the total cost of construction, equipment, and grounds, the buildings became universally known as “Rosenwald Schools”.¹¹

In the early years of the Fund, there were no standardized plans. Consequently, the buildings during this time were constructed of inferior materials and workmanship. These buildings soon fell into disrepair thus making it necessary to conduct a “thorough investigation” in the fall of 1919 of the condition of these buildings. All funding of new schoolhouses was suspended in 1920 pending a report by Fletcher B. Dresslar, an authority on schoolhouse construction. Dresslar’s report found that the new buildings, although an improvement over the former, were in need of improvement. As a result, the Fund was reorganized and the report used as the standard specifications in the construction of future school buildings.¹²

Teacher Type Plans

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

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

⁹ Ibid., 30

¹⁰ Embree and Waxman, 42.

¹¹ Ibid., 48.

¹² Ibid., 113.

¹³ Leavell, 140.

¹⁴ Ibid., 141.

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families would accommodate these teachers in their homes as a cultural onus of “taking care of ones own”.

Revision of the Community Plans

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

Attention was given to standardization of room arrangements in plans above a three-teacher type. For example, a small library room was placed at the rear of a classroom in each plan, for ease of supervision. Additionally, all teacher types featured a “community room” that could also be used for group meetings, improvised health clinics, or home economics. All plans were designed to make future addition easier. To insure that these buildings were well constructed, arrangements were made with the State Departments of Education to give personal attention to the adaptation of plans and supervision of construction in all the larger types of buildings and for all types in some states. Now the school was heated with central units and modern indoor toilets were included in larger types.¹⁵

Other Expenditures of the Fund

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

Various Expenditures of the Rosenwald Fund¹⁶

Construction: schoolhouses, teacher’s homes, and shops	4,209,210.
School Bus Transportation	142,141.
Extension of School Terms	88,671.
State Building Agents—toward salaries	42,100.
Interstate Service for Schoolhouse Planning	29,750.

¹⁵ Samuel Smith, Community School Plans, Nashville, TN: The Southern Office, 1931.

¹⁶ Ibid., 54.

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

Other Sources of Funding for African American Education

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

The John F. Slater Fund

The John F. Slater Board was established in 1911 for the purpose of training rural teachers in the environment in which they would be teaching. The Slater Board funded what would be called "County Training Schools" in rural areas in the South. These schools were built to provide practical training for black teachers and schooling to rural black children beyond the one-teacher type schoolhouse. The schools were generally located in a central part of the county. These rural industrial schools were the forerunners of the modern-day high school.¹⁷ In addition to teacher training, the Slater Fund supplemented teacher's salaries. And like the Rosenwald School Building Program that would follow after, the Fund also provided financial assistance in the erection of shops and teacher's homes, in the purchase of industrial and agricultural equipment.¹⁸

The Anna T. Jeanes Fund

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

¹⁷ (Bulletin No. 212), 5.

¹⁸ Texas State Department of Education, "The Twenty-Third Biennial Report" (Austin: 1922-24), 179.

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school and community.¹⁹ Another important capacity of the Jeanes Supervisor was organizing fund raising rallies for Rosenwald Schools. When it was necessary to go into the various communities desiring a Rosenwald School, these women's efforts proved invaluable in getting financial support for building.

The General Education Board

The General Education Board (GEB) was established through the philanthropy of John D. Rockefeller. The GEB was incorporated 12 January 1903 for "the promotion of education within the United States of America without distinction of race, sex, or creed."²⁰

The General Education Board aided black education in the South by offering assistance to private institutions established by northern church organizations and by southern blacks, and by stimulating the development of an efficient system of public education. From 1902 to 1920 the GEB provided grants to supervisory facilities for this purpose. The Board employed for this work state agents for black schools, county training schools, the Jeanes Rural School Fund, grants to the Slater and Jeanes Funds, Home Makers Club's, summer schools for black teachers and scholarships for teachers in attendance at teacher training institutions.²¹

The Rosenwald Fund was established primarily to benefit African American education, however, from 1928-32 whites were encouraged to use the standardized plans to build themselves schoolhouses. More than fifteen thousand white schools, which otherwise had no relation to the Fund, took advantage of this offer.²² Rosenwald's death in 1932 marked the end of the School Building Program. By this time, the Rosenwald School Building Fund had contributed to the construction of over five thousand schoolhouses throughout the South. Just as important as the money provided, was the spirit of self-help it evoked in the African American communities the Fund benefited. Blacks in the South could now help determine their own futures because the Fund offered grants for construction of any size schoolhouse the community could raise money for. Moreover, the Rosenwald School Building Program also encouraged the involvement of school officials in improving the abysmal state of African American education through the Fund's offers of financial incentives. These incentives prompted changes in school administration as it pertained to providing for the education of blacks. Now school terms were longer, black teachers were paid more, black communities had schoolhouses they could be proud of as a result of the Rosenwald Fund. It was Julius Rosenwald's wish that the Fund not be held in perpetuity. So with the expenditure of principal and income, the Fund ended its philanthropic work on 30 June 1948.²³

The Rosenwald School Building Program in Texas, 1920-32.

I am asking all public school officials, administrators and supervisors who have in their hands the matter of providing

¹⁹ Texas Department of Education, 179

²⁰ Leavell, 66.

²¹ Ibid., 99-104

²² Ibid., 55-56.

²³ Ibid., 36.

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educational opportunities for the training of healthy, law-abiding, and productive citizens in Texas to assist us in seeing to it that our minority racial groups are given a "square deal". The law provides for it; our health and prosperity depend upon it; and Christianity presupposes it.

L.A. Woods, Texas State Superintendent of Public Instructions, 1935.

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

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

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

Industrial (vocational) Education

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

²⁴ "Negro Education in Texas: Special Activities and Industrial Aid, Bulletin No. 212, (State Department of Education, Austin), Foreword.

²⁵ Texas State Department of Education, 178.

²⁶ James D. Anderson, *The Education of Blacks in the South, 1860-1935*, (Chapel Hill and London: The University of North Carolina Press, 1988) 35.

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education of which other educational institutions imitated. Northern philanthropist embraced the notion of industrial education for African Americans, thus, their interest in providing financial aid for the establishment of schools that taught such a curriculum and training teachers to teach in them. By the 1920s, the word “industrial” had changed to “vocational” education.

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

From 1920-26, the Slater Fund contributed \$28,550 for teacher’s salaries in Texas and the General Education Board \$11,045. During the same years, the General Education Board contributed \$17, 133.70 for the purchase of vocational equipment. The Jeanes Fund contributed \$45,130 to support the work of the Jeanes supervising industrial teachers, 1919-1926. And the Julius Rosenwald School Building Program sponsored 279 projects (schools, homes, and additions) in Texas at a cost of \$1, 037,091. These foundations gave with the “purpose of stimulating educational interests among the colored schools with the cooperation of the school authorities in every case.” The General Education Board administered the contributions of these “outside” organizations in 1931. By this time, the amounts received from outside funds from 1919-1931 totaled \$209,986.70.

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

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

²⁷ Ibid., 180.

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The Jeanes Fund was busy in the 1920s placing Supervising Industrial Teachers in counties throughout Texas. In the year 1919-1920, seven counties had these teachers²⁸. That number increased to thirteen in the year 1922-23. It was the duty of the Jeanes supervisor to offer support to the rural teachers in their daily school activity planning. The Jeanes supervisor was employed for a minimum of eight months, at a salary ranging from \$80 to \$125 per month. Her salary was paid partly by the county and the Jeanes Fund.²⁹

The Julius Rosenwald School Building Program was at the center of the progress being made in African American education during the decade of the 1920s. Texas was among those states whose application for funding was put on hold in 1920. After July 1 of that year, the Fund aided in the construction of 19 school buildings in the state. By 1924, seventy-nine schoolhouses had been constructed under the supervision of the Department of Education, local authorities and the Julius Rosenwald Fund at a total cost of \$344,501. Of the seventy-nine buildings there were 19 one-teacher, 33 two-teacher, 13 three-teacher, 6 four-teacher, 4 five-teacher, and 4 six-teacher schoolhouses. In addition, there were five teacher's homes constructed at a total cost of \$9,591.³⁰

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

Additions to Rosenwald Schools

In the summer of 1921, aid for "Additions" to Rosenwald Schools that were already completed became a program of the Fund. This type aid eventually became popular, even though in the first year only eight additions were actually built. There were 260 additions made to Rosenwald Schools by 1929 at a cost of \$636,114. The public gave the larger portion of the cost of these buildings with African Americans giving the second largest and the Rosenwald Fund contributing the least amount.³¹ As of June 30, 1931, a total of 29 additions were recorded for Texas in the Department of Education's report on "Negro Education."³²

²⁸ Mildred M. Williams and others, *The Jeanes Story: A Chapter in the History of American Education, 1908-1968* (Jackson, Mississippi: Jackson State University, 1979), 163-169.

²⁹ *Ibid.*, 181.

³⁰ Texas Department of Education (1922-1924), 182.

³¹ Leavell, 142-143.

³² Texas Department of Education (1931), 12.

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Teacher's Homes

Teacher's homes housed educators who would otherwise have to board with local families or make accommodations elsewhere. Sometimes more than one teacher stayed in a home. Like the schoolhouses, the teacher's homes were constructed using standardize plans and aid was given according to the number of rooms in the building.

Even though the Fund offered assistance for teacher's homes as early as 1920, the first documentation of homes in Texas doesn't appear until 1923 when 3 were constructed. Two homes were built in 1924, four in the year 1925-26, sixteen in the years 1928-31. Archival records indicate that there were a total of 31 teachers homes built in Texas. Additional research is needed to determine in what years the other six homes were built.³³

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

Vocational Equipment

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

School Term Extension

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

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

³⁴ G.T. Bludworth, Austin, Texas, to Mr. S.L. Smith, 10 November 1928, 21 October 1930, Rosenwald Fund Archives, Fisk University Library Special Collection/Archives, Nashville, Tennessee.

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assistance to financially weak schools for the extension of the school term. Assistance was given as follows: one-half the salary for one month the first year, one-third the second year, and one-fourth the third year. After the third year however, the school authorities had to carry on the extended term without aid. However, funding for this program was withdrawn after the second year. Twenty-four schools took advantage of this program before its termination in 1931. The total cost to the Fund was \$10,402.54.³⁵ Although already terminated, the Fund aided in the term extension of 10 schools in nine Texas counties at a cost of \$1,343.88.³⁶

Transportation

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

Libraries

Among the many mitigating factors effecting black education during the 1920s was the lack of proper teaching supplies. Textbooks were, in most cases, hand-me-downs from the white schools. Until the mid-1920s, libraries were almost unheard of in black schools. To encourage the purchase of books for libraries, the Fund offered one-third the cost of books purchased. It offered aid on three different libraries: 1) Elementary library for \$120, 2) An elementary library for \$90, 3) A high school library in any amount not to exceed \$720. The Fund would also pay for the expenses of a visiting librarian from the State Library to assist in conducting the library. Only 55 schools took advantage of this program. Just one high school library was funded during the period from 1927 through 1931. The total cost of the program for these years was \$6,639.51. Of that cost, community contributions totaled \$4,426.34, and the Rosenwald Fund paid \$2,213.17.³⁷

Rosenwald School Day Program

State Agent, A. C. Lewis, held the first Rosenwald day in Louisiana in 1927. He received no aid from the Fund.³⁸ The program was such a success that it became a program of the Fund in 1928-29. The following

³⁵ Texas Department of Education (1931), 13

³⁶ Annual Report to Julius Rosenwald Fund, 1931-32 "Disbursements For Extension Of Terms."

³⁷ Texas Department of Education (1931), 14.

³⁸ Leavell, 146.

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enumerates the goals of the program:

- 1) To bring the people of the community together at the schoolhouse for the purpose of getting better acquainted with each other through informal intermingling, and to get more intimately acquainted with the school and its needs.
- 2) To present reports form the state Agent to show the progress made and to give his plans for further improving and developing the Negro school system.
- 3) To get acquainted with the special agencies that are at work to advance the people and improve the schools.
- 4) To present personal sketches of philanthropists and other prominent persons engaged in directing educational advancements in co-operation with the State Department of Education.
- 5) To show how funds provided by private agencies have stimulated larger public appropriations for Negro schools.
- 6) To study the needs of the school and devise ways and means for supplying these needs.
- 7) To express appreciation to the school authorities and to all other agencies for their financial assistance and cooperation in the development of the Negro schools.³⁹

Vocational Buildings or Shops

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

³⁹ Texas Department of Education, 16.

⁴⁰ Leavell, 143.

⁴¹ Anderson, 155.

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three-room, 2 four-room, 2 five-room, and 2 six-room. Nine were constructed of wood and 5 of “permanent” materials.⁴²

Records from the Rosenwald Archives indicate that the Fund made expenditures for the purchase of radios and the purchase of pictures of Mr. Rosenwald in the year 1929-1930. Bethlehem School in Bowie County reported having a radio and Ratcliff School in Houston County had a portrait of Mr. Rosenwald that hung on the wall of one of the classrooms.

⁴² Budget report from the Department of Education 1930-31, Rosenwald Fund Archives, Fisk University Library Special Collections/Archives, Nashville, Tennessee.

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(Revised September 28, 1998)

Rosenwald Schools listed by county name, school name, school year built, outbuildings, and type plan used.

Anderson

Flint Hill 1927-28, three-teacher, shop and home, plan # 3
Lost Prairie 1929-30, two-teacher, plan #20
Mound Prairie 1925-26, two-teacher, plan #20

Angelina

Cedar Grove 1925-26, two-teacher, plan #20

Austin

Wallis 1929-30, three-teacher, plan #3

Bee

Lott-Canada 1930-31, four-teacher, plan 4-A (school remains)
(in Beeville)

Bastrop

Elgin 1923-24, five-teacher, picture missing
Hill Prairie 1921-22, two-teacher, plan #20
Hopewell 1921-22, one-teacher, plan #1-A (school remains)
St. Mary's 1925-26, two-teacher, plan #20 (school remains)

Bowie

Arkadelphia 1929-30, two-teacher, plan #2-C
Bassetts 1926-27, one-teacher, plan #1
Beaver Dam 1929-30, two- teacher, plan # 2-C
Bethlehem 1924-25, three-teacher, 2-room shop, radio, home, plan #3-B
Buchanan 1924-25, two-teacher, plan #20
Burns 1926-27, three-teacher, home, plan #3
Corley 1929-30, one-teacher, plan #1
Clear Lake No data
Dalby Springs 1927-28, one-teacher, plan #1-A
DeKalb 1930-31, two-teacher, plan #20
Garland 1923-24, five-teacher, home, originally a three-teacher, plan 3-B
Grandview 1928-29, three-teacher, RNS plan #12
Hughes 1929-30, one-teacher, plan #1
Leary 1927-28, one-teacher, plan #1
Liberty Hill (in Almont) 1925-26, two-teacher, plan #20
Macedonia 1923-24, four-teacher, three-room shop, home, plan #3
Moores 1928-29, two-teacher, plan #2-C
New Town 1929-30, six-teacher, plan #6-A
Oak Grove 1927-28, two-teacher, plan #20
Oak Ridge 1929-30, one-teacher, plan #1
Piney Grove 1927-28, four-teacher, plan #20
Pleasant Grove 1925-26, two-teacher, plan #20
Post Oak 1926-27, two-teacher, plan #20
Red Bayou 1925-26, one-teacher, plan #1-A
Red Water 1928-29, two-teacher, plan #2-C

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Rosborough	1926-27, one-teacher, plan #1-A
Rosborough #1	1927-28, two-teacher, plan #20
Shady Grove	1927-28, two-teacher, plan #20
Simms	1927-28, one-teacher, plan 31-A
South Bend	No date, one-teacher, no photo
Spring lake Park	1929-30, one-teacher, RNS plan #11

Brazoria

Columbia	1921-22, one-teacher, RNS plan #11
Sandy Point	1928-29, two-teacher, plan #20

Brazos

Templeman	1928-29, two-teacher, plan #2-C
Bryan	1930-31, nine-teacher, no photo

Burleson

Chriesman	1924-25, one-teacher, plan #1-A
Good Will	1923-24, one-teacher, no photo
St. Matthews	1923-24, two-teacher, plan #20
Sandy Grove	1923-24, one-teacher, plan #1-A
Smith Graded	1924-25, two-teacher, plan #2-C
Somerville	1928-29, six-teacher, plan #6-A
Sulphur Springs	1924-25, two-teacher, plan #2-C
Mt. Zion	1921-22, one-teacher, plan #1-A

Calhoun

Port Lavaca	1923-24, two-teacher, plan #20-A
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Caldwell

Lockhart Vocational	1923-24, six-teacher, no style, (school remains)
Luling	1925-26, four-teacher, plan #400

Camp

Center Point	1926-27, two-teacher, three-room shop, home, plan #20-A
Center point #2	1929-30, six-teacher, plan #60
Garfield	1921-30, two-teacher, no photo
Leesburg	1921-22, two-teacher, plan #2-C
Myrtle Springs	1926-27, two-teacher, plan #20
Rocky Mound	1925-26, four-teacher, library, home, plan #400
Union Chapel	1921-22, three-teacher, two-room shop, home plan # 200, school plan #3-B

Cass

Alamo	1921-22, four-teacher, two-room shop, plan #400
Atlanta	1922-23, four-teacher, plan #400
Bethlehem	1925-26, three-teacher, two-room shop, 3-B
Beulah Courtland	No data
Bryant's Mill	1927-28, one-teacher, plan #1-A
Duncan	1921-22, three-teacher, plan #3-B
Fairview	No data
Floyd Valley	no date, four-teacher, no photo
Gethsemane	1924-25, three-teacher, plan #3

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Hughes Springs	1924-25, three-teacher, plan #20
Lanier	1927-28, four-teacher, plan #400
Leek Creek	no date, four-teacher, no photo
Linden	1926-27, two-teacher, plan #20 (school remains)
Moores Branch	1927-28, one-teacher, plan #1
Mt. Olive	1930-31, three-teacher, library, no photo
Mt. Zion	1927-28, two-teacher, plan #20
Perfection	1925-26, four-teacher (burned 1926), plan # 400
Pleasant Hill	1925-26, two-teacher, plan #20 (school remains)
Pleasant Valley	1923-24, one-teacher, no photo
Rambo	1927-28, four-teacher, plan4-A
Roach	1930-31, three-teacher, no photo
Rocky Point	1927-28, two-teacher, plan #20
Spring Hill	1924-25, two-teacher, plan #2-C

Cherokee

Jacksonville	1930-31, twelve-teacher, modified plan #60
Alto	1924-25, four-teacher, plan #4
Bradford	1923-24, two-teacher, plan #20
Church Hill	1926-27, three-teacher, plan # 20-A
Cold springs	1928-29, two-teacher, plan #2-C
Cuney	1925-26, four-teacher, modified plan # 4
Iron Hill	no date, possibly a two-teacher, not known
Jacksonville	1922-23, six-teacher, plan # 6-A
Larissa	1922-23, two-teacher, plan #20-A
Linwood	1920-21, one-teacher, plan # 1
Mt. Haven	1926-27, two-teacher, library, plan # 2-C
Pine Grove	1924-25, two-teacher, plan # 20
Reklaw	1925-26, one-teacher, plan # 1
Shady Grove	1921-22, two-teacher, RNS plan # 13, modified 1-story

Colorado

Eagle Lake	No data
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Cottle

Paducah	1930-31, two-teacher, no photo
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DeWitt

Yoakum	1930-1931, ten-teacher, plan # 10-A (school remains)
Concrete	No data (may not be a Rosenwald built 1934-35)

Ellis

Boyce	1923-24, two-teacher, plan # 20
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Falls

Lott	1929-30, two-teacher, plan #20
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Fannin

Bonham	No date, four-teacher, no photo
Ladonia	1922-23, three-teacher, plan # 3-B

Fayette

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

Fort Bend

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

Franklin

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

Freestone

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

Frio

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

Gonzales

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

Grayson

Maribelle 1930-31, two-teacher, no photo

Gregg

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

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Willow Springs 1924-25, one-teacher, plan # 1-A

Grimes

Anderson 1927-28, three-teacher, plan # 3-B, (school remains)
Courtney 1924-25, two-teacher, plan # 2-C
John Conn 1924-25, one-teacher, plan # 1
Navasota 1930-31, two-teacher, three-room shop, plan # 400
San Prairie 1926-27, two-teacher, plan # 2-C
Singleton 1923-24, one-teacher, plan # 1

Guadalupe

Brushy 1926-27, one-teacher, plan # 1
Jakes Colony 1920-21, four-teacher, home, RNS plan # 1 modified
Mill Creek 1921-22, one-teacher, no style
York Creek 1923-24, one-teacher, plan # 1 (school remains)
Roosevelt 1921-22, three-teacher, two-room shop, home, RNS plan # 12 or 13
Sweet Home 1924-25, four-teacher, two-room shop, library, home, RNS plan # 11 modified (school remains)

Hardin

Silsbee 1921-22, four-teacher, one-room shop, plan # 400

Harris

Cedar Bayou 1920-21, one-teacher, plan 1-A

Harrison

Athens 1927-28, two-teacher, plan # 20
Atlas 1925-26, one-teacher, plan # 1-A
Canaan 1927-28, two-teacher, plan # 20
Coopersville 1925-26, three-teacher, plan # 3
Friend Enterprise 1920-21, one-teacher, RNS plan # 12 modified
Friendly School 1925-26, two teacher, plan # 20
Golden Hill 1926-27, one-teacher, plan # 1-A
Granger Hall 1923-24, three-teacher, no photo
Long Ridge 1926-27, one-teacher, plan # 20
Mason Springs 1926-27, one-teacher, plan # 1-A
Morning Star (in Woodlawn) 1925-26, three-teacher, plan # 3-B
Mt. Pleasant 1923-24, two-teacher, plan # 20
Potter's Creek 1928-29, one-teacher, plan # 1-A
Rosenwald 1920-21, two-teacher, no photo
St. Mark 1920-21, two-teacher, RNS plan # 11 modified
Shady Grove 1922-23, two-teacher, plan # 20
Sweet Home 1929-30, two-teacher, plan # 20
Village Creek 1926-27, one-teacher, plan # 1-A
Woodlawn 1920-21, two-teacher, RNS plan # 12 modified
Woodside 1925-26, two-teacher, plan # 20

Henderson

Antioch 1929-30, two-teacher, plan # 20
Athens no date, six-teacher, no photo
Campbell's Chapel 1927-28, five-teacher, plan # 5-A
Eureka 1929-30, two-teacher, plan # 20

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Jones Farm 1924-25, one-teacher, plan # 1
Malakoff 1925-26, two-teacher, plan # 2-C
St. Paul 1923-24, two-teacher, home, plan # 20

Hopkins

Rock Hill 1929-30, two-teacher (burned 5/5/30), library, plan # 20
Sandifer 1930-31, two-teacher, no photo

Houston

Belot 1921-22, one-teacher, RNS # 11 modified
Cedar Branch 1925-26, two-teacher, plan # 20
Cooper 1925-26, one-teacher, plan # 1-A
Creek No date, possible a two-teacher, plan # 20
Crockett 1924-25, six-teacher, no style
Fodice 1922-23, four-teacher, plan # 400
Friendship No date, three-teacher, no photo
Gudeblye 1923-24, four-teacher, home (plan # 302), plan # 400
Holly 1926-27, two-teacher, plan # 20
New Salem 1921-22, one-teacher, plan # 1-A
Pleasant Grove 1925-26, three-teacher, plan # 3-B
Porter Springs 1921-22, one-teacher, no style
Post Oak 1929-30, four-teacher, plan # 4
Shiloh 1921-22, one-teacher, plan # 1-A modified

Hunt

St. Paul 1923-24, two-teacher, home, library, plan # 20
Wolfe City 1922-23, three-teacher, no photo

Jackson

Edna No date, possibly a four or five-teacher, no photo

Jasper

Grant 1926-27, two-teacher, plan # 20
Kirbyville 1922-23, one-teacher, plan # 1-A (addition, now 2-teacher)
Walnut Hill 1924-25, two-teacher, plan # 20

Jefferson

French 1922-23, five-teacher, plan # 6
Oak Ridge 1924-25, four-teacher, no style

Johnson

Cleburne 1930-31, eight-teacher, no photo

Jones

Stamford 1926-27, four-teacher, no style

Kaufman

Kemp 1925-26, two-teacher, plan # 20
Wilson 1924-25, two-teacher, plan # 2-C

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Lavaca

Eilers Industrial 1929-30, five-teacher, plan # 5-A
Eilers Industrial 1923-24, teacher type not known, RNS plan # 12, 2-stories

Lee

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

Leon

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

Liberty

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

Limestone

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

Madison

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

Marion

Bethlehem No date, three-teacher, no photo
Douglas Chapel 1924-25, one-teacher, plan # 1-A
Lodi 1924-25, two-teacher, plan # 20
Lewis Chapel No date, three-teacher, no photo
Lodwick 1924-25, one-teacher, plan # 1
Macedonia 1921-22, two-teacher, plan # 20
Murray League 1926-27, two-teacher, plan # 20
Warlock 1922-23, one-teacher, (photo missing)

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Matagorda

Mt. Pilgrim 1922-23, two-teacher, plan # 20
Mabel Kennedy No date, two-teacher, no photo

Milam

Milam County Training School
1925-26, eight-teacher, home, library, no style
Davila 1924-25, two-teacher, plan # 20-A (school remains)
Milano 1921-22, one-teacher, plan # 1-A
Rockdale 1923-24, six-teacher, no photo

Montgomery

Leonidas 1925-26, one-teacher, no photo
Montgomery 1929-30, six-teacher, plan # 6-A
Willis 1929-30, five-teacher, plan # 5

Morris

Daingerfield No data, no photo
Mt. Moriah 1920-21, two-teacher, plan # 20
Mt. Zion 1921-22, three-teacher, plan # 3-B
Naples 1927-28, four-teacher, library, plan # 4-A
Omaha 1921-22, two-teacher, plan # 20 modified
Rock Hill 1923-24, two-teacher, plan # 20
Shady Grove 1924-25, three-teacher, library, plan # 3-B
Sunview 1926-27, two-teacher, plan # 20
Union Chapel 1929-30, two-teacher, plan # 20
Williams Chapel 1920-21, two-teacher, plan # 20

Nacogdoches

Bethel 1928-29, three-teacher, plan # 3-B
Central Heights 1927-28, three-teacher, plan # 3-B
Macedonia 1926-27, two-teacher, plan # 20
Nacogdoches No data, no photo
Nat 1924-25, one-teacher, plan # 1
Pleasant Hill 1922-23, one-teacher, plan # 1-A
Sand Ridge 1925-26, one-teacher, plan # 1-A
Washington 1926-27, three-teacher, plan # 3-B
Garrison 1928-29, four-teacher, (photo missing)
Douglass 1924-25, one-teacher, (photo missing)

Navarro

Ash Creek 1921-22, four-teacher, plan # 400
Navarro Training School 192-24, four-teacher, plan # 400
Powell 1925-26, five-teacher, plan # 5
Kerens 1924-25, four-teacher, library, home, no photo (school remains)

Newton

Liberty No data, no photo

Panola

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Beckville 1926-27, two-teacher, plan # 20-A
Byfield 1926-27, two-teacher, plan # 20
Carthage 1924-25, four-teacher, library, no style
Holland's 1930-31, six-teacher, no photo
Jumbo 1927-28, two-teacher, plan # 20
Shady Grove 1926-27, two-teacher, plan # 20
Shiloh 1928-29, one-teacher, plan # 1
Woods (New Salem) 1925-26, two-teacher, plan # 20

Polk

Barnes 1920-21, two-teacher, plan # 20
Bering 1920-21, one-teacher, RNS # 11
Camden 1921-22, two-teacher, plan # 20
Denver 1925-26, two-teacher, plan # 20
Jack Camp 1925-26, one-teacher, plan # 1-A
Livingston 1922-23, three-teacher, living # 3-B
Moscow 1921-22, two-teacher, plan # 20
New Hope 1925-26, three-teacher, library, plan # 3-B
Onalaska 1930-31, three-teacher, (photo missing)
Stryker 1921-22, one-teacher, (photo missing)

Rains

Prairie Grove 1922-23, three-teacher, plan # 3 (school remains)

Red River

Evergreen 1924-25, one-teacher, plan # 1
Jerusalem 1925-26, one-teacher, plan # 1
Mt. Olive 1925-26, one-teacher, plan # 1

Robertson

Calvert County Training School
1929-30, twelve-teacher, plan # 12-A (school remains)
Dorsey-Lockridge 1929-30, two-teacher, plan # 20
Hearne 1923-24, five-teacher, no style

Refugio

Refugio 1928-29, two-teacher, plan # 20

Rusk

Anadarko 1925-26, three-teacher, plan # 3-B
Big Springs 1929-30, two-teacher, plan # 2-C
Clover 1930-31, two-teacher, plan # 2-C
Concord 1924-25, three-teacher, plan # 3-B
Fredonia 1927-28, three-teacher, library, plan # 3-B
Friendship 1927-28, two-teacher, no photo
Gladesprings 1927-28, two-teacher, plan # 20
Goldberry Chapel 1928-29, two-teacher, plan # 20
Harris Chapel 1929-30, four-teacher, plan # 400
Lone Star 1928-29, two-teacher, plan # 20
Mt. Enterprise 1924-25, three-teacher, one-room shop, plan # 3 modified
Mt. Moriah 1925-26, two-teacher, plan # 20

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New Hope	1930-31, two-teacher, plan # 20
New Prospect	1924-25, three-teacher, plan # 20
Oak Hill	1926-27, two-teacher, plan # 20
Pertle	1927-28, two-teacher, plan # 20
Smith's Chapel #14	1924-25, two-teacher, plan # 2-C
Star-Bailey	1928-29, two-teacher, plan # 20
Sulphur Springs	1926-27, four-teacher, plan # 400
Tatum	1929-30, four-teacher, plan # 400

Sabine

Rosenwald #1	1929-30, two-teacher, plan # 20
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San Augustine

San Augustine	1927-28, four-teacher, plan # 400
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San Jacinto

Camilla	1926-27, three-teacher, plan # 3-B
Lake Pool	1925-26, two-teacher, plan # 20
Lake Station	1925-26, two-teacher, plan # 20
Moody	1929-30, two-teacher, plan # 20
Point Blank	1929-30, two-teacher, plan # 20
Rose Hill	1926-27, two-teacher, plan # 20
St. Marion	1929-30, two-teacher, plan # 20
Shepherd	1926-27, two-teacher, plan # 20
Snow Hill	1930-31, two-teacher, no photo

Shelby

Center	1928-29, five-teacher, plan # 5-A
Huber	1927-28, two-teacher, plan # 2-C
Timpson	1926-27, six-teacher, no style
Shelbyville	1927-28, three-teacher, (photo missing)

Smith

Antioch	1929-30, three-teacher, plan # 3-B
Arp	1929-30, two-teacher, plan # 20
Black Fork	1921-22, two-teacher, plan # 20
Bullard	1923-24, three-teacher, plan # 3-B
Center	1929-30, two-teacher, plan # 20
Clayton	1930-31, two-teacher, no photo
Douglass	1927-28, three-teacher, plan # 3
Jackson	1926-27, four-teacher, three-room shop, library, plan # 400
Jamestown	1921-22, two-teacher, plan # 20
Langly	1928-29, three-teacher, plan # 3-B
Midway	1924-25, four-teacher, plan # 400
Mt. Zion	1929-30, four-teacher, plan # 400
Rabbit	1923-24, two-teacher, plan # 2-C
Troup	1927-28, three-teacher, plan # 3-B modified (brick)
Waters Bluff	1924-25, two-teacher, plan 2-C
Whitehouse	1923-24, three-teacher, plan # 3-B
Winona	1923-24, two-teacher, plan # 2-C

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Historic and Architectural Resources Associated with the
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Tarrant

Sagamore Hill 1924-25, four-teacher, plan # 400 (school remains)

Titus

Booker T. Washington (Mt. Pleasant) 1926-27, eight-teacher, library, plan # 8
Concord 1926-27, one-teacher, plan # 1-A
Piney 1925-26, two-teacher, plan # 20

Travis

Comanche 1931-32, two-teacher, plan # 2-C
Flugerville No date, two-teacher, no photo
Gravel Hill 1928-29, one-teacher, plan # 1-A
Littig 1927-28, two-teacher, plan # 20, (school remains)
Pilot 1930-31, two-teacher, no photo

Trinity

Oak Grove 1927-28, two-teacher, plan # 2-C
Pennington 1930-31, two-teacher, no photo
Pine Island 1927-28, four-teacher, three-room shop, plan # 4
Trinity 1928-29, six-teacher, plan # 6-A

Upshur

Valley View 1929-30, four-teacher, plan # 400
Bethlehem 1924-25, three-teacher, plan # 3-B
Bolton 1926-27, one-teacher, plan # 1
Lindsey Springs 1924-25, one-teacher, plan # 1
Sand Hill 1921-22, two-teacher, no photo

Van Zandt

Prairie Creek 1927-28, three-teacher, plan # 3-B
Redland 1925-26, three-teacher, home, two-room shop, library, plan # 3-B
Watts 1928-29, two-teacher, plan # 20
Wills Point 1926-27, three-teacher, plan # 3

Walker

Galilee Co. Training Sch 1923-24, ?, no photo
Pine Grove 1923-24, one-teacher, plan # 1-A
Pleasant Grove 1920-21, two-teacher, RNS # 11 modified
Riverside 1925-26, two-teacher, plan # 20 (3000th Rosenwald School)
Rosenwald#1 1920-21, two-teacher, RNS plan # 11 modified
Mt. Prairie No date, two-teacher, RNS plan # 11 modified
Mt. Zion 1920-21, two-teacher, plan # 20
San Jacinto 1920-21, two-teacher, no photo

Waller

Hempstead 1927-28, eight-teacher, plan # 8-A
Mt. Zion 1930-31, four-teacher, library, no photo
Prairie View 1924-25, four-teacher, plan # 400

Washington

Brenham 1927-28, ten-teacher, library, plan # 10

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Historic and Architectural Resources Associated with the
Rosenwald School Building Program

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Chapel Hill	1927-28, five-teacher, plan # 5-A
Goodwill	1930-31, four-teacher, plan # 4-A
Henderson(Mt. Zion)	1927-28, two-teacher, plan # 20
Mt. Fall	1924-25, two-teacher, plan # 20
Petersville	1925-26, two-teacher, plan # 20
Sauney Chapel	1930-31, five-teacher, no photo
Stone District	1925-26, two-teacher, plan # 2-C
Wellman	1928-29, two-teacher, plan #20
William Penn	1924-25, one-teacher, plan # 1
Wharton	
Danevang	1925-26, one-teacher, plan # 1
El Campo	1925-26, two-teacher, no style (school remains)
Iago	1921-22, one-teacher, plan # 1-A modified
Sorrell	1926-27, two-teacher, plan # 20-A
Wharton Training	1927-28, eight-teacher, library, plan # 8-A
Wilbarger	
Vernon	1929-30, six-teacher, no style
Williamson	
Circleville	1926-27, one-teacher, plan # 1-A
Round Rock County Training School	1921-22, five-teacher, no photo
Coupland	1923-24, two-teacher, plan # 20 (school remains)
Granger	1920-21, two-teacher, two-room shop, plan # 20-A modified
Wood	
Fauke	1922-23, two-teacher, home, plan # 20-A
Hawkins Rosenwald	1927-28, two-teacher, one-room shop, # 20
Lloyd	1927-28, two-teacher, plan # 20
McMillan	1923-24, one-teacher, plan # 1
Muddy Creek	1921-22, two-teacher, one-room shop, home, plan # 2-C
Reinhardt	1927-28, one-teacher, plan # 1
Webster	1924-25, two-teacher, plan # 20
Winnsboro	No date, two-teacher, no photo

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

One-Teacher Types

Bastrop

Hopewell `21

Brazoria

Columbia `21

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Historic and Architectural Resources Associated with the
Rosenwald School Building Program

Section E Page 28

Bowie

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

Burleson

Chriesman `24
Sandy Grove `23
Zion `21

Cass

Bryant's Mill `27
Moores Branch `27

Cherokee

Linwood `20
Reklaw `25

Fort Bend

Thompson `22

Freestone

Owens Chapel `23

Gregg

Gladewater #1 `22
Longview `22
Willow Springs `24

Grimes

John Conn `24
Singleton `23

Guadalupe

Brushy `26
Mill Creek `21
York Creek `23

Harris

Cedar Bayou `20

Harrison

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

Henderson

Jones Farm `24

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Historic and Architectural Resources Associated with the
Rosenwald School Building Program

Section E Page 29

Houston

Belott `21
Cooper`25
New Salem `21
Porter Springs `21
Shiloh `21

Jasper

Kirbyville `22

Lee

Nally `24

Madison

Greenbrier `25

Marion

Douglas Chapel `24
Lodwick `24
Warlock `22

Milam

Milano `21

Montgomery

Montgomery `29

Nacogdoches

Nat `24
Pleasant Hill `22
Sand Ridge `25
Douglass `24

Panola

Shiloh `28

Polk

Bering `20
Jack Camp `25
Stryker `21

Red River

Evergreen `24
Jerusalem `25
Mt. Olive `25

Titus

Concord `26

Travis

Gravel `28

Upshur

Bolton`26
Lindsey Springs `24

Walker

Pine Grove `23

Washington

William Penn `24

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Wharton

Iago `21
Danevang `25

Williamson

Circleville `26

Wood

Mc Millan `23
Reinhardt `27

Two-Teacher Types

Anderson

Lost Prairie `29
Mound Prairie `25

Angelina

Cedar Grove `25

Bastrop

Hill Prairie
St. Mary's `25

Brazoria

Sandy Point `28

Bowie

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

Brazos

Templeman `28

Burleson

St. Matthews `23
Smith Graded `24
Sulphur Springs `24

Calhoun

Port Lavaca `23

Camp

Center Point `26

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Historic and Architectural Resources Associated with the
Rosenwald School Building Program

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Garfield `21
Leesburg `21
Myrtle Springs `26

Cass

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

Cherokee

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

Cottle

Paducah `30

Ellis

Boyce `23

Falls

Lott `29

Fort Bend

Bassett Farm `28
Crabb `24
Mt. Pleasant `22
Rosenberg `23
Sugarland `27

Franklin

Mt. Vernon `28

Freestone

Aguilera `22
Lone star `23
Palm Creek `22
Rocky Branch `23
Shilo `23

Frio

Pearsall `26

Gonzales

Slayden `26

Grayson

Maribel `30

Gregg

Camp Switch `30
Mt. Pisgah `30

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Rosenwald School Building Program

Section E Page 32

North Chapel `23
Pine Hill `29
Pleasant Green `26
Pleasant Hill `27
Post Oak `23
Sabine Valley `29
Shilo (h) (w)? `20
West Point `29

Grimes

Courtney `24
Navasota `30
San Prairie `26

Harrison

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

Henderson

Antioch `29
Eureka `29
Malakoff `25
St. Paul `23

Hopkins

Rocky Hill `29
Sandifer `30

Houston

Cedar Branch `21
Creek `25
Holly `26

Hunt

St. Paul `23

Jasper

Grant `26
Walnut Hill `24

Kaufman

Kemp `25
Wilson `24

Lee

Globe Hill `20

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Historic and Architectural Resources Associated with the
Rosenwald School Building Program

Section E Page 33

Mt. Olive `25
Wiley or Willy ? Branch `22

Leon

Galilee `26
Leona `28

Liberty

Green hill `25
Rayburn `26

Limestone

Kosse `27
Shiloh `25
Tehuacana Valley `27
Thornton `23

Madison

Hopewell `25

Marion

Lodi `24
Macedonia `21
Murray League `26

Matagorda

Mt. Pilgrim `22

Milam

Davila `24

Morris

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

Nacogdoches

Macedonia `26

Panola

Beckville `26
Byfield `26
Jumbo `27
Shady Grove `26
Woods `25

Polk

Barnes `20
Camden `21
Denver `25
Moscow `21

Robertson

Dorsey-Lockeridge `29

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Historic and Architectural Resources Associated with the
Rosenwald School Building Program

Section E Page 34

Refugio

Refugio '28

Rusk

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

Sabine

Rosenwald #1 '29

San Jacinto

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

Shelby

Huber '27

Smith

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

Titus

Piney '25

Travis

Comanche '30
Littig '27
Pilot '30

Trinity

Oak Grove '27
Pennington '30

Upshur

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Rosenwald School Building Program

Section E Page 35

Sand Hill `21

Van Zandt

Watts `28

Walker

Pleasant Grove `20

Riverside `25

Rosenwald #1 20

Mt. Prairie (no date)

Mt. Zion `20

San Jacinto `20

Washington

Henderson (Mt. Zion) `27

Mt. Fall `24

Petersville `25

Stone District `25

Wellman `28

Wharton

El Campo `25

Sorrell `26

Williamson

Coupland `23

Granger `20

Wood

Fauke `22

Hawkins Rosenwald `27

Lloyd `27

Muddy creek `21

Webster `24

Three-Teacher Types

Anderson

Flint Hill `27

Austin

Wallis `29

Bowie

Bethlehem `24

Burns `26

Grandview `28

Camp

Union Chapel `21

Cass

Bethlehem `25

Duncan `21

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Historic and Architectural Resources Associated with the
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Section E Page 36

Gethsemane `24
Mt. Olive `30
Roach `30

Cherokee

Church Hill `26

Fannin

Ladonia `22

Gregg

Fredonia `30
Rollins #1 `20
Rollins #2 `24

Grimes

Anderson `27

Guadalupe

Roosevelt `21

Harrison

Coopersville `25
Morning Star `25

Houston

Pleasant Grove `25

Hunt

Wolfe City `22

Lee

Doak Springs `24
Elmott `30
Fairview `22

Limestone

Echols `22
Rocky Crossing `29

Madison

Antioch `24
Midway `22

Morris

Mt. Zion `21
Shady Grove `24

Nacogdoches

Bethel `28
Central Heights `27
Washington `26

Polk

Livingston `22
New Hope `25
Onalaska `30

Rusk

Anadarko `25
Concord `24

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Fredonia `27

Rusk (continued)

Mt. Enterprise `24

New Prospect `24

San Jacinto

Camilla `27

Shelby

Shelbyville `27

Smith

Antioch `29

Bullard `23

Douglass `27

Langly `28

Troup `27

Whitehouse `23

Upshur

Bethlehem `24

Van Zandt

Prairie Creek `27

Redland `25

Wills Point `26

Four-Teacher Type

Bastrop

Elgin `23

Bowie

Macedonia `23

Piney Grove `27

Caldwell

Luling `25

Camp

Rocky Mound `25

Cass

Alamo `21

Atlanta `22

Lanier `27

Perfection `25

Rambo `27

Cherokee

Alto `24

Cuney `25

Fayette

Schulenberg `22

Sweet Home `24

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Rosenwald School Building Program

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Hardin

Silsbee `21

Houston

Fodice `22

Gudeblye `23

Post Oak `29

Jefferson

Oak ridge `24

Jones

Stamford `26

Lee

Antioch `22

Liberty

Dayton `27

Limestone

Kate Long `25

Madison

Madisonville `25

Morris

Naples `27

Navarro

Ash Creek `21

Kerens `24

Panola

Carthage `24

Rusk

Harris Chapel `29

Sulphur Springs `26

Tatum `29

San Augustine

San Augustine `27

Smith

Jackson `26

Midway `24

Mt. Zion `29

Tarrant

Sagamore Hill `24

Trinity

Pine Island `27

Upshur

Valley View `29

Waller

Mt. Zion `30

Washington

Goodwill `29

Nacogdoches

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Rosenwald School Building Program

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Garrison `28

Five-Teacher Types

Bowie

Garland `23

Gregg

Elderville `23

Jefferson

French `22

Lavaca

Eilers Industrial `29

Limestone

Groesbeck `22

Montgomery

Willis `29

Navarro

Powell `25

Robertson

Hearne `23

Shelby

Center `28

Washington

Chapel Hill `27

Sauney Chapel `30

Williamson

Round Rock Training School `21

Freestone

Wortham `25

Henderson

Campbell's Chapel `27

Six-Teacher Types

Bowie

New Town `29

Burleson

Somerville `28

Caldwell

Lockhart Vocational `23

Camp

Center Point `29

Cherokee

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Rosenwald School Building Program

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Jacksonville `22

Fort Bend

Powell Point `24

Houston

Crockett District `24

Limestone

Woodland `23

Montgomery

Montgomery `29

Panola

Holland's `30

Shelby

Timpson `26

Trinity

Trinity `28

Wilbarger

Vernon `29

Eight-Teacher Types

Johnson

Cleburne `30

Milam

Milam County Training `25

Titus

Booker T. Washington `26

Waller

Hempstead `27

Wharton

Wharton County Training `27

Nine-Teacher Types

Brazos

Bryan `30

Ten-Teacher Types

DeWitt

Yoakum County Training `30

Washington

Brenham `27

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Twelve-Teacher Types

Cherokee

Jacksonville '30

Robertson

Calvert County Training '29

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Philanthropist Julius Rosenwald

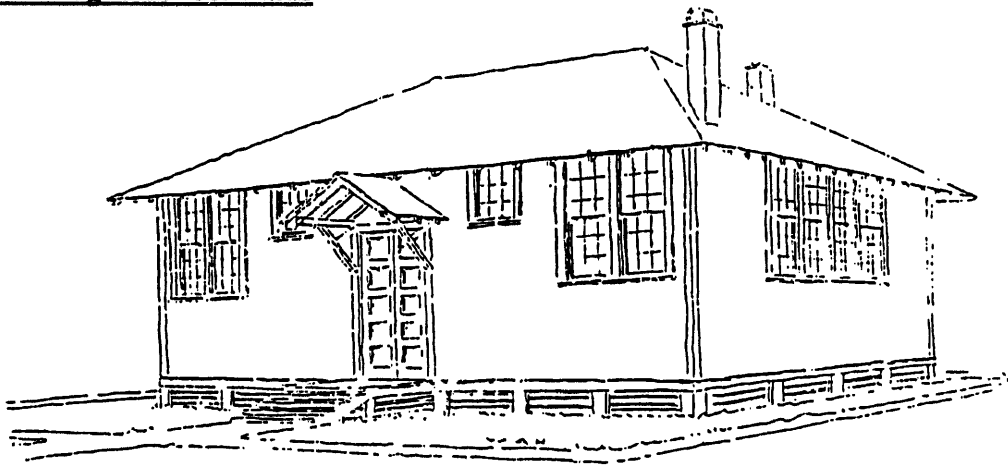
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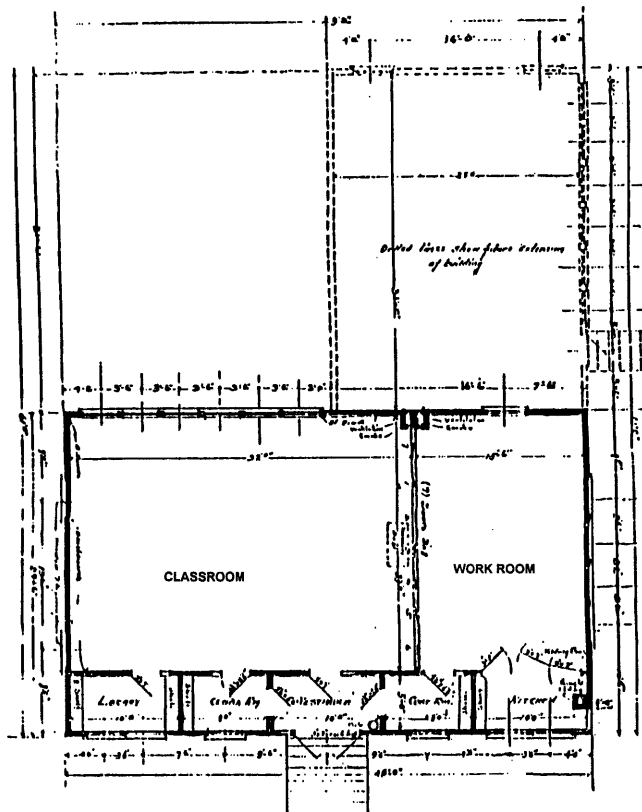
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Rural Negro School Plans



DESIGN NO. 11 -- ONE TEACHER SCHOOL



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

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



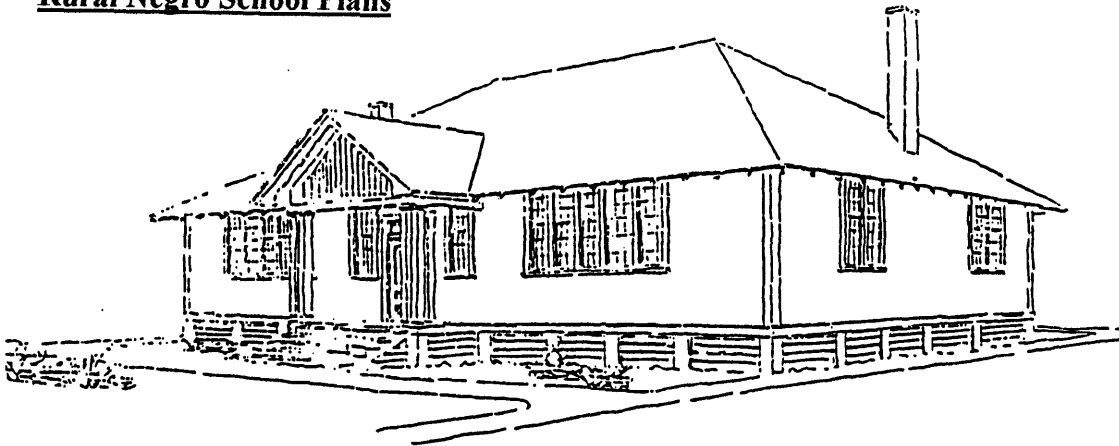
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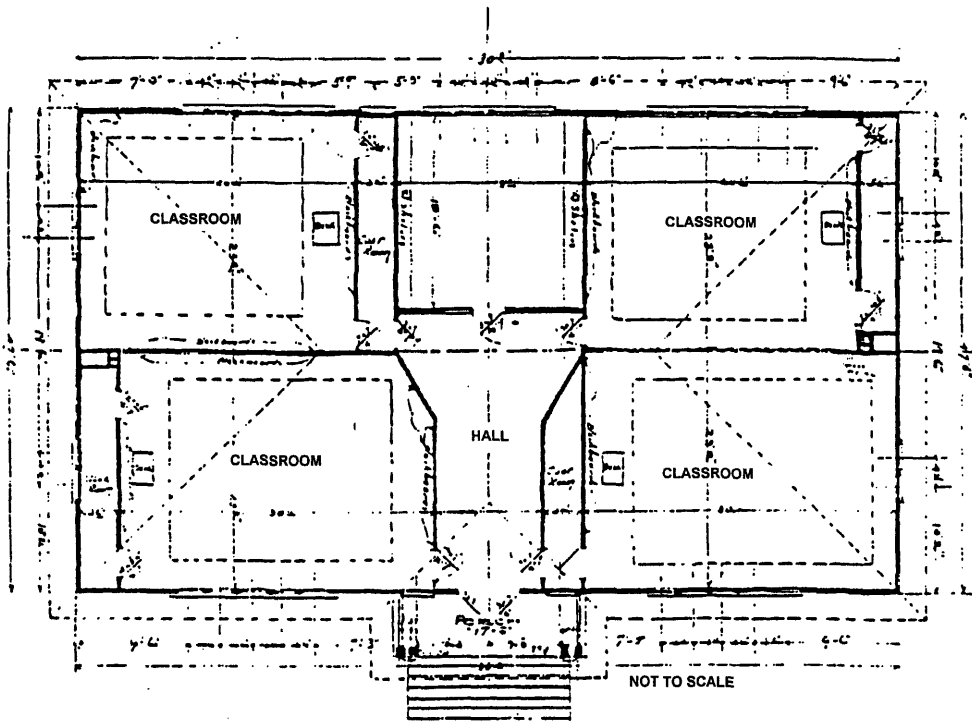
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Rural Negro School Plans



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



DESIGN NO. 12 -- FLOOR PLAN, FIVE ROOM SCHOOL --ONE STORY

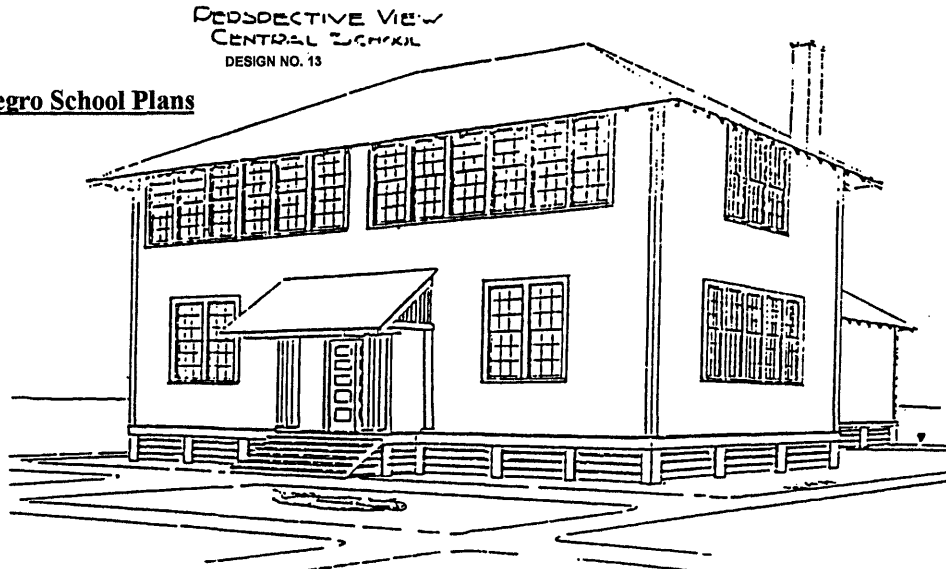
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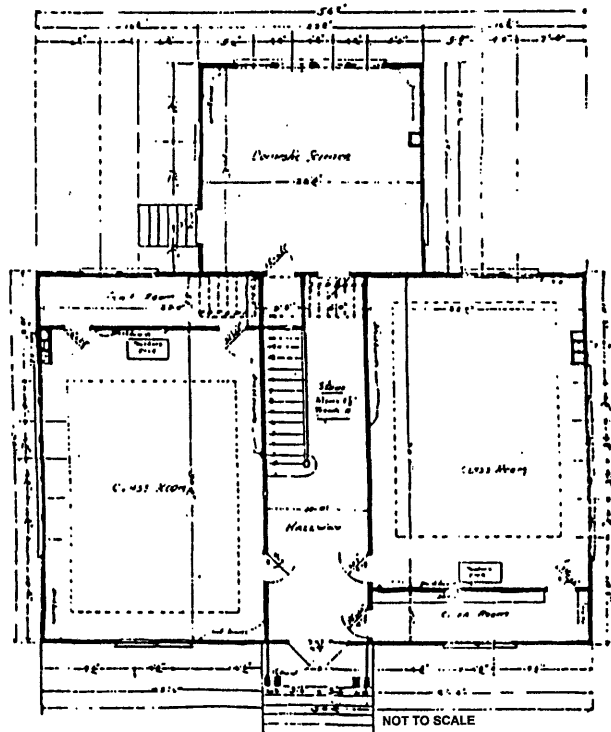
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Rural Negro School Plans



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



NOT TO SCALE

DESIGN NO. 13 — FIRST FLOOR PLAN — CENTRAL SCHOOL

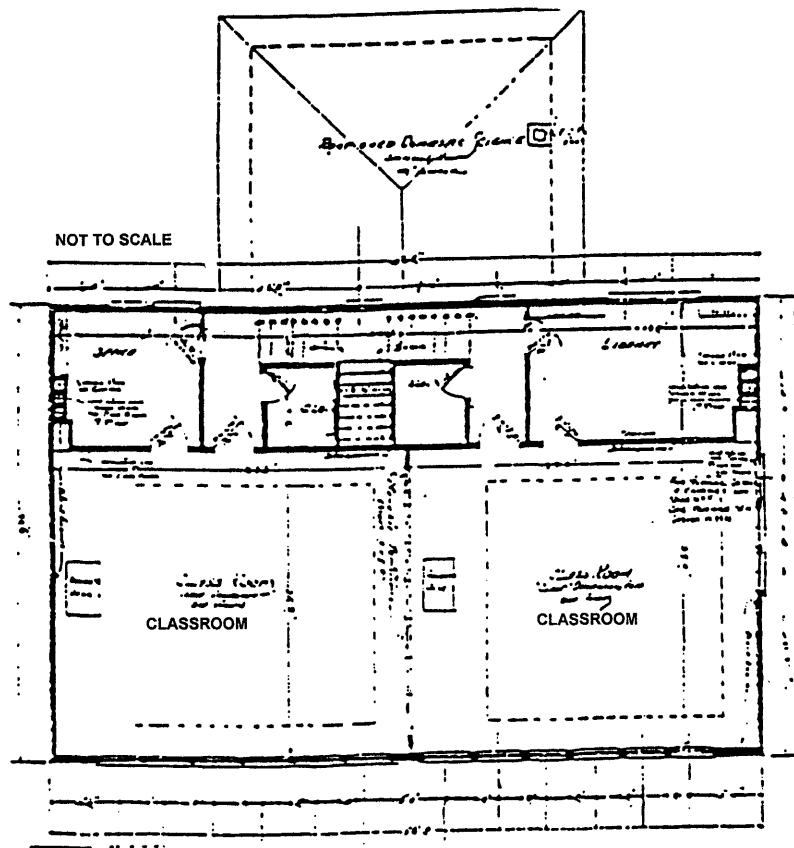
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Rural Negro School Plans



DESIGN NO. 13 --SECOND FLOOR PLAN -- CENTRAL SCHOOL

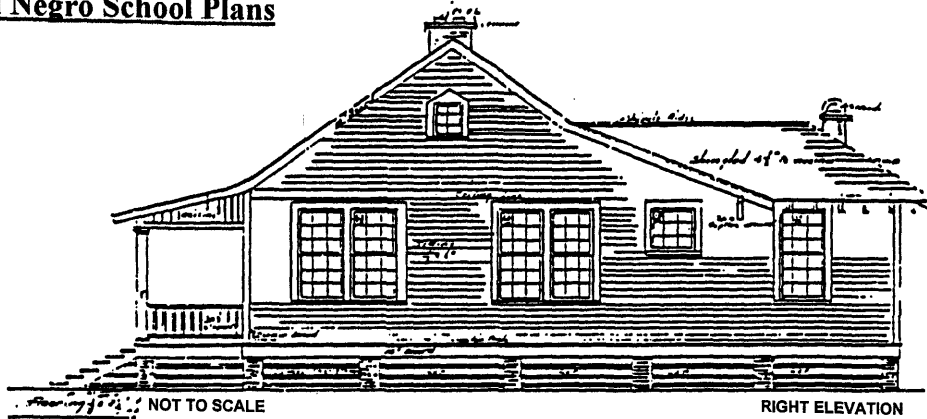
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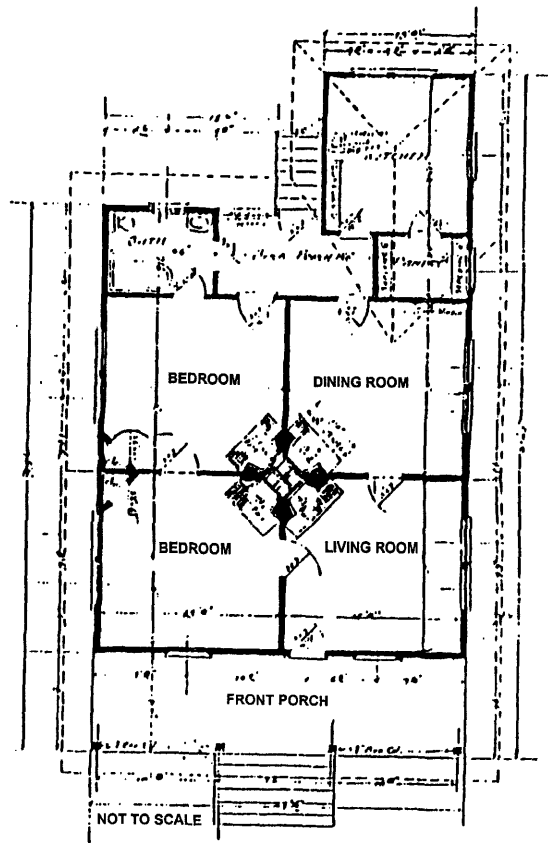
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Rural Negro School Plans



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



DESIGN NO. 16 -- TEACHER'S HOME -- FIVE ROOMS

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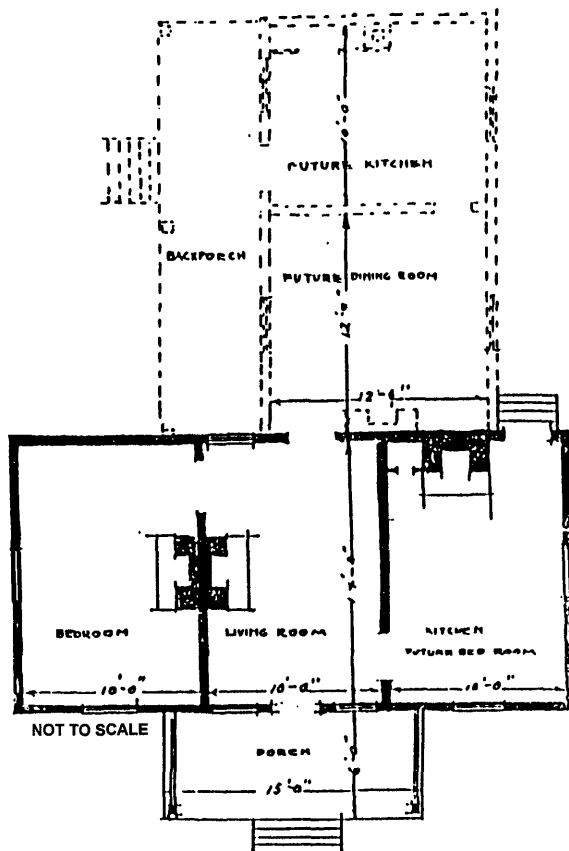
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Rural Negro School Plans



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



THREE ROOM COTTAGE
DOTTED LINES SHOWS FUTURE ADDITIONS
SCALE: 1/4" = 1'-0"

DESIGN NO. 16 FLOOR PLAN, TEACHER'S HOME -THREE ROOMS,

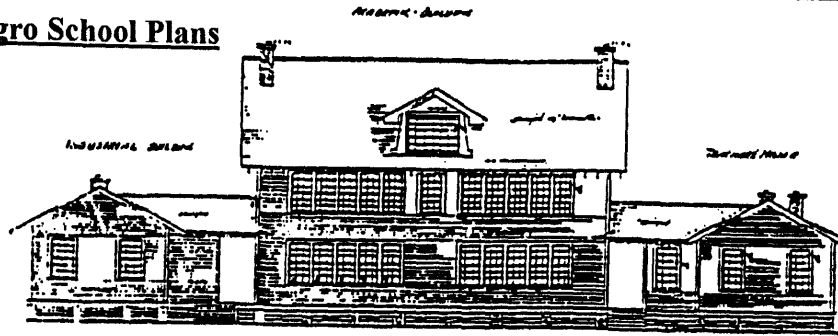
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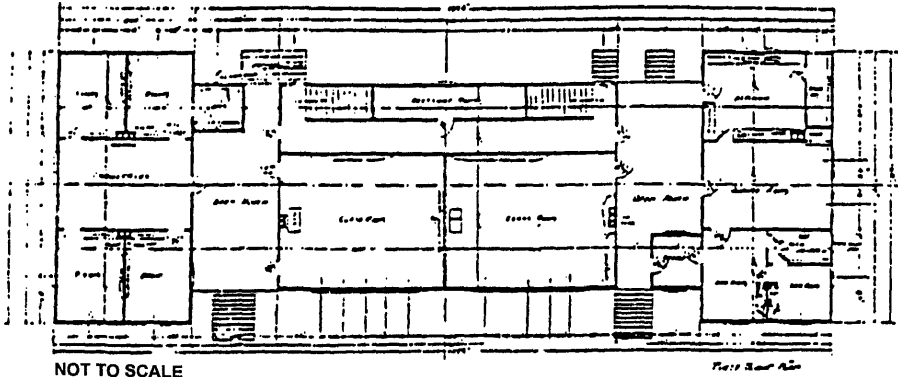
Historic and Architectural Resources Associated with the
Rosenwald School Building Program

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Rural Negro School Plans

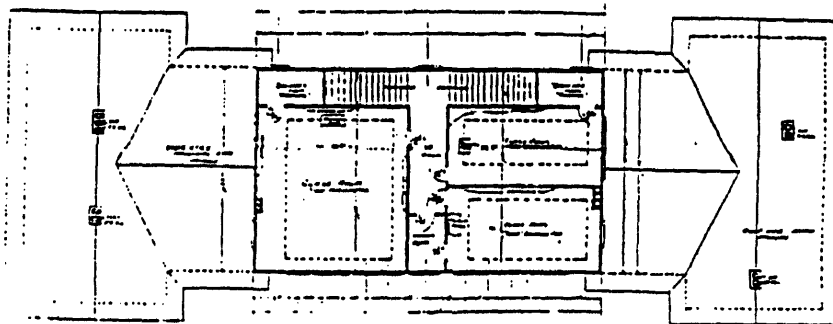


DESIGN NO. 17 -- A COUNTY TRAINING SCHOOL -- GROUPED



NOT TO SCALE

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



NOT TO SCALE

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

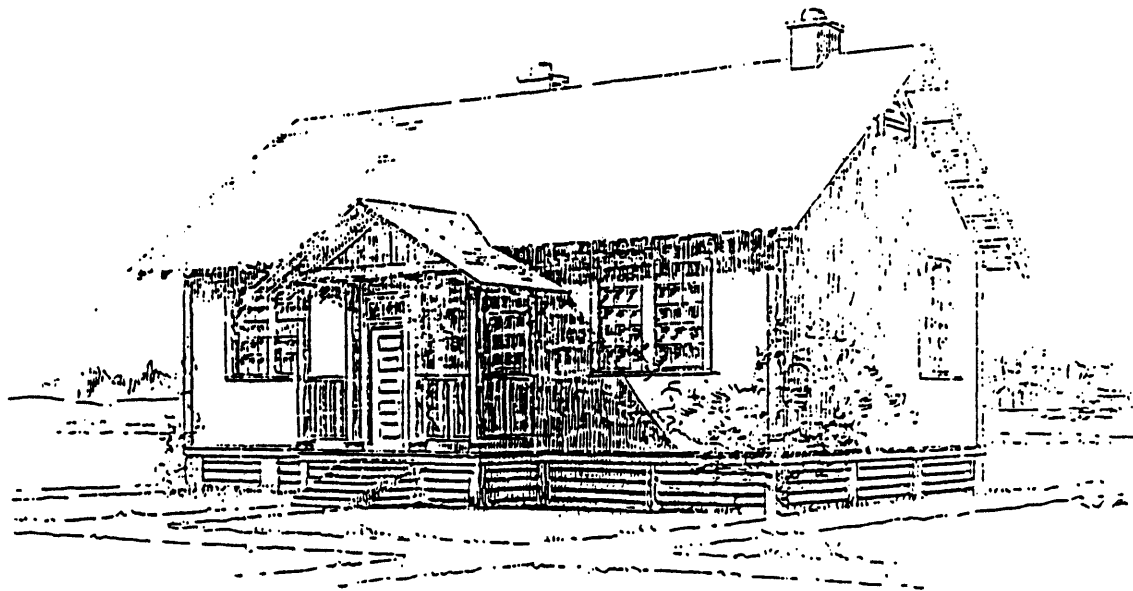
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Rosenwald School Building Program

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Rural Negro School Plans



— PERSPECTIVE VIEW —
TEACHER'S HOME - COUNTY TRAINING SCHOOL

DESIGN NO. 18 -- TEACHER'S HOME -- COUNTY TRAINING SCHOOL

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

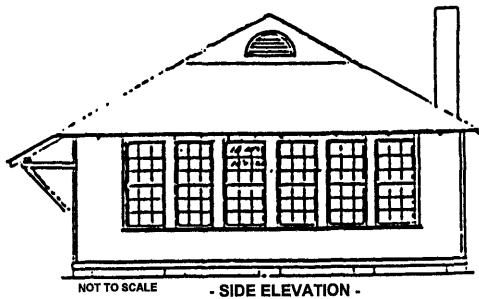
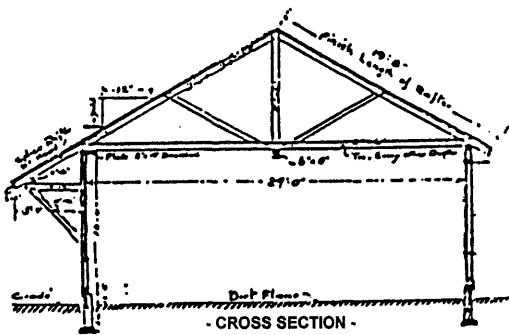
United States Department of the Interior
National Park Service

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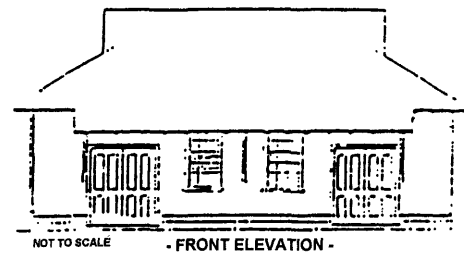
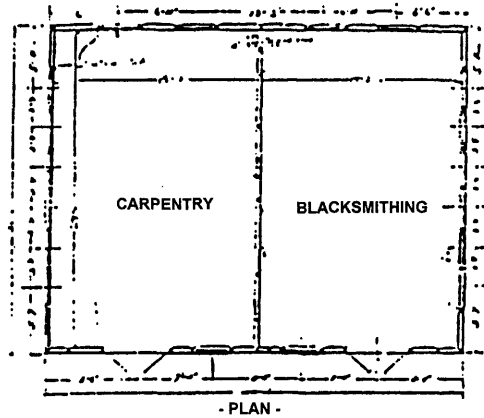
Historic and Architectural Resources Associated with the
Rosenwald School Building Program

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Rural Negro School Plans



DESIGN NO. 11 -- INDUSTRIAL BUILDING



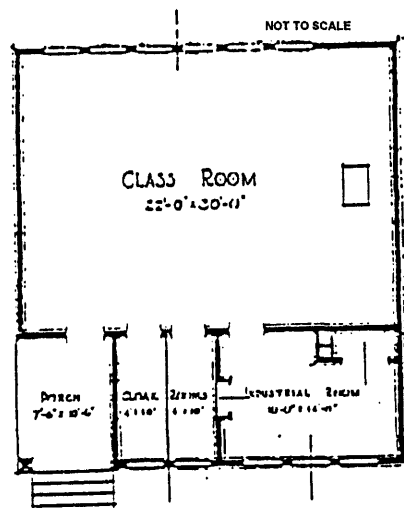
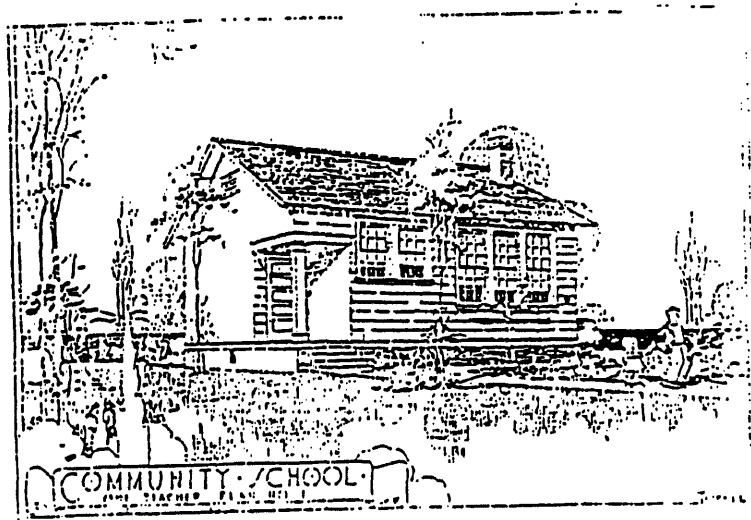
DESIGN NO. 11 -- INDUSTRIAL BUILDING

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Rosenwald School Building Program

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FLOOR PLAN
COMMUNITY SCHOOL PLAN NO. 1

United States Department of the Interior
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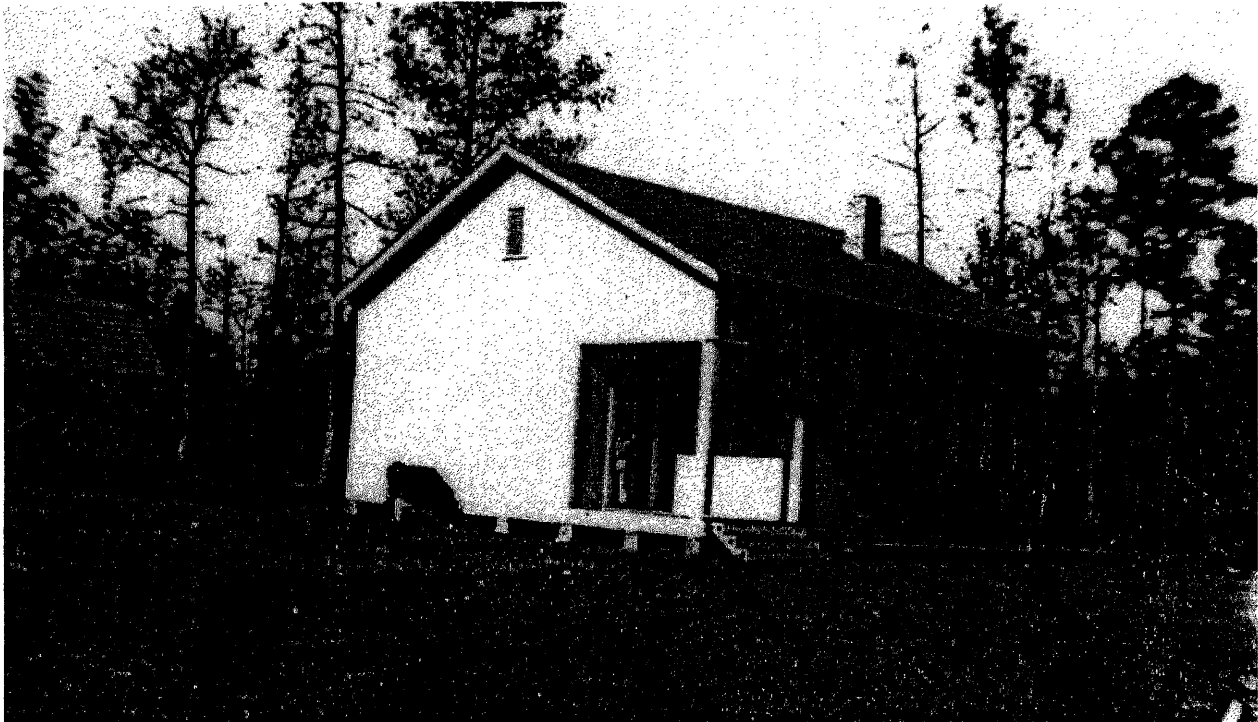
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Historic and Architectural Resources Associated with the
Rosenwald School Building Program

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One Teacher Community School Plan #1
Corley School in Bowie County, c. 1929.

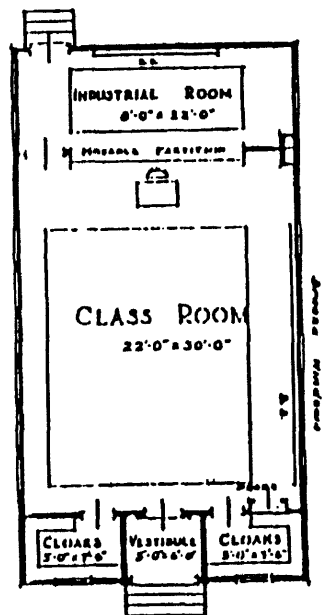
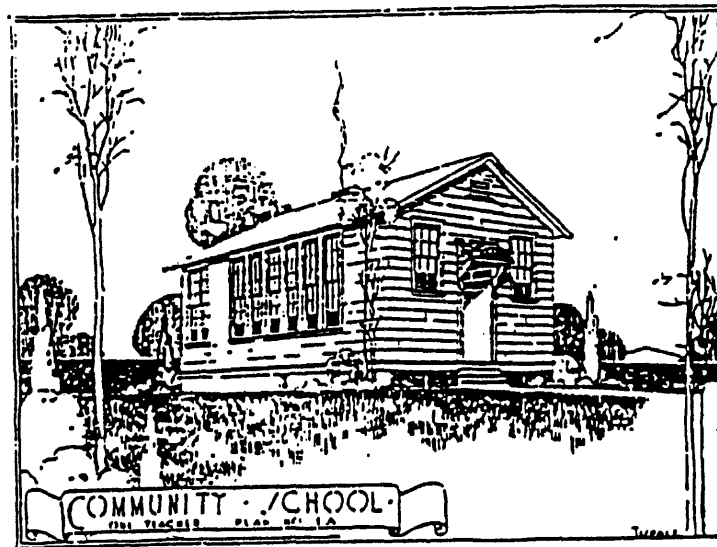


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FLOOR PLAN
ONE TEACHER
COMMUNITY SCHOOL PLAN NO. 1-A

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Historic and Architectural Resources Associated with the
Rosenwald School Building Program

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**One Teacher Community School Plan # 1-A
Dalby Springs School in Bowie County, c. 1927.**

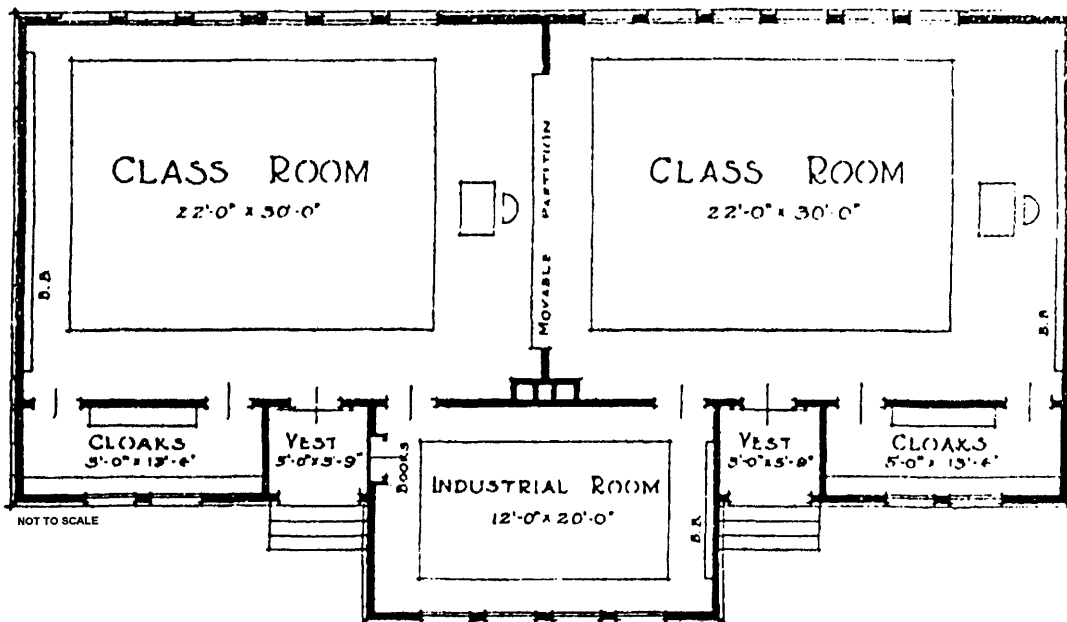
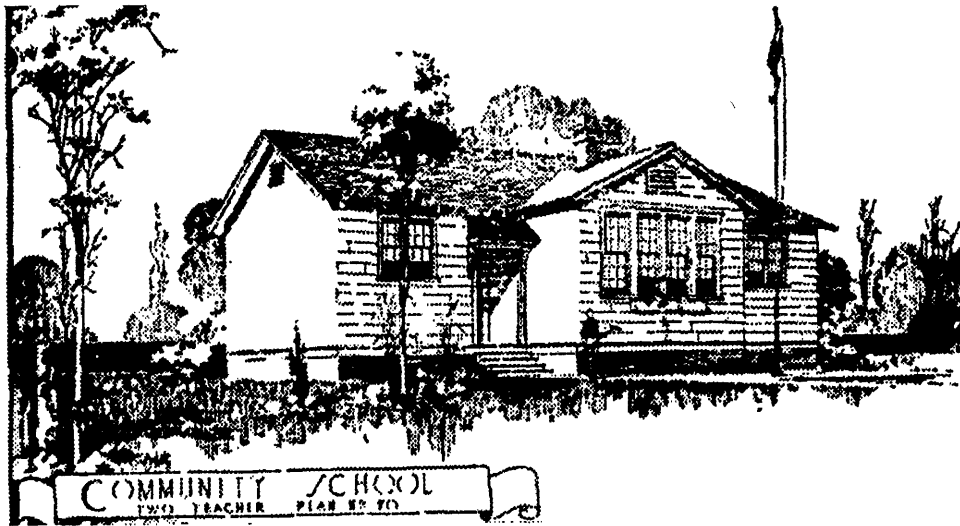


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Rosenwald School Building Program

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FLOOR PLAN NO. 20
TWO TEACHER COMMUNITY SCHOOL
(to face east or west only)

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**Two Teacher Community School Plan # 20
Buchanan School in Bowie County, c. 1924.**

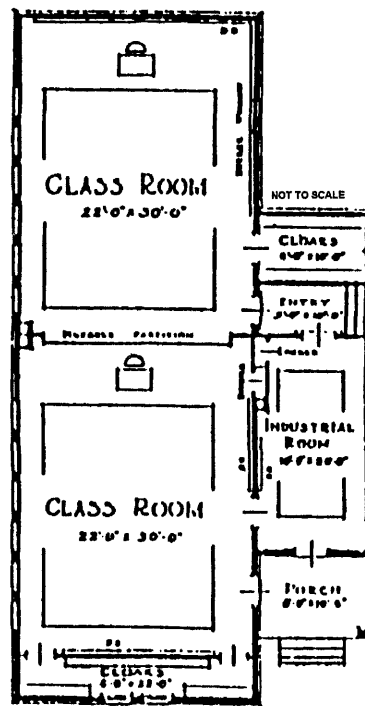
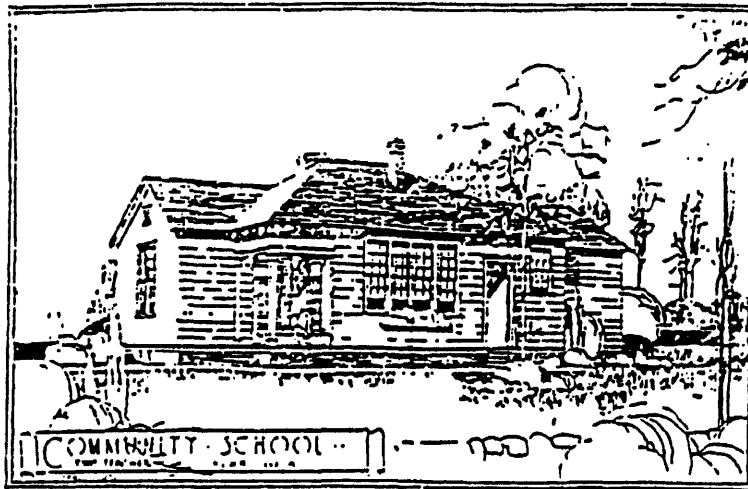


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Rosenwald School Building Program

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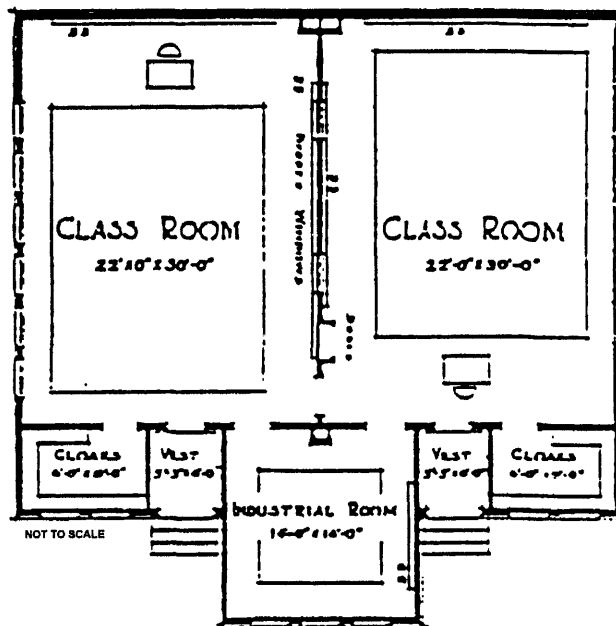
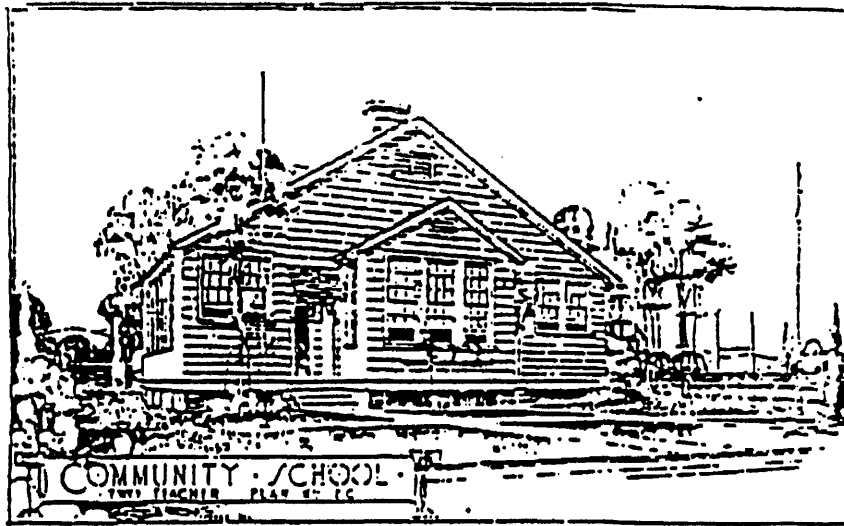
FLOOR PLAN 2-A
TWO TEACHER COMMUNITY SCHOOL
(to face north or south only)

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Historic and Architectural Resources Associated with the
Rosenwald School Building Program

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FLOOR PLAN NO. 2-C
TWO TEACHER COMMUNITY SCHOOL
(to face north or south only)

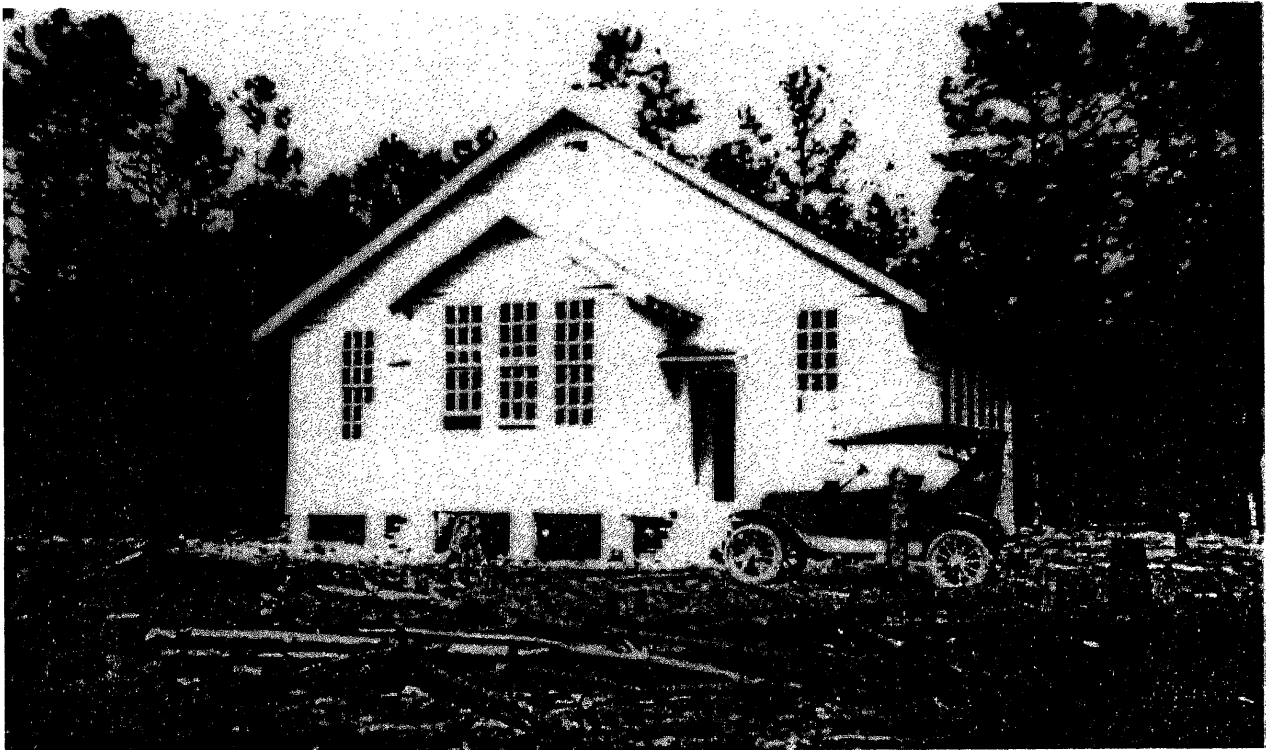
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Rosenwald School Building Program

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**Two teacher Community School Plan # 2-C
Moore's School in Bowie County, c. 1928.**

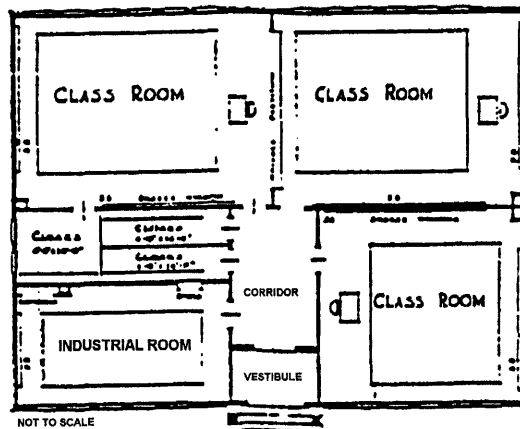
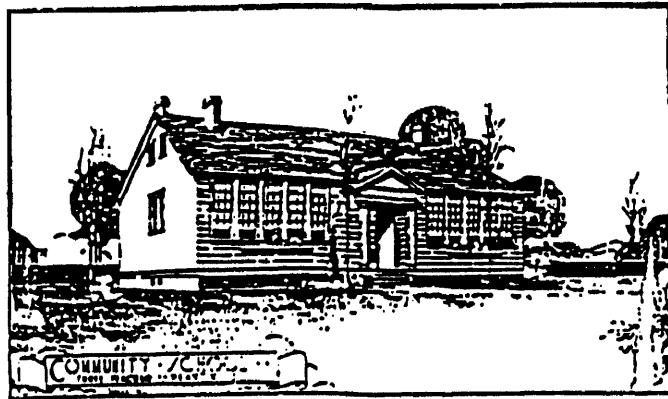


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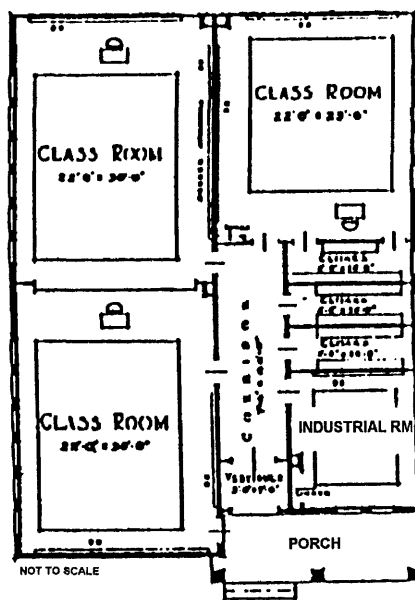
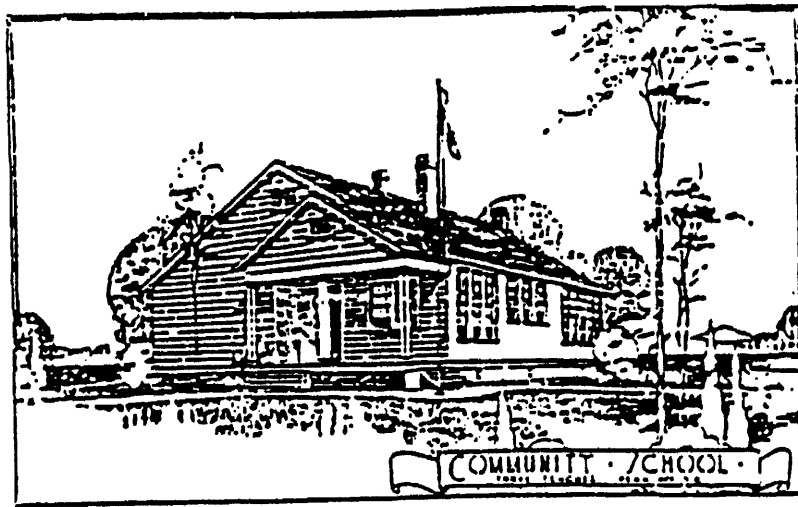
FLOOR PLAN NO. 3
THREE TEACHER COMMUNITY SCHOOL
(to face east or west only)

United States Department of the Interior
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Historic and Architectural Resources Associated with the
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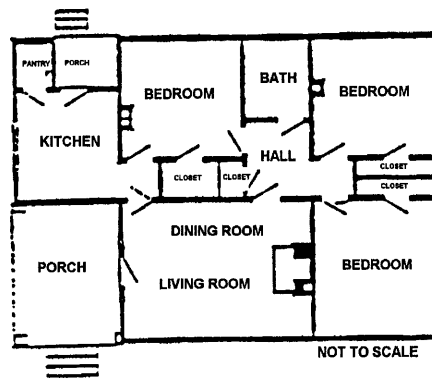
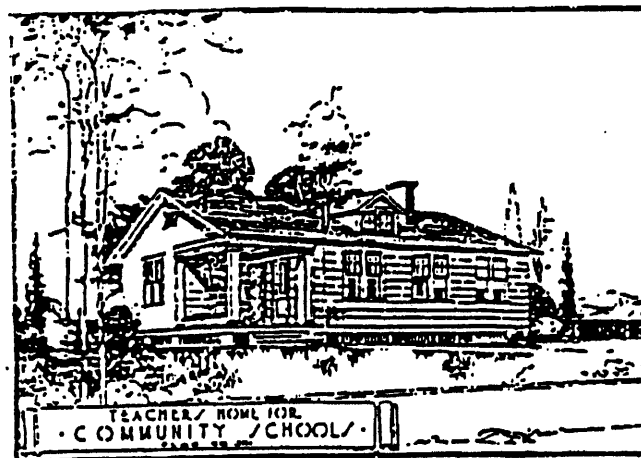
FLOOR PLAN 3-B
THREE TEACHER COMMUNITY SCHOOL
(to face north or south only)

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National Park Service

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Historic and Architectural Resources Associated with the
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PLAN NO. 301

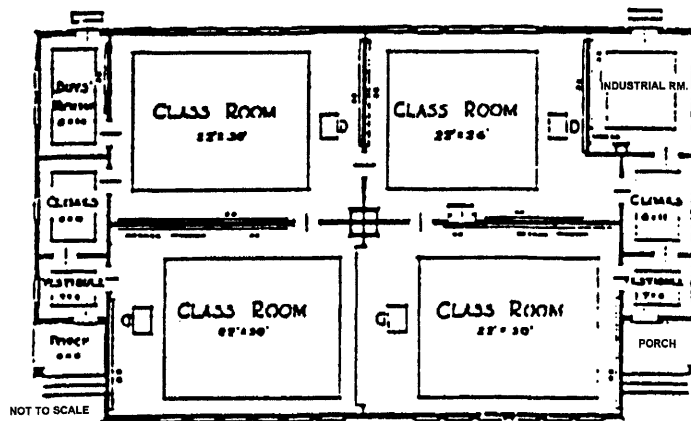
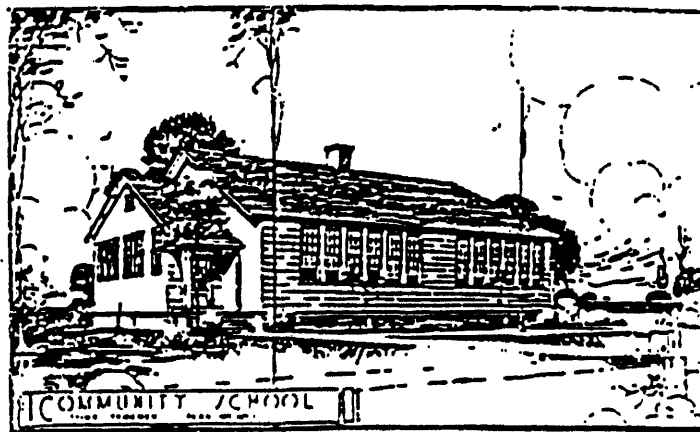
TEACHER'S HOME FOR COMMUNITY SCHOOLS

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Rosenwald School Building Program

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FLOOR PLAN NO. 400
FOUR TEACHER COMMUNITY SCHOOL
(to face east or west only)

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Rosenwald School Building Program

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**Four Teacher Community School Plan
Kate Long School in Limestone County, c. mid-1920s.**

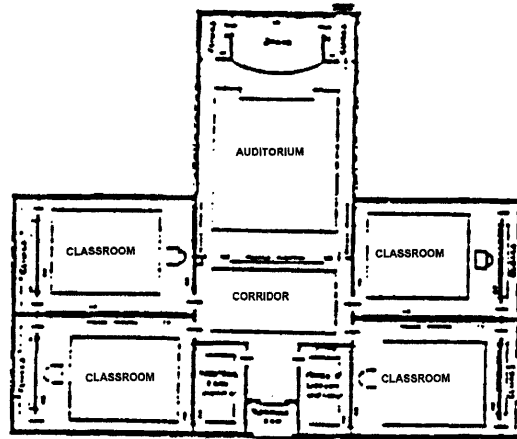
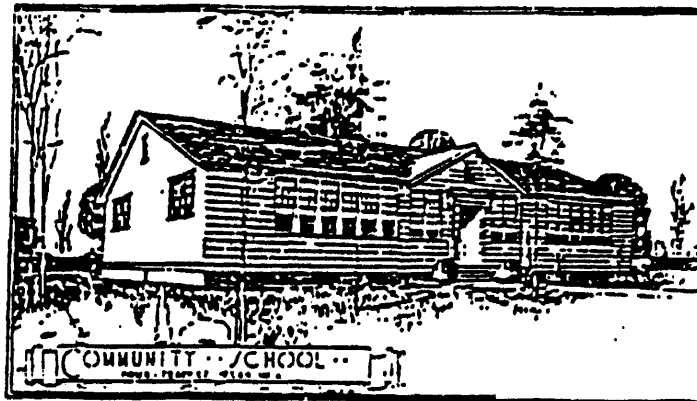


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FLOOR PLAN NO. 4
FOUR TEACHER COMMUNITY SCHOOL
(to face east west only)

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Four Teacher Community School
Cuney School in Cherokee County, c. 1925.

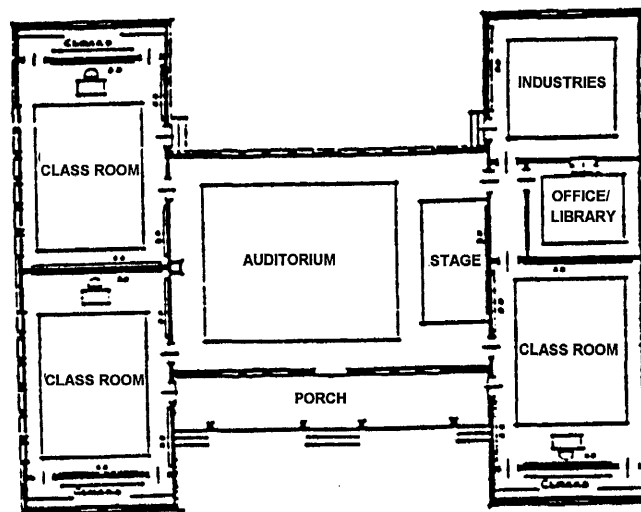
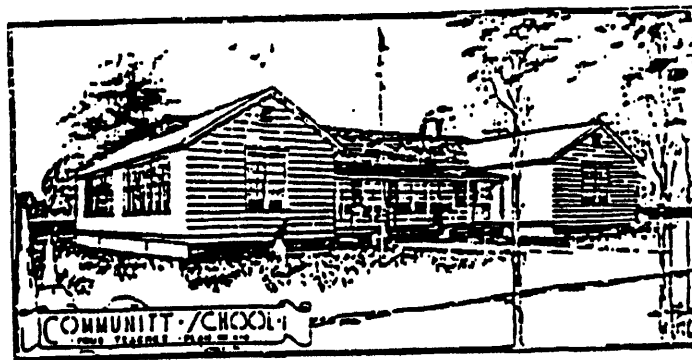


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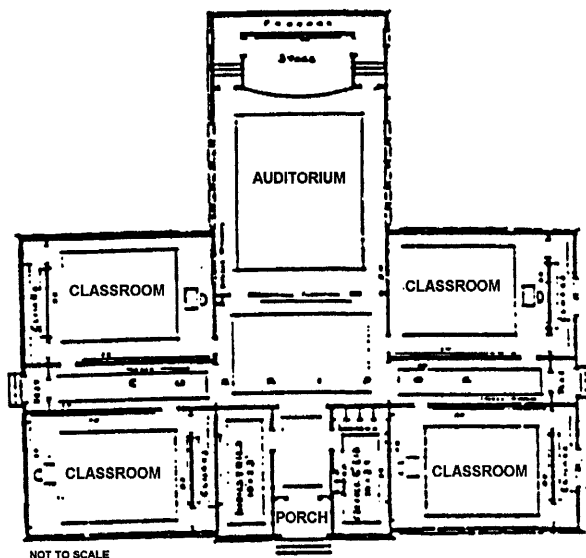
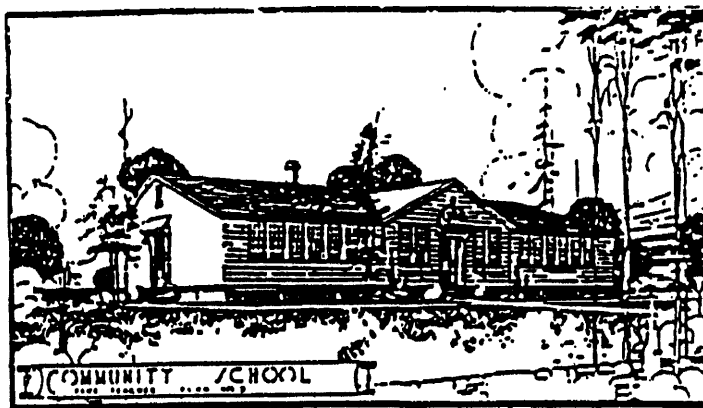
FLOOR PLAN NO. 4-A
FOUR TEACHER COMMUNITY SCHOOL
(to face north or south only)

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NOT TO SCALE

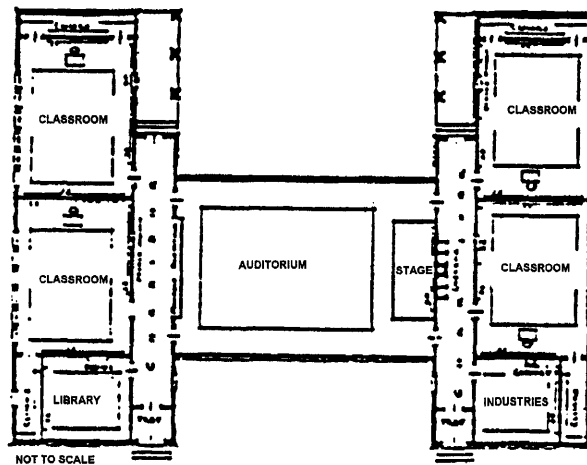
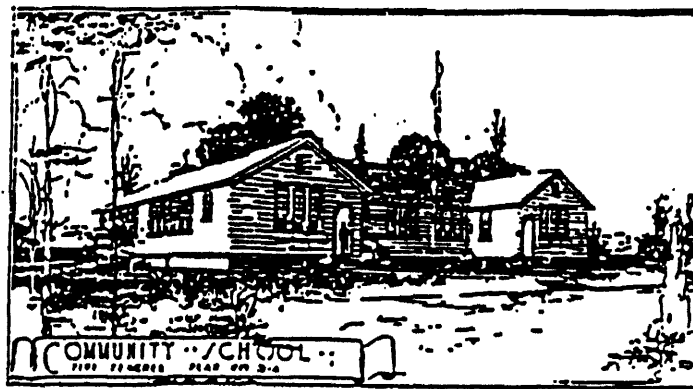
FLOOR PLAN NO. 5
FIVE TEACHER COMMUNITY SCHOOL
(to face east or west only)

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FLOOR PLAN NO. 5-A
FIVE TEACHER COMMUNITY SCHOOL
(to face north or south only)

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**Five Teacher Community School Plan # 5-A
Chapel Hill School in Washington County, c. 1927.**

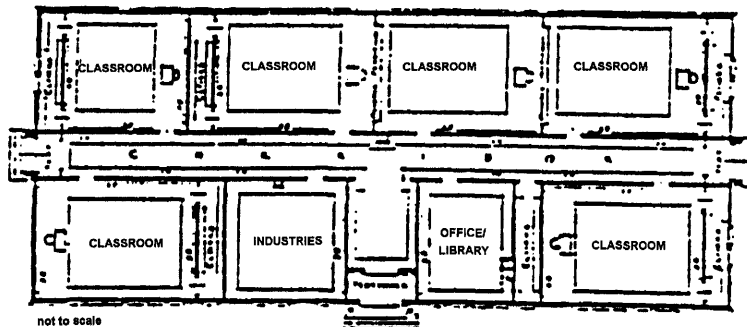
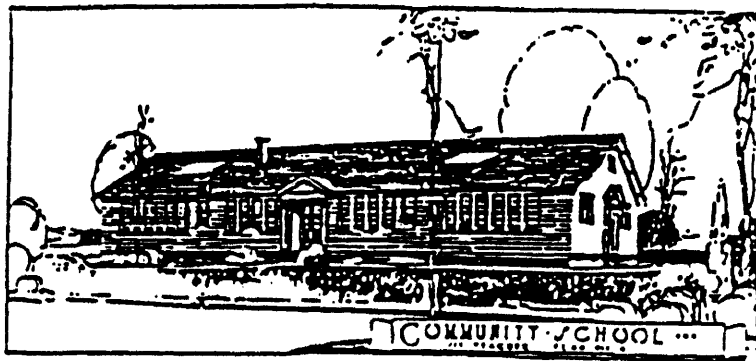


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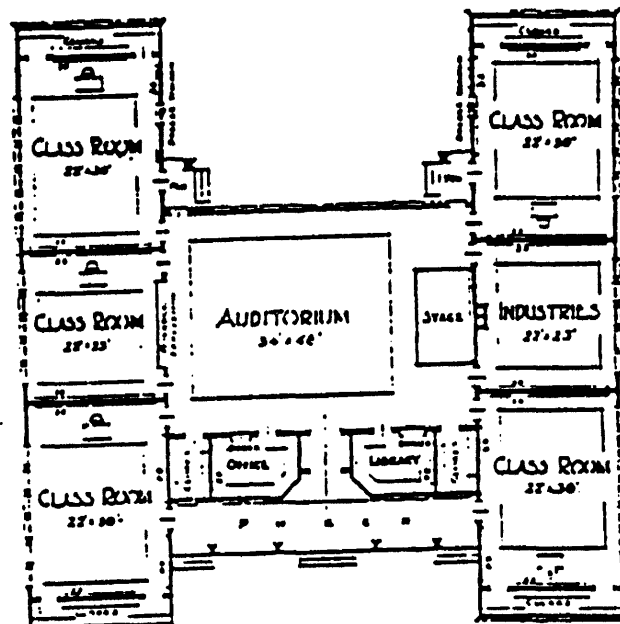
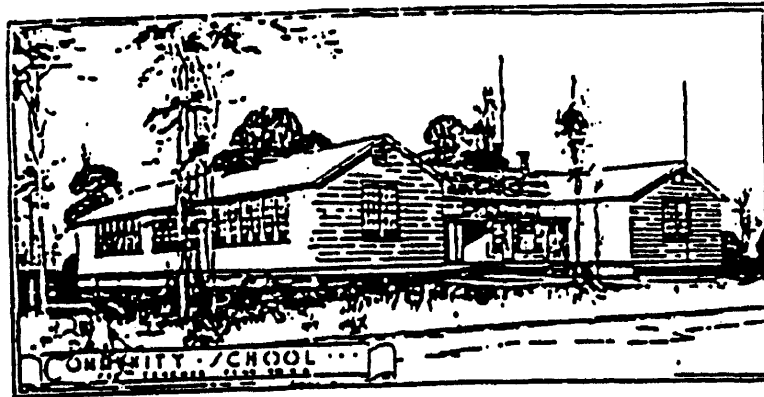
FLOOR PLAN NO. 6
SIX TEACHER COMMUNITY SCHOOL
(to face east or west only)

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NOT TO SCALE

FLOOR PLAN NO. 6-A
SIX TEACHER COMMUNITY SCHOOL

(to face north or south only)

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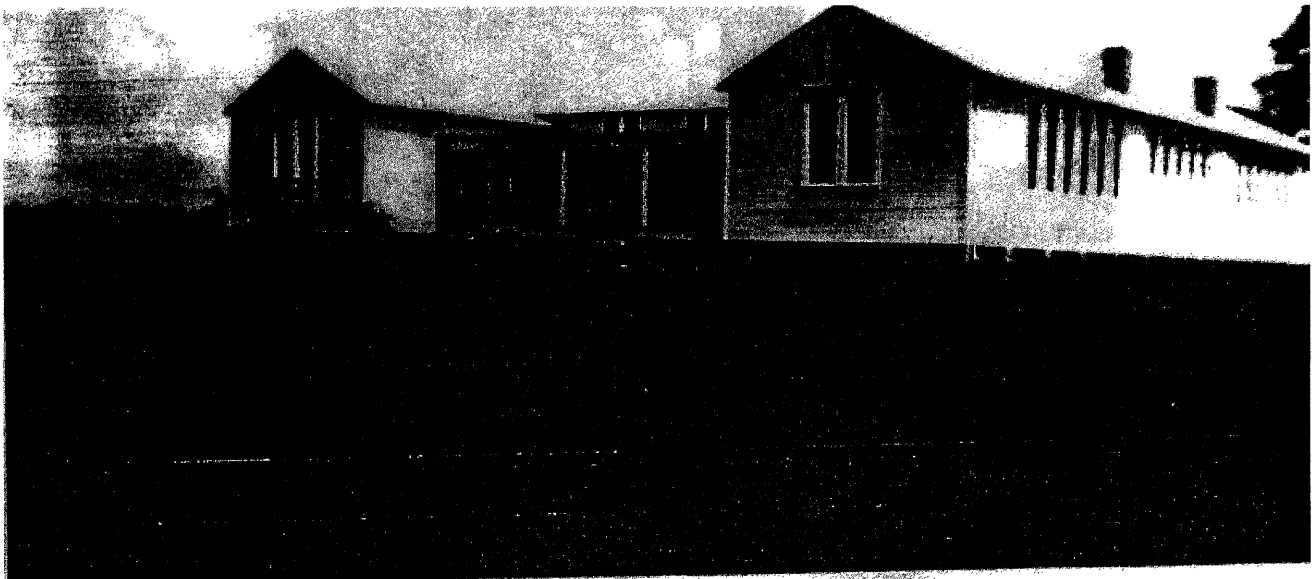
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Six Teacher Community School Plan # 6-A.
Trinity School in Trinity County, c. 1928.

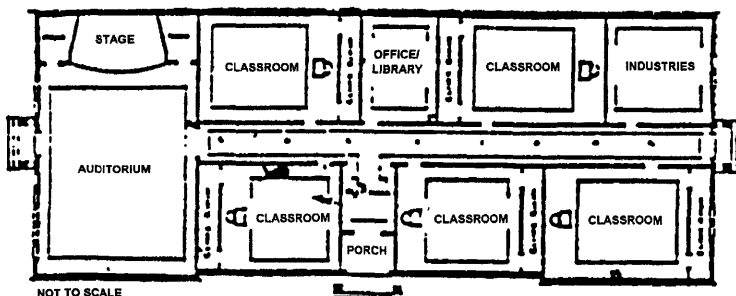
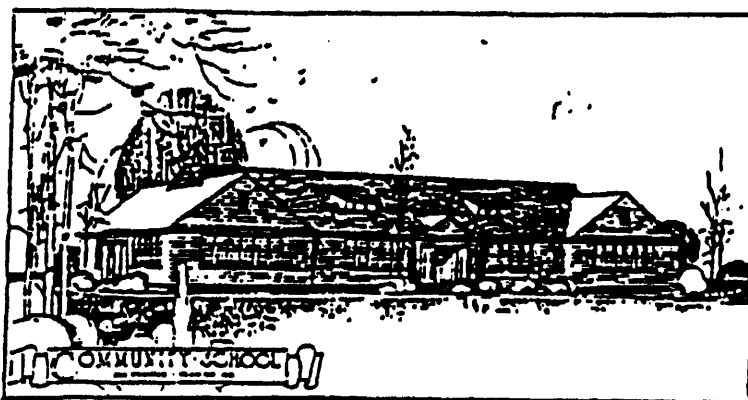


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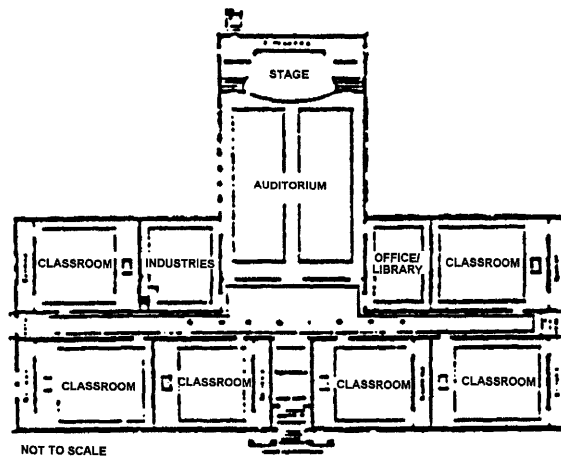
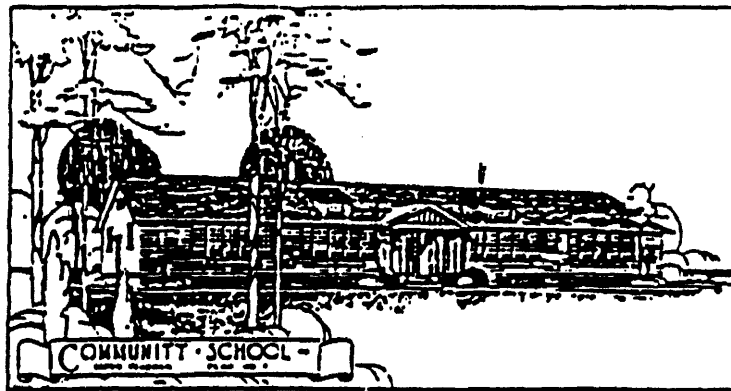
FLOOR PLAN NO. 60
SIX TEACHER COMMUNITY SCHOOL
(to face east or west only)

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NOT TO SCALE

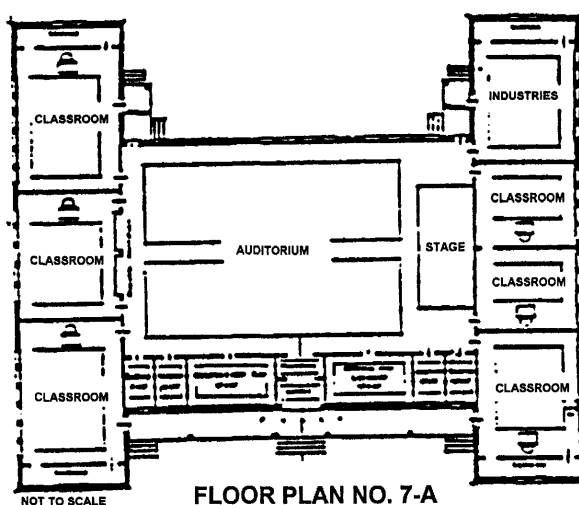
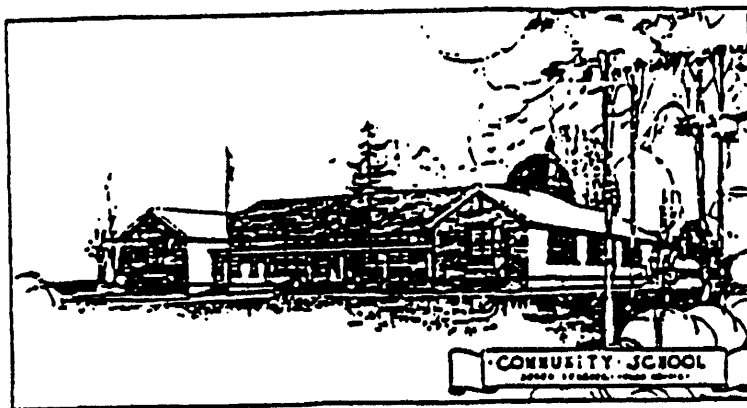
FLOOR PLAN NO. 7
SEVEN TEACHER COMMUNITY SCHOOL
(to face east or west only)

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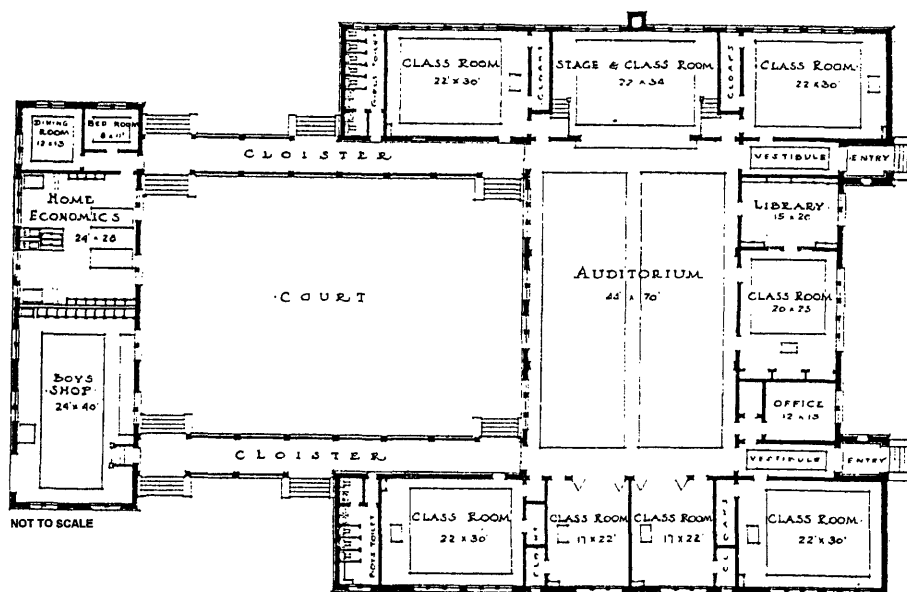
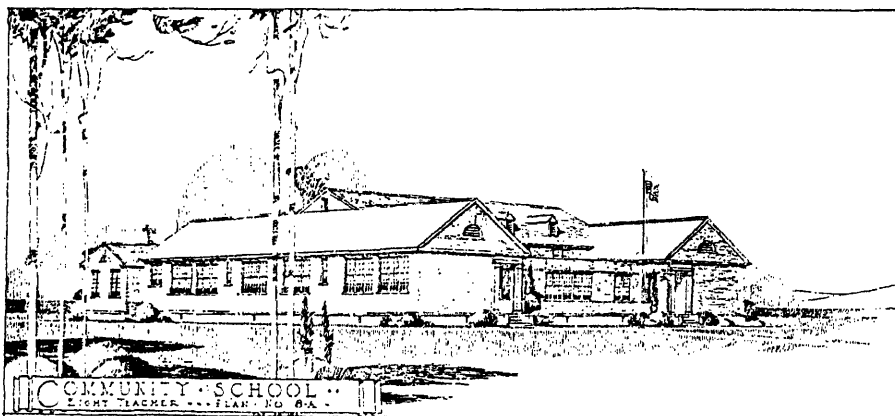
NOT TO SCALE
FLOOR PLAN NO. 7-A
SEVEN TEACHER COMMUNITY SCHOOL
(to face north or south only)

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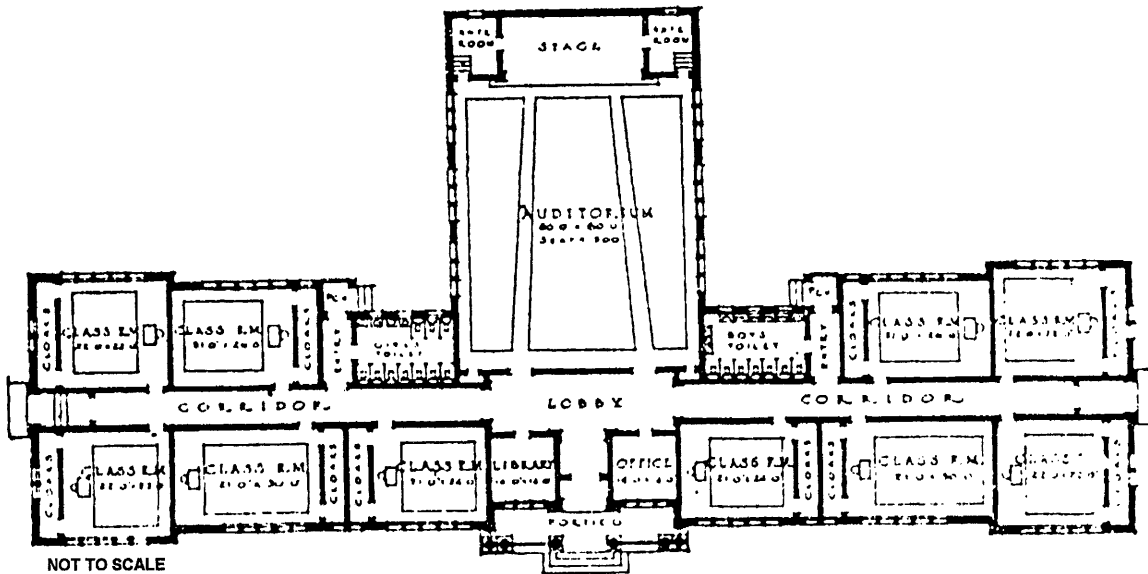
FLOOR PLAN No 8-A
COMMUNITY SCHOOL
TO FACE NORTH OR SOUTH ONLY
EIGHT TEACHER COMMUNITY SCHOOL

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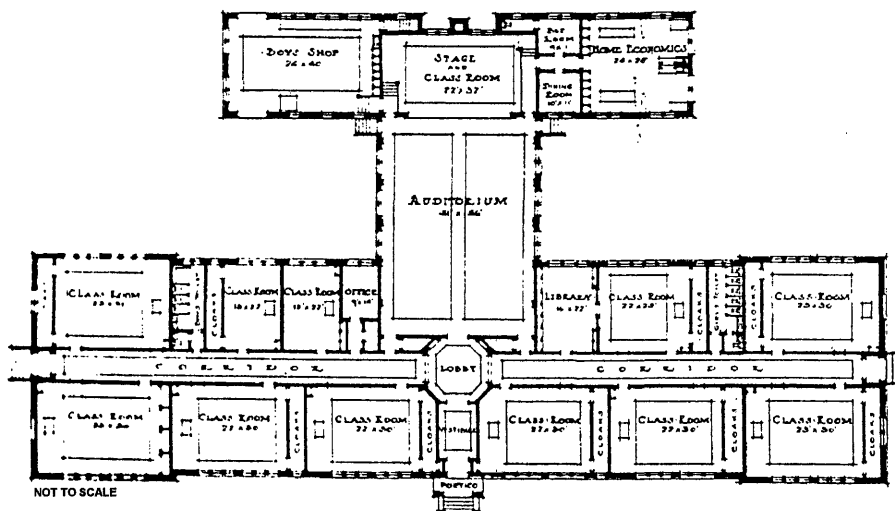
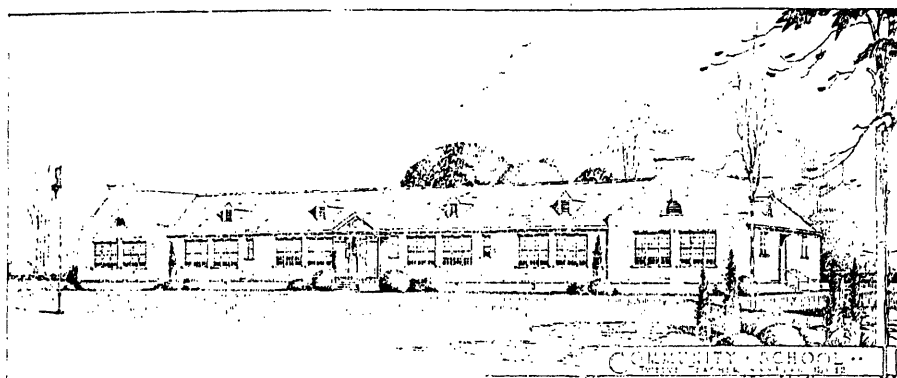
TEN TEACHER PLAN FOR COMMUNITY SCHOOLS

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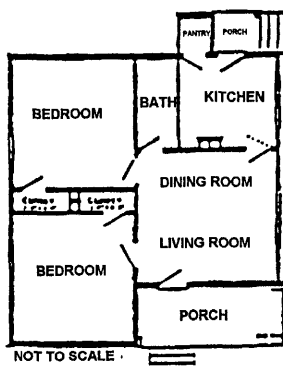
FLOOR PLAN NO. 12
COMMUNITY SCHOOL
(to face east or west only)
TWELVE TEACHER COMMUNITY SCHOOL
(to face east or west only)

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PLAN NO. 200

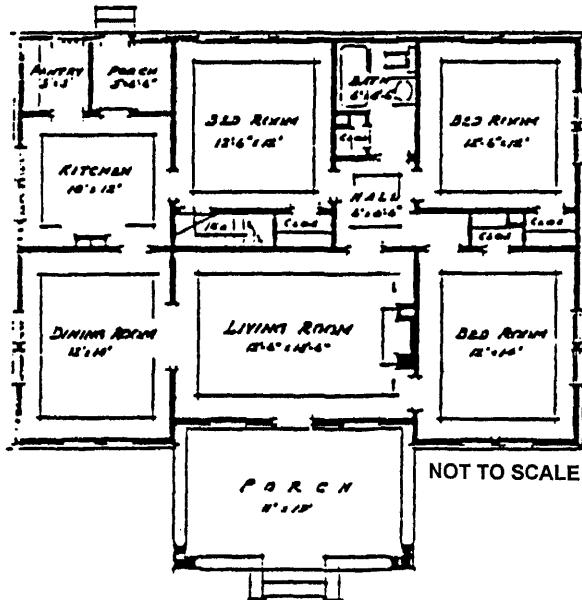
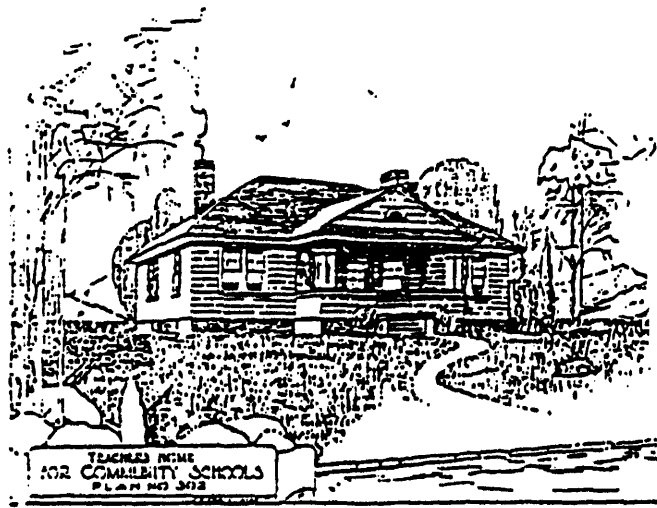
TEACHER'S HOME FOR COMMUNITY SCHOOLS

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Rosenwald School Building Program

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PLAN NO. 302

TEACHER'S HOME FOR COMMUNITY SCHOOLS

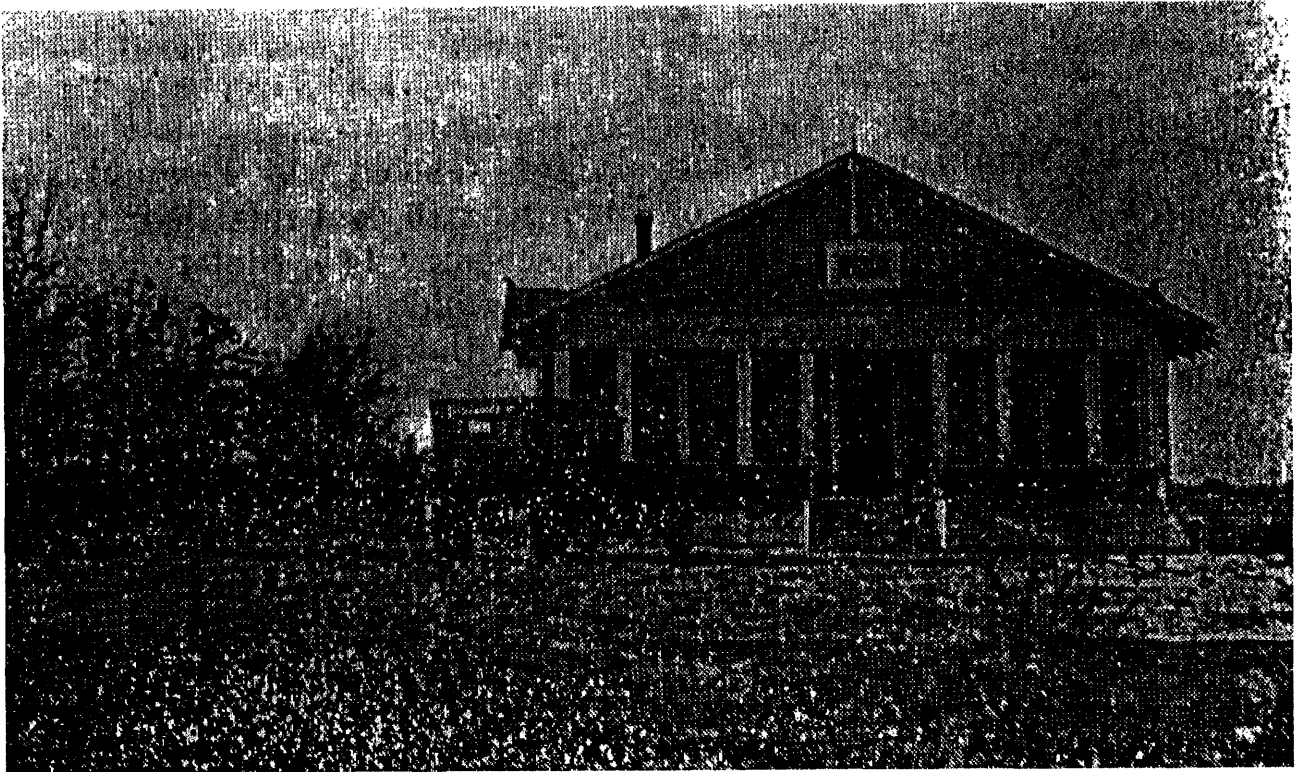
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Teacher's Home for Community School
Limestone County Training School, c. mid-1920s



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Teacher's Home for Community School
Wortham School in Freestone County, c. mid-1920s.

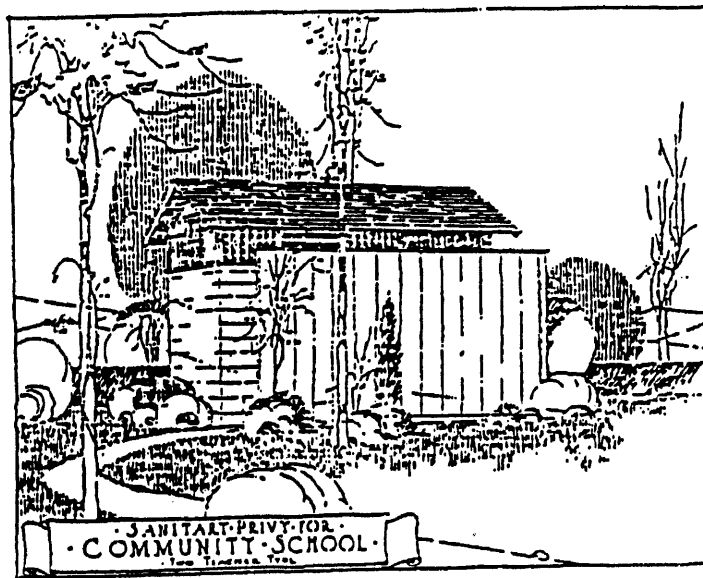


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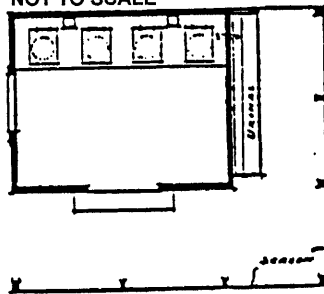
National Register of Historic Places Continuation Sheet

Historic and Architectural Resources Associated with the
Rosenwald School Building Program

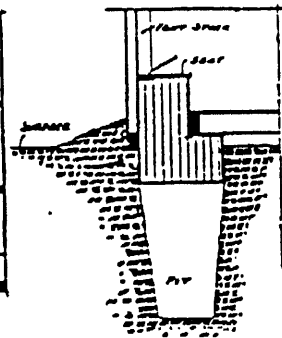
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PLAN



SECTION

SANITARY PRIVY -- TWO TEACHER TYPE -- COMMUNITY SCHOOL

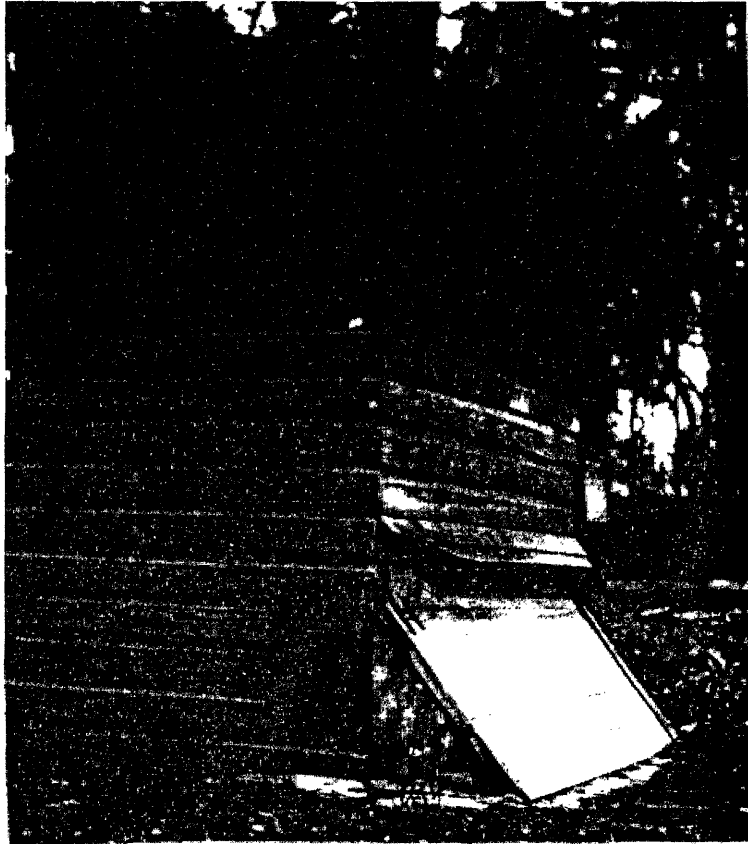
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**Privy with concrete vault, "Texas Plan."
Mt. Prairie School, Walker County, TX., c. 1920s.**

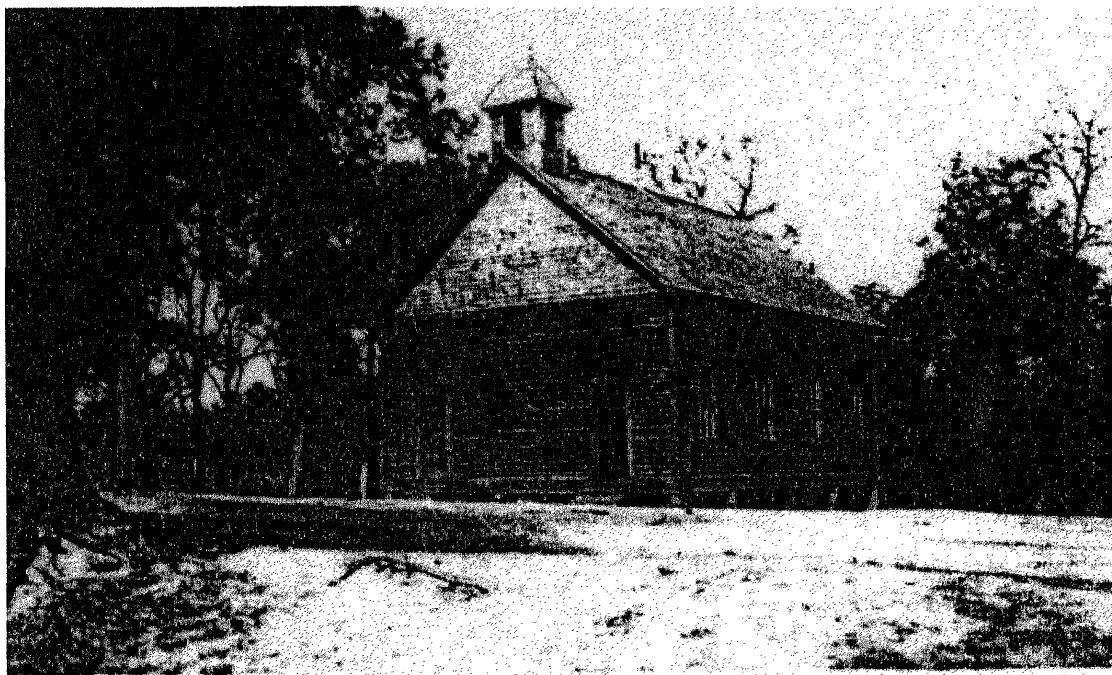
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Old Midway School in Madison County, c. 1922.



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Old Waters Bluff School in Smith County, c. 1924.



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Old Bullard School in Smith County, c. 1923.



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Old Mill Creek School in Guadalupe County, c. 1921.



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Old Mt. Zion School in Cass County, c. 1927.

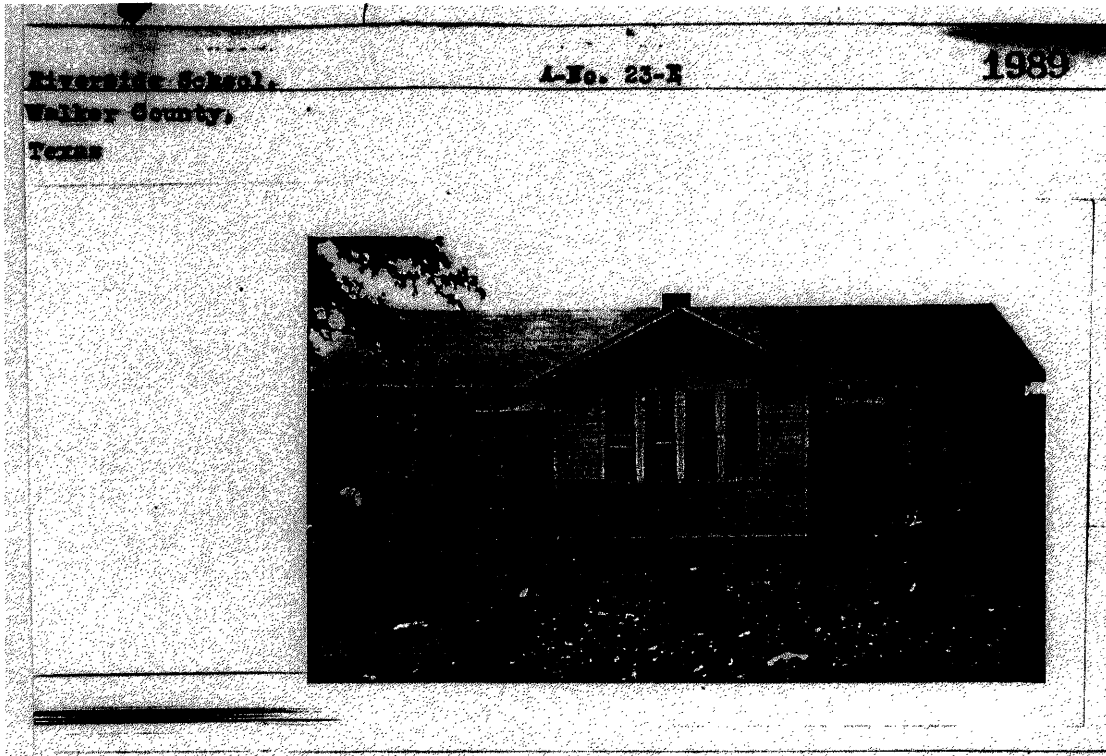


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MR. R.'S PICTURE

Riverside School, 3000TH ✓
Walker County Texas
Four acres of land 1989
Two-teacher type
Built under the 1925-26 budget
Application No. 23-E
Total cost \$3,400 --Ins. \$1,800
Negroes \$500
Whites
Public 2,200
Rosenwald 700

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F. Associated Property Types

Rosenwald Buildings

Property Type Description Schools

Constructed in Texas from 1920-1932, Rosenwald resources may be placed into two major property types; buildings (schoolhouses and teacher's homes); and structures (industrial buildings, shops and sanitary privies). There are two distinct subtypes based on their physical and associative characteristics, which are those school buildings constructed based on the designs published in the booklet *The Rural Negro School and Its Relation to the Community*, and those constructed between the years 1920 to 1937 under the supervision of the Rosenwald Southern Office in Nashville according to designs and specifications prepared by Samuel L. Smith. Although the Rosenwald School Building Fund provided monies for the construction of additions to or the renovation of existing buildings, and the standardized plans made available to white as well as other ethnic groups, the focus of this Multiple Property Nomination is to identify those school buildings that were built with monies contributed by the Rosenwald School Building Fund.

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

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

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

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determine the location of the 39 missing buildings.

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

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

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

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

Description Subtype #1 Schools

Featured in the publication *The Rural Negro School and Its Relation to the Community* by Booker T. Washington and Clinton J. Calloway, these standardized school plans included specifications for "one-teacher," "five teacher," Central and Training schools. (see E43-E52) Few schools in Texas were built using these plans. Typically, these buildings featured minimal Colonial Revival and Craftsman detailing, specifically exposed rafter

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ends and brackets, and wide-overhanging eaves. Buildings display hipped or gabled roofs, groupings of double hung sash windows symmetrically placed, and interior chimney flues. The exterior of the building is covered in weatherboard and rest on a pier and beam foundation. The Rural Negro School Plans, like the later designs of Samuel L. Smith, offered variations on the same design that required east/west orientation for maximum lighting. The interior floor plan featured classrooms with small cloakrooms and industrial rooms.

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

Description of Subtype #2 Schools

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

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

Rosenwald schools were established during a time when emphasizes were being put on industrial-type education for African Americans in the South. There were standardized plans for industrial buildings and shops that contained as many as four rooms. Even though the Fund provided aid for the construction of these type structures, very few were built anywhere in the South. Texas and Arkansas had the largest number of these buildings with 32 each. Most of the other southern states however had industrial buildings that numbered only in the single digits.

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Significance

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

Criterion A—Education

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

Criterion A—Ethnic Heritage-African American

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

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

Even though, the people may not of been able to say "Thank you!" to Mr. Rosenwald personally, they were able however to express their gratitude and hope for their children's future in more visible ways. For instance, the names of these schools seem to express in one or two written words the feelings of the people within the communities where these schools appeared. Schools bore names like Rosenwald, Thankful, Friendship, Sweet Home, Friendly, New Prospect, Perfection, Goodwill, Hopewell, and God Send-Rosenwald. And the African American practice of "giving God the praise and glory" was not lost in the naming of these schools either. There were biblical names like, Zion, Canaan, Bethlehem, Gethsemane, Shiloh, Galilee, Jerusalem, Antioch, Macedonia, Mt. Pilgrim Mt. Moriah, Mt. Zion, Mt. Olive, St. Mark, St. Matthews, St. Paul, and Morning Star.

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Criterion C—Architecture

The Rosenwald School Building Fund contributed monies toward the construction of over 5000 school buildings in 15 southern states. It has been called one of the most important educational initiatives for African Americans since Reconstruction. The schools reflect the innovations in architectural design of educational buildings. These schoolhouse designs set the standard for modern schoolhouse construction. The specifications and floor plans for a variety of school plans, emphasized proper orientation of the building on the site, tall windows for maximization of light, the inclusion of cloak and industrial rooms. The plans also specified the proper paint selection, blackboards, window shades, heating apparatuses, and sanitary privies. To make the schools multi-purposed and accessible to the community, movable partitions were used to separate classrooms.

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

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

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

Description “Teacherages” or Teacher’s Homes

Teacher’s homes or “teacherages” were similar in concept, style and design to the Rosenwald Schools. These homes housed teachers within the communities they served. In some cases, more than one teacher stayed in the

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home. Like the schoolhouses, these homes were constructed mostly of wood using standardized plans. However, there were a few examples of those constructed of brick. In the year 1930-31 six homes were recorded being built of brick. And like the schoolhouse plans, the teacher's homes had two subtypes: *The Rural Negro School* designs and the *Community School Plans*.

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

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

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

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Significance

Teacher's Homes are eligible for listing on the National Register of Historic Places under Criterion A—Education (Ethnic Heritage-African American) and Criterion C (Architecture).

Criterion A-Education, Ethnic Heritage-African American

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

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

Criterion C-Architecture

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

Registration Requirements—Buildings

Rosenwald Schools and teacher's homes were basically modest, wood-frame buildings constructed in the rural South to improve African American education. While the majority of these schools were frame, a few examples of brick schools have been identified and others probably exist. The same holds true for teacher's homes. To be eligible for listing, a Rosenwald School building in Texas must have been built between 1920 and 1932 utilizing monies provided by the Julius Rosenwald Fund. The extant building will usually meet registration requirements because of their design, floor plans, workmanship and materials. Stylistic details are minimal, although some schools display Craftsman or Colonial Revival influences. In general, to qualify for listing, the schools should

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retain their original location in a rural or small town setting, design, floor plans, workmanship and materials that evoke their period of construction and the conditions of the time. They should also retain a high degree of architectural integrity. Their settings enhance the integrity of association and feeling. However, those Rosenwald Schools nominated solely under Criterion A for Education and Ethnic Heritage do not have to possess as high a degree of integrity as those school buildings that are also nominated under Criterion C for architecture.

Rosenwald Structures

Vocational Buildings or Industrial Shops

Description—Vocational Buildings or Industrial Shops

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

Significance

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

Criterion A-Education

The year 1913 marked the beginning of the most important educational initiative for African Americans since Reconstruction. The first Rosenwald School was built that year in Alabama. The next twenty-four years would see the construction of over 5000 elementary schools, teacher’s homes, and industrial buildings in 15 southern states. Some form of vocational education for African Americans in the South had been an integral part of school curriculums since before the 20th century. The inspiration for the establishment of the Rosenwald School Building Program came when Mr. Rosenwald visited Tuskegee Institute in Tuskegee, Alabama. Booker T.

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Booker T. Washington, principal of Tuskegee, espoused the concept of vocational education. Thus Tuskegee became the model for other such institutions of learning for blacks. Mr. Rosenwald was impressed with the work being conducted at Tuskegee and subsequently donated monies from his personal funds for this work. The Rosenwald Fund looked for ways to facilitate the betterment of education for African American. In the year 1927-28, the Fund added the erection of vocational buildings and shops to its list of programs. The Fund envisioned that the erection of such buildings would help the efforts of other charitable organizations doing the same kind of work.

Criterion A-Ethnic Heritage

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

Criterion C-Architecture

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

Sanitary Privies

Description—Sanitary Privies

In addition to standardized plans for schoolhouses the Fund also provided plans and specifications for sanitary privies. (see E86-E87) Sanitary privies or outhouses were an integral part of the Rosenwald concept of the modern school campus. Plans for these simple but important outbuildings suggested the use of the most inexpensive type of construction to be sanitary. Suggestions for the location of the privy were obtained from the State Department of Health. It was possible to enlarge these plans to suit the needs of the school, and each school was required to have two privies. The pits for the toilets were to be 6 to 8 feet deep. It was essential that there be seat covers and that the toilets be fly-tight from the seat down. Cast-iron risers and concrete floors were recommended. Special attention was given to the location of the toilet so that no possible drainage to the

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school's or neighboring water supply occurred. The plans also suggested that paint be applied to the walls inside and out. To date only two extant examples of Rosenwald sanitary privies have been found. These structures appear on the campus of Sweet Home Vocational and Agricultural School outside of Seguin in Guadalupe County.

Significance

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

Criterion A-Education

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

Criterion A-Ethnic Heritage

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

Criterion C-Architecture

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

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had a concrete vault. This particular design was called the "Texas plan." However, further research is needed to determine what the Texas plan was.

Registration Requirements—Structures

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

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G. Geographical Data

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

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H. Summary of Identification and Evaluation Methods

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

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

United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Historic and Architectural Resources Associated with the
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