



# Julius Rosenwald and the Rosenwald Schools Special Resource Study 2024

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# EXECUTIVE SUMMARY

## INTRODUCTION

On January 13, 2021, Congress passed Public Law 116-336, which directed the Secretary of the Interior to conduct a special resource study (SRS) of sites associated with the life and legacy of philanthropist and business executive Julius Rosenwald, with a special focus on the Rosenwald Schools (see appendix A for a copy of this legislation). Based on the legislated directive, this special resource study investigates the potential of the study area as an appropriate addition to the national park system.

This special resource study evaluates each site identified by Congress and additional sites in the study area, individually and collectively, using established criteria for evaluating the national significance, suitability, feasibility, and need for direct National Park Service (NPS) management that must be met for a site to be considered for inclusion in the national park system as a new unit. Per congressional directive, the study team also evaluated the suitability and feasibility of a visitor center in or near Chicago.

## RESOURCE OVERVIEW

The Julius Rosenwald and Rosenwald Schools Special Resource Study area comprises sites associated with the life and legacy of philanthropist and business executive Julius Rosenwald, with a special focus on the Rosenwald Schools. The Rosenwald School program provided grants for the construction of public schools that supported local efforts toward improving African American education during segregation. With over 5,000 “Rosenwald Schools” built throughout the South, and since much of Julius Rosenwald’s life, career, and philanthropy was centered in Chicago, Public Law 116-336 focused the study by directing special emphasis on the following sites:

- Sears Administration Building at Homan Square in Chicago, Illinois
- Rosenwald Court Apartments in Chicago, Illinois
- Museum of Science and Industry in Chicago, Illinois
- Rosenwald House (formerly the Lyon Home) at the Lincoln Home National Historic Site in Springfield, Illinois
- Cairo Rosenwald School, a one-teacher school in Sumner County, Tennessee
- Shady Grove School, a one-teacher school in Louisa County, Virginia
- Noble Hill School, a two-teacher school in Bartow County, Georgia
- Ridgeley School, a two-teacher school in Prince George’s County, Maryland
- Bay Springs School, a two-teacher school in Forrest County, Mississippi

- Russell School, a two-teacher school in Durham County, North Carolina
- Shiloh Rosenwald School, a three-teacher school in Macon County, Alabama
- San Domingo School, a four-teacher school in Wicomico County, Maryland
- Elmore County Training School, a seven-teacher school in Elmore County, Alabama
- Dunbar Junior High, Senior High and Junior College in Little Rock, Arkansas

Through research, suggestions solicited from the public during the open comment period, and consultation with NPS subject matter experts, the study team analyzed additional study sites for their potential to possess exceptional qualities that could complement the 14 sites of focus identified in the study legislation. This effort ultimately resulted in the identification of two additional sites for evaluation within the scope of the special resource study:

- Emory School in Hale County, Alabama
- Great Branch Teacherage in Orangeburg County, South Carolina

The study emphasis area consists of sites in 10 states and includes private and publicly owned sites located in both urban centers and rural communities. The National Park Service consulted a variety of subject matter experts to inform the application of SRS criteria.

## **SUMMARY OF FINDINGS**

The National Park System New Areas Studies Act, 54 USC 100507, directs that proposed additions to the national park system must meet four legislatively mandated criteria: (1) national significance, (2) suitability, (3) feasibility, and (4) need for direct NPS management. All four of these criteria must be met for a study area to be considered for addition to the national park system.

This study finds that the San Domingo School in Wicomico County, Maryland, is the only site studied that meets all four criteria and would be appropriate for the establishment of the Rosenwald Schools National Historic Site as a new national park unit. A national historic site could be established to interpret Julius Rosenwald and the Rosenwald Schools in order to honor and preserve Julius Rosenwald's important contributions to American history and his philanthropic philosophy and partnership with Booker T. Washington and to tell the story of nearly 5,000 African American communities who were determined to provide for their children the education they had been denied.

The study further recommends to Congress the establishment of a Rosenwald School Network Program with grant-making authority pending congressional authorization. Grant-making authority and funding would require legislative action. A network could provide an opportunity to empower entities already preserving and promoting schools to continue to do so. This could empower local communities in the same way that Rosenwald's initial challenge grants did to build schools.

Therefore, per requirements of 54 USC 100507, this study includes management alternatives that describe what the National Park Service considers to be the most effective and efficient approach to protecting significant resources and providing for public enjoyment. If legislation for the establishment of a new unit or units is drafted, it can draw from study findings and these management alternatives, but it does not have to. Ultimately, this information is provided to inform Congress and the communities, stakeholders, and potential partners that are critical for engagement of the options available, should they choose to act on this study's positive findings and designate sites as a national park system unit. The findings for each of the sites analyzed are described as follows.

**National Significance**—The Rosenwald Schools and the Sears Administration Building are found to be nationally significant using the National Historic Landmark criteria required of special resource studies. The Rosenwald Schools as a group were found to be nationally significant for their association in representing the broad pattern of African American education and community uplift, for representing the national American ideal of the importance of public education, and for being a collection of educational facilities and support buildings of various architectural designs funded by the Rosenwald Program. The Sears Administration Building was found to be nationally significant for its association with Julius Rosenwald as a nationally significant individual in the history of the United States for his business success and philanthropic contributions. The Rosenwald Court Apartments, Museum of Science and Industry, and the Rosenwald House at the Lincoln Home National Historic Site do not meet the SRS criterion for national significance related to the life and legacy of Julius Rosenwald.

**Suitability**—While the National Park Service manages sites that protect stories and resources associated with commerce, philanthropy, work culture, community and neighborhood, social institutions and movements, and education and intellectual current, none commemorate Julius Rosenwald's life and legacy or the Rosenwald Schools. The Rosenwald Schools and the Sears Administration Building represent resources that are not already adequately represented in the national park system or protected for public enjoyment by another federal, state, local, nonprofit, or private entity. These sites meet the SRS suitability criterion for inclusion in the national park system.

**Feasibility**—Nine school sites (including the Great Branch teacherage) and the Sears Administration Building were evaluated under this SRS criterion. The San Domingo School was found to be feasible for direct NPS management under this criterion. The site is of sufficient size and appropriate configuration to ensure sustainable resource protection and visitor access, and the property owner expressed interest in selling the property to the National Park Service in support of a potential designation. The local community has expressed support as well as a concern that the property's use as a community center would not be allowed if owned by the National Park Service. Other Rosenwald School property owners in this study expressed their intent to retain ownership. Some owners also expressed interest in partnering with the National Park Service and were included in the analysis as part of management alternatives under SRS criterion 4. The Sears Administration Building was found not feasible, with limiting factors of costs associated with acquisition, development, and operation.

**Need for Direct NPS Management**—Based on the analysis of existing management of the San Domingo School, direct NPS management of the site is necessary to ensure its long-term protection and provide interpretation and visitor opportunities. Means of protecting of the site in the long term are unknown, as current managers age and become unable to care for the property in the same manner. For this reason, there appears to be a need for direct NPS management to provide long-term protection, interpretation, and visitor opportunities. Fee-simple ownership could ensure long-term protection by the National Park Service of this representative Rosenwald School including the interpretation of Julius Rosenwald’s life and legacy. Furthermore, the National Park Service would be able to share interpretation and educational resources with Rosenwald Schools nationwide.

**Management Alternatives and Options**—The National Park Service analyzed a range of potential management approaches for the protection and interpretation of resources associated with Julius Rosenwald’s philanthropy and the Rosenwald School program. The most cost-effective and effective management alternative appears to be a national historic site dedicated to the story of Julius Rosenwald’s philanthropy and the widespread impact of the Rosenwald School program and the establishment of a new network dedicated to the preservation and interpretation of Rosenwald Schools across the nation. This two-prong approach to telling a centralized story at a representative school and supporting community-driven preservation efforts and local organizations’ efforts would be an effective way to partner with communities to tell their stories and provide technical assistance and/or grants, pending congressional authorization.

The most effective and efficient management approach for a Julius Rosenwald and Rosenwald Schools National Historic Site is fee-simple ownership and direct NPS management of the San Domingo School in Sharptown, Maryland. The San Domingo School was the only school site analyzed in this study that met feasibility criterion due to the current owner expressing interest in potential NPS designation and federal ownership.

The theoretical management options described in the study are:

- Management option 1: Julius Rosenwald and Rosenwald Schools National Historic Site
- Management option 2: Establishment of a Rosenwald School Network Program

**Other Management Findings**—As directed by the study’s legislation, the study team evaluated the suitability and feasibility of a visitor center in or near Chicago. Although there is no existing visitor center that interprets the life and legacy of Julius Rosenwald in Chicago, the National Park Service did not find a site that meets the criteria for feasibility and need for NPS management as a visitor center facility. Because no suitable sites were identified, alternatives were identified to interpret Julius Rosenwald in or near Chicago without federal ownership. Outside of federal ownership, the study team identified several feasible alternatives for a visitor center in or near Chicago including:

- Alternative 1: Co-siting interpretation within an existing national park unit
- Alternative 2: Use of a non-NPS-owned space (lease or partnership agreement)

- Alternative 3: A nontraditional (“parks to people”) visitor center
- Alternative 4: Developing curriculum for schools

## **CONCLUSION**

The National Park Service finds that the San Domingo School meets all four criteria necessary to be considered eligible for designation as a new unit of the national park system. Landowners and the public have expressed support for designating a new national park unit for Julius Rosenwald and the Rosenwald Schools.

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## A GUIDE TO THIS DOCUMENT

This special resource study is organized into the following chapters. Each chapter is briefly described.

**Chapter 1: Study Purpose and Background** provides a brief description of the study area and an overview of the study's purpose, background, and process. This chapter also summarizes the NPS findings on the special resource study.

**Chapter 2: Historical Background and Resource Description** provides a historical overview of Julius Rosenwald's philanthropic activities and the Rosenwald School program. It also gives brief descriptions of the 14 sites included in the special resource study area.

**Chapter 3: Evaluation of the Study Area for Inclusion in the National Park System** describes the evaluation criteria and findings of the special resource study. Criteria discussed include national significance, suitability, feasibility, and need for direct NPS management.

**Chapter 4: Public Outreach** describes public outreach efforts conducted by the National Park Service in connection with the study. The chapter includes a summary of major input provided by the public during the initial phases of the study.

**Appendixes** include the legislation authorizing this special resource study, NPS *Management Policies 2006* criteria for inclusion, historical context regarding Julius Rosenwald and his philanthropy, references used in the study, NPS network-supported programs, additional sites suggested for study, and the study team.

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# Study Purpose and Background

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Research Center, University of Chicago Library.  
Lower right photo credit: *Our State Magazine*



# CHAPTER 1: STUDY PURPOSE AND BACKGROUND

## PURPOSE OF THE SPECIAL RESOURCE STUDY

New lands are typically added to the national park system by an act of Congress or presidential proclamation. However, before deciding to create a new national park unit, Congress needs to know whether the area and its resources meet established criteria for designation. The National Park Service (NPS), on behalf of the Secretary of the Interior, is often tasked with evaluating new areas for compliance with these criteria and documenting the agency's findings in a special resource study.

On January 13, 2021, Congress directed the Secretary of the Interior to conduct a special resource study of sites associated with the life and legacy of Julius Rosenwald to determine whether the study area would be an appropriate addition to the national park system (Public Law [PL] 116-336).

This special resource study evaluates the 14 sites named in the study legislation and two additional Rosenwald Schools suggested during the public comment period for potential inclusion in the national park system. This study is intended to provide Congress with information about the study area and its relationship to established criteria for NPS park lands.

## OVERVIEW OF THE STUDY AREA

The Julius Rosenwald and the Rosenwald Schools Act of 2020 (PL 116-336) names 14 sites of special emphasis related to Julius Rosenwald's life of philanthropy and the Rosenwald School program. The properties included in the study legislation are the following:

- Sears Administration Building at Homan Square in Chicago, Illinois
- Rosenwald Court Apartments in Chicago, Illinois
- Museum of Science and Industry in Chicago, Illinois
- Rosenwald House (formerly the Lyon Home) at the Lincoln Home National Historic Site in Springfield, Illinois
- Cairo Rosenwald School, a one-teacher school in Sumner County, Tennessee
- Shady Grove School, a one-teacher school in Louisa County, Virginia
- Noble Hill School, a two-teacher school in Bartow County, Georgia
- Ridgeley School, a two-teacher school in Prince George's County, Maryland
- Bay Springs School, a two-teacher school in Forrest County, Mississippi
- Russell School, a two-teacher school in Durham County, North Carolina

- Shiloh Rosenwald School, a three-teacher school in Macon County, Alabama
- San Domingo School, four-teacher school in Wicomico County, Maryland
- Elmore County Training School, a seven-teacher school in Elmore County, Alabama
- Dunbar Junior High, Senior High and Junior College in Little Rock, Arkansas

The NPS leadership team interpreted “focus” to mean that the study evaluates the 14 sites listed in the legislation and may also consider additional sites that merit inclusion due to their superlative or exceptional qualities. Through research, suggestions solicited from the public during the open comment period, and consultation with NPS subject matter experts, the study team analyzed additional study sites for their potential to possess exceptional qualities that could complement the 14 sites of focus identified in the study legislation. This effort ultimately resulted in the identification of two additional sites for evaluation within the scope of the special resource study:

- Emory School in Hale County, Alabama
- Great Branch Teacherage in Orangeburg County, South Carolina

See figure 1 for locations included in the study area.

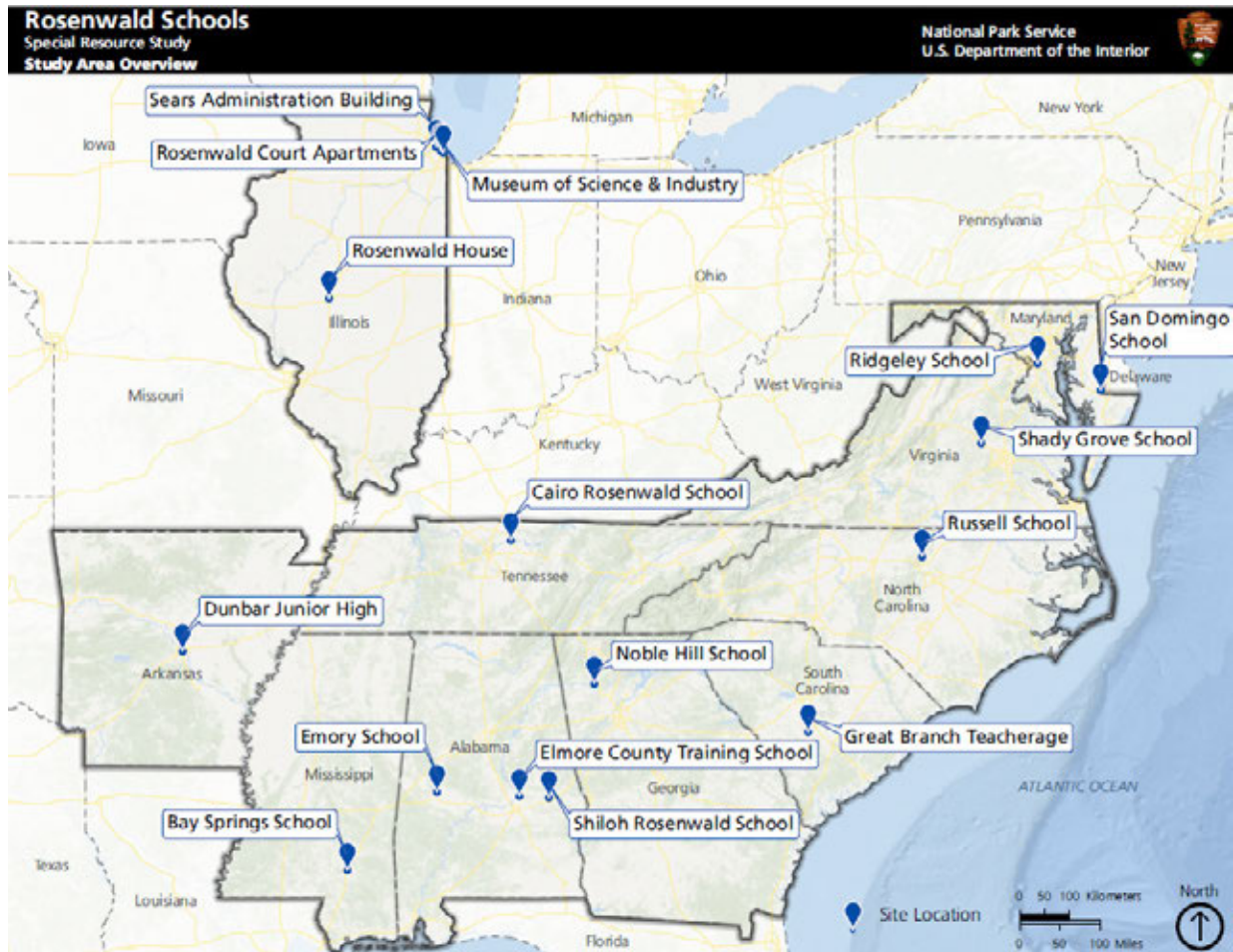


FIGURE 1. OVERVIEW OF THE STUDY AREA

## STUDY METHODOLOGY AND PROCESS

The following methodology was used to evaluate the properties associated with Julius Rosenwald’s life and legacy against the SRS criteria:

- **Assess public opinion and ideas about managing the site.** During the study process, the National Park Service conducted public outreach about the special resource study. The agency collected information on a variety of topics, including the level of public support for inclusion of sites associated with Julius Rosenwald and Rosenwald Schools within the national park system and other (non-NPS) options for protecting the study area’s resources and providing opportunities for visitors. Chapter 4 summarizes public outreach activities and input collected during this phase of the study.
- **Evaluate the study area against the criteria for inclusion in the national park system.** Per the National Park System New Areas Studies Act, 54 USC 100507, and NPS *Management Policies 2006* section 1.3, properties must meet certain criteria to qualify as a new unit of the national park system. Potential new units must:

- possess nationally significant natural and/or cultural resources,
  - be a suitable addition to the national park system,
  - be a feasible addition to the national park system, and
  - require direct management by the National Park Service that cannot or will not be accomplished by another governmental entity or by the private sector.
- **Evaluate NPS management alternatives.** According to NPS policy and guidelines for special resource studies, if resources meet the criteria for inclusion within the national park system and the need for direct NPS management is identified, then the study process continues with an analysis of management options available within the National Park Service.
  - **Transmit the study report to Congress.** Following completion of this special resource study, the study report and summary findings will be transmitted by the National Park Service to the Secretary of the Interior. The Secretary of the Interior will then transmit the study and any recommendation to Congress.

## **COMPLIANCE WITH THE NATIONAL ENVIRONMENTAL POLICY ACT**

54 USC 100507 requires each study to be “completed in compliance with the National Environmental Policy Act of 1969” (42 USC 4321 et seq). This study complies with the National Environmental Policy Act (NEPA) of 1969, as amended, which mandates that all federal agencies analyze the impacts of major federal actions that have a significant effect on the environment.

A categorical exclusion was selected as the most appropriate NEPA pathway for this study.

The study is excluded from requiring an environmental assessment or environmental impact statement because there is no potential for impacts on the human environment under normal circumstances. The applicable categorical exclusion is “Adoption or approval of surveys, studies, reports, plans, and similar documents which will result in recommendations or proposed actions which would cause no or only minimal environmental impact” (Section 3.2R in *National Park Service NEPA Handbook 2015*, 32).

Public involvement is not required for categorical exclusions. However, 54 USC 100507 requires special resource studies to be prepared with public involvement, including at least one public meeting in the vicinity of the area under study.

At the start of the study, a newsletter was prepared, and two virtual public meetings were held.

- July 6, 2022—focused on sites in and around Chicago identified in the study legislation
- July 7, 2022—focused on the Rosenwald Schools identified in the study legislation

When the National Park Service’s preliminary analysis revealed that the San Domingo School had the potential to meet all four criteria, including need for NPS management, a community meeting was held at the site on September 7, 2023. This additional meeting provided an opportunity to inform community members in attendance about the study process and gain an understanding of whether support existed for the creation of a park or other NPS involvement at San Domingo. Public outreach activities are discussed further in chapter 4.

## **ADDITIONAL STUDY REQUIREMENTS**

Public Law 116-336 (January 13, 2021) directs the Secretary of the Interior to conduct a special resource study of sites associated with Julius Rosenwald and Rosenwald Schools “with a special emphasis on” the sites named in the legislation. The study “shall

- (A) evaluate the national significance of the study area;
- (B) determine the suitability and feasibility of designating the study area as a unit of the National Park System, including an interpretive center in or near Chicago, Illinois;
- (C) consider other alternatives for preservation, protection, and interpretation of the study area by the Federal Government, State or local government entities, or private and nonprofit organizations;
- (D) consult with interested Federal agencies, State or local governmental entities, private and nonprofit organizations, or any other interested individuals; and
- E) identify cost estimates for any Federal acquisition, development, interpretation, operation, and maintenance associated with the alternatives” (PL 116-336, section 2b2).

## **STUDY LIMITATIONS**

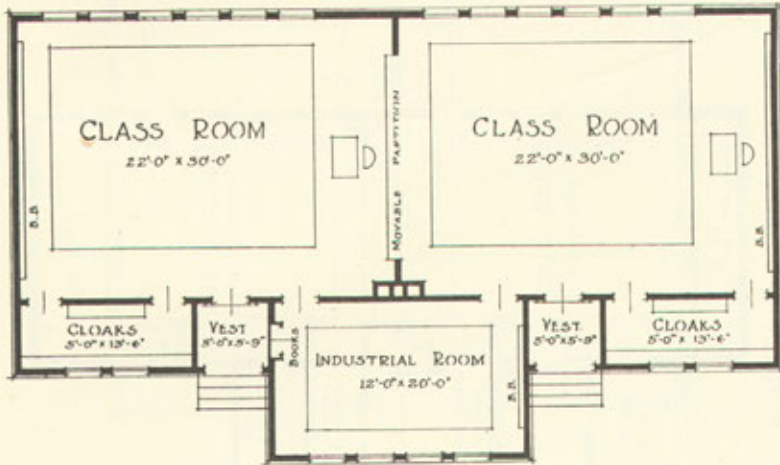
Special resource studies serve as reference sources for members of Congress, the National Park Service, and other persons interested in the potential designation of an area as a new unit of the national park system. Readers should be aware that the analysis and findings contained in this report do not guarantee future funding, support, or any subsequent action by Congress, the US Department of the Interior, or the National Park Service.

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# Historical Background and Resource Description

# 2

COMMUNITY SCHOOL PLANS



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







## **CHAPTER 2: HISTORICAL BACKGROUND AND RESOURCE DESCRIPTIONS**

### **INTRODUCTION**

The Julius Rosenwald and Rosenwald Schools study team acknowledges, with respect, that Native people have lived within the study area since time immemorial and that many Native people were forcibly removed from their homelands. We understand the study area is located within the ancestral and traditional homeland of the following federally recognized Tribes: Citizen Potawatomi Nation, Oklahoma; Forest County Potawatomi Community, Wisconsin; Hannahville Indian Community, Michigan; Kickapoo Tribe of Indians of the Kickapoo Reservation in Kansas; Kickapoo Tribe of Oklahoma; Little Traverse Bay Bands of Odawa Indians, Michigan; Menominee Indian Tribe of Wisconsin; Miami Tribe of Oklahoma; Osage Nation; Peoria Tribe of Indians of Oklahoma; Prairie Band Potawatomi Nation; Cherokee Nation; Coushatta Tribe of Louisiana; Eastern Band of Cherokee Indians; Muscogee (Creek) Nation; Catawba Indian Nation (also known as Catawba Indian Tribe of South Carolina); Delaware Nation, Oklahoma; Monacan Indian Nation; Alabama-Coushatta Tribe of Texas; Alabama-Quassarte Tribal Town; Delaware Nation, Oklahoma; Delaware Tribe of Indians; Choctaw Nation of Oklahoma; Mississippi Band of Choctaw Indians; Eastern Shawnee Tribe of Oklahoma; Apache Tribe of Oklahoma; and Quapaw Nation. Furthermore, the study team understands the San Domingo School is located within the geographic spheres of influence of state-recognized Tribes such as the Piscataway Conoy Tribe, the Piscataway Indian Nation, and the Accohannock Tribe, which maintain a relationship with Wicomico County, Maryland. Other Tribes that have not been federally recognized also identify Wicomico County, Maryland, as within their geographic spheres of influence (Maryland State Arts Council 2024; Maryland State Archives 2024). Tribal histories and Tribes' continued relationship to the study area are important and should be considered, should Congress act on the conclusions presented in this study. Because the study legislation was narrowly focused in time and scope, their histories and continued connection to the study area have not been included in this study.

The historical background and resource descriptions in this chapter and appendix C contain information that is relevant to the evaluation of the study area presented in chapter 3.

### **BRIEF BIOGRAPHY OF JULIUS ROSENWALD**

Born in 1862 to Jewish-German immigrants, Julius Rosenwald enjoyed a comfortable, middle-class upbringing in Springfield, Illinois, before moving to New York City in 1879 to learn the retail and manufacturing business from his uncles, the Hammerslough Brothers. In 1885, he returned to Illinois and established a clothing company, with the Hammerslough Brothers' backing, with his brother Morris. In 1895, Rosenwald's brother-in-law Aaron Nusbaum offered him stake in Sears, Roebuck and Company, a Minnesota mail-order company that had recently moved its headquarters to Chicago and was struggling with a large backlog of merchandise after the Panic of 1893.

Seeing the company's growth potential, Rosenwald made Sears his sole business interest and assumed the role of vice president when Nusbaum sold his stake in the company to Rosenwald in 1901. Though ingenuity and enterprise, Rosenwald helped refine mail-order merchandising and provided rural Americans in even the most remote parts of the country the same access to consumer goods. As vice president, Julius Rosenwald oversaw the construction of the 40-acre corporate headquarters that consolidated the mail-order operations on Chicago's west side in 1904. As a result of Rosenwald's leadership, the Sears company became extremely profitable and Rosenwald became extremely wealthy. The company went public soon after the construction of the merchandising campus and increased its value from \$7.3 million to \$40 million; in 1906, the company's net sale revenue surpassed \$49 million (EHT Tracerics 2018).

Rosenwald assumed the role of president of Sears, Roebuck and Company in 1909 following Richard Sears's retirement and led the company through World War I and the post-war recession of 1920–1921. Interested in dedicating himself more to his philanthropic pursuits, Rosenwald named Charles M. Kittle president of Sears in 1924 and assumed the role of chairman of the company. Rosenwald embodied the Jewish concept of *tzedakah*—righteousness and charity—providing support to a wide range of philanthropic causes throughout his lifetime. Unlike many of his contemporaries, Rosenwald was opposed to perpetual endowments and having his name put on any structure. This modest approach to giving focused on dealing with the issues of his time and giving funds to capable people with articulated goals regardless of race or ethnicity. Julius Rosenwald's death on January 6, 1932, was national news due to his business success and his deep investment in the dignity of the human spirit, in lifting up the unfortunate and oppressed, and in helping those who displayed the willingness and capacity to help themselves (EHT Tracerics 2018, 26).

## THE ROSENWALD SCHOOL PROGRAM

Julius Rosenwald's philanthropic activities began during the early 1900s, with small contributions to local Chicago organizations associated with Jewish charities, the settlement house movement, hospitals, and the University of Chicago (EHT Tracerics 2018, 17). In 1911, Julius Rosenwald met Booker T. Washington when Washington visited Chicago while fundraising for the Tuskegee Institute, an African American teachers' college where Washington served as principal. Rosenwald had previously read Washington's autobiography *Up from Slavery* and *An American Citizen: The Life of William H. Baldwin Jr.*, the story of Washington's friend, a White railroad executive and philanthropist who served on the Tuskegee Institute Board of Trustees (EHT Tracerics 2018, 18). Rosenwald was inspired by Washington's approach and Baldwin's dedication to African American education.

The men found they shared similar philosophies toward philanthropy and felt individuals and groups working tirelessly for uplift deserved help if it did not diminish their self-reliance (Turley-Adams 1997, 8). Booker T. Washington, a graduate of Hampton Institute—one of the African American schools established under Reconstruction that focused on agricultural and industrial education for the economic advancement of formerly enslaved people—wanted to duplicate the Hampton approach across the rural South through

segregated African American schools (NPS 2015). Washington envisioned African American communities purchasing land and constructing schools for industrial education that would then be transferred to local school authorities to oversee, but he realized such a program would need financial backers (Hoffschwelle 2012). A skilled fundraiser, Washington previously worked with John D. Rockefeller's General Education Board, Henry Huttleston Rogers of the Standard Oil Company, and other Northern charitable funds to construct schools in rural Alabama. The partnership, which ran from 1904 until Rogers's death in 1909, created 46 schools across the state. The schools, which cost approximately \$700 each, were paid for by a combination of philanthropic funds and local money (Turley-Adams 1997, 9).

In 1912, Rosenwald gave \$25,000 to support African American teacher training schools, and Washington used the leftover \$2,800 to build six rural schools and revitalize the program he envisioned with Rogers. Each community received a \$300 grant toward the cost of a new school, which was meant to cover approximately one-third of the total cost to construct and furnish the facility (Weathers 2008, Sec E 9). In 1913, Rosenwald increased his donation to \$30,000 to support 100 new schools and specified that the funding was a supplement to funds provided by state and local schoolboards and the local African American community, which raised a large portion of the total cost of property, construction, and equipment (Riles 1998, Sec E 5). The program, which was administered by the Tuskegee Institute, expanded to accept applications from Arkansas, Florida, Georgia, Mississippi, North Carolina, and Tennessee. At the time of Booker T. Washington's death on November 15, 1915, there were 78 Rosenwald Schools either completed or under construction in three states; soon after, in 1916, Rosenwald donated enough for 200 schools to each receive a maximum grant of \$300, which helped the program scale up considerably (EHT Tracerics 2021, 7; EHT Tracerics 2018, 32; Hollschwelle 2012, 3).

In 1917, Julius Rosenwald established the charitable foundation the Rosenwald Fund to bring together his many philanthropic interests and donations as well as to address the huge demand for school grants. "Rosenwald Schools" were known for their modern, standardized designs that emphasized lighting, ventilation, heating, and sanitation. The fund distributed school plans based on the number of teachers, making sure to highlight the fact that even the one-teacher design included workrooms, cloakrooms, and other spaces. The gable-roofed, modest buildings reimaged the look of rural schoolhouses with folding doors that allowed teachers or community members to create an open meeting space and large windows that allowed light and ventilation (Hoffschwelle 2012, 4). As of 1920, there were 640 Rosenwald Schools (EHT Tracerics 2021, 7).

In 1920, the program was transferred from the Tuskegee Institute to the Julius Rosenwald Fund due to its success and span. From 1920 to 1928, between 400 and 500 Rosenwald Schools were built each year (EHT Tracerics 2021, 8). By 1928, one in every five rural schools in the South was a Rosenwald School, and these schools served one-third of rural Black students and teachers in the South. When the program concluded after Rosenwald's death in 1932, Julius Rosenwald and the Rosenwald Fund had contributed more than \$4.3 million to the program. Combined with the \$4.7 million raised by African American

communities, the Rosenwald School Building Program funded the construction of 4,977 schools, 217 teacher homes, and 163 shop buildings across 15 states (Hoffschwelle 2012, 1)

## METHODOLOGY

In 2016, representatives of the National Park Conservation Association and the National Trust of Historic Places, alongside volunteers with a broad interest in preserving Rosenwald Schools and their stories, formed the Rosenwald Park Campaign, a 503(c)(3) nonprofit founded in 2016 to promote the establishment of a national historical park dedicated to the life and legacy of philanthropist Julius Rosenwald. The group supported the National Trust's Preserving Rosenwald Schools initiative to raise awareness and provide technical assistance to the grassroots activists, local governments, and churches that own Rosenwald Schools (NTHP n.d.; Hoffschwelle 2012). The campaign was also instrumental in the January 2021 passage of the Julius Rosenwald and Rosenwald Schools Study Act.

Soon after its founding, the Rosenwald Park Campaign hired EHT Traceries, a Washington, DC-based historic preservation firm that has worked with government agencies, state historic preservation offices, and other stakeholders. The consulting firm was tasked with compiling an inventory of Rosenwald-related properties, identifying sites that could be associated with a future national park unit, and authoring a historic context about Julius Rosenwald's life and philanthropy to support potential inclusion under the SRS national significance criterion. The resulting reports, *The Campaign to Create a Julius Rosenwald & Rosenwald Schools National Historical Park: Historic Context Inventory & Analysis* (EHT Traceries 2018) and *Identifying and Evaluating Rosenwald School Facilities Recommended for Inclusion in a National Park* (EHT Traceries 2021), were provided to the National Park Service by the campaign following the passage of the Julius Rosenwald and Rosenwald Schools Study Act. The 2018 report's summary of Julius Rosenwald's life and philanthropy (p. 10–25) and African American education and the Rosenwald Schools (p. 26–40) provide a general biography of Julius Rosenwald and descriptions of his philanthropic pursuits; they are included in this report as appendix C.

The EHT Traceries reports closely follow the study legislation's focus on Julius Rosenwald and the breadth of his philanthropic efforts. The survey and inventory provide an in-depth discussion of the architecture of surviving Rosenwald Schools throughout the South and locations associated with Rosenwald to consider for a Chicago-area visitor center. While the EHT Traceries-authored documents offer a thorough overview of Rosenwald's life and philanthropic pursuits that aligns with the SRS legislation, the Rosenwald School program's importance extends far beyond the reach of any single individual and represents the continued activism of the African American community at large and its focus on education as the "most significant tool in their quest for political, economic, and social equality" (Causey 2021, 10).

Several of the 15 states that had schools constructed with Rosenwald funds harnessed the interest created by Middle Tennessee State University and the National Trust to fund state-specific historic resource studies and inventories. *Rosenwald Schools in Kentucky, 1917-1932* (Turley-Adams 1997) was one of the earlier attempts at contextualizing the Julius Rosenwald Fund and Rosenwald schools at the state level; this work is considered "authoritative,

succinct, and is indispensable reading for anyone studying Rosenwald schools” (Green 2004, Sec. H 17). Multiple property listings at the state and county levels, including the Alabama Rosenwald School Building Fund and Associated Buildings (1913-1937) (NRHP Reference #64500011; Mansell and Binkley 1997), Texas’s Historic and Architectural Resources Associated with the Rosenwald School Building Program (NRHP Reference #64500652; Riles 1998), Rosenwald Schools in Virginia (NRHP Reference #64500875; Green 2004), and Rosenwald Schools of Maryland (NRHP Reference #64501231; Pearl 2014b), showcase the nuances between the discrimination African American students and parents faced in Southern states and mid-Atlantic states during the Jim Crow era. Recent individual national register listings for properties named in the study legislation provide details about individual communities’ efforts to secure Rosenwald funding during their quests for quality education.

While the recent *Historic Resource Study of African American Schools in the South, 1865-1900* (Green and Hébert 2022) and the Tolson’s Chapel and School National Historic Landmark Nomination (NHRP Reference #100006233; Causey 2021) describe African American education in the decades before the creation of the Rosenwald Fund, the documents show how Rosenwald Schools of the early 20th century are part of the continued history of African American institution-building—a historic context identified in *The Era of Reconstruction, 1861-1900* national landmarks theme study (Downs and Masur 2017). These themes are further explored in the analysis of the study criteria below.

## RESOURCE DESCRIPTIONS

This section provides a brief historical and physical description of the properties under consideration in this special resource study as well as a description of each property’s current condition. Fourteen sites are named in the special resource study’s legislation, PL 116-336, Julius Rosenwald and the Rosenwald Schools Act of 2020.

Four sites are in Illinois:

- Sears Administration Building at Homan Square in Chicago, Illinois
- Rosenwald Court Apartments in Chicago, Illinois
- Museum of Science and Industry in Chicago, Illinois
- Rosenwald House (formerly the Lyon Home) at the Lincoln Home National Historic Site in Springfield, Illinois

Ten Rosenwald School sites are in other states:

- Cairo Rosenwald School in Sumner County, Tennessee
- Shady Grove School in Louisa County, Virginia
- Noble Hill School in Bartow County, Georgia
- Ridgeley School in Prince George’s County, Maryland

- Bay Springs School in Forrest County, Mississippi
- Russell School in Durham County, North Carolina
- Shiloh Rosenwald School in Macon County, Alabama
- San Domingo School in Wicomico County, Maryland
- Elmore County Training School in Elmore County, Alabama
- Dunbar Junior High, Senior High and Junior College in Little Rock, Arkansas

The study team identified two additional school sites for evaluation under the SRS criteria:

- Emory School in Hale County, Alabama—The Emory School was included because it is possibly the oldest surviving Rosenwald School, and it represents a rare example of a school built during the Tuskegee Phase of the program.
- Great Branch Teacherage in Orangeburg, South Carolina—The Great Branch Teacherage was included because it represents a rare surviving example of a teacher’s home that was built as part of the Rosenwald Fund program.

A total of 98 additional sites associated with Julius Rosenwald and/or Rosenwald Schools was suggested by the public for consideration as part of this special resource study. See appendix F for a complete list of suggested properties. Due to the vast geographical and chronological spread of the Rosenwald Schools and architectural variety of schools and other structures supported by the Rosenwald Fund, the other sites suggested by the public were not considered to be exceptional or superlative in ways that represent aspects of Julius Rosenwald’s life and legacy or aspects of the Rosenwald School program that are not already represented by these study sites. Therefore, the leadership team determined that for the purpose of this study and considering its limited scope, the 14 sites identified in the legislation plus the 2 additional sites identified during the study process constitute a well-rounded, representational group of sites appropriate for the scope of the study. Therefore, 16 sites in total are evaluated in this study using the SRS criteria.

## **Illinois Sites**

### **1. Sears Administration Building at Homan Square in Chicago, Illinois**

In 1904, Sears, Roebuck and Company Vice President Julius Rosenwald directed the company to purchase 41.6 acres on Chicago’s West Side to construct a centralized merchandizing complex that would be able to house Sears operations and large enough to accommodate the growing mail-order catalogue business. Construction on the headquarters campus broke ground in January 1905, and by the next year, all Sears, Roebuck, and Company operations transferred into the new complex, which was jaw-dropping in size and scale. First to open in May 1905 was the Merchandise Building, sporting a 250-foot tower that was the tallest structure in Chicago outside the downtown area. The Merchandising Tower immediately became a neighborhood landmark. When it was completed, the 3-million-square-foot Merchandise Building was the largest commercial structure in America.

The complex also included the Administration Building, a catalogue printing facility (which was used for merchandise development when Sears, Roebuck and Company outsourced its printing in 1923), and a brick power house (Christian 1978). By January 1906, all company operations were housed in the newly constructed buildings, fulfilling Rosenwald's vision for a consolidated, industrialized merchandising hub that could print catalogues, receive and fill mail orders, and ship directly to consumers across the country (City of Chicago 2014).

The 280,588-square-foot Sears, Roebuck and Company Administration Building is a five-story, I-shaped, red brick building measuring 133 by 432 feet that takes up the majority of the block between S. Homan and S. Spauling Avenues. Designed by Nimmons and Fellows, a local Chicago architecture firm inspired by the Prairie School, the building follows Chicago School design with projecting piers, recessed spandrels, horizontal belt courses, and peaked parapets at the building's cornice (Christian 1978). Its first two stories were completed in 1906 and sit on a partially raised full basement. The three upper stories were added in 1914 by architect George C. Nimmons to meet the growing need for clerical workers to process catalogue orders. The building housed the executive offices, clerical staff and space, dining facilities for 9,000 employees—with separate men's and women's cafeterias—a grill room, a dining room, and other employee amenities such as a recreation room and library (Chicagology 2024). The building's primary, north façade faces Arthington Street and has a symmetrical arrangement of dark red brick, long stretches of oversized double-hung windows, and an ornate central entry portico at the central bay. The terra cotta detailing on the two-story pedimented entrance continues on the east and west elevations, while the south elevation, which abuts the power house, has a common bond brick treatment (Historic American Buildings Survey 1994; City of Chicago 2014).

When Sears, Roebuck and Company moved its headquarters to the 108-story Sears Tower in downtown Chicago in 1973, the operations at the West Side complex drastically scaled back. At the time of the 1978 National Historic Landmark (NHL) designation, the massive Administration Building housed offices for the Sears Midwest catalogue group (NRHP Reference #78001129; Christian 1978). All Sears operations moved out of the corporate complex by 1987. The administration building was individually designated a Chicago Landmark in 2002 and was included in the Sears, Roebuck and Co. District designated in 2014 (City of Chicago 2014).



**FIGURE 2. HISTORIC POSTCARD OF SEARS, ROEBUCK AND COMPANY COMPLEX SHOWING (CLOCKWISE) THE TOWERED MERCHANDISE BUILDING, SUNKEN GARDENS AND PERGOLA, PRINT BUILDING, POWER HOUSE, AND ADMINISTRATION BUILDING (CENTER) CIRCA 1906**



**FIGURE 3. ADMINISTRATION BUILDING (CENTER) AND MERCHANDISE BUILDING (BACKGROUND) OVERLOOKING ARTHINGTON STREET, CIRCA 1977 (PHOTO FROM NRHP/NHL DOCUMENTATION)**





FIGURE 4. AERIAL VIEW OF SEARS, ROEBUCK AND COMPANY DISTRICT, 2016: (L-R) PRINTING BUILDING, POWER HOUSE, ADMINISTRATION BUILDING, SUNKEN GARDENS, AND MERCHANDISE BUILDING TOWER

## 2. Rosenwald Court Apartments in Chicago, Illinois

As early as 1916, Julius Rosenwald envisioned constructing an apartment building that would cater to Chicago's middle-class African American families that were impacted by racially restrictive leasing policies throughout the city. His idea crystalized after seeing government-sponsored apartments in Vienna that incorporated affordable living, street-level storefronts, and green space in the form of a large-scale, enclosed courtyard. In 1928, Julius Rosenwald formed the Michigan Boulevard Gardens Building Corporation with his son-in-law Alfred K. Stern and purchased property in the predominantly African American Bronzeville neighborhood for construction of a garden apartment complex inspired by European apartment building design (City of Chicago 2017).

Michigan Boulevard Garden Apartments / Rosenwald Court Apartments consists of a five-story, tan, brick-clad building constructed in 1929–1930 and two preexisting, three-story masonry apartment buildings built around 1907–1908 at the southwest corner of 46th Street and Michigan Boulevard (Cataldo 1981). The complex includes a protected interior courtyard, which provided a secure and private common area for the residents, terra cotta tile details, and other Art Moderne features. The “zig-zag” building footprint allows the sections of the building to extend into the courtyard to break up the large, rectilinear building's form, provides visual details, and creates opportunities for numerous windows within an individual apartment unit (City of Chicago, 2017).

Rosenwald was sole investor in the project, putting forward \$2.7 million for its construction, and soon after the Michigan Boulevard Garden Apartments' official opening

in 1930, residents began to refer to the complex as “the Rosenwald.” The amenities offered at the complex—including the landscaped courtyard that provided shared greenspace, on-site nursery and kindergarten childcare, community social room, and 24-hour security—attracted doctors, lawyers, and other community leaders and made the Rosenwald a coveted address in Bronzeville. The community flourished under the supervision of Robert Rochon Taylor, who served as the apartment manager from its opening in 1930 until his death in 1957 and was the chairman of the Chicago Housing Authority from 1942 to 1950. Notable residents at “the Rosenwald” included musician Nat King Cole, poet Gwendolyn Brooks, playwright Lorraine Hansberry, a young Quincy Jones who would grow up to become a renowned musician and producer, and countless professional and community leaders (Aizuss 2015).

The complex was eventually acquired by the City of Chicago Department of Urban Renewal in 1973 and closed in 2000. Since its closure, a private redevelopment team renovated and reopened 239 affordable apartments for lease in 2016 (Landmarks Illinois n.d.; Lightengale Group 2024). Rosenwald Court Apartments was listed in the National Register of Historic Places (NRHP) in 1981 for the complex’s design and as an early example of privately funded affordable housing (NRHP Reference #81000218; Cataldo 1981). The property was designated a Chicago Landmark in 2017.



**FIGURE 5. ROSENWALD COURT APARTMENTS, VIEW LOOKING NORTHEAST FROM INTERSECTION OF E. 47TH STREET AND S. WABASH AVENUE, AUGUST 2020 (PHOTO BY DENNIS MCCLENDON, COURTESY OF EHT TRACERIES)**



**FIGURE 6. CHILDREN PLAYING IN ROSENWALD COURT APARTMENTS COURTYARD, 1951 (COURTESY OF CHICAGO HISTORY MUSEUM)**



**FIGURE 7. RESTORED ROSENWALD COURT APARTMENTS INTERIOR COURTYARD, 2017 (PHOTO BY ERIC ALLIX ROGERS, COURTESY OF OPEN HOUSE CHICAGO)**

### 3. Museum of Science and Industry in Chicago, Illinois

Constructed as an arts exhibit building for the 1893 World's Columbian Exposition, the Palace of Fine Arts was converted into the Chicago Columbian Museum to display items at the close of the exposition. In 1920, the museum—which had been renamed the Field Museum of Natural History in 1905 to honor Chicago businessman and primary donor Marshall Field—relocated to a new building constructed at the south end of Grant Park. After sitting vacant for a few years, the South Park Commission passed a resolution in 1924 to restore the building and asked for suggestions for potential reuse. Julius Rosenwald campaigned for the building to become an industrial museum—a dream he had after visiting Berlin's Deutsche Museum in 1911 (City of Chicago 1994).

The Palace of Fine Arts was designed by architect Charles Atwood in 1891 as part of the World's Columbian Exposition. The three-story classical Beaux-Arts building was initially constructed with a brick-and-steel frame covered in decorative stucco—an architectural compound made of plaster, hemp, and horsehair—and was intended to be a temporary fine arts gallery. It incorporated Roman and Greek elements, with a 120-foot central dome rising above two smaller east and west pavilions and architectural details that mimicked Rome's Pantheon and Athens's Acropolis (Benjamin 2018). By the time the Field Museum of History vacated the building in 1920, the stucco facade was severely deteriorated. Rosenwald's financial support made the early 1930s restoration of the property possible. The 1890s stucco exterior was replicated in Bedford limestone and replaced. Once the exterior restoration was complete, the interior was reconstructed to include contemporary Art Deco elements (Chicago Architecture Center 2023). The museum opening coincided with the 1933 Century of Progress World's Fair, and it featured some of the first hands-on exhibits in the Western Hemisphere (Museum of Science and Industry n.d.).

The Museum of Science and Industry was listed on the National Register of Historic Places in 1972 as part of the Jackson Park Historic Landscape District and Midway Plaisance (Reference #72001565; Sprague 1972). The Jackson Park NRHP district is significant for architecture, landscape architecture, science, sculpture, and urban planning connected to the 1893 World's Columbian Exposition and following developments on the fairgrounds (Benjamin 2018).



FIGURE 8. PALACE OF FINE ARTS IN *PICTURESQUE WORLD'S FAIR, AN ELABORATE COLLECTION OF COLORED VIEWS*, CIRCA 1895 (PHOTO BY GEORGE R. DAVIS, REPRINTED FROM *CHICAGOLOGY* 2024)



FIGURE 9. MUSEUM OF SCIENCE AND INDUSTRY, 2019 (PHOTO BY BILL HEALY, COURTESY OF WBEZ)

#### 4. Rosenwald House (formerly the Lyon Home) at the Lincoln Home National Historic Site in Springfield, Illinois

In 1853, Alexander Graham purchased a vacant lot on 8th Street between Jackson Street and Capitol Avenue in downtown Springfield, Illinois, from future president Abraham Lincoln. Graham, a carpenter by trade, likely constructed the two-story Italianate home before selling the property to Lemuel Ide in 1856. Ide proceeded to rent out the house. In 1860, the year interpreted by the Lincoln Home National Historic Site, the house was rented by Henson Lyon, a local farmer (NPS 2014). After Lyon's death in 1868, Samuel Rosenwald—Julius's father—purchased the property. Samuel and his wife Augusta raised five children in the house as Samuel continued to work as a retailer. The house remained in the Rosenwald family until Samuel sold it and his business in 1886 and moved to Chicago to support Julius's wholesale clothing business. No historic photos dating to the Rosenwalds' time of residency exist (HABS 1971; EHT Tracerics 2020).

In 1970–1971, the City of Springfield and the Rosenwald Foundation funded the restoration of the exterior of the house (NPS 2021b). Rosenwald House in Springfield was included in the Lincoln Home National Historic Site boundary when the national park unit was established in 1971 and was documented as part of the Historic American Buildings Survey (HABS IL-1123-I). The Julius Rosenwald and Rosenwald School Study Act of 2020 officially changed the name of the building from the Lyon Home to the Rosenwald Home. The building is currently used as NPS administration space and is not open to the public.

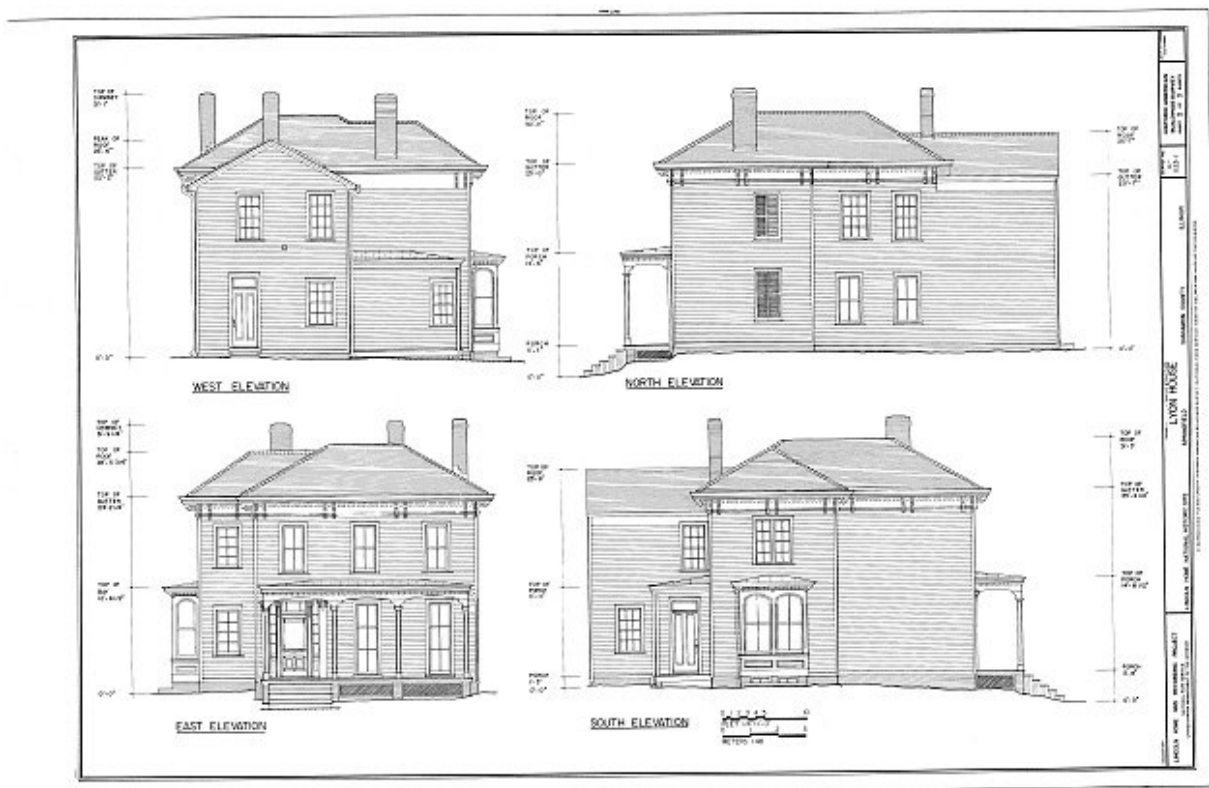


FIGURE 10. ARCHITECTURAL ELEVATION DRAWINGS OF THE ROSENWALD HOUSE AFTER THE 1970–1971 RESTORATION (DRAWING FROM SURVEY HABS IL-1123-I, LIBRARY OF CONGRESS)



**FIGURE 11. ROSENWALD HOUSE IN LINCOLN HOME NATIONAL HISTORIC SITE, 2021 (COURTESY OF NATIONAL PARK SERVICE)**

## Rosenwald School Sites

### 5. Cairo Rosenwald School in Sumner County, Tennessee

The Cairo Rosenwald School, a one-teacher school, “is situated on a 3.7-acre property on Zieglers Fort Road in the unincorporated community of Cairo, Sumner County, Tennessee, just north of the Cumberland River. ... The school was built at a total cost of \$1,900. The Julius Rosenwald Fund contributed \$500 of the total cost, with the remaining \$1,200 was split evenly between African American members of the community and the Tennessee public school fund. ... The wood frame building was erected between 1922 and 1923 and is an example of Plan 1-A” (EHT Tracerics 2021a, 27), a new design for frame, one-teacher schools that appeared in *Community School Plans Pamphlet No. 2* (Julius Rosenwald Fund 1922a) and the 1924 edition of *Community School Plans* with a few modifications. Plan 1-A was front gabled and designed to face north or south; it featured full-sized windows on one side of the building and smaller breeze windows on the other. Plan 1-A contained a single classroom and an industrial room and continued to appear through the 1931 edition of *Community School Plans* (EHT Tracerics 2021a; Julius Rosenwald Fund 1931, 25–26).

“The Cairo Rosenwald School is a one-story, frame, three-bay, front-gabled building on a coursed stone foundation. The school is clad in wood siding and is capped by a metal roof. The main entrance is centered in the front elevation and is sheltered by a simple bracketed wood canopy. The school’s windows are original and vary from six-over-six to nine-over-nine double-hung, wood sash on wood sills” (EHT Tracerics 2021a, 27). The interior space “consists of a single room with a platform built across the north end of the room. The platform area is separated from the classroom by folding, five panel wood doors that could be used to shut off the platform area from the classroom. Located on the platform is a refrigerator, stove, original sink and two small original drinking fountains. This area was used to teach home economics and to prepare lunches. ... The only plumbing in the building is located on the platform area to serve the sinks and water fountains. The installation of running water occurred in 1951 with the construction of a pump house located approximately forty feet behind the school. The small concrete block structure is five feet by seven feet and housed a cast iron pump which still remains” (Brinkley 1996, 7-1). “The pump house has lost its roof and door and no longer retains structural integrity and is considered to be non-contributing, due to both the date and condition. Prior to the construction of the pump house students had to carry buckets of water from the Mr. Charles Robb’s home across the road from the school” (Brinkley 1996, 7-2).

The 1996 NRHP nomination (Reference #96001359) notes that the paint color on the walls was not original and that there was a painted-over chalkboard on the eastern wall. The nomination also notes that the cloak rooms retained their original green paint color and that vinyl flooring was added over the original wood floors (Brinkley 1996), which is also mentioned in the EHT Tracerics report (2021a). The original desks have survived, and the original photograph of Julius Rosenwald still hangs over the door. The school does not have an indoor bathroom (EHT Tracerics 2021a), nor has it ever had indoor bathrooms. “Outhouses originally stood on the property, but they were destroyed by fire several years ago. The original heating for the school came from a pot bellied stove which has since been



removed although the interior chimney remains. ... The school building was wired for electricity in the 1940s and retains that service today” (Brinkley 1996, 7-2).

“Restoration and stabilization work was undertaken by the Tennessee Preservation Trust and the Middle Tennessee State University Center for Historic Preservation in 2008, through a grant provided by the Lowes Charitable and Educational Foundation, in partnership with the National Trust. During the restoration, the original front stairs were reconstructed,” (EHT Traceries 2021a, 28) having been replaced by a ramp for wheelchair accessibility in 1995 (Brinkley 1996), “the original windowsills were repaired, and several original windows received new custom upper sashes. A wheelchair ramp was added to the back of the structure. Repairs were made to the roof, and the awning received a new cover. The original siding was repainted. Lost elements were reproduced using custom-milled replacements. A root cellar was found during crawlspace excavation” (EHT Traceries 2021a, 28), though the cellar entrance was noted in the 1996 NRHP nomination (Brinkley 1996). EHT Traceries states that the school “still exhibits the majority of its original materials and design elements and has retained sufficient integrity to convey its historical significance” (EHT Traceries 2021a, 28).

The school is individually listed in the National Register of Historic Places (1996) as having local significance under criteria A and C for its role in the education and social history of the African American community and as a good example of an intact standard plan school built with the Julius Rosenwald Fund. It is one of only two Rosenwald Schools remaining in Sumner County. The period of significance of the school is 1922 to 1946 (Brinkley 1996) and extends 50 years to the time of its NRHP listing in 1996. “The school served students in grades one through eight from 1923 through 1959, at which point the consolidation of local schools prompted its closure and transition into a community center. The school continues to be used as a community center under the ownership of Williams Chapel Baptist Church” (EHT Traceries 2021a, 27).



FIGURE 12. CAIRO ROSENWALD SCHOOL CIRCA 1923 (FISK UNIVERSITY) (EHT TRACERIES 2021A, 27, FIG. 8)



FIGURE 13. CAIRO ROSENWALD SCHOOL FRONT ELEVATION, 2018 (DOROTHY CANTER) (EHT TRACERIES 2021A, 28, FIG. 10)



FIGURE 14. CAIRO ROSENWALD SCHOOL CLASSROOM, 2018 (DOROTHY CANTER) (EHT TRACERIES 2021A, 28, FIG. 9)

## 6. Shady Grove School in Louisa County, Virginia

As one of two Rosenwald Schools built in Louisa County, the one-teacher Shady Grove school is located at 2925 Three Chopt Road in Louisa, Virginia. “It was constructed for a total cost of \$1,500: the Julius Rosenwald Fund contributed \$400, the local African American community contributed \$700, and the remaining \$400 was provided by public funding” (EHT Tracerics 2021a, 38; see also Kirchen and Andrus 2008, 8-5). The movement to replace an aged log cabin school on property then belonging to Shady Grove Baptist Church “in the current location of the Shady Grove School with a new one was initiated by George Walter Hayden, chair of the Patrons’ League, formed by African American community members. In 1922, Hayden pressed W.D. Gresham, Supervisor for Negro Education for Virginia’s State Board of Education, to address the need for a new school in Shady Grove” (EHT Tracerics 2021a, 38; 2021b).

Much of the history of the construction of the school is documented in a series of correspondences. In July 1922, Ednora Pendelton wrote Hayden in response to his concern about the need for a new school and encouraged him to consider the Rosenwald plan, recommending the one-room school with the idea to seek additional funds in the future to expand it. Pendelton advised Hayden to attend the county school board meeting later that month. In September, a letter from Gresham to Hayden expressed Gresham’s hope to visit the school in October. Hayden received a letter in February 1923 from Lucile Robertson, Louisa County Superintendent of Schools, who expressed her interest in the school’s welfare and promised to send a one-teacher school plan with instructions for how to begin. She asked that he read the instructions at a meeting of the Patrons’ League, recommended that he form a committee as a board of trustees to take charge of the work, and advised that \$500 be held to plan other arrangements in case the county did not support the project. Finally, Hayden was to return the plan and instructions to her, which she would share with every league that requested it. After Gresham visited the site in June 1923, Gresham wrote to Harris Hart, Superintendent of Public Instruction at the State Board of Education, citing the Patrons’ League’s interest in the school, the unsuitable conditions for the students, and the lack of appropriations from the board other than part of a teacher’s salary. The next month, Gresham’s office sent Frank T. West, Louisa County Superintendent of Schools, a plan outlining the conditions for the Rosenwald aid. The Rosenwald Fund offered to provide a construction grant of \$400. Delayed by challenges in securing authorization, equipment, and consensus on the location of the new school, construction didn’t begin until 1924 (Kirchen and Andrus 2008; EHT Tracerics 2021a). “Two acres of land was donated by Patrons’ League member Thomas Jackson, and labor was largely provided by the local African American community” (EHT Tracerics 2021a, 38).

The wood-frame building was erected between 1924 and 1925 and is an example of Plan 1, drawn by Samuel L. Smith of the Rosenwald Fund office in Nashville (EHT Tracerics 2021a, 2021b). It was first published by the Julius Rosenwald Fund as a new design for frame one-teacher schools in the *Community School Plans Pamphlet No. 1* (Julius Rosenwald Fund 1921). The plan also appears with some modifications in the 1924 edition of *Community School Plans* (Julius Rosenwald Fund 1924; Kirchen and Andrus 2008; EHT Tracerics 2021a). Plan 1 was a side-gabled design. Plan 1 contained a single classroom and an industrial room

and continued to appear through the 1931 edition of *Community School Plans*. “The one teacher school opened in 1925, serving approximately twenty-five students each year in grades one through seven. The site was used for adult education at night. The school closed in 1962” (EHT Tracerics 2021a, 38). Former students recall their strict yet qualified teachers and a community that considered education of great importance (Kirchen and Andrus 2008). “Wilmore Shelton subsequently purchased the school from Louisa County and sold it to the nearby Shady Grove Baptist Church for a consideration of one dollar. The church is currently restoring the building for use as a living history museum and community center” (EHT Tracerics 2021a, 38). Historically, while many of the students and their parents attended the Shady Grove Baptist Church, the church had no role in the administration of the school except for the influence it brought on members whose children were truant or not performing to the best of their abilities (Kirchen and Andrus 2008).

“The Shady Grove School is a one-story, frame, front-gabled building clad in wood weatherboard. The school is built on concrete piers and is capped by a metal roof. An exterior brick chimney rises at the rear elevation. The main entrance is located in a recessed front-elevation corner porch accessed by wood steps” (EHT Tracerics 2021a, 38). The porch and wood steps are new construction (Kirchen and Andrus 2008). “Windows, located in the side elevations, appear to be original and are nine-over-nine double-hung, wood sash on wood sills” (EHT Tracerics 2021a, 38). At some point, three of windows had been boarded up on the interior and sided over on the exterior. All the windows were reinstalled as part of a restoration project underway in 2008 (Kirchen and Andrus 2008). Privies used to be located in the woods to the north—one for boys and one for girls on opposite corners of the property—but the privies have been demolished (Kirchen and Andrus 2008). The manual water pump, located in the middle of the yard between the street and the school building (Kirchen and Andrus 2009), remains on-site (EHT Tracerics 2021a). The pump, marked “The F.E. Myers and Bro. Co.,” is original and contributes to the significance of the building (Kirchen and Andrus 2008). Recent work involved roof replacement (2016), exterior painting, and addition of a wheelchair ramp to the front face (east side) of the building (2018). “The school exhibits good integrity, having retained many of its original materials and features” (EHT Tracerics 2021a, 39).

Built following Plan 1 (EHT Tracerics 2021a), the interior of the school is largely intact (Kirchen and Andrus 2008). It includes a single classroom, two cloakrooms, and an industrial room (EHT Tracerics 2021a) along the east wall. When the school was in use, the middle cloakroom served as a library, and the industrial room was called the kitchen and was where the students stored their lunches (Kirchen and Andrus 2008). The interior wall cladding is original, as are the floors and ceilings. The original blackboard has been retained, although the original stove is no longer present (EHT Tracerics 2021a). A chimney flue, however, encased in the wall cladding still rises out of the classroom, indicating where the original stove would have been (Kirchen and Andrus 2008). Although work on the interior in some form was noted as being planned for 2019 (EHT Tracerics 2021a), whether it occurred is undetermined because the site was not available for evaluation in this study.

The school is individually listed in the National Register for Historic Places (Reference #09000416) as having local significance under criteria A and C as an example of the separate-

but-equal educational policy in Virginia and as an example of an intact standard plan school built with the Julius Rosenwald Fund. The period of significance of the school is 1925 to 1962 when the school closed (Kirchen and Andrus 2008).



**FIGURE 15. SHADY GROVE SCHOOL SIDE ELEVATION, 2019 (DOROTHY CANTER) (EHT TRACERIES 2021A, 39, FIG. 28)**



FIGURE 16. SHADY GROVE SCHOOL FRONT ELEVATION, 2019 (DOROTHY CANTER) (EHT TRACERIES 2021A, 38, FIG. 26)



FIGURE 17. SHADY GROVE SCHOOL CLASSROOM INTERIOR, 2019 (DOROTHY CANTER) (EHT TRACERIES 2021A, 39, FIG. 27)

## 7. Noble Hill School in Bartow County, Georgia

The two-teacher Noble Hill School (also known as the Noble Hill-Wheeler Memorial Center) is located in Bartow County, Georgia, at 2361 Joe Frank Harris Parkway NW in the unincorporated community of Cassville. “The total cost of construction was \$2,125, with \$1,000 dollars contributed by the local African American community, \$25 from White individuals, \$400 from the public, and \$700 from the Rosenwald Fund. The Noble Hill School was the first of two Rosenwald Schools built in the county” (EHT Tracerics 2021a, 52; 2021b).

The wood-frame building was erected between 1922 and 1923 and is an example of Plan 2-C (EHT Tracerics 2021a, 2021b), which first appeared in *Community School Plans* Pamphlet No. 4 (Julius Rosenwald Fund 1923a) and later the 1924 edition of *Community School Plans* with some modifications (Julius Rosenwald Fund 1924). Plan 2-C appeared along other two-teacher school plans and featured a one-story frame building with characteristic wood-sash ribbon windows. The industrial room “is situated in the front of the building within a gabled or hipped-roof projection and two classrooms are located at the rear” (EHT Tracerics 2021a, 40). On the exterior, Plan 2-C featured a tiered, front-facing gabled roof. “Plan 2-C had been phased out by the 1931 edition of *Community School Plans*, as the Rosenwald Fund began to limit their support for smaller one- and two-teacher schools” (EHT Tracerics 2021a, 40).

“Prior to the school’s construction, local African American students had been taught at a school built in 1885. That school was condemned in 1921, and classes moved to the New Hope Baptist Church. That year, schoolteacher C. W. Williams pursued Rosenwald Funds for a new school building. Upon approval of the grant, builder Webster Wheeler, a former Cassville resident who had relocated to Detroit to work for the Ford Motor Company as part of the Great Migration of southern [Black people] to northern industrial cities, returned home to the community to construct the school. Webster was aided by Daniel Harris, a local farmer and carpenter, and his son Bethel also pitched in. Both the senior Wheeler and Harris became trustees of the new school” (EHT Tracerics 2021a, 52).

“From 1923 through 1955, the Noble School served grades one through seven, with each classroom containing multiple grades separated by four-foot dividers. Twenty different teachers taught in the building over that period. Yearly enrollment was as high as nearly 100 students” (EHT Tracerics 2021a, 52).

Following World War II, many Southern states funded construction of new, better-equipped schools to “equalize” disparities between White and African American students and seemingly comply with the “separate but equal” mandate under the 1892 Supreme Court decision *Plessy v. Ferguson* (Moffson 2010). Noble Hill School closed in 1955 when Barton County elementary schools consolidated as part of the State of Georgia’s “equalization.” Following its closure, ownership of the school transferred to New Hope Baptist Church and then to Bethel Wheeler, who used it as a storage facility until his death” (EHT Tracerics 2021a, 53).

“The Noble Hill School is a one-story, frame, five-bay building with a front-gabled metal roof. The school is constructed on a brick foundation and is clad in wood weatherboard



siding. Two front entrances are arranged in the front elevation to either side of a gabled projection and are sheltered by bracketed wood canopies. The windows appear to be original and are both six-over-six and nine-over nine, double-hung, wood sash on wood sills” (EHT Traceries 2021a, 54). The interior plan includes two classrooms, two cloakrooms, two entrance vestibules and an industrial room in the front projection (Niles 1987; EHT Traceries 2021a). “Alterations to the school have been minimal and have included a restroom addition at the rear of the building and the installation of a new wheelchair ramp. In addition to the original blackboards, most of the original doors, baseboards, ceilings, floors, and walls remain” (EHT Traceries 2021, 54). There are two brick chimneys, and the building was heated with coal and wood stoves. The school originally had no electric lighting, but it was added at an unknown time. The building has no interior plumbing (Niles 1987). “Two privies are located on the property, in addition to a block wellhouse that was constructed in the 1950s and a yellow building that was the residence of Bethel and Bertha Wheeler. That building was purchased in 2017 with the goal of restoring it for use as an administration and meeting facility” (EHT Traceries 2021a, 54). Despite the addition of a wheelchair ramp and rear restroom, the frame building retains integrity and is recognizable as an example of Plan 2-C (Niles 1987; EHT Traceries 2021a).

“In 1983 when neighbors and alumni came together to consider restoration of the school as the Noble Hill-Wheeler Memorial Center, Bertha Wheeler, Bethel’s widow, donated the building and a portion of the property to the Center. Dr. Susie Weems Wheeler, the wife of a grandson of Webster Wheeler, and other family members bought the remaining land. Dr. Wheeler had attended Noble Hill School and went on to a distinguished career in education. One of her accomplishments was in helping to integrate the Bartow County school system. She also helped spearhead the restoration process, which was funded by \$200,000 in donations raised by alumni of the school and \$3,000 in grants. The Memorial Center opened in December 1989. The site is currently owned by the Noble Hill-Wheeler Foundation Inc. and functions as a cultural heritage center” (EHT Traceries 2021a, 53).

The school is individually listed in the National Register for Historic Places (Reference #87001103) as having state-level significance under criteria A and C for its association with early 20th-century education for African American students in Georgia and as an example of a Rosenwald School. The nomination does not clearly define a period of significance for the school, but its contribution under criterion A is discussed relative to the 1923–1955 timeframe during which it operated as a school (Niles 1987; EHT Traceries 2021a).



**FIGURE 18. NOBLE HILL SCHOOL FRONT AND SIDE ELEVATIONS, 2019 (DON STEVENSON) (EHT TRACERIES 2021A, 52, FIG. 47)**



**FIGURE 19. NOBLE HILL SCHOOL REAR ELEVATION, 2019 (DON STEVENSON) (EHT TRACERIES 2021A, 54, FIG. 49)**



FIGURE 20. NOBLE HILL SCHOOL CLASSROOM, 2019 (DON STEVENSON) (EHT TRACERIES 2021A, 54, FIG. 50)

## 8. Ridgeley School in Prince George's County, Maryland

The Ridgeley School (also known as Colored School #1 in Election District 13) is located at 8507 Central Avenue in Capitol Heights, Prince George's County, Maryland. "Completed in 1927, the total cost of the school was \$5,300, with \$200 provided by the African American community, \$700 from the Rosenwald Fund, and \$4,400 from public funds. The two-teacher school does not follow a standard Rosenwald Plan" (EHT Traceries 2021a, 61; 2021b).

"Prior to the construction of the Ridgeley School, classes were held at a local meeting hall, adjoining the lot to the east, that was associated with the Ridgley Methodist Episcopal Church. In 1926, members of the community formally requested aid from the Rosenwald Fund for the construction of a new school" (EHT Traceries 2021a, 61). In 1927, Mary Eliza Ridgley, daughter-in-law to Lewis Ridgely who founded the nearby Methodist church, provided 2 acres of land, and the school was built that same year (Pearl 2014a; EHT Traceries 2021a). "When the school opened, each of the two classrooms served three or more grades. The central passage was used for teaching carpentry and home economics. In the 1940s, an additional classroom was added to the rear of the structure. The school functioned as an elementary school until 1957, at which point it was transformed into a school for students with special needs. From 1963 through 2009, the structure was used as a school-bus management office by the Prince George's County Public Schools" (EHT Traceries 2021a, 61).

"The Ridgeley School is a one-story, frame, L-plan building clad in wood shingles. The school is constructed on a rough-faced concrete block foundation and features an asphalt shingle hipped roof. The main entrance is sheltered by a flat wood canopy. Windows include nine-over-nine and twelve-over-twelve double-hung wood-sash windows on wood sills and six-light wood casement windows. The school also features three brick chimneys. Designed by North Carolina-based architectural firm of Linthicum and Linthicum, the Ridgeley School does not follow standard Rosenwald plan, but is characteristic of the four two-teacher schools built" (EHT Traceries 2021a, 61–62) that same year in Prince George's County with Rosenwald funds (Pearl 2014a, EHT Traceries 2021a). The plan included two classrooms and two cloakrooms, accessed by interior hallways. "Two privies stood on the 2-acre property, as well as space for sports and games. A one-story, frame, hipped-roof rear addition was built during the 1940s" (EHT Traceries 2021a, 62).

"The school was restored between 2009-2011. Exterior work included the conservation of existing historic windows and surrounds; fabrication of three missing historic windows based on photographic documentation; installation of new gutters and downspouts; removal of a late twentieth-century infill doorway. In addition, a historic recessed entry was restored, an accessibility ramp was constructed, and the entire building was sheathed with new rectangular wood shingles that replicates the original siding. On the interior, a kitchen was added to the structure, and the rear addition now houses bathrooms. The original hooks still exist in one of the cloakrooms. The building was opened to the public in 2011 as a museum and educational meeting space" (EHT Traceries 2021a, 62). Prior to the restoration and rehabilitation work, the school remained in largely unaltered condition and stood as the best surviving example of a Rosenwald School in Prince George's County (Pearl 2014a, EHT

Traceries 2021a). “The Ridgeley School demonstrates excellent integrity post-restoration” (EHT Traceries 2021a, 62).

The school is individually listed in the National Register of Historic Places (Reference #14001093) as having local significance under criteria A and C for its association with African American heritage, education, and history and as a two-teacher school constructed with the aid of the Rosenwald Fund. The period of significance extends from 1927 to 1963, representing the time it was used as a school (Pearl 2014a).

“The Ridgeley School is owned by the Maryland-National Capital Park and Planning Commission. The Prince George’s County Alumnae Chapter of Delta Sigma Theta Sorority, Inc., plays a very active role in the school, providing weekly activities and programs including tours, book reviews, bridge classes, a poster contest for elementary students and the annual celebration of the school and reunion of alumni during Black History Month. The Ridgley and Ridgley Gray families have been involved in creating, preserving and restoring the Ridgeley School” (EHT Traceries 2021a, 63).



**FIGURE 21. RIDGELEY SCHOOL CIRCA 1927 (FISK UNIVERSITY) (EHT TRACERIES 2021A, 61, FIG. 61)**



FIGURE 22. RIDGELEY SCHOOL, 2019 (DOROTHY CANTER) (EHT TRACERIES 2021A, 61, FIG. 60)



FIGURE 22. RIDGELEY SCHOOL RESTORED CLASSROOM, 2019 (DOROTHY CANTER) (EHT TRACERIES 2021A, 63, FIG. 63)

## 9. Bay Springs School in Forrest County, Mississippi

The two-teacher Bay Springs School (also known as the Kelly Settlement) is located at 888 Monroe Road in Hattiesburg, Forrest County, Mississippi. “The Bay Springs School was constructed in 1926 and is an example of Rosenwald Plan 20” (EHT Tracerics 2021a, 41). Plan 20 first appeared in the 1922 *Community School Plans* Pamphlet No. 3 (Julius Rosenwald Fund 1922b) and later in the 1924 edition with some modifications (Julius Rosenwald Fund 1924). “It was erected at a total cost of \$3,100: the local African American community contributed \$1,500, public funds accounted for \$500, and the Rosenwald Fund provided \$1,100. The school served grades one through twelve and was constructed on land donated by Warren Kelly. The Dahmer family, relatives of Warren Kelly, owned a farm and store adjacent to the school and were active members of the community. Vernon Dahmer, Sr., Warren Kelly’s grandson, served as a member of the Board of Trustees and his wife taught at the school. A rear addition with a gabled roof was added to the structure in the 1940s, and, throughout its use as a school, additional structures were added to the site. These included a two-story, Rosenwald-funded classroom building, cafeteria, industrial arts shop, and school master’s house. During the school’s first few decades, approximately 120 students attended the school. Attendance rose to nearly 300 students during the school’s peak years from the 1940s to the school’s closure in 1958. The school building later serving as a community center, church, and gathering site for activists during the Civil Rights Movement” (EHT Tracerics 2021a, 41).

“The school became a center for local civil rights activism during the 1960s. Teachers at the school, and other segregated black schools across the south, taught their students about the values of equality and democracy, helping lay the foundation for the Civil Rights Movement. Black southern teachers also coordinated with the NAACP’s Legal Defense Fund by supplying data that would later be used by Thurgood Marshall in his legal fight to end school segregation. Vernon Dahmer was the head of the local chapter of the NAACP, and the school was the site of voter registration drives and meetings of the NAACP and the Student Non-Violent Coordinating Committee. During the “Freedom Summer” of 1964, Dahmer hosted a large Fourth of July picnic at the school for voter registration volunteers and the local African American community. On January 10, 1966, Vernon Dahmer, Sr. was killed when members of the Ku Klux Klan set his home and store on fire. His wife Ellie and children survived. Dahmer was targeted for his activism as a local NAACP leader and for using his store as a location for community members to pay their poll taxes in order to be eligible to vote. Poll taxes in Mississippi were abolished that March. In 1998, Sam Bowers, Imperial Wizard of the Mississippi White Knights, received a life sentence for the murder. In 2016, the Mississippi State legislature designated January 10 as Vernon Dahmer Day” (EHT Tracerics 2021a, 41–42).

“The Bay Springs School is a one-story, frame building built on a brick pier foundation. The school is clad in wood weatherboard siding and has a standing-seam metal roof and exterior brick end chimney. Dual entrances, located in the front elevation, are sheltered by bracketed canopies and are accessed by sets of wood steps. The school’s windows appear to be original and consist of both six-over-six and nine-over-nine double-hung, wood sash on wood sills. Significant damage was caused to the roof and foundation in 2005 by Hurricane

Katrina. Work in 2008-2009 involved restoring the school’s floors, windows, and the replacement of the roof, funded both privately and with a grant from the Mississippi Department of Archives and History. The Bay Springs Rosenwald School maintains excellent integrity, having retained many of its original materials and design elements. While the school demonstrates significance for its association with the Rosenwald School program and the Civil Rights Movement, it has not to date been listed in the National Register of Historic Places. Of the original 633 Rosenwald schools built in Mississippi, only 18 are extant today. The Bay Springs School was listed as a Mississippi Landmark in 2013” (EHT Traceries 2021a, 42–43).

“The two-teacher school building is presently owned by Dennis Dahmer, son of Vernon Dahmer, Sr., and great-grandson of Warren Kelley. The Dahmer family has maintained the school using private funds, with the structure serving as a church in 2002. It currently functions as a community meeting place” (EHT Traceries 2021a, 42).



**FIGURE 23. BAY SPRINGS SCHOOL, 2018 (ALAN SPEARS) (EHT TRACERIES 2021A, 41, FIG. 30)**





**FIGURE 24. BAY SPRINGS SCHOOL CLASSROOM INTERIOR (ALAN SPEARS) (EHT TRACERIES 2021A, 43, FIG. 32)**



**FIGURE 25. DENNIS DAHMER IN RESTORED BAY SPRINGS SCHOOL CLASSROOM (HATTIESBURG AMERICAN) (EHT TRACERIES 2021A, 43, FIG. 33)**

## 10. Russell School in Durham County, North Carolina

Located at 2001 Saint Mary's Road in Hillsborough, Durham County, North Carolina, the Russell School (also known as Cain's School) (EHT Tracerics 2021a, 2021b; Little 2009) "is the only extant Rosenwald school of the eighteen constructed in the county" (EHT Tracerics 2021a, 64). The two-teacher school is an example of Plan 2-C (EHT Tracerics 2021a, 2021b), which first appeared in *Community School Plans* Pamphlet No. 4 (Julius Rosenwald Fund 1923a) and later the 1924 edition of *Community School Plans* with some modifications (Julius Rosenwald Fund 1924). "The school was built in 1927 at a total cost of \$3,695. The Rosenwald Fund provided \$700, the local African American Community provided \$270, and public funds constituted the remaining \$2,725" (EHT Tracerics 2021a, 64).

"In the first decades of the twentieth century, Durham County's schools for African American students were underfunded in comparison to schools for White children. According to a 1916 report by the state inspector, all of the county's twenty-one schools for African American students were unpainted and two thirds lacked desks. This included the old one-room Russell School on Hillsboro Road (Saint Mary's), but it was not until eleven years later that funding became available for a new Russell School. In 1927, Harvey Wilson donated two acres of land adjacent to Cain's Chapel Church, east of the old school, to the Board of Education" (EHT Tracerics 2021a, 64). Like many other Rosenwald Schools, Russell School was closely associated with a neighboring church, as African American churches played a central role in the formation of communities following emancipation. Cain's Chapel was established in 1897 by formerly enslaved individuals. The school board likely built the new Russell School adjacent to the church to nurture this community (EHT Tracerics 2021a; Little 2009).

School supervisors selected Plan 2-C for a two-teacher community school from the 1924 edition of *Community School Plans*. Construction of the school began immediately. Upon its opening in either 1927 or early 1928 (Little 2009), "the school served students in grades one through seven who resided as far as six miles away, who either walked or were driven by their parents until a school bus became available in the 1940s. Grades one through three were taught in one classroom, and grades four through seven in the other. One of the school's teachers, Lillie Rogers, taught at Russell School every year from its opening until its closure in 1945 when students were transferred to nearby consolidated schools. That same year, the present owner, Cain's Chapel Missionary Baptist Church, purchased the Russell School. Since being sold, the building has continuously been used as a community center, as well as a temporary worship space during the replacement of Cain's Chapel" (EHT Tracerics 2021a, 64).

"The Russell School is a one-story, frame, two-classroom, five-bay building with a front-gabled metal roof. The school is constructed on a brick foundation and is clad in wood weatherboard siding. Two front entrances are arranged in the front elevation to either side of a gabled projection and are sheltered by bracketed wood canopies. The windows appear to be original and are both six-over-six and nine-over-nine, double-hung wood sash on wood sills. Early alterations included the replacement of the front steps with concrete blocks in the 1940s and the addition of chandeliers to the interior. By the 1940s the industrial room was in use as a kitchen. Otherwise, there have been no substantive alterations to the school

and nearly all of the original interior and exterior fabric remained intact and in good condition. The two slate chalkboards, the partition doors separating the two classrooms and the original cast-iron stoves were retained. The site's original privies were not extant. In 2019 additional interior and exterior electrical outlets were installed to bring the school up to existing electrical code. The school retains integrity and has been well maintained by the Friends of the Russell Rosenwald School” (EHT Tracerics 2021a, 64–65).

The Russell School is individually listed in the National Register of Historic Places (Reference #09000601) as having local significance under criterion A for its relation to African American education in Durham County and under criterion C as an example of a two-teacher Rosenwald building. The period of significance extends from 1927 to 1945, corresponding with its years of operation as a school (Little 2009; EHT Tracerics 2021a).



**FIGURE 26. RUSSELL SCHOOL, 2019 (DOROTHY CANTER) (EHT TRACERICS 2021A, 64, FIG. 65)**



FIGURE 27. RUSSELL SCHOOL CLASSROOM INTERIOR, 2019 (DOROTHY CANTER) (EHT TRACERIES 2021A, 65, FIG. 66)



FIGURE 28. RUSSEL SCHOOL CLASSROOM INTERIOR, 2019 (PHOTO BY DOROTHY CANTER) (EHT TRACERIES 2021A, 65, FIG. 67)

## 11. Shiloh Rosenwald School in Macon County, Alabama

The Shiloh Rosenwald School (also known as the Shiloh School) is located at 7 Shiloh Road, south of Shiloh Baptist Missionary Church in Notasulga, Macon County, Alabama. The school is situated on 2 acres donated by the Shiloh Ministry Baptist Church, and in 1922, the members of the congregation built the school (EHT Traceries 2021a, 2021b). “Construction costs totaled \$2,870. The local African American community contributed \$1,170, the Rosenwald Fund provided a grant of \$800, and public funds accounted for the remaining \$900. The west-facing two-teacher school was built according to Plan 20” (EHT Traceries 2021a, 73), which first appeared in the 1922 *Community School Plans* Pamphlet No. 3 (Julius Rosenwald Fund 1922b) and later in the 1924 edition with some modifications (Julius Rosenwald Fund 1924). “The school served grades one through six. Heat was provided by a pot belly stove, and there was a well, two privies, and a playground on site. The school closed in 1964. ... Following its closure in 1964, the school was owned by the Shiloh Missionary Baptist Church. In 2006, ownership transferred to the Shiloh Community Restoration Foundation, established that same year with Elizabeth ‘Liz’ Sims serving as the first president. She was an alumna of the school, and both of her grandfathers had been victims of the Tuskegee Syphilis Study” (EHT Traceries 2021a, 73–74), discussed below.

The 1922 Shiloh Rosenwald School is a replacement for an earlier Shiloh Rosenwald School. Disagreement exists on whether this earlier school was constructed in 1913 or 1914. The earlier school, which no longer exists, may have been the first Rosenwald school in Alabama (instead of the Loachapoka School, which is no longer extant). The earlier school may otherwise have been one of the first six Rosenwald Schools built in Alabama. This early Shiloh Rosenwald School was a two-teacher school designed by Tuskegee Institute architects, and it featured bricks made by Tuskegee Institute students. The school was constructed on 2 acres land donated by Sam Moss, a local African American, who also donated 2 acres for the construction of the adjacent church. The 1913/1914 Shiloh School was used by students until 1922 when the old Rosenwald school was destroyed by fire (Shiloh Community Restoration Foundation n.d.; Alabama Tourism Department and the Town of Notasulga 2010; Mansell and Binkley 1997).

“Beginning in 1932, the Shiloh School and Ministry Baptist Church became a ‘round up’ location, from where African American men with syphilis would be transported to Tuskegee and subsequently exploited through the U.S. Public Health Service (USPHS) Tuskegee Syphilis Study<sup>1</sup> under the guise of receiving proper examinations and care. For forty years

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1. In 1929, the Julius Rosenwald Fund in conjunction with the US Public Health Service sponsored a syphilis seroprevalence study in the South. It was characterized as a humanitarian effort to benefit the health of rural African Americans. The study reported extraordinarily high rates of positive Wassermann tests even among children, but there was not a consistent relationship between syphilis and a positive test. While some have characterized the Rosenwald Fund and USPHS study as a humanitarian effort that was impacted by misguided efforts of researchers, analysis of the evidence has led to the additional characterization of the study as a calculated use of public health as a means to economic development, as African Americans were considered a source of cheap labor in the global cotton markets, and as a restraint on the market value of White labor in manufacturing. The communities selected for the study had valuable lumber or tobacco manufacture and no history of civil disobedience. Macon County, where Tuskegee is located, was the fourth-largest producer of cotton in Alabama and had a syphilis rate higher than other communities in the

the men received no treatment, with penicillin intentionally not administered even though it had become a standard cure by 1947. The study initially enrolled 600 African American men, 399 with syphilis and 201 who did not have the disease as a control group. Approximately fifty men enrolled from the Shiloh School and Baptist Church. Some individuals involved with the study were school alumni, including Charlie Pollard who testified before Congress in 1973, a year after the study was brought to an end. By the end of the study, 128 men had died from syphilis or related complications. Some victims had spread syphilis to their partners, and children had been born with the disease. The nearby Shiloh Cemetery is the resting place of many of the men involved in the study” (EHT Traceries 2021a, 74; see also Centers for Disease Control and Prevention 2021).

The Shiloh Rosenwald School, “like other Plan 20 schools, is a one story, T-shaped building clad in weatherboard with a metal gable roof and a brick pier foundation, filled in with concrete blocks. ... The school maintains the typical east-west orientation to make optimum use of sunlight and its few decorative details—wide eaves, exposed rafter tails, and supporting brackets—are the typical Craftsman type” (Mansell and Binkley 1997, 7-3). “There have been a number of alterations to the school. The building was remodeled in 1936, and the industrial room was enlarged using federal New Deal funding. More recent alterations have included replacement of the front steps and the installation of a wheelchair ramp which wraps around the northwestern corner of the building. The spaces between the original brick piers have been infilled with concrete block. The present metal roof is a replacement. Nearly all the original interior walls, ceilings, floors, and doors have been retained, but the western windows were replaced in 1996. Both the original stage and folding partition are in place, and the classrooms contain original desks, chalkboards, bookcases, and cabinets. Also present are the original bible used for the daily devotional and an original piano. One of the cloakrooms has been converted into a restroom. Windows were repaired in 2007. In 2009, the Shiloh Community Restoration Foundation was awarded a grant for \$50,000 from the Lowe’s Charitable and Education Foundation through the National Trust for Historic Preservation. Additional restoration work occurred in 2011, and the school was dedicated as a museum in 2016” (EHT Traceries 2021a, 74–75).

The Shiloh Rosenwald School is listed in the National Register of Historic Places (Reference #10000522) as having national significance as a contributing resource to the multiple property nomination “Shiloh Missionary Baptist Church and Rosenwald School.” The school is listed under criterion A for its association with the Rosenwald School program and its history as an educational and community institution in the segregated South (“Education and Ethnic Heritage: Black” category), and for its role in the Tuskegee Syphilis Study (“Health/Medicine” category). The period of significance is about 1919 to 1960, which

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Rosenwald Fund and USPHS study, though it had substantially lower rates of syphilis than other areas of Alabama. The Rosenwald Fund and USPHS data, however, defined populations that could be used for the objectives of the Tuskegee Syphilis Study. The USPHS gained access to subjects through county health departments, medical societies, and Black churches and schools and conducted examinations in churches, schools, and general stores (Roy 1996). A later study (1932–1972) run by the USPHS in association with Tuskegee Institute began as a study to justify African American treatment programs, but it quickly became a study to observe the effects of untreated syphilis in humans. The Rosenwald Fund was going to pay for some of the treatment in the study, but the stock market crash of 1929 changed its plans and the fund never did so (Deathridge et al. 2009).

extends from the construction of the contributing Shiloh Missionary Baptist Church to 50 years from the time of listing. Use as a school ended in 1964, and the Tuskegee Syphilis Study ended in 1972 (EHT Tracerics 2021a; Deathridge et al. 2009). The school is also part of the multiple property listings “U.S. Public Health Service Syphilis Study, Macon Co, AL 1932-1975” and “The Rosenwald School Building Fund and Associated Buildings (1913-1937)” (Deathridge et al. 2009).



**FIGURE 29. SHILOH ROSENWALD SCHOOL, 2019 (DON STEVENSON) (EHT TRACERICS 2021A, 73, FIG. 78)**



FIGURE 30. SHILOH ROSENWALD SCHOOL REAR ELEVATION, 2019 (DON STEVENSON) (EHT TRACERIES 2021A, 73, FIG. 79)



FIGURE 31. SHILOH ROSENWALD SCHOOL RESTORED CLASSROOM INTERIOR, 2019 (DON STEVENSON) (EHT TRACERIES 2021A, 74, FIG. 81)



## 12. San Domingo School in Wicomico County, Maryland

The San Domingo School (also referred to as the Sharptown Colored School and the Prince Hall Masons Unity Lodge No. 73) is located at 11526 Old School Road in the community of San Domingo in Wicomico County, Maryland. The 1919 building was constructed on the same property as the 1870s one-room schoolhouse it was designed to replace. The San Domingo School's design was influenced by the Tuskegee Institute school plans and specifications and follows the two-story, three-teacher plan. Interior features including the folding doors and built-in cloakrooms reflect Tuskegee design elements and supported the use of the building as classrooms and community space (Touart 2006).

“The free African American community of San Domingo was founded in 1820 by James Brown. The name San Domingo likely originates from Santo Domingo, the former name for Haiti. Brown sold and rented land to other free African Americans, and the swampland grew into a contained, self-sufficient farming community of about 200 families. Prior to the school's construction, the community was served by a one-room schoolhouse built in the 1870s. As the population of the area increased, a larger school was needed, and in 1919 African American residents raised funds for the construction of a new building. William L. Brown, a descendant of James Brown, donated two acres of land for the new school, and local members of the community cut and delivered the lumber for the building and excavated the basement” (EHT Traceries 2021a, 83). Rosenwald Fund records report that the Wicomico County Board of Education received a \$500 donation from the fund in the summer of 1919, compared to the \$800 contributed by local residents (Touart 2006).

“The San Domingo school remained in use until 1961, when the Board of Education sold the property to the Sharptown Recreation & Lodge Center for use as a community center and lodge” (EHT Traceries 2021a, 83). The original principal's office was converted to a kitchen after this change in ownership (Touart 2006). “The building functioned as a day care center during the 1970s.

In 2004, Newell Quinton organized a community effort to preserve the school. He and his seven siblings, including two who would later attend Morgan State University and participate in 1963 protests of segregated movie theatres, were educated at the San Domingo Rosenwald School. Quinton and his family established the John Quinton Foundation, named for his great-great-grandfather, an early resident of San Domingo who immigrated to Maryland from the Caribbean and married a relative of James Brown. In 2014, the John Quinton Foundation undertook a major restoration of the San Domingo school after which it was reopened as a community center and Masons Lodge” (EHT Traceries 2021a, 83–84).

The school is a two-story rectangular frame building and faces northeast, with the ridge of the medium-pitched hip roof oriented on a northwest/southeast axis. The roof is covered with asphalt shingles and pierced by a broad brick chimney slightly off-center from the middle of the building. The school is three bays wide (measuring 54'5” by 34'2”) and set on a low brick foundation. The interior remains essentially intact, retaining its early-20th-century woodwork and schoolroom fixtures including blackboards, beadboard walls, five-panel doors and their hardware, folding doors, globe-shaped chandeliers, and a stage on the second floor (EHT Traceries 2021a; Touart 2006). “Prior to the 2014 restoration, while in

use as a Masonic lodge, the school underwent multiple alterations, including the installation of a new bathroom, the application of aluminum siding, and enclosure of several windows. The restoration returned the exterior of the building to its original appearance” (EHT Traceries 2021a, 84). Alterations that were mentioned in the National Register nomination (Touart 2006) appear to have been removed, and the interior is restored to its 1919 appearance.

The school is individually listed in the National Register of Historic Places (Reference #07000044) as having local significance under criteria A and C for its role in early- and mid-20th-century African American education in Wicomico County (“Education” category) and as a school designed during the Rosenwald Fund’s early years at the Tuskegee Institute (“Architecture” category; W. D. Gravenor & Brothers, builders). Its period of significance is 1919–1956, extending from the school’s completion to 50 years from the time the nomination form was prepared in 2006. Use as a school ended in 1961 (EHT Traceries 2021a; Touart 2006).



FIGURE 33. SAN DOMINGO SCHOOL, 2023 (NPS)



FIGURE 34. SAN DOMINGO SCHOOL SIDE AND REAR ELEVATIONS, 2023 (NPS)



FIGURE 32. SAN DOMINGO SCHOOL RESTORED CLASSROOM, 2018 (DON STEVENSON) (EHT TRACERIES 2021A, 84, FIG. 95)

### 13. Elmore County Training School in Elmore County, Alabama

The Elmore County Training School, a nonstandard six-teacher school, is located at 202 Lancaster Street in Wetumpka, Elmore County, Alabama (EHT Traceries 2021a, 2021b).

“The school is the only extant Rosenwald School in the county, and the only one to have been built of brick. Elmore County Training School was constructed on five acres of land in 1924 at a total cost of \$6,700. The Rosenwald Fund contributed \$1,300, the Wetumpka African American community \$3,500, and the public \$1,900” (EHT Traceries 2021a, 92).

“Approximately 251 six-teacher schools were constructed over the course of the Rosenwald School program. Three different six-teacher designs were published in the 1924 edition of *Community School Plans*” (EHT Traceries 2021a, 91). These were Plan 6, Plan 60, and Plan 6A (Julius Rosenwald Fund 1924). “Prior to the school’s construction, there were no schools in the county dedicated for African American students” (EHT Traceries 2021a, 92).

“At its opening, the school had less than 200 students at the elementary and high school levels combined. The school was expanded soon after its completion with a two-room vocational agriculture building added to the site in 1928, which was followed by a home economics building. Enrollment continued to grow, and by the early 1930s elementary students were moved to a new building on site. In 1934 the school was connected to city water, and after establishing a library and acquiring new furniture and supplies, the school was accredited by the State Department of Education in 1935. Three additional acres were acquired by the school district in 1937, and an adjoining eight-room house was purchased in 1939 to accommodate female teachers. A lunchroom was added in 1946. By 1947, the school had again become overcrowded, leading to a loss of accreditation, and prompting the construction of a four-room junior high building the following year. By 1953, the school had an enrollment of 306 students and eight teachers at the elementary level, and 329 students and fourteen teachers at the high school level” (EHT Traceries 2021a, 93–94).

“The Elmore County Training School closed in 1966 following desegregation, and the building was converted for use as a recreation center. In 1986, the school was transformed into the Elmore County Black History Museum, displaying artifacts donated by local African American families and hosting a variety of gatherings, including a group of local women who met weekly in the building to quilt. The Elmore County Association of Black Heritage helps support the museum. The school is currently owned by City of Wetumpka” (EHT Traceries 2021a, 93).

“Today, buildings on the site consist of the 1924 Rosenwald school building, and a c. 1947 one-story junior high school building to its southeast that is no longer in use. Two small one-story buildings associated with the baseball field are located in the east half of the school grounds. North of the school is an eight-room teacher’s home purchased in 1939 (not built as part of the Rosenwald program). The original privies are no longer extant” (EHT Traceries 2021a, 93).

“The Colonial Revival-Style, masonry Rosenwald school follows an H-shaped plan, composed of north and south wings with front facing gables, connected by a center wing. The main façade faces west, with a central entrance surrounded by a pedimented wood portico. The building features paired double-hung wood windows and smaller clerestory

windows. Many of the original openings have been infilled with brick on the side and rear elevations. As of May 2019, the interior was in good condition and featured original floors, ceilings, and folding doors. Wood molding had been added to certain interior walls for hanging pictures. The school had not been formally restored, although general maintenance was ongoing, and the roof had been replaced several years earlier. ... The Elmore County Training School still exhibits the majority of its original materials and design elements and has retained sufficient integrity to convey its historical significance” (EHT Traceries 2021a, 93–94).

The school is not listed in the National Register, but it was, however, listed in the Alabama Register in 2002 under “Criteria A: Ethnic Heritage: African American, Education,” with a significance date of “c. 1924” (Alabama Historical Commission 2022). “The presence on the property of a teacher home and junior high school in addition to the original Rosenwald School are all part of the story of African American education in the South from the start of the Rosenwald Schools Building Program in 1912 through the ultimate integration of schools following the Brown v. Board of Education decision by the Supreme Court in 1954” (EHT Traceries 2021a, 94).



FIGURE 33. FRONT VIEW OF ELMORE COUNTY TRAINING SCHOOL, 2019 (DOROTHY CANTER) (EHT TRACERIES 2021A, 92, FIG. 104)



**FIGURE 34. REAR VIEW OF ELMORE COUNTY TRAINING SCHOOL, 2023**



**FIGURE 38. ELMORE COUNTY TRAINING SCHOOL INTERIOR, 2023**

#### 14. Dunbar Junior High, Senior High and Junior College in Little Rock, Arkansas

Dunbar Junior High, Senior High and Junior College, a nonstandard high school design, is located at 1100 Wright Avenue in Little Rock, Pulaski County, Arkansas. In 1927, attorney and school board member G. DeMatt Henderson Sr. believed a new high school for African Americans should be built following the completed construction of Little Rock Central High School that same year. Henderson traveled to Chicago and secured a grant from Julius Rosenwald for the construction of this new high school for African American students (EHT Traceries 2021a, 2021b; Little Rock School District 2005; University of Arkansas at Little Rock Center for Arkansas History and Culture 2018; NPS 2021c). “Built in 1929, the school was first known as the Negro School of Industrial Arts, but soon changed its name to Dunbar Junior High School, Senior High School, and Junior College in honor of African American poet Paul Laurence Dunbar (1872-1906). Designed by the architectural firm of Wittenberg & Delony in the Art Deco style, the school was completed at a cost of \$400,000. Only a portion of this amount could be paid for by the Little Rock School Board, as they had exhausted their funding two years earlier constructing the \$1.5 million White-only Central High School, also designed by Wittenberg & Delony” (EHT Traceries 2021a, 101). To supplement the cost of Dunbar Junior High, Senior High and Junior College, the Julius Rosenwald Fund provided \$67,000, and Rockefeller General Education Board provided \$30,000 toward the high school; the remaining funds were raised locally (Whitherington 2022). “At 200,000 square feet, the school was a third of the size of Central High School, with a capacity of 1,600 students compared to 3,000 students. Central High School was celebrated locally for its quality academics and modern facilities. Separate but unequal, Dunbar relied on used textbooks and lab equipment discarded by the White high school” (EHT Traceries 2021a, 101).

The two- and three-story, irregular, almost U-shaped building is constructed of red brick, concrete, and native stone. Evocative of Art Deco style, the school features a variety of brickwork techniques, including polychrome brickwork, that embellish the facades and a vertical massing emphasized by pilasters capped with stone that extend beyond the roofline. On the facade, two projecting entrances are raised above grade and feature stone surrounds inscribed with the words “Dunbar High School,” reflecting Collegiate Gothic-style influences in many early-20th-century educational structures. With the open landscape toward the street, these flanking wings and entrances give the building a court-like appearance. The interior of the school originally featured 34 classrooms finished with wood and terrazzo floors and brick wainscoting. The terrazzo floors are composed of marble from Belgium, Italy, and the United States. The school has undergone only minor alterations including replacement of finishes, limited infill of openings, and replacement of windows and doors (EHT Traceries 2021a; Brown and Goodstein 1980). “In 2003, a large gymnasium was added to the northwest corner of the school. In May 2018, the school was in need of extensive deferred maintenance. There were leaks in a number of areas of the building. At that time, work was being done to seal the building’s foundation beneath ground level in the front because of recurring leaks into the infirmary following rainstorms. The facility needed rewiring and a new HVAC system as well” (EHT Traceries 2021a, 101).

From 1929 through 1955, the school functioned as a junior high school, a senior high school, and a junior college. Both traditional liberal arts and vocational curricula were offered, and its outstanding educational opportunities are reflected in the school; it became one of only two Southern industrial arts schools to receive a junior college rating by the North Central Accreditation Association in 1932. It was also the only Black secondary school in Arkansas accredited by the association. Recognition and acceptance of the Dunbar curriculum, which was later used as the basis for admittance to colleges and universities throughout the United States, also provides evidence of the school's academic distinction. By 1935, the school's enrollment had reached over 1,700 students. The school was visited by Eleanor Roosevelt, Count Basie, Duke Ellington, and General Benjamin O. Davis Sr. Since its construction, the school has continuously served students and been owned by the Little Rock School District, most recently as the Dunbar Magnet Middle School, established in 1999 (EHT Traceries 2021a; Brown and Goodstein 1980).

A model school for African Americans in Arkansas, Dunbar Junior High, Senior High and Junior College also played an important role in the Civil Rights Movement and struggles for equal pay and integration. In 1942, Sue Cowan Williams (née Morris), a teacher at Dunbar High School, represented African American teachers as the plaintiff in a landmark case challenging the rate of salaries allotted to teachers in the Little Rock School District based solely on skin color. The case was resolved in 149 F. 2d 703 *Morris v. Williams*, heard before the US Eighth Circuit Court of Appeals, and established the principle of equal pay based on professional qualifications and services rendered. While she eventually won the suit in 1945, she lost her job as a result. In 1952, her job was reinstated, and she remained at Dunbar until 1974 when she retired. In 1955, one year after *Brown v. Board of Education* ruled that racial segregation in public education was unconstitutional, Dunbar High School was converted into a junior high as the school district developed a limited plan for gradual desegregation (known as the Blossom Plan, named after school district superintendent Virgil Blossom). The Blossom Plan would begin at Central High in 1957 after the construction of two new high schools to serve the growing population of Little Rock. One high school, Hall High, would serve White students, and Horace Mann High would be for African American students. In 1955, the Little Rock School Board constructed Horace Mann High School, named for US member of congress and education reformer Horace Mann (1796–1859), and transferred Dunbar students to this new school (EHT Traceries 2021a; Brown and Goodstein 1980; NPS 2021c, 2023f).

In 1957, desegregation of the school district began at Central High School, with all other schools remaining segregated. On September 4, 1957, ten African American students (all former students of Dunbar and Horace Mann) were the first African American students to attend Central High School. Upon arriving at the high school, the “Little Rock Nine,” as the students came to be known following student Jane Hill’s withdrawal from further attempts to enter the school, were surrounded by an angry crowd of protesters and were turned away by the National Guard on orders from Arkansas Governor Orval Faubus. The nine students again attempted to enter the school escorted by police on September 23, but they were sent home after more than three hours when another angry crowd attempted to rush into the school. The Little Rock Nine did not begin regular attendance at Central High until September 25, 1957, when President Dwight Eisenhower federalized the National Guard



and sent US Army troops to guard the students. Following these events, Little Rock’s Central High School became a national and international symbol of resistance to desegregation (EHT Traceries 2021a; NPS 2023f, 2021c, 2019, 2017b; Arkansas Historic Preservation Program and Cecil McKithan 1981).

Dunbar Junior High, Senior High and Junior College is listed in the National Register of Historic Places (Reference #80000782) with state-level significance under criterion C for its architectural design (“Architecture” category) and criterion A for its association with segregated education in Arkansas (“Education” category). The school is also significant under criterion A for its association with *Morris v. Williams* and the Little Rock Nine and for being one of only two industrial arts schools admitted into the North Central Accreditation Association. Typical of many older nominations, the form does not denote a period of significance but instead lists 1929, the date of construction, as a significant date (EHT Traceries 2021a; Brown and Goodstein 1980). Dunbar Junior High, Senior High and Junior College contributes to the Paul Laurence Dunbar School Neighborhood Historic District, listed in the National Register in 2016 with local significance under Criterion A (Higgins and Hearnese 2012).



**FIGURE 39. DUNBAR JUNIOR HIGH, SENIOR HIGH AND JUNIOR COLLEGE FRONT ENTRANCES, SOUTHEAST ELEVATION FROM SOUTHEAST 1979 (PHOTO BY ROBERT DUNN) (BROWN AND GOODSTEIN 1980)**



**FIGURE 350. DUNBAR JUNIOR HIGH, SENIOR HIGH AND JUNIOR COLLEGE SOUTHEAST ELEVATION FROM EAST, 1979 (PHOTO BY ROBERT DUNN) (BROWN AND GOODSTEIN 1980)**



**FIGURE 36. DUNBAR JUNIOR HIGH, SENIOR HIGH AND JUNIOR COLLEGE SOUTHEAST ELEVATION AND FRONT ENTRANCE, 2022 (PHOTO BY NPS STUDY TEAM)**



**FIGURE 37. DUNBAR JUNIOR HIGH, SENIOR HIGH AND JUNIOR COLLEGE FRONT ENTRANCES, 2022 (PHOTO BY NPS STUDY TEAM)**

## 15. Emory School in Hale County, Alabama

Located approximately 1 mile west of Alabama Highway 69 on County Road 16, the one-teacher Emory School (also known as the Tunstall School) in Hale County, Alabama, was not included in the legislation for this special resource study. The school, however, was recommended by the state historic preservation office to the Rosenwald Park Campaign for possible inclusion in a new national park, and it was one of only four schools from the Tuskegee Phase of the Rosenwald School program that was recommended (EHT Traceries 2021a, 2021b). The Emory School may be the oldest surviving Rosenwald School (Feiler 2021).

Built around 1915 according to Design No. 11, found in the 1915 publication *The Rural Negro School Fund and Its Relation to the Community* (Tuskegee Institute Extension Department 1915), the Emory School reflects the architectural plans and specifications provided by Tuskegee Institute to ensure construction of a quality facility. Members of the Tunstall family, a prominent wealthy White family, donated land for the construction of the school. It is not known when or why the school came to be known as the Emory School. The total cost of the school was \$1,060, with \$550 raised by the African American community, \$300 provided by the Rosenwald Fund, \$200 provided by the State of Alabama, and \$10 provided by the local White community. The Emory School operated until 1960 when students were consolidated with the Sawyerville school. Since then, the building has been used as an agricultural storage facility (Mansell et al. 1997).

“The one story frame building rests on a foundation of brick piers. The exterior wall material is simple weatherboarding. The hipped roof is covered in standing seam metal and features two interior brick chimneys” (Mansell et al. 1997, 7-1). The building has an east-west orientation with the facade facing west. “The five-bay facade has a centrally placed, double-leaf entrance resting beneath a shed roof overhang supported by decorative brackets. Paired six over six double hung sash windows are located in the first and fifth bay positions while small six light windows are located on either side of the main entrance just beneath the roof line. The two-bay east elevation contains a single 6 over 6 double hung sash window and a band of six 9 over 9 double hung sash windows. The south elevation contains a band of four 9 over 9 double hung sash windows while the north elevation contains two 9 over 9 double hung sash windows. While many of the windows (including mullions and panes) are missing, enough remain to convey the historic fenestration” (Mansell et al. 1997, 7-1).

The interior room arrangement adheres to the plan provided in Design No. 11, consisting of a large classroom and a work or industrial room. The two rooms were originally divided by folding doors, which have been removed. Five small rooms are located along the western wall of the school. The vestibule is centrally placed. Cloak rooms flank the vestibule with one opening into the classroom and the other into the industrial room. A library is in the northwest corner and opens into the classroom. A kitchen is in the southeast corner of the building. Folding doors separate the kitchen from the industrial room. The interior walls and ceiling are covered with beaded board. The school does not retain any of its original furnishings, desks, blackboards, or window shades (Mansell et al. 1997).

The school is individually listed in the National Register of Historic Places (Reference #98000109; Mansell et al. 1997) with local significance under criteria A and C for being constructed under the Julius Rosenwald School Building Fund program, reflecting African Americans' pursuit of education in the segregated South, and for being built according to the designs of Tuskegee Institute architects.



FIGURE 38. EMORY SCHOOL, 2023 (NPS)



**FIGURE 39. EMORY SCHOOL, 2023 (NPS)**

## 16. Great Branch Teacherage in Orangeburg County, South Carolina

“The Great Branch Rosenwald Teacherage is located in Orangeburg County, South Carolina at 2890 Neeses Highway, approximately 10 miles west of the city of Orangeburg. The dwelling was purpose-built as a teacher’s home in 1925 and formed part of the Great Branch School complex. The home sits on an approximately five-acre parcel of land. The Rosenwald Fund contributed \$900, and the local African American community provided \$1,750 towards its total construction cost of \$2,650” (EHT Tracerics 2021a, 118). While the design of the teacherage does not correspond to any of the plans published in the 1924 edition of *Community School Plans*, it is similar to Tuskegee Plan 16, the three-room teacher’s home in the 1915 *The Negro Rural School and Its Relation to the Community* (EHT Tracerics 2021a; Kennerly 2007; Tuskegee Institute Extension Department 1915).

“The two-teacher Great Branch School was completed in 1917–1918 and was among the first group of Rosenwald Schools constructed in South Carolina. While Tuskegee made available plans for teachers’ homes at the time of the school’s construction, support structures were not funded through the Rosenwald School program until 1920. The Great Branch School was enlarged with three additional classrooms in 1922–1923. The teaching staff was also increased at this time with the hiring of three new teachers, for a total of five at the school” (EHT Tracerics 2021a, 118). During a time when education was not a priority for state funding for African American children, the Great Branch School complex was unusual and a landmark in the community (Kennerly 2007). As noted in the 1915 publication and the first plans for a teacher’s home, the home was desired to have community functions as a social center, for mothers’ clubs, and for small socials be held in it (Tuskegee Institute Extension Department 1915). By serving as a community center, the teacherages would attract better-qualified principals and teachers to a community, where they would become local leaders (Kennerly 2007). The Great Branch School closed in 1954, and arsonists burned the school in the early 1960s. The teachers’ home was begun in 1924 and completed in 1925. The dwelling housed the school’s first principal and agricultural teacher, Professor William M. Jennings, from 1922 to 1933. Jennings was seen as a pivotal individual in the community. From about 1955 until the 1970s, the house was used as a rental residence by local families (EHT Tracerics 2021a, Kennerly 2007).

The Great Branch Teacherage is a one-story frame dwelling sitting on wooden sills and brick piers with a side-gabled roof. The roof features wide eaves, exposed rafter tails, and a gabled front dormer. The main entrance is centered in the three-bay facade and opens onto a shed-roofed front porch with brick steps. There was also a back porch that opened to the kitchen, but in 2007 at the time of the NRHP nomination, it was no longer extant. Fenestration consists of both single and paired six-over-six double-hung wood-sash windows. The teacherage is the only building remaining from the complex, which, in addition to the school and teacherage, included a cannery, shop, storage building, well house, and two outdoor privies. The teacherage building has undergone few alterations and retains its original form, which consists of three bedrooms, a living room, dining room, kitchen, bathroom, and pantry. The kitchen and dining room were built so they could be used for a home economics class if needed. The house contains 1,297 square feet of living space (EHT Tracerics 2021a; Kennerly 2007).

The teacherage is individually listed in the National Register for Historic Places (2007) as having local significance under criterion A as an example of a Rosenwald-funded teacherage that is relatively intact (“Education, Ethnic Heritage/Black” category). The period of significance is 1925 to 1954, which extends from completion of the dwelling to the closing of the Great Branch Rosenwald School. The site forms part of the South Carolina National Heritage Corridor, administered by the National Park Service. The Great Branch Teacherage was the only teacherage recommended by a state historic preservation officer as part of the research conducted by the Rosenwald Park Campaign. In South Carolina, a total of 481 Rosenwald Schools, eight teacher homes, and 11 shops were constructed. The Great Branch Teacherage is one of two surviving teachers’ homes in South Carolina; the other is the teacherage at the State College Training School on the South Carolina State University campus in Orangeburg (EHT Traceries 2021a; Kennerly 2007).

In 2007, when the NRHP documentation (Reference #07001112; Kennerly 2007) was compiled, the dwelling was abandoned and in relatively poor condition. Yet the teacherage retained almost all its original features and had not undergone any significant alterations (EHT Traceries 2021a). “The Great Branch Teacherage was restored in phases by the community beginning in 2008. This work included the removal of asbestos roof shingles and the addition of two new bathrooms in what was previously the third bedroom. As of October 2019, the interior retained almost all of its original features, such as the original fireplaces, and had not undergone significant alterations” (EHT Traceries 2021a, 119). Today, the property is owned by the Great Branch Community Center and houses a museum, welcome center, and student research room (EHT Traceries 2021a, 2021b).



**FIGURE 40. GREAT BRANCH TEACHERAGE, 2019 (DOROTHY CANTER) (EHT TRACERIES 2021A, 118, FIG. 144)**





**FIGURE 41. GREAT BRANCH TEACHERAGE SIDE ELEVATION AND [ACCESS] RAMP, 2019 (DOROTHY CANTER) (EHT TRACERIES 2021A, 119, FIG. 146)**



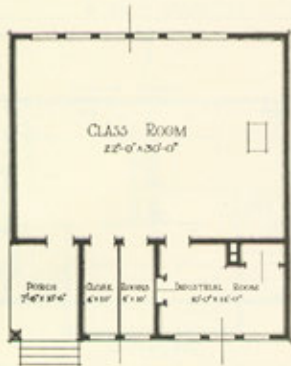
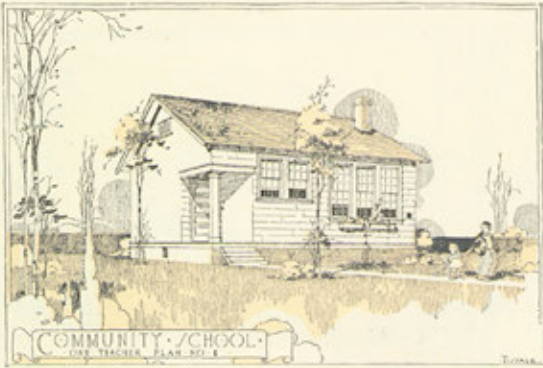
**FIGURE 42. GREAT BRANCH TEACHERAGE REAR ELEVATION, 2019 (DOROTHY CANTER) (EHT TRACERIES 2021A, 118, FIG. 145)**

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# Evaluation of Study Area for Inclusion in the National Park System

# 3

COMMUNITY SCHOOL PLANS



Top left image: *Community School Plans Bulletin No. 3* 1924. Issued by the Julius Rosenwald Fund  
Top right photo: Photo/JTA-Courtesy of Fisk University, John Hope and Aurelia E. Franklin Library  
Lower left photo: "Shady Grove, a Rosenwald School," Piedmont Virginia Digital History: The Land Between the Rivers , accessed December 6, 2023, <http://www.piedmontvahistory.org/archives14/items/show/374>.

## CHAPTER 3: EVALUATION OF STUDY AREA FOR INCLUSION IN THE NATIONAL PARK SYSTEM

This chapter presents the evaluation of the four criteria that must be met for a study area to be considered for designation as a national park unit. The application of these criteria follows guidance outlined in *NPS Management Policies 2006* section 1.3 “Criteria for Inclusion” (appendix B), which implements 54 USC 100507. For a study area to be considered for designation as a potential new unit of the national park system, it must fully meet the following four criteria for evaluation. The study area must

- possess nationally significant resources,
- be a suitable addition to the system,
- be a feasible addition to the system, and
- require direct NPS management or administration instead of alternative protection by other agencies or the private sector.

These four criteria are analyzed sequentially, and several pathways exist for concluding the study process based on individual criterion findings. The findings presented in this chapter will serve as the basis for a formal recommendation from the Secretary of the Interior to Congress on the appropriateness of the study area for designation as a new unit of the national park system. A summary of these findings can be found in the executive summary at the beginning of this document.

### EVALUATION OF NATIONAL SIGNIFICANCE

#### Criteria for Establishing National Significance

*NPS Management Policies 2006* section 1.3.1 directs that proposed additions to the national park system must possess significance at the national level. For cultural resources, national significance is evaluated by applying the NHL nomination criteria contained in 36 CFR Part 65.5. Use of NHL criteria to determine national significance is the only link between the special resource study process and NHL program regulations. Use of these criteria does not recommend or confer landmark designation. All properties would need to undergo a separate NHL designation process governed by NHL program regulations.

The quality of national significance can be ascribed to districts, sites, buildings, structures, and objects that possess exceptional value or quality in illustrating or interpreting the natural or cultural themes of our nation’s heritage. *NPS Management Policies 2006* provides that a resource will be considered nationally significant if it meets the following four criteria:

1. It is an outstanding example of a particular type of resource.
2. It possesses exceptional value or quality in illustrating or interpreting the natural or cultural themes of our nation’s heritage.

3. It offers superlative opportunities for public enjoyment or scientific study.
4. It retains a high degree of integrity as a true, accurate, and relatively unspoiled example of the resource.

In addition to the four standards, nationally significant cultural resources must also satisfy at least one of the six following NHL criteria:<sup>2</sup>

- Criterion 1: Properties that are associated with events that have made a significant contribution to, and are identified with, or that outstandingly represent, the broad national patterns of United States history and from which an understanding and appreciation of the patterns may be gained.
- Criterion 2: Properties that are associated importantly with the lives of persons nationally significant in the history of the United States.
- Criterion 3: Properties that represent some great idea or ideals of the American people.
- Criterion 4: Properties that embody the distinguishing characteristics or an architectural type specimen exceptionally valuable for the study of a period, style, or method of construction, or represent a significant, distinct, and exceptional entity whose components may lack individual distinction.
- Criterion 5: Properties that are composed of integral parts of the environment not sufficiently significant by reason of historical association or artistic merit to warrant individual recognition but collectively compose an entity or exceptional historic or artistic significance, or outstandingly commemorate or illustrate a way of life or culture.
- Criterion 6: Properties that have yielded or may be likely to yield information of major scientific importance by revealing new cultures, or by shedding light upon periods of occupation of large areas of the United States. Such sites are those which have yielded, or which may reasonably be expected to yield, data affecting theories, concepts, and ideas to a major degree.

National Historic Landmarks are cultural properties designated by the Secretary of the Interior as being nationally significant. Acknowledged as among the nation's most significant historic places, these buildings, sites, districts, structures, and objects possess exceptional value or quality in illustrating or interpreting the heritage of the United States in history, architecture, archeology, engineering, and culture. While most National Historic Landmarks are identified through "theme studies" that consider related properties within a specific historical context, National Historic Landmarks may also be identified through special studies of individual properties. Nominations need to establish a property's integrity

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2. National Park Service, National Register of Historic Places National Register Bulletin: How to Prepare National Historic Landmark Nominations, [https://www.nps.gov/subjects/nationalhistoriclandmarks/upload/NHL\\_Bulletin\\_508\\_Final\\_2023-09.pdf](https://www.nps.gov/subjects/nationalhistoriclandmarks/upload/NHL_Bulletin_508_Final_2023-09.pdf).

and strength of historical associations in relation to comparable properties within the content of the nomination.

The use of the NHL criteria to determine national significance is the only link between the SRS process and the NHL program regulations. Use of these criteria in this study does not recommend or confer NHL designation. All properties analyzed here would need to undergo a separate NHL designation process governed by NHL program regulations.

## **National Significance Analysis by Site**

### **Illinois Sites**

#### *Sears Administration Building*

The Sears Administration Building is a contributing structure in the existing Sears, Roebuck and Company Complex (Sears Complex) National Historic Landmark, which was designated in 1978. The Sears Complex was identified as part of an NPS Historic Landmarks Project survey of potentially nationally significance sites and buildings and was documented on an NRHP form that does not conform to current NHL criteria. During the late 1970s, buildings identified in state or national historic site surveys as potentially having national significance were reviewed by NPS staff and the NHL advisory board; properties determined to have national significance were then sent to the Secretary of Interior for approval and designation.

The Secretary of the Interior designated the Sears Complex under the theme of Commerce, Finance, and Industry and recognized the site as the “oldest known extant unit of the company that dominated the mail-order business by 1900” and “the printing plant that produced the Sears Catalogue for many years.” The NRHP form identifies the complex as significant under the topic of “commerce” (Christian 1978). It is important to note the NHL documentation has not been updated since the property’s 1978 designation, and major changes in the form of demolition of the Merchandising Building and reuses of the historic property have occurred over the four decades since.

Existing NHL documentation analyzes the national significance of Sears, Roebuck and Company and the company’s success in the context of 20th-century commerce and economics. This significance most closely aligns with the current NHL criterion 1. NHL criterion 1 is used for properties that are associated with major events or major patterns in American history, and the Sears Complex was determined nationally significant for its connection to the evolution of American retail throughout 20th century. While Sears, Roebuck and Company’s continued success through the 1910s and 1920s was a result of Julius Rosenwald’s business acumen, focus on efficiency, and the logistical genius he displayed during his years as company president, the Sears Complex NHL documentation traces the entire history of Sears, Roebuck and Company from the construction of the Homan Square campus in 1905 until the headquarters was moved into the newly constructed Sears Tower in 1973. Thus, the 1978 NHL nomination focuses on the significance of the company and does not include an in-depth evaluation of Julius Rosenwald’s individual contributions or personal legacy.

Existing NHL documentation for the Sears Complex is closely tied to the theme of Commerce, Finance, and Industry and does not include analysis of individuals associated with the site nor their significance. NHL criterion 2 is used to designate properties associated with the lives of persons nationally significant in the history of the United States. This criterion is used for properties associated with individuals who have made a significant or exceptional contribution to American history. The Sears Administration Building represents Rosenwald as a businessman and is most closely associated with his role as president of Sears, Roebuck and Company. It was Rosenwald who oversaw the purchase of the property, the construction of the original complex in 1905–1906, and subsequent additions to the company headquarters building. During his time as a vice president, company president, and chairman of the board with Sears, Rosenwald maximized profits and enabled the company to become the largest retailer in the country (Christian 1978).

The success of the mail-order catalogue provided a direct path for money from rural America to move into a large company based in an urban setting. The mail-order catalogues written by Richard Sears allowed rural Americans and city dwellers to view the same goods, share the same consumer dreams, and order the same products, “for the good life could be purchased by mail wherever one made one’s home” (Cronin, 1991). The US Postal Service began offering free rural delivery in 1896, a development that allowed Sears, Roebuck and Company to send general merchandise including clothing, wagons, buggies, harnesses, farm equipment, plumbing supplies, household furnishings, dishes, dry goods, watches, fine jewelry, firearms, sewing machines, bicycles, and musical instruments straight into rural America without a retail middleman (City of Chicago 2002, 6). Mail-order catalogues also equalized the playing field for all consumers regardless of location, profession, or race. Anyone could peruse the Sears catalogue, send their money to Sears in Chicago, and have their order processed, packaged, and sent out of the Merchandising Building without prejudice, which was a revolutionary concept at the beginning of the 20th century.

Apart from the NHL nomination, the Chicago Landmark documentation for the Sears Administration Building in 2002 and the Sears, Roebuck & Co. District in 2014 addresses Julius Rosenwald individually under the analysis of significant persons. Rosenwald’s business accomplishments are discussed alongside his philanthropic achievements, with the Chicago Landmark application making note of Rosenwald “providing generous benefits and amenities to Sears employees” (City of Chicago 2014, p. 41). Examples of Rosenwald-supported employee amenities include the 1899 formation of an internal organization known as the Seroco Club to improve management’s relationship with staff, the creation of the Seroco Mutual Benefits Association in 1902 to provide employee insurance, construction of the sunken garden and outdoor recreational facilities at the corporate campus in 1906, establishment of “The Saving and Profit-Sharing Pension Fund of Sears Roebuck and Co. Employees” in 1916, and creation of an 18-room hospital in the Merchandise Building in 1919. Rosenwald established the Sears Roebuck Foundation, one of the first and largest corporate charitable foundations in the country. During economic crises, Rosenwald’s philanthropy helped the Sears employees and company survive. When the company struggled in the post-World War I recession, Rosenwald donated 50,000 shares of stock and purchased the Sears Complex for \$16 million, a major act of business philanthropy credited for saving the company. In the aftermath of the 1929 stock market crash, Rosenwald



guaranteed \$7 million in loans on margin accounts on Sears stock held by approximately 300 employees, a decision that ultimately saved the employees' jobs and savings (City of Chicago 2014, p. 13).

Business success with Sears allowed Rosenwald to pursue his philanthropic activities outside the company as well. The Sears, Roebuck & Co. District's Chicago Landmark application goes on to state, "In addition to his success in business, Rosenwald was one of Chicago's leading philanthropists, generously contributing time and money to progressive social causes, especially to programs which sought to improve the quality of life for African Americans" (2014, p. 41). Rosenwald's interest in the educational uplift of African American and community spaces is seen through the grant programs dedicated to schools in the rural South and establishing African American YMCAs in cities across the country, as well as the charitable Rosenwald Fund, which was established in 1917. Rosenwald designed the fund as a nonperpetual foundation that would give generously and spend down the entire endowment within 25 years of his death. For its first decade, the Rosenwald Fund provided grants related to public health, education, and training and support of the Rosenwald School program. Starting in 1928, the Rosenwald Fund shifted toward providing opportunities for African Americans to pursue educational and professional attainment through grants and fellowships. Over its 23-year lifespan, the Rosenwald Fund provided \$1.65 million to a total of 587 African American and 278 White Southerners working in the fields of education, social sciences, humanities, agriculture, and creative arts. In total, the Rosenwald Fund spent over \$22 million between its inception in 1917 and its conclusion in 1948 (Hoereth 2007, 158; Embree 1936, 1-4; see Johnson 2015 for a detailed discussion about funds used for libraries). See chapter 2 for more detail about Rosenwald's approach to philanthropy.

Rosenwald is unique in the context of prominent US businessmen of the early 20th century who were also major philanthropists in two ways: his dedication to philanthropy predated his wealth and his wealth was earned through his career as an executive, not as an entrepreneur (Hoereth 2007, 155). He also espoused the benefits of nonperpetual giving to address the needs of the current generation and to not create dependency on charitable gifts. In a sea of endowments started by industrialists looking to cement their long-term legacies, Rosenwald adamantly opposed charitable programs that did not have a sunset date. He believed each generation should focus on current issues and that philanthropic programs and funding recipients should have the flexibility to spend money on what was needed at the time, not be forced to align their needs to a benefactor's pet causes. In Rosenwald's eyes, a program's legacy should be in its impacts, not its name or its wealth (Hoereth 2007, 158; Embree 1936, 4). This belief fueled his philanthropic gifts, which totaled between \$60 million and \$70 million.

Rosenwald also contributed to the establishment and growth of several of Chicago's major institutions. He was the primary funder of the Museum of Science and Industry, inspired his brother-in-law Samuel Adler to fund the first modern planetarium in the western hemisphere (Chicago's Adler Planetarium opened in 1930), and he provided funding for the University of Chicago's German language program and Rosenwald Hall. He also gave generously to local Jewish aid groups, immigrant and refugee aid organizations, settlement houses including Jane Adam's Hull House, and local groups supporting Chicago civic affairs.

The 2014 Sears, Roebuck & Co. District Chicago Landmark documentation states “the District’s integrity is preserved in light of its location, design, setting, materials, workmanship, and ability to express such values” even though the vast majority of the massive Merchandise Building was demolished in the early 1990s. The Chicago Landmark committee analyzed the integrity of the remaining buildings and landscape features of the Sears Complex and confirmed “the Administration Building, with its intact overall form and footprint, ornate exterior decorative work, historic wood double-hung windows, and intact interior spaces, exhibits excellent historic integrity.” A 2020 report produced by EHT Tracerics confirmed that the exterior of the building “possesses very good integrity, retaining many original features,” with only the addition of modern appurtenance at the secondary east and west entrances and that “the Administration Building itself retains a fairly high integrity of setting” (EHT Tracerics 2020, 13–14).

In the years since the Chicago Landmarks integrity determination, the building has been predominantly vacant, and the owners have not made any significant changes to the interior or exterior of the Administration Building. The building’s main lobby retains its geometric-patterned marble floor, ornamental cornice, and decorative wall moldings. The half-flight staircase from the lobby to the first-floor main corridor retains its ornamental metal railing. Other interior spaces, including offices and administrative support spaces, have been extensively remodeled since its construction.

*Rosenwald Court Apartments / Michigan Boulevard Garden Apartments—4642 S. Michigan Avenue, Chicago, IL*

The Rosenwald Court Apartments are an example of a large-scale, privately financed housing project for middle-class African Americans that was built before the public housing era. Rosenwald was not the only wealthy individual who viewed subsidized housing as a potential business opportunity. During the first decades of the 20th century, several American businessmen, including John Rockefeller and Marshall Field, funded privately subsidized housing projects in New York (Dunbar Apartments in Central Harlem) and Chicago (Marshall Field Garden Apartments in the Near North Side) (City of Chicago 2017). The Rosenwald Court Apartments is significant for its associations within the larger context of early affordable housing in the United States, as well as its place within the African American community in Chicago, but it is not an example of Rosenwald’s philanthropy. While the apartment informally carried his name, Rosenwald envisioned the project as an income-producing business venture that would help address the African American housing shortage in Chicago due to racial segregation. Modest returns on investment were undermined by the Great Depression of the 1930s. The Michigan Boulevard Garden Apartments / Rosenwald Court Apartments are significant as early, privately funded affordable housing available to African Americans and for the achievements and contributions of its residents (Samuelson 1985); other historic properties, such as the Sears Administration Building, are more closely associated with Julius Rosenwald and his significance as a business executive and philanthropist.

*Museum of Science and Industry—Jackson Park (5700 S. Lake Shore Drive), Chicago, IL*

Rosenwald was an early proponent of establishing an industrial museum in the former Palace of Fine Arts / Field Museum building and lobbied the Commercial Club of Chicago and the South Park Commission for the creation of what would become the Museum of Science and Industry. Officially established as the Julius Rosenwald Industrial Museum in 1926, the institution was renamed the Museum of Science and Industry in 1929 at Rosenwald's request (American Association for the Advancement of Science 1926). Rosenwald became the museum's primary financial supporter. The museum's establishment and the building's subsequent restoration were some of the only philanthropic projects fully funded by Rosenwald. By the time the museum opened in 1933, the year after Rosenwald's death, Rosenwald had provided more than \$7 million in donations to make his dream a reality.

The building is primarily significant as one of the only surviving structures from the World's Columbian Exposition and its association to two world-renowned museums: the Field Museum (established through the philanthropic gift from Chicago businessman Marshall Field) and the Museum of Science and Industry (Sprague 1972). Neither of these distinctions is directly connected to Julius Rosenwald's significance as a business leader and philanthropist. In this regard, Rosenwald's financial support for the Museum of Science and Industry's conception in the 1920s and its adaptive reuse of the existing World's Columbian Exposition building are secondary to the importance of the institution as one of the oldest industrial museums in the country and one of the first museums in the United States to feature hands-on exhibits (Museum of Science and Industry, Chicago 2023). Other sites, including the Sears Administration Building and schools that received funding from the Rosenwald School program, are more closely associated with Rosenwald's contributions to the history of the United States.

*Rosenwald Boyhood Home / Lincoln Home National Historic Site, Springfield, IL*

In 1868, six-year-old Julius Rosenwald's father purchased 413 South 8th Street in Springfield, Illinois—a circa 1853, two-story Italianate house located just over a city block away from the home Abraham Lincoln lived in before his presidency. Julius attended primary school and took odd jobs throughout his youth. At the age of 16, after completing only two years of high school, Julius moved to New York to apprentice under his uncles, the Hammerslough Brothers, who were well-established businessmen. This time in New York allowed young Julius to learn about the wholesale and retail businesses. In 1885, during his early twenties, he returned to Illinois and established his first business venture in Chicago.

Established in 1971, the Lincoln Home National Historic Site in downtown Springfield, Illinois, protects and preserves the home where Abraham Lincoln and his family lived from 1844 until their departure for the White House in 1861, as well as the surrounding Lincoln-era neighborhood. The national historic site covers 12 acres spread over four city blocks and includes Julius Rosenwald's birthplace and the Rosenwald Boyhood Home. Interpretation at the national park unit primarily focuses on Abraham Lincoln's time in Springfield and the impact his time in Springfield had on his presidency. The Rosenwald Boyhood Home (Lyon Home) is used as NPS administrative space and is not open to the public.

While the Rosenwald Boyhood Home is the property most closely associated with Julius Rosenwald's youth and his parents' time in the Springfield community, it is not closely associated with his individual significant accomplishments as a "nationally significant figure in American history" as described under NHL criterion 2. While there are opportunities to interpret the Rosenwald family's lives in Springfield and Julius Rosenwald's childhood at the Lincoln Home National Historic Site, this site is not directly connected to Julius Rosenwald's adult accomplishments, philanthropy, or personal legacy.

The Rosenwald Home at 4901 S. Ellis Ave in the Hyde Park-Kenwood National Register Historic District, which was constructed in 1903 by Julius and Augusta Rosenwald, has a stronger association with Rosenwald's time as an executive with Sears and the Rosenwald Fund. Julius, Augusta, and their five children moved into the Ellis Ave. house in 1904, the same year the multi-building Sears campus opened on Chicago's west side, and it remained Julius Rosenwald's primary residence until his death in 1932. The house became home to the Rosenwald Fund offices until the fund's dissolution in 1948. 4901 S. Ellis Ave is a privately owned residence that was not included in the SRS legislation and was not analyzed under the SRS criteria as part of this study.

### **Illinois Site Summary**

The 1978 NHL nomination for the Sears, Roebuck and Company Complex established the national significance of Julius Rosenwald in the context of his career with the company. When evaluating SRS study sites using NHL criteria, properties analyzed under NHL criterion 2 are compared to similar properties to identify the property that possesses the strongest association with a person's contributions. Although there may be several properties designated as National Historic Landmarks in association with a single individual's life and accomplishments, NPS historians consulted while developing this study identified the Sears Administration Building as the property most closely associated with Julius Rosenwald's professional accomplishments for the purpose of this special resource study. Rosenwald led the construction of the 40-acre headquarters campus in Chicago that created new efficiencies in distribution for the company's mail-order empire. Rosenwald worked from the Sears Administration Building while serving as vice president and president of the company, and his philanthropic pursuits were made possible by the success of Sears, Roebuck and Company during the early 20th-century rise of consumerism.

The other three Illinois sites identified in this SRS legislation—the Rosenwald Court Apartments in Chicago, the Museum of Science and Industry in Chicago, and the Rosenwald House in Springfield—do not appear to meet any NHL criteria associated with Julius Rosenwald's life or legacy and therefore do not meet the SRS criterion for national significance. These sites may have local, state, or national significance outside their association with Julius Rosenwald, but they are not evaluated further in this special resource study.

### **Rosenwald Schools**

While there are also no National Historic Landmarks associated exclusively with any of the Rosenwald Schools, the NHL theme study *Racial Desegregation in the Public Education in the United States* (Salvatore et al. 2000) discusses the Julius Rosenwald Fund and other Northern

philanthropic organizations that constructed school buildings, bought books, purchased equipment, and paid teachers. That theme study also discusses the Rosenwald Schools Building Program and emphasizes the contributions of African American communities who organized, fundraised, deeded land, and provided labor and building materials for the construction of these schools to secure educational opportunities. The theme study notes that schools which received grants from the Rosenwald Fund transformed the overall structure of Black elementary education from Texas to Virginia and Florida to Oklahoma and had provided for the education of over 660,000 students by 1932.

The theme study also discusses Booker T. Washington's philosophy and his ability to secure support for Black education from Northern philanthropists, which was criticized and condemned by many African American leaders as Washington submitting to inequality and segregation (Salvatore et al. 2000). Similar criticism has also been directed at Rosenwald and the Rosenwald School program—that Rosenwald did not seek equality for African Americans in his philanthropy and the schools program perpetuated the repressive racial norms of the Jim Crow era (Morey 2017). Additionally, in the *African American NHL Assessment Study* (NPS 2008a), the scholars meeting group identified the thematic heading of "Education and Literacy" as an area of emerging scholarship in the field of African American history that deserved research and documentation within the NHL program. Rosenwald Schools were listed along with examples of racially segregated public schools, Freedmen's Bureau schools, historically Black colleges and universities, and church-sponsored schools.

This special resource study's enabling legislation directed the study team to evaluate Rosenwald Schools and the life and legacy of Julius Rosenwald. While Rosenwald has been recognized a nationally significant person, and the Rosenwald Schools could be understood in part under NHL criterion 2 as an important part of Rosenwald's portfolio of philanthropy, the study team sought to understand the Rosenwald Schools in their larger historic context as educational institutions in the United States. This approach was confirmed during the study team's meeting with a wide-ranging group of NPS subject matter experts. In consultation with these subject matter experts, the SRS leadership team determined that the 11 Rosenwald Schools and 1 teacherage evaluated under NHL criteria collectively represent a discontinuous district that meets three NHL criteria for national significance.

Collectively, the 12 Rosenwald School buildings evaluated in this study are nationally significant under NHL criterion 1 as representative of a broad pattern of national development of African American educational institutions. African American communities have long understood the transformative power of education and sought ways to attain access to education despite the legal and extra-legal roadblocks set in their way. Schools established by the Freedmen's Bureau, missionary groups, and local governments during Reconstruction were tangible and defining features of the post-Civil War landscape and were often targets of racial violence. While Northern philanthropists or government programs supplied some of the support for these Southern schools, African American communities rallied around education and sacrificed scarce economic resources and time to create and sustain these institutions (Causey 2021, 9). Literacy was understood as a means of

resistance and a tool toward equality and self-determination. Reading and writing allowed African Americans to become independent thinkers, convey their personal experiences, participate in local government, and understand legal documents and contracts; when combined with math skills, literacy could lead to more lucrative economic opportunities (Causey 2021). Black schools, whether established in the 19th century, built with the help of Rosenwald Fund grants, or constructed after *Brown v. Board* to illustrate “equalization,” “are essential parts of Black communities and thus are critical to understanding and interpreting Black history in America” (Green and Hébert 2022, xv).

As stated by Alicetyne Turley-Adams in *Rosenwald Schools in Kentucky, 1917-1932*:

*Rosenwald Schools were thus only one part of the historic of education of African Americans although they represent the most sustained effort to improve the quality of public education for Black Americans prior to the changes wrought by Brown v. Board of Education. The uniqueness and significance of Rosenwald’s initiative lies in the fact that it supported the first major attempt by African Americans themselves to shape and control education in their communities through public/private partnerships. (Turley-Adams 1997, 1)*

Rosenwald Schools illustrate an investment in African American education by philanthropists during the period of racial segregation in education in the United States. The schools are representative of a pivotal early-20th-century philanthropic program that transformed segregated African American education in the American South through community-based initiatives supplemented by the philanthropy of Julius Rosenwald and the Rosenwald Fund. After integration in education, the Rosenwald Schools continued to be used as vehicles for community uplift and served as community centers for African Americans, meeting space for civil rights activities, and museums to honor the contributions and sacrifices of local communities. School building project initiatives by the African American community and funded with the aid of Julius Rosenwald and others resulted in the education of over 500,000 African American students between 1906 and 1932 (Turley-Adams 1997), a generation that grew to lead the civil rights movement of the 1960s.

As defined, NHL criterion 1 is used for “properties associated with events that have made a significant contribution to and are identified with, or that outstandingly represent, the broad national patterns of United States history and from which an understanding and appreciation of those patterns may be gained.” This criterion is used for properties associated with major events or major patterns in American history (NPS 2018). The Rosenwald Schools have the strongest association with and are representative of the investment in African American education by local Black communities during the time of school segregation as well as Booker T. Washington’s influence on Julius Rosenwald and other Northern philanthropists to contribute to African American community efforts. African American communities built 4,977 schools across 15 Southern states using grants from the Rosenwald Fund. More than 663,000 students, or approximately one-third of African American students in public schools in the South, received an education at a Rosenwald School in the approximately 40 years from the start of the program in 1912 until the de jure end of segregated public education in 1954.

Recognizing the importance of education and desiring better for their children, African American communities in the South fundraised and contributed land, materials, and labor toward the construction of these schools; they supported both students and teachers. Rosenwald Schools additionally served as community centers following integration and in some instances were meeting and strategy centers for civil rights activities. The Bay Springs School in Mississippi is an example of this continued community use and uplift through its later use as a site of voter registration drives and meetings by the NAACP and the Student Non-Violent Coordinating Committee (SNCC). Additionally, the education that Black students received included learning about equality and democracy, even though the students themselves attended segregated schools. Some of these students, such as the late US Representative John Lewis, who attended a Rosenwald School in Alabama (not extant), went on to have leadership roles during the civil rights movement, leading to the passage of the Voting Rights Act of 1965 that ensured equal access to the vote and the landmark 1954 Supreme Court decision in *Brown v. Board of Education* that desegregated public education.

NHL criterion 3 is used for “properties that represent some great idea or ideal of the American people.” This criterion relates to properties that represent an overarching ideal unique to the United States and which are associated with endeavors or goals of the highest order such as attaining democracy, achieving freedom, and securing fundamental rights. Properties eligible for NHL designation under criterion 3 are also eligible under criterion 1.

As a collective, the Rosenwald School sites evaluated in this study represent the importance of public education in America, but they also uniquely represent the history of institutional racism and segregation in American public education (Green and Hébert 2022, xv).<sup>3</sup> Although the public school system was racially segregated during the time when the Rosenwald Fund was operational, African American communities deeply understood the value of education and how the public school system was failing them in providing equitable facilities and resources for Black children. Local African American communities initiated applications for Rosenwald funds for new schools because the public school system chronically underfunded African American schools and teacher pay; the public school system did not provide safe facilities for education, nor did it provide equitable resources, facilities, or instruction. Most public funds available for education were directed toward schools for White students—a disparity that was well known and widespread and which represents the history of separate but unequal racial segregation in public education following the landmark Supreme Court case *Plessy v. Ferguson* in 1896. The unequal funding of public schools with public funds indicates that White-dominated school boards understood the transformative uplift public education provides, evidenced by their withholding of resources for African American schools.

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3. Green and Hébert’s (2022) report provides an interpretive framework for the National Park Service to connect local stories of Black education to a national context. Works that specifically examine the architecture of segregation include Leslie Kirchler’s “Architecture and Landscapes of Segregation: An Historical Look at the Built Environment of Education in the United States” (*Berkeley Planning Journal* 18, 1, 2005); Robert R. Weyeneth’s “The Architecture of Racial Segregation: The Challenges of Preserving the Problematic Past” (*Public Historian* 27, 4, Fall 2005: 11–44), and Sarah Schindler’s “Architectural Exclusion: Discrimination and Segregation Through Physical Design of the Built Environment” (*Yale Law Journal* 124, 6, April 2015: 1836–2201).

NHL criterion 5 is used to designate districts composed of integral parts of the environment not sufficiently significant by reason of historical association or artistic merit to warrant individual recognition but which collectively compose an entity of exceptional historic or artistic significance or which outstandingly commemorate or illustrate a way of life or culture. The Rosenwald Fund helped finance the construction of 4,977 schools across 15 states in the American South. Of approximately 500 Rosenwald Schools surviving today, no singular school could serve as representative of the whole and the school designs created by the Tuskegee Institute and disseminated by the Rosenwald Fund (Turley-Adams 1997, 1). However, the 12 school sites (11 schools and 1 teacherage) evaluated in this study each express an important element of the Rosenwald Fund, the local community, and the architectural design variety of the Rosenwald Schools and support buildings.

In consultation with the study's leadership team and with input from the National Historic Landmark Program, this special resource study evaluated these 12 school sites, which due to their geographic distribution, architectural variety, and phase of construction collectively convey important qualities about Rosenwald Schools as a national program that are not conveyed by the schools individually. Out of the 15 Southern states in which Rosenwald Schools and associated buildings were built, the sites included in this study represent nine of those states. In addition to a representative example of a teacherage, the sites represent a variety of architectural designs and styles ranging from one-teacher, wood-frame schools to nonstandard central school plans and nonstandard high school designs. Finally, the 12 selected sites represent each major construction phase of the Rosenwald Fund dating from 1915 to 1929. This special resource study is limited in scope and does not equate to an NHL nomination for these 12 properties, nor does this special resource study set precedent for all surviving Rosenwald Schools to be considered nationally significant by the National Historic Landmark Program.

### **National Significance Conclusion**

Of the four study sites that represent Julius Rosenwald's life and career in Illinois, this special resource study finds that the Sears Administration Building in Chicago meets the NHL criteria for national significance. The Sears Administration Building meets NHL criterion 2 for its association with Julius Rosenwald as a nationally significant individual in the history of the United States for his business success and philanthropic contributions. The Sears Administration Building, which is included in the Sears, Roebuck and Company Complex National Historic Landmark designated in 1978, is closely associated with Rosenwald's years as an executive with Sears, Roebuck and Company, then the largest retailer in the country. Rosenwald's role as vice president (1901–1909), president (1909–1924), and chairman (1924–1932) of Sears also provided him the financial means to support numerous philanthropic activities that had broad national impacts. Therefore, the Sears Administration Building meets SRS criterion 1 for national significance for its association with Julius Rosenwald's life and legacy and is further evaluated under the remaining SRS criteria.

This study finds that the 12 Rosenwald School sites evaluated (Cairo Rosenwald School; Shady Grove School; Noble Hill School; Ridgeley School; Bay Springs School; Russell School; Shiloh Rosenwald School; San Domingo School; Elmore County Training School;



Dunbar Junior High, Senior High and Junior College; Emory School; and Great Branch Teacherage) meet the SRS criterion for national significance because collectively they meet NHL criterion 1 for representing the broad pattern of African American education and community uplift, NHL criterion 3 for representing the national American ideal of the importance of public education, and NHL criterion 5 as a collection of educational facilities and support buildings of various architectural designs funded by the Rosenwald Schools Building Program. Therefore, as a group of 12 sites, the Rosenwald Schools and teacherage considered as part of this study appear to meet SRS criterion 1 for national significance and are further evaluated under the remaining SRS criteria. These resources are further evaluated in the next section of this study under SRS criterion 2—Evaluation of Suitability.

The analysis and evaluation of properties associated with Julius Rosenwald and the Rosenwald School program as part of this special resource study does not constitute an official determination of eligibility for National Historic Landmark designation. Any property described as part of the national significance criteria would need to complete the principal steps and multiple reviews outlined in *NHL Bulletin: Guidelines for Preparing National Historic Landmark Nominations* (NPS 2023n).

## **EVALUATION OF SUITABILITY CRITERIA**

### **Criteria for Establishing Suitability**

To qualify as a potential addition to the national park system, an area that is nationally significant must also meet the criterion for suitability. *NPS Management Policies 2006* section 1.3.2 states “an area is considered suitable for addition to the national park system if it represents a natural or cultural resources type that is not already adequately represented in the national park system or is not comparably represented and protected for public enjoyment by other federal agencies, tribal, state, or local governments, or the private sector.”<sup>4</sup> Adequacy of representation is determined on a case-by-case basis by comparing the proposed area to other similar resources within the national park system or to other protected areas. The comparison should determine whether the study area would expand, enhance, or duplicate resources or visitor use opportunities found in other areas.

### **Type of Resource Represented by the Study Area**

The resources within the study area vary in type and association. Rather than list them here, the resource type(s) for each site is described in its own section prior to the comparative analysis.

### **Theme or Context in Which the Study Area Fits**

In considering the most appropriate historical themes with which the study area is associated, this study referenced the *Revision of the National Park Service’s Thematic Framework* (NPS 1996) as well as more recent studies that identified and sought to remedy gaps in the current thematic framework used to evaluate national significance for National

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4. See appendix B for the full text of the criteria for inclusion.

Historic Landmarks and national park units. Additional studies include the *Historic Resource Study of African American Schools in the South, 1865-1900* (2022), conducted in partnership with the Organization of American Historians, and the *African American NHL Assessment Study* (NPS 2008a) conducted in partnership with the Organizations of American Historians and the National Museum of African American History and Culture.

## **RESOURCES**

### **Comparative Analysis of Resources**

The following comparative analysis will determine whether the current study sites are duplicative of sites that are already adequately represented and protected for public enjoyment, per the criteria for establishing suitability as defined above. Duplicative sites will not move forward to be evaluated by the other SRS criteria.

### **Sears, Roebuck and Company Administration Building**

#### **Type of Resource Represented by the Site**

The Sears Administration Building is part of the Sears, Roebuck and Company corporate complex and is directly associated with Julius Rosenwald's accomplishments as a business executive and the philanthropic programs and gifts that sprang from his financial success. The administration building represents Rosenwald's vision for the Sears company in the form of a centralized administration and mail-order distribution center, the company's focus on employee welfare in the terms of amenities and services, and the company's success under Rosenwald's tenure as company president.

The wealth Rosenwald accumulated from Sears, Roebuck and Company's rise and evolution into the nation's largest retailer allowed him to contribute directly to humanitarian causes in the form of grants for rural African American schools and African American YMCAs; donations to hospitals, universities, museums, and refugee aid; and the creation of the Rosenwald Fund.

#### **Themes or Context in Which the Site Fits**

The Sears, Roebuck and Company Complex was designated a National Historic Landmark in 1978 for its significance related to commerce and Sears, Roebuck and Company's lasting influence on American retailing. However, Julius Rosenwald's philanthropic achievements better support NHL themes related to philanthropy and work culture.

#### *NHL Theme II. Creating Social Institutions and Movements / Subtheme 2. Reform Movements*

As stated in the *NHL Thematic Framework*, "this theme focuses on the diverse formal and informal structures through which people express values and live their lives. Americans generate temporary movements and create enduring institutions in order to define, sustain, or reform these values." Rosenwald's beliefs about philanthropy, corporate and private mutual aid, and addressing society's ills and shortcomings, as well as the programs he oversaw for Sears employees, reflect this theme.

*NHL Theme V. Developing the American Economy / Subtheme 2. Distribution and Consumption, Subtheme 4. Workers and Work Culture*

This theme reflects the ways Americans have worked and the ways they have materially sustained themselves as well as the diverse working experiences of the American people and the historical “layering” of economic society, including class formation and changing standards of living in diverse sectors of the nation. Julius Rosenwald’s financial success as the son of immigrant parents who became vice president and later president of Sears, Roebuck and Company reflects this theme. Rosenwald’s improvements to Sears, Roebuck and Company that turned it into the cornerstone of American business, retail, and consumerism changed the standard of living across the nation. The big stores providing factory-produced goods for a national market through complex distribution networks shifted “customers” of local wholesalers and makers to “consumers” who were more influenced by advertising and could purchase batch- or mass-produced goods that made mass consumption possible. The Sears, Roebuck and Company Complex in Chicago became the embodiment of the new system, with thousands of employees processing more than 900 sacks of mail orders every day (Strasser 1999, 11).

**Description of Similar Resources**

*National Park Service Sites*

Pullman National Historic Site. Pullman National Historic Site was designated in 2005, and its legislated boundary includes much of the historic Pullman neighborhood in south Chicago. George Pullman founded the Pullman Sleeping Palace Car Company in 1867. The company quickly expanded, and Pullman, driven by the idea that employers should address the needs of their employees for mutual benefit, constructed a company town that included a church, theater, market, water tower, hotel, and more than 1,300 housing units, alongside the Pullman factory buildings. By 1883, the community of Pullman had a population of 8,000.

The site, which includes residences, local privately owned businesses, and historic buildings, interprets industrial history and labor struggles and achievements associated with the Pullman Company, as well as urban planning and design and the legacy of the Brotherhood of Sleeping Car Porters, one of the first African American unions to negotiate a major agreement with a corporation. The Pullman neighborhood, located approximately 20 miles southeast of the Sears Administration Building at Homan Square, has been continuously occupied since it was constructed as a company town in the 1880s. The Pullman Company and neighborhood were active at the site throughout Julius Rosenwald’s time in Chicago, and some Pullman employees lived in the Rosenwald Court Garden Apartments financed by Rosenwald. (The Pullman Company ceased most operations in the 1950s.)

Coltsville National Historical Park. Authorized in 2014, Coltsville National Historical Park in Hartford, Connecticut, will provide interpretation of several buildings within the Coltsville National Historic Landmark District. Designated in 2008, the National Historic Landmark district includes the manufacturing complex and other resources associated with the manufacturing technology introduced by Samuel Colt in the Colt’s Patent Firearms

Manufacturing Company, founded in 1855. Colt was a major innovator of precision manufacturing, the process of using interchangeable parts in industrial processes.

Coltsville National Historical Park is working toward establishment and is not yet an official park. The legislation authorizing the creation of the historical park envisioned Coltsville as a partnership park that has minimal federal ownership and relies on nonfederal entities to help manage and maintain resources and provide interpretation. The National Park Service is collaborating with the City of Hartford and the current landowner to transfer ownership and management of historic buildings within the historic district so the national park unit can be officially established. Currently the site has limited visitor services but offers a self-guided walking tour with 11 stops in the National Historic Landmark district.

Patterson Great Falls National Historic Park. Authorized by Congress in 2009, Paterson Great Falls National Historic Park preserves and interprets the industrial, cultural, and recreational landscape that formed around New Jersey's Great Falls of the Passaic River and the evolution of manufacturing at the site over the course of more than two centuries. Portions of the historical park sit within the Great Falls of the Passaic River / Society for Establishing Useful Manufacturers National Historic Landmark District, designated in 1976 as the site of the first attempt in the United States to harness the power of a major river for industrial purposes to bolster American manufacturing and the first planned industrial city in the United States.

The urban park is approximate 15 miles from downtown Newark, New Jersey, and Manhattan, New York, and relies on partnerships to preserve the park resources and provide visitor experiences. The national historical park is open for self-guided outdoor activities and tours through the National Historic Landmark district, the Great Falls of the Passaic River National Natural Landmark, and the Paterson raceway, a national engineering landmark.

### **Suitability Analysis**

Existing national park units interpret the theme of Developing the American Economy, but no existing NPS site represents the era and context in which Rosenwald led Sears, Roebuck and Company to prominence as the nation's leading mail-order company and successfully connected rural and urban consumers across the country. Paterson Great Falls National Historic Park and Coltsville National Historical Park document two revolutions in manufacturing: the creation of the first industrial city that could harness natural power produced from a major river in the late 1700s and precision manufacturing of interchangeable parts in the 1850s. The Sears Complex—which includes the Administration Building—represents the consolidation of mail-order operations at a single corporate campus. Under Rosenwald's leadership, Sears, Roebuck and Company redefined the relationship between household consumers and a national distribution system, a distinct embodiment of the distribution and consumption subtheme.

Pullman National Historic Site interprets the concept of corporate paternalism seen during the late 19th and early 20th centuries, which supports the subtheme of Workers and Work Culture. Rosenwald ascribed to this concept of corporate aid at Sears, Roebuck and Company, and he implemented several initiatives focused on improving the morale and

well-being of Sears employees that are associated with the reform movements of the Progressive Era. While Pullman National Historic Site interprets roughly the same time period that Rosenwald was associated with Sears, Roebuck and Company in Chicago, the sites and companies represent two drastically different and unique corporate histories and company-worker relations. Rosenwald's philanthropic activities and the Rosenwald Fund are associated with wider reform movements and activism that extended across the country and are not interpreted or associated with the Pullman site.

## **Rosenwald Schools**

### **Type of Resource Represented by the Sites**

The 11 Rosenwald Schools and 1 teacherage in this special resource study are a collection of educational facilities and support buildings of various architectural design funded by the Rosenwald Schools Building Program. Over the course of approximately 20 years, the program funded the construction of over 5,000 schools, teacherages, and educational shops for African American children in 15 states across the American South.

With determination, African American individuals and communities, seeking to provide their children with education they had been denied, partnered with the Rosenwald Fund to build these schools. African American communities raised the majority of funds needed to establish new educational facilities, and they provided time, energy, land, supplies, labor, and other support for the schools.

### **Themes or Context in Which the Sites Fit**

In evaluating the suitability of cultural resources within or outside the national park system, the National Park Service references the 2017 *National Park Service System Plan*, as well as its 1994 thematic framework, *History in the National Park Service: Themes and Concepts* for history and prehistory. The *National Park Service System Plan* built upon the 1994 framework and examined the special places, stories, ecosystems, and recreational opportunities that the National Park Service currently protects; it also identified gaps and opportunities to seek new ways to protect important natural areas and cultural heritage in the national park system and beyond. The *National Park Service System Plan* identified several historical and cultural topics as underrepresented, in need of greater emphasis, or missing in the present system. Two identified topics or themes in the *National Park Service System Plan* that are relevant to this special resource study are African American history and the history of education (with Rosenwald Schools specifically mentioned). The 1994 framework provides additional guidance for the National Park Service related to historic resources and serves as an outline of major themes and concepts that help conceptualize American history. The framework is used to assist in identifying cultural resources that embody America's past and describing and analyzing the multiple layers of history encapsulated within each resource.

The 11 Rosenwald Schools and 1 teacherage in this special resource study contribute to our understanding of the NPS and NHL thematic framework themes Peopling Places, Creating Social Institutions and Movements, and Expressing Cultural Values and the context established in the *Historic Resource Study of African American Schools in the South, 1865–*

1900 (Green and Hébert 2022) and the *African American NHL Assessment Study* (NPS 2008a).

*NHL Theme I: Peopling Places / Subtheme 4. Community and Neighborhood*

The theme Peopling Places examines human population movement and change through time, family formation, and concepts of gender, family, and sexual division of labor. While patterns of daily life are often taken for granted, they have a profound influence on public life. Communities, too, have evolved according to cultural norms, historical circumstances, and environmental contingencies. The nature of communities is varied, dynamic, and complex. Distinctive and important regional patterns join to create microcosms of America's history and form the "national experience." The Rosenwald Schools and teacherage are representative of the Southern African American communities that fundraised for and supported construction and operation of these educational facilities, and the facilities are sources of pride and cohesiveness for these communities. These educational facilities are also representative of the complex interactions between Northern philanthropists and Southern communities. The design of the schools and teacherage sought to provide proper architecture to support the education of African American children within the wider cultural context and pressure of racially segregated educational facilities and Jim Crow laws.

*NHL Theme II: Creating Social Institutions and Movements / Subtheme 2. Reform Movements*

This theme focuses on the diverse formal and informal structures such as schools and voluntary associations through which people express values and live their lives. Americans generate temporary movements and create enduring institutions to define, sustain, or reform these values. Why people organize to transform their institutions is as important to understand as how they choose to do so. Thus, both the diverse motivations people act on and the strategies they employ are critical concerns of social history.

The Rosenwald Schools and teacherage represent interracial efforts undertaken by Booker T. Washington, Julius Rosenwald, and others within Rosenwald School communities that reformed African American education in the South. Progressives of the early 20th century worked to improve society by tackling issues that threatened the health, safety, and well-being of Americans. While African Americans were denied the benefits of many Progressive Era movements due to the rise in Jim Crow regulations and policies, Booker T. Washington's efforts to improve conditions at Black schools in the South had a measurable impact on literacy rates and school attendance among rural African Americans. Rosenwald Schools created new opportunities for African Americans to pursue an education in well-lit, well-ventilated buildings that adhered to Progressive ideals. Rosenwald's and Washington's shared belief that local communities needed to provide the majority of funding for school construction resulted in donations from Black and White citizens across the South and collaboration with local school committees to promote universal education.

Rosenwald schools also represent Julius Rosenwald's personal philosophy toward charity. Led by his Jewish faith and convictions, Rosenwald's main philanthropic activities began in the early 1900s, and the scope of his philanthropy was expansive. The partnership Rosenwald later forged with Washington to begin the school building program, the

communities that were active in seeking out the program's philanthropic funds, and the termination of the program shortly after Rosenwald's death represent the temporary aspect of the institution. The termination of the program also represents a commitment to Rosenwald's approach to philanthropy and his request that the Rosenwald Fund's operations end within 25 years after his death. However, the schools, teacherages, and other educational buildings supported by the program were long-enduring and sustained by the communities that benefited from them, and the educational facilities uplifted these communities in return.

*NHL Theme III: Expressing Cultural Values / Subtheme 1: Education and Intellectual Currents*

The theme Expressing Cultural Values covers expressions of culture and people's beliefs about themselves and the world they inhabit. This theme also encompasses the ways that people communicate their moral and aesthetic values.

The Rosenwald Schools and teacherage additionally represent the importance of education as an American ideal and the belief that education is foundational to a strong democracy. Furthermore, the Rosenwald School program represents the importance of education in African American communities and the struggle these communities endured to attain education in the racially segregated South.

The Rosenwald Schools and teacherage are an embodiment of the Progressive Era ideal of universal education. Rosenwald's philanthropic philosophy was rooted in the Jewish imperative of *tzedakah* (righteousness and charity). One of Rosenwald's core philanthropic tenets was to address present philanthropic needs through challenge grants. Rosenwald also believed that the generation contributing to the creation of wealth should be the one to profit from it and that present stewardship was also for the benefit of future generations.

*Historic Resource Study of African American Schools in the South, 1865–1900 (Green and Hébert 2022)*

This report discusses how after emancipation Black communities and their White allies collaborated to build a robust and effective network of public and private schools. Although the rise of racial segregation laws known as Jim Crow in the late 1890s sought to erase the progress that Black educational institutions had achieved, the legacy of those Reconstruction-era gains could not be dismantled. Green and Hébert's study notes the national historic preservation initiatives to preserve Black schools associated with the Julius Rosenwald Fund. Since 2002, the NPS has entered more than 60 Rosenwald School buildings onto the National Register of Historic Places, and state historic preservation offices across the South have engaged in initiatives to identify Rosenwald Schools. The schools and teacherage in the current special resource study have all been recommended by state historic preservation offices for possible inclusion in a new national park.

*African American NHL Assessment Study (NPS 2008a)*

This 2008 report recommends the development of 10 themes for future research and NHL nomination efforts for African American history. Of those 10 themes, seven are directly

applicable to this special resource study, as the Rosenwald Schools and teacherage meet and expand on these topics:

- **Black Freedom Struggles or Struggles for Full Freedom, Justice, and Equality.** The study notes that the NHL program's past nomination efforts have ignored the history of African American struggles for self-determination which did not have racial integration as their goal. There are a small number of National Historic Landmarks documenting this history, therefore, does not represent the full complexity and significance of African American history. The Rosenwald Schools and teacherage are part of this complexity in that racial integration was not a goal of the African American communities nor the Rosenwald Schools Building Program.
- **Grassroots and Vernacular History.** The study notes that existing National Historic Landmarks and national park units provide broad representation of notable African American leaders and major events in African American history. However, the most striking feature of African Americans' profound impact on American society has been through the ordinary experiences of their daily lives, and it has often been the everyday African American knowledge that has soaked into the fabric of American life. The study suggested that the NHL program's efforts should capture the national significance of "ordinary" lived experiences including documenting vernacular architecture and African American ethnographic perspective within national park units. The Rosenwald Schools and teacherage are examples of vernacular architecture, and there are important ethnohistories associated with the schools and teacherage, students who attended them, and later use of the schools as centers for African American communities.
- **Institutional History.** In tandem with the daily experiences of African American life, institutions form a critical locus from and around which African Americans organize as a community to effectively transform American society. Black religious institutions, Black fraternal organizations, political and social clubs, Black business/professional/economic organizations, and educational institutions (historically Black colleges and universities) form the nucleus of organized activities around which African Americans have built communities and challenge institutional racism in the United States. The Rosenwald Schools and teacherage were educational institutions distributed in nearly 5,000 African American communities in 15 Southern states, and they became points of pride for these communities. Thus, these educational facilities are part of the institutions around which African American communities have formed and challenged institutional racism in the United States. Additionally, many of these schools, such as the Bay Springs School, were later used by communities as centers for civil rights activities or for the work of their alumni, who leveraged the education they received at the Rosenwald Schools to advance racial equality in the United States.
- **Intellectual History.** In addition to building institutions, African Americans also invented and developed theories, ideas, concepts, and products that further transformed American society. The study determines that future NHL program



efforts should recognize and preserve the creation of ideas and products developed within African American intellectual traditions by researching and documenting sites associated with African American architects, authors, artists, academicians, community scholars, scientific researchers, and inventors. The Dunbar Junior High, Senior High and Junior College in Little Rock, Arkansas, is an example of this intellectual history, as the Dunbar curriculum was accepted as basis for admission to colleges and universities throughout the United States.

- **Education and Literacy.** Connected to the theme of Intellectual History is the unique struggle of African Americans to obtain education and literacy in the United States. Acknowledging past NHL nomination efforts around the theme of Education, the study determines that more focused research is necessary to document the legal and extra-legal barriers used to deny education to African Americans as well as the unique solutions that African Americans, their supporters, and their opponents used to challenge or maintain educational inequality. The struggle for African American education and literacy was the result as well as the catalyst for changes in national education policy, both governmental and privately sponsored. The Rosenwald Schools are cited as examples in the study.
- **Era of Jim Crow.** The study notes significant chronological gaps in the documentation of current National Historic Landmarks. A small number of National Historic Landmarks have periods of significance that span the 1880s to 1930s and after the 1960s. Because of the general 50-year rule in NHL nomination criteria, the study (completed in 2008) prioritizes the 1880s to 1930s, designating the period as the “Era of Jim Crow” to encompass both its thematic and chronological aspects. This era includes institution and community-building post- Reconstruction, the extreme racial violence toward and intimidation of African Americans, the First Great Migration, regionalism, the development of scientific racism, and government policy decisions leading to the Civil Rights Movement of the 1950s and 1960s. The Rosenwald Fund contributed to constructing educational facilities for African Americans over a 20-year period (1912–1932) during the era of Jim Crow. An update to the *African American NHL Assessment Study* may be needed to further explore the post-1960s period, which is now more than 50 years in the past at the time of this special resource study (2023).
- **African American Family Life and Relationships.** The African American family as a unit of historical change, protest, and support is closely aligned with the Grassroots and Vernacular History theme and includes documentation of the historical impact of multigenerational Black families on the national landscape. The contributions of notable African American families are significant for successive generations of importance rather than importance through a single individual, and they recognize and preserve the collective impact on the nation. Examples include the military contributions of the Benjamin O. Davis family, the educational and civil rights impacts of the Forten-Grimke family, and the economic and cultural impacts of the Madame C. J. Walker family. Emerging scholarship on multigenerational African American families also documents the unique systems and laws regarding

inheritance, heirs' property, and other issues that resulted from such laws' existence. In addition to property ownership issues, legislation associated with Black families occupies a unique and significant place in American social and labor history, particularly within the American slave system, through miscegenation laws, within early-20th-century eugenics debates, and in other governmental policy development such as social assistance programs. Some of the Rosenwald Schools and teacherages additionally support this theme such as the San Domingo school, where William L. Brown, a descendant of the free community's founder, James Brown, donated land for the new school approximately 100 years after the founding of the community. The Bay Springs School is another example; Warren Kelly donated land for the school, and his relatives, the Dahmer family supported the school. Vernon Dahmer Sr. utilized the school for civil rights activities leading to his death, and his son Dennis (great-grandson of Warren Kelly) currently owns and maintains the school as a community meeting place nearly 100 years after the school was built.

### **Description of Similar Resources**

Other sites also interpret improving access to education and quality of education for Black Americans. Additionally, some sites interpret the struggle for racial equality in public education in the United States. The Rosenwald Schools and teacherages, however, fill a chronological and thematic gap compared to these other sites, which are described at a high level below.

The Rosenwald Schools Building Program took place within the era of Jim Crow (1880s–1930s), when there was national retrogression of racial equality in the United States as well as extreme racial violence against African Americans. Booker T. Washington founded Tuskegee Institute at the cusp of the era of Reconstruction (1861–1900) and the Jim Crow era, and his friendship with Julius Rosenwald ignited the Rosenwald Schools Building Program. Unlike other educational facilities like Tuskegee Institute, the Rosenwald Schools Building Program focused on African American communities in the South and on primary education instead of secondary education.

Additionally, the Rosenwald Schools Building Program uniquely represents the philanthropic philosophy of a Jewish American, Julius Rosenwald, and the blending of the Jewish religious imperative for individualized *tzedakah* (righteousness and charity) and the development of modern philanthropic foundations. These foundations, created at the beginning of the 20th century by the great industrialists, professionalized the practice of charity by bringing notions of management, efficiency, and scientific thought to helping solve humanity's problems. Finally, the Rosenwald Schools Building Program represents a story of interracial cooperation, both between Washington and Rosenwald and among the Rosenwald Fund and African American communities working to create space for Black students.

### *National Park Service Sites*

[Brown v. Board of Education National Historical Park](#). Established in 1992, the Brown v. Board of Education National Historic Site preserves and interprets places associated with the legal cases that contributed to the US Supreme Court decision ending segregation in

public education. The park headquarters are located in the historic Monroe Elementary School and Grounds, which formerly served African American students in Topeka, Kansas (NPS 2017a).

In May 2022, the national historic site was redesignated as a national historical park and expanded to include additional related resources to tell a fuller story of the Brown v. Board of Education Supreme Court ruling and school desegregation. Two South Carolina school sites, Summerton High School and Scott's Branch High School, were added to the park and will convert to direct NPS management once acquired by the federal government. The same legislation also designated three additional schools associated with the Brown v. Board of Education Supreme Court ruling as affiliated areas—Delaware sites including Claymont High School in Claymont, Delaware, Howard High School in Wilmington, Delaware, and Hockessin Colored School #107 in Hockessin, Delaware; Robert Russa Moton High School in Farmville, Virginia; and John Philip Sousa Junior High School in the District of Columbia. These discontinuous sites will receive NPS technical and financial assistance but will continue to be managed by nonfederal entities (Department of the Interior 2022).

Tuskegee Institute National Historic Site. Located 40 miles east of Montgomery, Alabama, Tuskegee Institute National Historic Site was authorized as a unit of the National Park Service on October 26, 1974. The site preserves the legacy and associated historic structures of the Tuskegee Institute, a college for African Americans founded in 1881. On July 4, 1881, 30 eager students—mostly children of former slaves—attended their first class at the newly formed Normal School for Negroes in Tuskegee, Alabama. Booker T. Washington, a formerly enslaved African American, was the school's first principal and aimed to model this new school after Hampton Institute in Virginia, where he had been a student and teacher. In 1896, George Washington Carver accepted Washington's invitation to come to Tuskegee as head of its new Department of Agriculture. For the next 47 years, Carver taught and worked at Tuskegee, and he developed thousands of uses for Southern agricultural products. Carver became widely known as an outstanding American scientist.

Tuskegee Institute, as the school came to be known, started with only \$2,000 for teachers' salaries and no funds for land, buildings, or equipment. In 1882, the school moved to 100 acres of abandoned plantation farmland, purchased with a personal loan from the treasurer of Hampton Institute for half the down payment. From this humble start, Tuskegee grew from its initial emphasis on vocational training (most of the school's early buildings were built by its students) into the college-degree-granting program that evolved into what is now Tuskegee University.

As the school's first principal, Booker T. Washington led Tuskegee Institute through its first 34 years. When not directing the school's growth, he traveled extensively, making Tuskegee Institute known and respected throughout the country (NPS 2017d). Washington was a seminal figure in African American education and formed a partnership with Julius Rosenwald in 1912, leading to the creation of the Rosenwald Schools Building Program. Washington died in 1915, but his leadership and work in improving the conditions of African Americans through education and entrepreneurship made Tuskegee an internationally famous institution (EHT Tracerics 2021).

Little Rock Central High School National Historic Site. From its dedication in 1927, Little Rock Central High School was recognized as more than the typical American high school. The massive structure in the Gothic Revival style with blonde brick and architectural details inspired by the universities of western Europe stood in contrast to the Art Deco motif of Little Rock's African American high school, Paul Laurence Dunbar. Little Rock Central High School was a focus of pride and a cultural symbol of the White community, and it became the focus of national attention and a battleground of the Civil Rights Movement.

On September 4, 1957, desegregation of Little Rock Central High School began when the first African American students (known as the "Little Rock Nine") enrolled in the all-White high school. The students attempted to enter the school but were refused admittance by the National Guard, as ordered by Arkansas Governor Orval E. Faubus. Segregationist protesters had gathered on South Park Street to chant, pray, and demonstrate against integration. When the African American students arrived, the protesters threatened, heckled, jeered, and spit on the students. Reporters and photographers documented the action.

The school desegregation crisis at Little Rock Central High School put on trial America's commitment to its founding principles. It was the first significant test of the 1954 Supreme Court ruling in *Brown v. Board of Education*, and even more significantly, the Little Rock controversy was the first fundamental test of the national resolve to enforce African American civil rights in the face of massive Southern defiance following the *Brown v. Board of Education* decision. President Dwight D. Eisenhower was compelled by the magnitude of White mob violence to use federal marshals and troops to uphold the federal court order for African American children to attend the previously all-White Little Rock Central High School. It was the first time since the post-Civil War Reconstruction period that federal troops were used in support of African American civil rights.

Occurring at the infancy of television, the crisis at Little Rock Central High School was among the first news stories to be broadcast live as events unfolded. The Magnolia Mobil service station became an impromptu press base from which reporters called in their stories. The worldwide coverage, generating outrage at the violent denial of basic rights, became a model for the Civil Rights Movement's use of the media over the next decade.

Little Rock Central High School National Historic Site in Little Rock, Arkansas, was established in 1998. Little Rock Central High School is still an operating high school and is owned, operated, and maintained by the Little Rock School District. General public access to the interior of the school is restricted to ranger-led tours. The Magnolia Mobil service station, visitor center, and commemorative garden are owned and managed by the National Park Service (NPS 2017b).

Reconstruction Era National Historical Park. The Reconstruction era (1861–1900) was a time of extraordinary transformation in the United States, as the nation grappled with how to reunite the country after the Civil War and how to protect the rights of millions of newly freed African Americans. Following the Civil War and to set the nation on a new footing, Congress passed three constitutional amendments—the 13th, 14th, and 15th. The amendments abolished slavery (except as criminal punishment), promised birthright

citizenship and civil rights, and prohibited race-based discrimination in voting. To bring former Confederate states back into the Union, in 1867 Congress passed a series of Reconstruction Acts that divided the former Confederacy into five military districts and laid out requirements for readmittance, including insisting that states permit African American men to vote on the same terms as White men did. Central to Reconstruction was the former Confederacy, where the impact of slavery's abolition was felt most strongly and where the experiment in racial equality was attempted most extensively. There and across the nation, African Americans faced steep obstacles as they attempted to claim their newly won rights. Many of Reconstruction's promises went unfulfilled, but the ideas and institutions developed in that era provided a crucial framework for the Civil Rights Movement 100 years later.

Despite the importance of Reconstruction, many Americans know very little about it. What they do know is often outdated or inaccurate. Historians once portrayed the period as a failure and defined it narrowly as the years between 1865 and 1876; now they examine the era's broad triumphs and also its long reach. Reconstruction is often called the country's Second Founding. To this day, the outcomes of the vast political and social changes of the Reconstruction era remain visible across the landscape.

The park was first established as Reconstruction Era National Monument via presidential proclamation on January 12, 2017, and it was redesignated as Reconstruction Era National Historical Park by Congress on March 12, 2019. The park boundary includes approximately 65 acres of land in three different locations within Beaufort County, South Carolina. Approximately 16 acres of land, or interests in land, are controlled by the federal government: the Brick Baptist Church and associated cemetery (an approximately 1-acre historic preservation easement) on Saint Helena Island, Darrah Hall and associated easements (approximately 4 acres) within the Penn Center National Historic Landmark District on Saint Helena Island, a portion of the site of Camp Saxton (approximately 11 acres) on lands currently administered by the US Department of the Navy at Naval Hospital Beaufort in the Town of Port Royal, and the Old Beaufort Firehouse (approximately 0.10 acre) located within the Beaufort National Historic Landmark District in downtown Beaufort. Along with the park's redesignation, Congress established the Reconstruction Era National Historic Network in 2019 to connect places including existing national park units and programs across the United States that are important to the Reconstruction era.

The collection of historic sites in Beaufort County, South Carolina, along with other nationally significant sites outside national historical park boundaries, provide a unique opportunity for visitors to understand the complex history of the Reconstruction era and explore places associated with it (NPS 2019a). The Penn Center National Historic Landmark District (NRHP Reference #74001824; Dixon 1974) recognizes the Penn School's commitment to Black education, community, welfare, and cultural heritage since its founding in 1862. The school is a surviving example of schools for free African Americans that were established by Northern missionaries during the Union occupation of South Carolina in the Civil War. After the school's closure in 1948, the Penn Center continued to serve the African American community through civil rights and organizing (NPS 2023o).

### *Sites Protected by Other Entities*

Robert Russa Moton High School, Virginia. Robert Russa Moton High School in Prince Edward County, Virginia, is associated with the desegregation of public schools as the site of a 1951 African American student strike to protest inadequate facilities at the high school. The strike resulted in a state district court case challenging local segregation. While the NAACP lost *Davis v. The County School Board of Prince Edward County* in 1953, the appeal was combined with four other appellate school segregation cases and argued before the US Supreme Court in 1954 as *Brown v. Board of Education of Topeka* (Jackson and Vosmik 1998). The Commonwealth of Virginia opposed the desegregation ruling, and Price Edward County was the only county in the country to close its public schools for an extended period—from 1959 to 1964—to avoid desegregation (NPS 2020). In *Griffin v. Prince Edward* (1964), the Supreme Court ordered the county to reopen the schools. Black students were integrated into the newer Prince Edward County High School, and Moton High School became Farmville Elementary School (Jackson and Vosmik 1998).

The school, which has been minimally altered since its 1939 construction, was designated a National Historic Landmark in 1998 and is now home to the Robert Russa Moton Museum, which preserves and interprets the history of civil rights in education and Price Edward County citizens' role in desegregation (Robert Russa Moton Museum n.d.). The school was designated an affiliated area of *Brown v. Board of Education* National Historical Park in 2022.

Swayne Hall, Talladega College, Alabama. Designated a National Historic Landmark in 1974, Swayne Hall was originally constructed by enslaved African American laborers in 1857 and was initially used as a White Baptist school. The hall was purchased by the American Missionary Association in 1867 to form Talladega College for freed African Americans. Starting with four teachers and 140 students in the elementary grades, Talladega slowly evolved into an institute of higher learning. Talladega established a liberal arts program in 1890, unlike other contemporary African American educational institutions, which focused on vocational training. Swayne Hall is owned and operated by Talladega College and used for educational purposes. Swayne Hall is not open to the public (NPS 2008b; Sheire 1974b).

Andrew Rankin Memorial Chapel, Founders Library, and Frederick Douglass Memorial Hall Howard University, Washington, DC. A portion of the Howard University campus was designated a National Historic Landmark in 2001 for the institution's role in the legal establishment of racially desegregated public education and for its association with two nationally recognized leaders of that fight—Charles Hamilton Houston and Thurgood Marshall. Beginning in 1929, Howard Law School became an educational training ground for civil rights through the vision of Charles Hamilton Houston. This program produced activist Black lawyers dedicated to securing the civil rights of all people of color, and in 1936 it established the first course in civil rights law. Thereafter, lawyer Thurgood Marshall of the NAACP Legal Defense Fund led the organization's strategy to desegregate schools leading up to the *Brown v. Board of Education* case. In this case, the US Supreme Court declared school segregation unconstitutional (NPS 2008b; Lowe 2000).

Guided campus tours are available to visitors Monday through Friday, but visitors must register for these tours. Visitors may also take a self-guided tour of campus with a print brochure that offers brief descriptions about the chapel, library, and hall including when the structure was built and for whom it was named (Howard University 2023).

National Training School for Women and Girls (Trades Hall), Washington, DC. Designated a National Historic Landmark in 1991, the National Training School was founded by educator Nannie Helen Burroughs in 1909 to educate young Black women and girls from around the world in the domestic arts, academics, and religious instruction. Burroughs, the daughter of formerly enslaved people, was born in Orange, Virginia, around 1879. In 1884, she moved with her mother to Washington, DC, where Burroughs graduated with honors from M Street High School (now Paul Laurence Dunbar High School). Despite her academic achievements, Burroughs was turned down for a Washington, DC public school teaching position. Instead, she decided to open her own school (NPS 2008b; Putnam Miller 1990).

Burroughs proposed her school initiative to the National Baptist Convention. After years of planning, the convention bought a 6-acre parcel of land in northeast Washington, DC. Burroughs raised money from within the Black community, and unlike other prominent Black schools such as the Tuskegee Institute, founders did not request money from White donors. Burroughs did not, however, have unanimous support. Booker T. Washington did not believe Black Washingtonians would contribute to the project. Others disagreed with the training of women beyond domestic work. An inspiring speaker, Burroughs managed to raise enough money to open the school. She received few large donations; most of the money was donated in small amounts by Black women and children (Putnam Miller 1990).

The trade school building, Trades Hall, now houses the offices of the Progressive National Baptist Convention and is not open to the public (Putnam Miller 1990). New workforce housing was planned for construction in 2017, and the resulting Providence Place Apartments further altered the cultural landscape of the school (Goff 2017; Providence Place Apartments 2020).

Dorchester Academy Boys' Dormitory, Liberty County, Georgia. Dorchester Academy was founded by the American Missionary Association following the Civil War as a primary school for African American children. Once a part of a sprawling school campus, the boys' dormitory is the only remaining structure to survive from the boarding school era. The current boys' dormitory dates from 1934. In 1932, a fire destroyed the 1890s building, and the American Missionary Association, which at that time owned the school, rebuilt the boys' dormitory. The Dorchester Academy Boys' Dormitory is a two-story rectangular building with a rear ell addition, designed in the Georgian Revival style. The building is of brick construction with a hipped roof and two interior chimneys. Architect George Awsumb is credited with the design of the dormitory, which included features such as steam heat, a living room and library on the first floor, and student bedrooms on the second floor. All the education related buildings with exception of the boys' dormitory were demolished in the 1940s, shortly after the school closed its doors in 1940. The boys' dormitory thereafter was converted into a community center, a role which it still serves today (de la Vega 2006).

Designated a National Historic Landmark in 2006, Dorchester Academy Boys' Dormitory is nationally significant as the primary training site for the Citizen Education Program sponsored by the Southern Christian Leadership Conference, which educated thousands of mostly rural Southern African Americans about their legal rights and responsibilities and taught them the skills needed to pass racially motivated voter registration tests. The Citizen Education Program furthered the goals of the Civil Rights Movement and ultimately led to the passage of the Voting Rights Act of 1965. The Dorchester Academy building is also associated with civil rights activist Septima Poinsetta Clark, whose vision and grassroots organizing made the Citizen Education Program successful. Ms. Clark developed the citizen education model and oversaw the program from its inception in 1956 in the South Carolina Sea Islands; she carried the model with her from the Highlander Folk School to the Southern Christian Leadership Conference (NPS 2008b).

The Dorchester Academy is currently owned by the Dorchester Improvement Association and is in use as a community center and museum. Special events are held at the academy. The museum is open limited hours Tuesday through Sunday, and group tours are available (Dorchester Academy n.d.).

Stone Hall, Atlanta University, Fulton County, Georgia. Designated a National Historic Landmark in 1974, Stone Hall is the main classroom and administration building of Atlanta University, built in 1882. Atlanta University is one of the oldest historically Black colleges in the United States (NPS 2008b), and Stone Hall's primary function was as the university's administration building, though it also had classrooms and meeting rooms. The structure served in a similar capacity for Morris Brown College for many years, having been leased to the college in 1929 when Atlanta University became affiliated with Morehouse and Spelman. Morris Brown College changed the building's name to Fairchild Hall (Sheire 1974a). In addition to being the oldest surviving building associated with the original Atlanta University, it is the location of renowned scholar Dr. W. E. B. Du Bois's office (Atlanta Branch of ASALH 2022a, 2022b).

The property, now named Fountain Hall, is owned by Morris Brown College and has remained vacant since 2003. The structure has been damaged by vandalism and weather intrusion. Preservation efforts gained momentum in 2019 with the Friends of Fountain Campaign rehabilitation efforts (Atlanta Branch of ASALH 2022a, 2022b). In 2021, the National Park Service awarded a \$500,000 grant to start a window restoration project for the hall, and Morris Brown College administrators expressed their wish to fully restore the hall for classrooms and academic services (*The Atlanta Voice* staff 2021). In 2023, an additional \$500,000 in federal funds was earmarked for restoration work at Fountain Hall (Dalton 2023). No public access currently exists (Keenan 2020).

### **Comparative Analysis and Adequacy of Representation**

This section compares the character, quality, quantity, and rarity; combination of resource values; and themes of the historic sites above to those found at the Rosenwald Schools sites and teacherage that are part of this special resource study. Collectively, the Rosenwald Schools and teacherage possess exceptional historic value for their association with the Rosenwald Schools Building Program (1912–1932). Despite repairs and modifications made



by owners, the structures retain historical integrity, including their location, design, materials, workmanship, and association. NPS sites broadly comparable to the Rosenwald Schools and teacherage that represent many of the themes described above are Brown vs. Board of Education National Historical Park, Tuskegee Institute National Historic Site, Little Rock Central High School National Historic Site, and Reconstruction Era National Historical Park. These sites include schools, residences, churches, and communities associated with the struggle for democracy, racial equality, racial integration in education, and African American community uplift and educational facilities. The sites are, however, not directly related to the Rosenwald Schools Building Program. Thus, the Rosenwald Schools and teacherage are the sites most directly related to the Rosenwald Schools Building Program, where themes of African American education during the Jim Crow era, community uplift, education and democracy, racial equality, and interracial cooperation can best be interpreted for the public.

### *Suitability Analysis*

As noted above, the *National Park Service System Plan (2017c)* identifies African American history and the history of education as resources/values that are currently underrepresented in the present system, and the *African American NHL Assessment Study (2008a)* recommended themes and topics for future research and NHL nomination efforts for African American history. The Rosenwald Schools and teacherage support nearly all the themes and topics for future research in the 2008 assessment study.

For the suitability analysis of the Rosenwald Schools and teacherage, the study team considered whether any of the individual schools or teacherage represented how the NPS would interpret the national significance of Julius Rosenwald and the Rosenwald Fund at the sites if they became a discontinuous national park unit. For this analysis, the term “interpret” indicates a formal program or display. Many of the schools in the study mention via historical markers or have pictures of Julius Rosenwald or the Julius Rosenwald Fund, but they do not “interpret” the story. Individually, none of the schools or teacherage already engage in this theme or level of interpretation; details on themes and levels of interpretation currently in place are given below.<sup>5</sup> Therefore, collectively the schools and teacherage meet the criteria for suitability for the special resource study.

- **Cairo Rosenwald School in Sumner County, Tennessee.** The school is preserved and open for public enjoyment as a community center under the ownership of Williams Chapel Baptist Church. This is the only school in the study that contains the ruined remains of an outhouse. While an original photograph of Julius Rosenwald still hangs over the door and a recreated classroom with original desks remains, the school does not interpret the life and legacy of Julius Rosenwald, his vision for the Rosenwald Fund, or the Rosenwald Schools as a national program.

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5. The Shady Grove School in Louisa County, Virginia, and the Shiloh Rosenwald School in Macon County, Alabama, were not made available to the study team for evaluation due to owner requests for the properties to be removed from consideration.

- **Noble Hill School in Bartow County, Georgia.** The school is preserved and open for public enjoyment as a cultural heritage center under the ownership of the Noble Hill-Wheeler Foundation Inc. The center concentrates on African American history in Bartow County, with exhibits within the structure. The school does not interpret the life and legacy of Julius Rosenwald, his vision for the Rosenwald Fund, or the Rosenwald Schools as a national program.
- **Ridgeley School in Prince George’s County, Maryland.** The school is preserved and open for public enjoyment as a museum and educational meeting space, with weekly activities and programs such as tours, book reviews, bridge classes, a poster contest for elementary school students, and an annual celebration of the school and reunion during Black History Month. The school is under the ownership of the Maryland-National Capital Park and Planning Commission. The school has recreated one classroom with desks, possibly “Fashion” school desks from around 1881 (Poulsen 2019; Akanegbu 2012; Museum of Teaching and Learning n.d.), and the other classroom is set up as meeting space. An interpretive panel shares the story of the Rosenwald Fund.
- **Bay Springs School in Forrest County, Mississippi.** The school is preserved and open for public enjoyment as a community meeting space under the ownership of Dennis Dahmer. The school has recreated a classroom with desks possibly dating to the 1940s (Chairish 2024), but it does not have an exhibit, nor does it not interpret the life and legacy of Julius Rosenwald, his vision for the Rosenwald Fund, or the Rosenwald Schools as a national program.
- **Russell School in Durham County, North Carolina.** The school is preserved and open for public enjoyment as a community center under the ownership of Cain’s Chapel Baptist Church. One room is set up as meeting space with possible church pews, and the other room features a school desk, possibly a “Fashion” school desk from around 1881 (Poulsen 2019; Akanegbu 2012; Museum of Teaching and Learning n.d.). The school has a small exhibit, but the exhibit does not interpret the life and legacy of Julius Rosenwald, his vision for the Rosenwald Fund, or the Rosenwald Schools as a national program.
- **San Domingo School in Wicomico County, Maryland.** The school is preserved and open for public enjoyment as a community center and Masons Lodge under the ownership of the John Quinton Foundation. Most of the furniture in the building is modern, though two historic school desks, possibly of the “Fashion” design from around 1881 (Poulsen 2019, Akanegbu 2012, Museum of Teaching and Learning n.d.) are present. The school interprets local history with a map, but it does not interpret the life and legacy of Julius Rosenwald, his vision for the Rosenwald Fund, or the Rosenwald Schools as a national program.
- **Elmore County Training School in Elmore County, Alabama.** The school is preserved and open for public enjoyment as the Elmore County Black History Museum under the ownership of the City of Wetumpka. The school interprets the Black history of Elmore County, displaying artifacts donated by local African

American families. It hosts a variety of gatherings including a group of local women who meet weekly in the building to quilt. Most of the furniture in the building is modern; however, a historic school desk, possibly of the “Fashion” design from around 1881 (Poulsen 2019; Akanegbu 2012; Museum of Teaching and Learning n.d.) is present. The school does not interpret the life and legacy of Julius Rosenwald, his vision for the Rosenwald Fund, or the Rosenwald Schools as a national program as part of a museum history handout.

- **Dunbar Junior High, Senior High and Junior College in Little Rock, Arkansas.** The school is preserved and is not open for public enjoyment, as it is an operational school, the Dunbar Magnet Middle School, under the ownership of the Little Rock School District. The school does not interpret the life and legacy of Julius Rosenwald, his vision for the Rosenwald Fund, or the Rosenwald Schools as a national program.
- **Emory School in Hale County, Alabama.** The study team was unable to contact the property owner. The school is preserved, though it is in deteriorated condition and not open for public enjoyment. The structure is being used as an agricultural storage facility. Based on external observation during the site visit, the NRHP registration form, and other available research, the site does not interpret the life and legacy of Julius Rosenwald, his vision for the Rosenwald Fund, or the Rosenwald Schools as a national program.
- **Great Branch Teacherage in Orangeburg County, South Carolina.** The building is preserved and open for public enjoyment as a museum, welcome center, and student research room. The building is under the ownership of the Great Branch Community Center. The museum interprets the school and teacherage, including small exterior waysides briefly describing the function of buildings no longer extant. Most of the interior furnishings are modern, though two historic desks, possibly of the “Fashion” design from around 1881 (Poulsen 2019; Akanegbu 2012; Museum of Teaching and Learning n.d.) are present, and one room features a recreated bedroom. The teacherage does not interpret the life and legacy of Julius Rosenwald, his vision for the Rosenwald Fund, or the Rosenwald Schools as a national program.

#### *Conclusion: Summary of Suitability Evaluation*

Collectively, the addition of the Rosenwald Schools and teacherage to the national park system would substantially add to the National Park Service’s ability to tell the story of interracial cooperation, community uplift, and the importance of education to American democracy through the era of Jim Crow. The sites are suitable as additions to the national park system based on the character, quality, quantity, and rarity of their resources; the educational and interpretive potential of the Rosenwald Schools Building Program; and the importance of these educational facilities to the local communities they have served. This study concludes that criterion 2 (suitability) is met.

## EVALUATION OF FEASIBILITY

An area or site that is nationally significant and meets suitability criteria must also meet feasibility criteria to qualify as a potential addition to the national park system. To be feasible as a new unit or as an addition to an existing unit of the national park system, an area must be of sufficient size and appropriate configuration to ensure sustainable resource protection and visitor enjoyment (taking into account current and potential impacts from sources beyond proposed park boundaries), and it must be capable of efficient administration by the National Park Service at a reasonable cost.

During the course of scoping for this study and for site visits by the study team, the property owner of the Shiloh Rosenwald School in Macon County, Alabama, and the Shady Grove School in Louisa County, Virginia, requested that the schools be removed from consideration and analysis as potential additions to the national park system. The study team was unable to reach the property owner of the Emory School; subsequently, this school was also removed from further analysis. Therefore, nine school sites (including the teacherage) and the Sears Administration Building were evaluated under SRS criterion 3 for feasibility after being found nationally significant and suitable under SRS criteria 1 and 2.

The San Domingo School was the only site found to be feasible for direct NPS management under SRS criterion 3. A summary of the 10 sites evaluated for feasibility is given in table 1, and full analysis is presented below. A finding of nonfeasible for direct NPS management does not exclude additional analysis of the property as part of a management alternative under SRS criterion 4 (need for direct NPS management).

**Table 1. Feasibility Summary**

Site Name	Feasibility Finding for Direct NPS Management	Limiting Factor(s)
San Domingo School	Feasible	None
Russel School	Not feasible but partnership interest	Property not available by willing seller or donation
Noble Hill School	Not feasible but partnership interest	Property not available by willing seller or donation
Cairo Rosenwald School	Not feasible but partnership interest	Property not available by willing seller or donation
Dunbar Junior High, Senior High and Junior College	Not feasible but partnership interest	Property not available by willing seller or donation / costs / access
Elmore County Training School	Not feasible but partnership interest if public support increases	Property not available by willing seller or donation / lack of public support
Bay Springs School	Not feasible but partnership interest	Property not available by willing seller or donation
Ridgeley School	Not feasible but partnership interest	Property not available by willing seller or donation
Great Branch Teacherage	Not feasible but partnership interest	Property not available by willing seller or donation
Sears Administration Building	Not feasible	Costs associated with acquisition, development, and operation

Since the National Park Service has a legislated mandate to conserve resources unimpaired for public enjoyment, the park units it manages presumably will continue indefinitely into the future. However, designating a new unit of the national park system does not automatically guarantee that funding or staffing to administer that new unit would be appropriated by Congress. Any newly designated national park unit has to compete with more than 425 existing park units for limited funding and resources within the current fiscally constrained environment. Study areas that may be nationally significant, suitable, and technically feasible for designation as a new park unit may not be feasible in light of current budget constraints, competing needs across the entire agency, and the existing NPS deferred maintenance backlog.

In a special resource study, analysis of feasibility provides an initial opportunity to understand the magnitude of costs required for acquiring park lands and establishing park operations. For a site to be considered feasible as a new unit of the national park system, a variety of factors must be considered, including:

- size and boundary configurations of the site;
- land ownership, local planning, and potential land uses;
- existing and potential threats;
- access and public enjoyment potential;
- public support (including landowners);
- economic and socioeconomic impacts; and
- costs associated with acquisition, development, and operation.

These feasibility factors are used in this study as an analytical tool to support the study's analysis of the hypothetical scenario of a new unit of the national park system being established at or including these sites. However, the study's analysis and findings do not guarantee the establishment of a national park system unit or future funding for any NPS actions based on the information presented in this chapter. Even if a national park system unit is established, while new units share common elements, each unit requires a distinct organizational structure, which could be different from the framework analyzed here. The organizational structure of an established national park system unit may be influenced by that unit's enabling legislation or proclamation; its size, resources, scope, and delivery of public programming; and its location. Further, national park system units are not considered operational (i.e., prepared to welcome visitors while preserving resources and providing programming and services on a regular basis) until they receive an operating appropriation from Congress, which can take years. The evaluation of the feasibility of establishing a new national park unit considers all the above factors in the context of current NPS management. Evaluation of these factors under SRS criterion 3 must also consider whether the National Park Service can feasibly manage the proposed new park unit, given current agencywide limitations and constraints.

As part of the special resource study process, the National Park Service conducted site visits in winter/spring 2023, during which the study team gathered information on the SRS criteria for feasibility and the need for direct NPS management. Each fieldwork trip included viewing the study sites to inform ongoing research and analysis per SRS criteria. During all on-site visits, property owners (or delegates) were consulted for feedback and site information. If property owners shared an interest in selling their property, cost estimates were developed based on available information collected during and after these site visits. These cost estimates accounted for potential one-time facility improvements, if included in a potential new national park unit. Gross cost estimates are presented in fiscal year 2023 dollar amounts and include base construction, federal management, contingency, and design and compliance costs.

Pursuant to US *Department of the Interior Department (DOI) Departmental Manual* part 602 chapter 2 (602 DM 2), the National Park Service is required to conduct a preacquisition environmental site assessment (PA-ESA) on each site prior to acquisition to determine the likelihood of the presence and extent of hazardous substances or other environmental liabilities. This process is intended to minimize the agency's exposure to environmental liabilities and potential response costs under the Comprehensive Environmental Response, Compensation and Liability Act, as amended (42 USC 9601 et seq); the Oil Pollution Act, as amended (33 USC 2701 et seq); and other federal and state authorities.

For any property proposed for acquisition in this study, the National Park Service would conduct a phase 1 PA-ESA at each site pursuant to 602 DM 2 prior to acquisition. Based on the results of the analysis, a site may require additional investigation, a phase 2 PA-ESA, and potentially remediation depending on the findings. Estimates of investigation and remediation costs are derived from NPS data and methodology. Variables considered include site type and complexity, contaminants, size, affected media, and average NPS costs for similar sites. Remediation costs for sites of lower complexity, including but not limited to those with lead-based paint and asbestos contamination, may cost approximately \$50,000 or more per site. Remediation of contaminated sites of higher complexity may cost up to \$1 million or more per site. These remediation costs are unknown based on the scope of this study. However, per DOI policy, all remediation would occur prior to acquisition of the property.

Each study site is evaluated individually according to the feasibility factors, which when combined inform the study's finding of feasibility for that site. Each site's feasibility finding is presented at the conclusion of each site's analysis. There are three options for feasibility findings: the site is *feasible* as a potential national park unit or part of a national park unit, the site is *not feasible* (or infeasible) as a potential national park unit or part of a national park unit, or the site is *not feasible but partnership interest* in cases where property owners are interested in partnering as a potential national park unit or part of a national park unit. Sites noted to be *not feasible* or *not feasible but partnership interest* could be reevaluated at a future time if circumstances change.

## Evaluation of Feasibility by Site

### Feasible

#### *San Domingo School*

Size and boundary configurations. The San Domingo School sits on a 1.75-acre parcel in the community of San Domingo in Wicomico County, Maryland (Maryland Department of Assessments and Taxation 2021). The school is a two-story rectangular frame building and faces northeast with the ridge of the medium-pitched hip roof oriented on a northwest/southeast axis. The roof is covered with asphalt shingles and pierced slightly off-center by a broad brick chimney. The school is three bays wide set on a low brick foundation.

Land ownership, local planning, and potential land uses. At the time of this study's writing, the John Quinton Foundation owned the school. The building is used as a community center, for Masonic meetings, for tutoring children, and for special events.

Land uses to the east and south within the approximately 4 miles from the state highways 50 and 54, the main arteries that visitors and NPS staff would drive to access the site, are a mix of woodlands and small-scale agricultural fields. The site's surrounding undeveloped farmland reflects the rural character of many Rosenwald Schools. This area between Salisbury and Cambridge, Maryland, is experiencing new development, although no signs of development close to the San Domingo School were evident during the team site visit. However, future development of the parcels beyond the site boundary could threaten site integrity that is evocative of the site's historic character.

In terms of its immediate land use context, the San Domingo School is within a low-density residential area with two-lane asphalt roads. The school is approximately 150 feet from one- and two-story homes on the northeast, southeast and northwest with no commercial operations within the immediate area. Wicomico County, Maryland regulates land uses through zoning. The San Domingo school site is zoned A-1 Agricultural-Rural, as are the immediately surrounding parcels. The zoning code section 225-27 indicates the purpose of this zoning district is "is to preserve areas of the County that are predominantly agricultural and to maintain the land base necessary for sustainable agricultural activity." Parking, signage, landscaping, lighting and other requirements are noted in the zoning code's Article IX. In the zoning code's "Table of Permitted Uses" for zoning district A-1, museums are permitted by right, and this may be the land use most closely associated with a national park system unit. It is possible that another zone in the code may be compatible with a new national park system unit, although only collaboration with Wicomico County government could confirm the potential outcomes of a request to change zoning at the San Domingo School. Section 225-33 describes the "REC, Residential, Educational and Cultural District" zone the purpose of which is to permit limited and compatible educational and cultural uses and to promote compatibility with surrounding neighborhoods. Given the San Domingo School's location within a low density residential area, it is unclear if this district would apply although the way the school's history is closely linked with the immediately surrounding neighborhood may make this zone appropriate (TBD). The Table of Permitted

Uses for zoning district REC permits museums and offices by special exception by the County Board of Appeals or the Planning Commission.

The zoning code's section 225-133, 225-134, and 225-135 include parking requirements for all zones, including A-1 and REC. Section 225-133.I General Off-Street Parking Requirements notes that the number of fixed seats or loose chairs may be a basis for determining building capacity to calculate required parking. Section 225-135 states:

A. In the case of any building, structure or premises, the use of which is not specifically mentioned in this Article, the provisions for any similar use, as determined by the Zoning Administrator, shall apply.

B. When determination of the number of parking spaces required results in a requirement fractional space, any fraction shall be counted as one parking space.

In section 225-135, the “Table of Minimum Parking Requirements” includes for the A-1 zoning district a largely flexible parking requirement “as determined by the Zoning Administrator,” although it also notes for wayside stands one parking space per 200 square feet of “wayside stand,” which at the San Domingo School could require approximately 19 parking spaces. The “Recreation, Amusement, Entertainment” uses category offers the same flexibility of the Zoning Administrator's determination as well as prescriptions for a variety of land uses which could result in lower or higher number of spaces depending on total building capacity. The “Institutional” category requires museums or libraries to provide one space per each 200 square feet of gross floor area, plus one space for each employee (like wayside stands, this would require at least 19 parking spaces). In addition to the quantity of parking, Sections 225-133 and 225-134 describe requirements for off-street parking, relative to the principal structure.

The study did not include detailed conversations with county government about how the zoning code may apply to a potential new national park system unit at the San Domingo School. For the purposes of this study, it is assumed that a new national park system unit could be allowed through an appropriate land use regulation process, which may include obtaining confirmation that a park system unit is permitted by right or through special exception within the A-1 zoning district, or that a proposed zoning district change for just the San Domingo School property would be approved by the county. The National Park Service would work closely with Wicomico County to ensure compliance with the zoning code.

Existing and potential threats to resources. The site’s surrounding undeveloped farmland reflects the rural character of many Rosenwald Schools. Future development of the parcels beyond the site boundary could threaten site integrity that is evocative of the site’s historic character.

Climate change–driven sea level rise on Maryland's Eastern Shore may be a potential threat to access and the visitor experience at the site. The San Domingo School is within approximately 1.6 miles of the Nanticoke River. State of Maryland online mapping shows the site as within an “area of minimal flood hazard”. The school building is approximately 500 feet northeast of the Reconow Creek, with flows into the Nanticoke to the northwest.



Should a national park unit be created here, more thorough assessments of potential sea level rise and impacts would help site managers address threats should they arise. Additional considerations for climate change are noted under operational costs if the National Park Service were to acquire the property.

Access and public enjoyment potential. The San Domingo School site has high potential for interpreting Julius Rosenwald and the Rosenwald Schools. The school has maintained its rural character. The building itself overall retains historic integrity, with the interior remaining essentially intact. A restoration project in 2014 removed alterations mentioned in the 2006 NRHP nomination and restored the interior to its 1919 appearance. Portions of the exterior were also restored. Currently there is limited public access under the John Quinton Foundation. A small parking lot exists and could be expanded to accommodate larger vehicles. The site has an extant HVAC system. A restroom exists in the building but would likely be removed and replaced with a fully accessible pumpable unit outside the building. Because the building is two stories, any interpretative or public use of the second floor would require accessibility planning. With minor modifications to the parking, access route, ramp, and thresholds, the first floor would meet Architectural Barriers Act (ABA) requirements.

The property is in a semirural area, and there is no public transportation to the site. The nearest bus stop is approximately 6 miles away in Mardela Springs. There is no formal parking at the site; current visitors park adjacent to the road in a small area of degraded asphalt and turf with wood curb barriers that can accommodate approximately six to eight personal vehicles or one oversized vehicle or bus. If the San Domingo School were to become part of a national park unit, parking would need to be improved and enlarged to provide appropriate access to the site. The National Park Service would be required to work with Wicomico County to ensure ingress, egress, and parking requirements at the site align with local zoning and code requirements.

Public support (including landowners). The John Quinton Foundation has expressed interest in selling the San Domingo School in Sharptown, Maryland, to the National Park Service. This site is feasible for NPS fee-simple acquisition and could support operations as a Julius Rosenwald and Rosenwald Schools visitor center. A community meeting was held on Thursday, September 7th, 2023, from 7 p.m. to 8 p.m. at the San Domingo School. Prior to the meeting, over 100 letters of invitation and comment cards were sent to neighbors living within 0.5 miles of the school and to three Wicomico County executives. Four comment cards were returned in support of a establishing a national park unit. Twenty-nine community members attended the meeting including staff from US Representative Andy Harris's office and Senator Chris Van Hollen's office. Most comments from the meeting participants expressed their support for continued preservation of the building and for the school and property to be included in a potential new national park unit. The building is currently used as a community center, and some participants expressed concern that this type of use would not be allowed if the site were owned by the National Park Service.

Economic and socioeconomic impacts. The economic benefits of national parks are well established, as the National Park Service preserves unique resources for the enjoyment of future generations. Nationwide, visitors to NPS lands purchase goods and services in local

gateway regions, and these expenditures generate and support economic activity within those local economies. Such visitor spending is far-reaching, directly affecting sectors such as lodging, restaurants, retail, recreation industries, and transportation. The 2022 *National Park Visitor Spending Effects Report* analyzes and presents an estimated amount of annual dollars that visitors spend in gateway economies across the country. The model uses information from visitor survey data, visitation data, and regional economic multipliers to generate estimates for visitor spending and economic contributions. The report showed that park visitors spent an estimated \$23.9 billion in local gateway regions while visiting NPS lands in 2022. These expenditures supported an estimated 378,000 jobs, \$17.5 billion in labor income, and \$50.3 billion in economic output to the national economy (NPS 2023a).

In 2022, the state of Maryland welcomed 5.8 million park visitors to their national parks, which resulted in an estimated \$199 million spent in local gateway regions. These expenditures supported a total of 2,360 jobs, \$104 million in labor income, and \$276 million in economic output in the Maryland economy (NPS 2023a). National park units in the state of Maryland include both smaller park units, larger park units, and more complex park units that extend into neighboring states and have higher visitation, such as the Chesapeake & Ohio Canal National Historical Park. Any new potential national park unit designation would likely contribute on a smaller scale to these estimates.

At present, the socioeconomic impact of a new unit of the national park system on the local area is uncertain but is projected to be modest. Social and economic impacts of national park unit designation would vary, depending on the size and scope of the new park, management approach, staffing levels, and especially visitation. Any impacts would accumulate over time as a new unit became better established within the national park system. Socioeconomic impacts correlate directly with the number of visitors to a site. Designation of a new unit would likely result in some increased spending in local restaurants, hotels, and retail establishments, and these purchases would generate tax revenues.

Visitation statistics are difficult to collect for recently established small park units; however, it is assumed that potential designation as a unit of the National Park Service would attract visitors. To determine the estimated visitation of a potential national park unit where management is shared, visitation statistics were analyzed for established NPS reference sites that shared similarities in geographic proximity or resource type.

This special resource study compares San Domingo School to similar national park units that interpret a specific building of a nationally significant individual, group, or event. The comparable sites include Little Rock Central High School National Historic Site, Booker T. Washington National Monument, Brown v. Board of Education National Historical Park, Minuteman Missile National Historic Site, and Maggie L. Walker National Historic Site. During the most recent 10-year period (2012–2022), Little Rock Central High School National Historic Site in Little Rock, Arkansas, averaged 117,000 visitors annually. Booker T. Washington National Monument in Hardy, Virginia, averaged 24,000 visitors annually. Brown v. Board of Education National Historical Park in Topeka, Kansas, averaged 20,000 visitors annually. Minuteman Missile National Historic Site in Philip, South Dakota, averaged 110,000 visitors annually. Maggie L. Walker National Historic Site in Richmond, Virginia, averaged 8,000 visitors annually (NPS 2023b). Harriet Tubman Underground

Railroad National Historical Park located in Church Creek, Maryland, reported approximately 2,000 visitors per month through June/August 2023, and Harriet Tubman National Historical Park located in Auburn, New York, had not yet reported visitation numbers (NPS 2023b).

Estimated visitation of the San Domingo School could range widely, from approximately 8,000 visitors per year to 117,000 visitors annually; however, due to the small size of the site and considerations regarding access and current building uses, visitation is predicted to be closer to 20,000 visitors annually.

If a network program were established to support partnerships with other Rosenwald School sites spread out over 15 Southern states, then comparable sites would also include Reconstruction Era National Historic Site, Cane River Creole National Historical Park, and Natchez National Historical Park. In 2022, Reconstruction Era National Historic Site located in Beaufort, South Carolina, reported approximately 18,000 visitors. During the most recent 10-year period (2012–2022), Cane River Creole National Historical Park in Natchitoches, Louisiana, averaged 25,000 visitors annually. Natchez National Historical Park in Natchez, Mississippi, averaged 166,000 visitors annually (NPS 2023b). Other comparable sites include Manhattan Project National Historical Park, located across three states in Hanford, Washington, Los Alamos, New Mexico, and Oak Ridge, Tennessee, which averaged 58,000 visitors annually from 2016 to 2022 (NPS 2023b). Estimated visitation of the San Domingo School and Rosenwald School network sites could range widely, from approximately 25,000 visitors per year to 166,000 visitors per year; however, due to the rural location of many of the school sites, visitation is predicted to be closer to 50,000 annual visitors across the potential school partner sites. Furthermore, a visitor center located in or near Chicago could result in approximately 25,000 additional visitors based on 2023 visitation trends (21,524 visitors from January to August 2023) for Pullman National Historical Park in Chicago (NPS 2023b).

Typically, establishing a new national park unit also involves constructing new visitor and administrative facilities. These construction activities would provide a modest and temporary economic benefit in the form of worker spending and local jobs. A new park would also require staff to operate facilities and care for the grounds. Presumably, some employees could be sourced from the local area, though job creation would likely be minimal, particularly when compared to larger units of the national park system. While the impact on the local economy is uncertain, socioeconomic factors would not preclude the designation of a new unit of the national park system. Designation at the San Domingo School is not expected to result in a negative economic impact.

Costs associated with acquisition, development, and operation. The total estimated one-time costs for acquisition of property interests and addressing identified development improvements at the San Domingo School is approximately \$2.3 million. This study does not identify acquisition costs for any properties. The National Park Service pays appraised value for properties.

**Table 2. Total Estimated One-Time Costs for Acquisition of Property Interests and Development Improvements at San Domingo School**

<b>Improvements</b>	<b>Restore As Is</b>	<b>Notes</b>
Remove and replace roof covering	\$ 200,000	Replace 1968 metal roofing with roofing material (likely metal) that can withstand a climate future with storm-force winds
Hazardous material abatement	\$ 100,000	Tent entire building, sandblast or otherwise remove heavy paint/asbestos from all surfaces
Basic rehabilitation	\$ 50,000	Remove bathrooms, repair interior, prep and paint inside and out, electrical code compliance
HVAC and energy efficiency	\$ 90,000	Install heat pump (heating and cooling) and window efficiency improvements
Parking improvements	\$ 300,000	Provide large vehicle parking, maintain existing parking maintenance
Basic ABA alterations	\$ 40,000	Replace aging ABA ramp at rear of building, add accessible route
Provide restrooms	\$ 175,000	Purchase and install 10' x 24', 4-stall, prefabricated, restroom structure, including plumbing and tap fees
NPS secure storage, exterior	\$ 20,000	In conjunction with prefab restroom building
Develop basic exhibits	\$ 300,000	
Site security and communications	\$ 30,000	Including communication network
Stabilization and basic upgrades	\$ 1,035,000	
Indirect costs	\$ 983,250	
<b>Option total</b>	<b>\$ 2,288,250</b>	

Annual operating cost. National park unit operating costs vary widely depending on their overall size, the types and quantities of resources they manage, the number of visitors, the level of programs offered, safety and security issues, staffing, and many other factors. At minimum, the operating cost of a proposed new park unit for the San Domingo School would need to include grounds and facilities maintenance, utilities, communications, administration, interpretation, and other miscellaneous expenses. Operating costs would include staffing. Personnel would be required to design and deliver interpretive programming (e.g., personal interpretation, exhibits, special events), maintain facilities and grounds, perform administrative functions (budget, management, planning, and compliance), care for any museum collection, and conduct outreach to the community and schools. The San Domingo School is located approximately 30 minutes to 1 hour drive time to two other national park units. Shared positions and leadership are becoming more

common in the National Park Service between sites, which has led to significant cost savings and better resource allocation.

Additional analysis of operating costs from other existing national park units (Reconstruction Era National Historic site, Minuteman Missile National Historic Site, and Maggie L. Walker National Historic Site) was used as a baseline for comparison. These units were chosen because of their similarities to the potential Julius Rosenwald and Rosenwald Schools national park unit in terms of size, complexity, and, in the case of Reconstruction Era National Historic Site, network management responsibilities. Minuteman Missile National Historic Site has management and law enforcement support from nearby Badlands National Park. These sites have annual operating budgets ranging from \$550,000 to \$650,000. To operate a national park unit with network responsibilities with management and curatorial oversight from a nearby national park unit, staff such as interpreters, educational specialists, museum specialist/curator, and part-time facility assistants would likely be needed, at an estimated cost of \$250,000 to \$550,000. Since this estimate would be for a new unit, nonstaffing operating costs are estimated at \$250,000 per year. The total annual maintenance and operating costs are estimated to be between \$500,000 to \$750,000 for the proposed sites above. See the US Department of the Interior Budget Justifications (US DOI 2024) in Appendix D: References for information used for these estimates.

Additional considerations for operating costs involve accounting for climate change and vandalism. Primary climate change considerations at the San Domingo school include tropical storms and tornados, related extreme wind and precipitation, and increasing temperature (US Global Change Research Program [USGCRP] 2024). The considerations could impact up-front and ongoing maintenance of the school and landscaping. The property will be subject to more very hot days, requiring additional air conditioning and potentially having direct effects on staff and visitor health. There have been 43 wildfires within 20 miles of this property since 1984, with a wildfire not too far away as recently as 2022 (Risk Factor 2023). Onsite flooding does not appear to be a concern directly at the San Domingo School, but it is a concern in the broader area, possibly impacting site access following storms as well as evacuation routes. Wind is a serious risk at the San Domingo School (Risk Factor 2023), with 111 recorded wind events in the county, including hurricanes and tornadoes. Wind will need to be considered for the school and surrounding trees. Since 2017, the Northeast Region where the park is located has seen a 55% increase in the amount of rain falling during heavy storms (USGCRP 2024).

A second threat that could potentially influence annual operating costs is vandalism. Repair of vandalized sites, if possible, is costly and time-consuming, and often it cannot restore the site to its former condition (McConkey 2022; NPS 2019c). Various security measures may be needed to protect the site because it is in an isolated rural area. Additionally, ensuring that staff and visitors are safe and feel welcomed is important for preserving both the resources and the overall visitor experience. Planning for law enforcement, security, and safety protocols will be necessary to help protect visitors, NPS park staff, and park resources.

## **Not Feasible for Inclusion in a National Park Unit but Possible Partnership**

### *Russell School*

Size and boundary configurations. The Russell School is situated in Hillsborough, Durham County, North Carolina. The building is a one-story, frame, two-classroom, five-bay building with a front-gabled metal roof. The school is constructed on a brick foundation and is clad in wood weatherboard siding. Two front entrances are arranged in the front elevation to either side of a gabled projection and are sheltered by bracketed wood canopies. The property size is 2 acres.

Land ownership, local planning, and potential land uses. At the time of this study's writing, Cain's Chapel Missionary Baptist Church owned the Russell School. The building has continuously been used as a community center as well as a temporary worship space during the replacement of Cain's Chapel. The property is not for sale. Overall, Cain's Chapel Missionary Baptist Church and the Friends of Russell Rosenwald School have maintained the school in good condition and continue to lead the management, preservation, and interpretation of the school.

Existing and potential threats. No existing or potential threats to the site are known.

Access and public enjoyment potential. The property is in a semirural area, and there is no public transportation to the site. The nearest bus stop is approximately 3 miles away. Parking is available for small, private vehicles and a limited number of large motorhomes or school buses in the parking lot for Cain's Chapel Missionary Baptist Church. Tours can be scheduled any time of year by appointment. During the months of April to September, regular tours of the school occur on the second Saturday of the month at 11:00 a.m. and 12:00 p.m. EST. Tours are free and open to the public. The building is not ADA-compliant.

Some furnishings within the school are original, but more research would be needed to identify artifacts related to the use of the school that may be present within the community. Besides these furnishings and copies of historic photos and prints on exhibit, the Russell School does not have a museum collection. The site has no active interpretation about Julius Rosenwald.

Public support (including landowners). Cain's Chapel Missionary Baptist Church is not interested in selling the property to the National Park Service. They are interested, however, in partnering with the National Park Service.

Recent restoration of the school has been sponsored by the Friends of Russell Rosenwald School, a 501(C)(3) organization. The group actively fundraises for the restoration and maintenance of the school and for the provision of recreational and educational activities for the community.

Costs associated with acquisition, development, and operation. Costs associated with acquisition, development, and operation were not developed for this site due to the desire of the Cain Chapel Missionary Baptist Church to maintain ownership. If conditions change in the future regarding the owner's willingness to sell to the government, there would be

additional one-time costs to acquire the property, provide appropriate access, and develop site interpretation.

Feasibility finding. The Russel School is currently not feasible due to the property owner's wishes to maintain ownership. However, a finding of not feasible but partnership interest applies to the Russell School because the property owner has expressed interest in partnering with the National Park Service. The Russell School is evaluated for inclusion in a potential Rosenwald School Network Program below in "Management Alternatives and Options."

### *Noble Hill School*

Size and boundary configurations. The Noble Hill School is in the unincorporated community of Cassville, Bartow County, Georgia. It is a one-story, frame, five-bay building with a front-gabled metal roof. The school is constructed on a brick foundation and is clad in wood weatherboard siding. Two front entrances are arranged in the front elevation to either side of a gabled projection and are sheltered by bracketed wood canopies. The property size is less than 1 acre.

Land ownership, local planning, and potential land uses. At the time of this study's writing, the Noble Hill-Wheeler Foundation Inc. owned the Noble Hill School. A 15-member Foundation Board of Directors guides the foundation's work. The property is being extended through the purchase of the adjacent land and house. The land and house will be an extension of the school property and add more parking spaces, parking for large buses and tour groups, a picnic area, and a storage building. The property is not for sale. Overall, the Noble Hill-Wheeler Foundation Inc. with support from Bartow County has maintained the school in good condition and continues to lead the management, preservation, and interpretation of the school.

Existing and potential threats. No existing or potential threats to the site are known.

Access and public enjoyment potential. The property is in a semirural area, with the nearest public transit located in Cartersville, approximately 8 miles away. There is parking at the site for small, private vehicles and a limited number of large motorhomes or school buses. The school is open for public tours Tuesday through Saturday 9 a.m. to 4 p.m., and group tours may be scheduled in advance on the school's website. Other attractions and events take place throughout the year in nearby Cartersville.

Some furnishings within the school are original, and there is a small museum collection on display that includes photographs, paper, ceramics, farm and domestic equipment, and more. The building functions as a cultural heritage center and museum concentrating on African American history in Bartow County. It also hosts weddings, picnics, meetings, reunions, birthdays, showers, training classes, and educational tours for students. The center is curated by Valerie Coleman, the great-great granddaughter of Webster Wheeler. The site has no active interpretation about Julius Rosenwald.

The Foundation is working toward a vision of a Noble Hill Historical Village, which would include a library, Masonic lodge, county store, doctor's office, cottage, craft shop and garden. This development would occur in several stages.

Public support (including landowners). Noble Hill-Wheeler Foundation Inc. is not interested in selling the property to the National Park Service. They are interested, however, in partnering with the National Park Service, as they are concerned about maintaining and preserving the physical appearance and condition of the property. They want to preserve the features that contribute to the school's historic significance and its representation within the timeline of other Rosenwald Schools while also maintaining the property within the guidelines of their organization's 501(C)(3) status and their unique identity.

The Noble-Wheeler Hill Foundation and Bartow County have a good relationship, with the county providing maintenance as needed (costing approximately \$5,000 per year). Only if the Board of Directors should dissolve, and if there remained no support from the Black community, school alumni, Bartow County government, state or federal grants, or concerned citizens, would the Foundation consider selling or donating the property to the US government.

Costs associated with acquisition, development, and operation. The site does not need to be acquired because the current property owner does not wish to sell to the National Park Service at this time. The property owner is interested in partnering with the National Park Service, and costs for a network program are evaluated below in "Management Alternatives and Options."

Feasibility finding. The Noble Hill School is currently not feasible due to the property owner's wishes to maintain ownership. However, a finding of not feasible but partnership interest applies to the Russell School because the property owner has expressed interest in partnering with the National Park Service. The Noble Hill School is evaluated for inclusion in a potential Rosenwald School Network Program below in "Management Alternatives and Options."

### *Cairo Rosenwald School*

Size and boundary configurations. The Cairo Rosenwald School is situated in the unincorporated community of Cairo, Sumner County, Tennessee. The building is a one-story, frame, three-bay, front-gabled building on a coursed stone foundation. The school is clad in wood siding and capped by a metal roof. The main entrance is centered in the front elevation and is sheltered by a simple bracketed wood canopy. The property size is 3.7 acres.

Land ownership, local planning, and potential land uses. At the time of this study's writing, the Williams Chapel Baptist Church owned the Cairo Rosenwald School. The building functions as a community center. The property is not for sale. Overall, Williams Chapel Baptist Church has maintained the school in good condition and continues to lead the management and preservation of the school.

Existing and potential threats. No existing or potential threats to the site are known.

Access and public enjoyment potential. The property is in a semirural area, with the nearest public transit located in Gallatin, approximately 10 miles away. There is no formal parking at the site, only turf, which may be able to support a limited number of small, private vehicles. Other attractions and events take place throughout the year in nearby



Gallatin. Bledsoe Creek State Park is located close to the school and provides 57 campsites and recreational opportunities.

Some furnishings within the school are original, but more research would be needed to identify artifacts related to the use of the school that may be present within the community. Besides these original furnishings and an original photo of Julius Rosenwald on display, the Cairo Rosenwald School does not have a museum collection. The site has no active interpretation about Julius Rosenwald.

Public support (including landowners). Williams Chapel Baptist Church is not interested in selling the property to the National Park Service. They are interested, however, in partnering with the NPS. The Cairo Improvement Club, an informal group is involved with the school. Restoration and stabilization work was undertaken by the Tennessee Preservation Trust and the Middle Tennessee State University Center for Historic Preservation in 2008 through a grant provided by the Lowe's Charitable and Educational Foundation in partnership with the National Trust.

Costs associated with acquisition, development, and operation. The site does not need to be acquired because the current property owner does not wish to sell to the National Park Service at this time. The property owner, however, is interested in partnering with the National Park Service, and costs for a network program are evaluated below in "Management Alternatives and Options."

Feasibility finding. The Cairo Rosenwald School is currently not feasible due to the property owner's wishes to maintain ownership. However, a finding of not feasible but partnership interest applies to the Cairo Rosenwald School because the property owner has expressed interest in partnering with the National Park Service. The Cairo Rosenwald School is evaluated for inclusion in a potential Rosenwald School Network Program below in "Management Alternatives and Options."

#### *Dunbar Junior High, Senior High and Junior College*

Size and boundary configurations. Dunbar Junior High, Senior High and Junior College is located in Little Rock, Pulaski County, Arkansas. The school is a two- and three-story, irregular-shaped building constructed of red brick, concrete, and native stone. Evocative of the Art Deco style, the school features a variety of brickwork techniques employed to embellish the facades and a vertical massing emphasized through pilasters capped with stone that extend beyond the roofline. On the facade, two projecting entrances are raised above grade and feature stone surrounds inscribed with the words "Dunbar High School," reflecting Collegiate Gothic-style influences. The property size is 2.83 acres.

Land ownership, local planning, and potential land uses. At the time of this study's writing, the Little Rock School District owned the property, and the building was in use as a school. The building is also part of a larger school campus (Pulaski County Assessor's Office 2023). The property is not for sale. Overall, Little Rock School District has maintained the school in good condition and continues to lead the management, operation, and preservation of the building.

Existing and potential threats. No existing or potential threats to the site are known.

Access and public enjoyment potential. The property is in an urban area and is within walking distance of bus stops, the closest being at Wright Avenue and Cross Street, which bound two sides of the property. As an operational school, there is no public access.

Some furnishings within the school may be original, but more research would be needed to confirm this. Further research would also be needed to identify artifacts related to the use of the school that may be present within the community. The site has no active interpretation about Julius Rosenwald or visitor facilities.

Public support (including landowners). The Little Rock School District is not interested in selling the property to the National Park Service. They are interested, however, in partnering with the National Park Service. The National Dunbar Alumni Association holds reunions, provides scholarships, supports landscaping projects, and works for the continuing recognition of the school.

Costs associated with acquisition, development, and operation. The site does not need to be acquired because the current property owner does not wish to sell to the National Park Service at this time. The property owner is interested in partnering with the National Park Service, and costs for a network program are evaluated below in “Management Alternatives and Options.”

Feasibility finding. Dunbar Junior High, Senior High and Junior College is currently not feasible due to the property owner’s wishes to maintain ownership and the property’s use as an active school. However, a finding of not feasible but partnership interest applies to the Dunbar Junior High, Senior High and Junior College because the property owner has expressed interest in partnering with the National Park Service. The Dunbar Junior High, Senior High and Junior College is evaluated for inclusion in a potential Rosenwald School network program below in “Management Alternatives and Options.”

### *Elmore County Training School*

Size and boundary configurations. The Elmore County Training School is in Wetumpka, Elmore County, Alabama. The building is made from red brick in Colonial Revival style. It follows an H-shaped plan and is composed of north and south wings with front-facing gables connected by a center wing. The main facade faces west, with a central entrance surrounded by a pedimented wood portico. The building features paired double-hung wood windows and smaller clerestory windows. The school was constructed on 5 acres of land.

Land ownership, local planning, and potential land uses. At the time of this study’s writing, the City of Wetumpka owned the school, and the building was in use as the Elmore County Black History Museum, displaying artifacts donated by local African American families. The property is not for sale. Overall, the City of Wetumpka has maintained the school in good condition and continues to lead the management, operation, and preservation of the building. The City of Wetumpka additionally owns the surrounding cemetery and track and field as one parcel totaling 22 acres as well as the neighboring park parcel of 23.8 acres (Elmore County Revenue Commissioner’s Office 2022a, 2022b).

Existing and potential threats. No existing or potential threats to the site are known.

Access and public enjoyment potential. The property is in a semiurban area, with the nearest public transit located in Montgomery, approximately 13 miles away. There is parking at the site for small, private vehicles and a limited number of large motorhomes or school buses. The school is open for public tours Tuesdays from 9 a.m. to 1 p.m. The building is used by a women’s quilting group every week, and several special events take place throughout the year. Some furnishings within the school may be original, though more research would be needed to confirm. A small museum collection including artwork, quilts, books, and more is on display. The site has no active interpretation about Julius Rosenwald. There are other attractions and events throughout the year in Wetumpka and nearby Montgomery.

Public support (including landowners). The City of Wetumpka is not interested in selling the property to the National Park Service, and there is currently some hesitation from community members about partnering with the National Park Service. If community support changes in the future, this site may be feasible for partnership.

Costs associated with acquisition, development, and operation. The site does not need to be acquired because the current property owner does not wish to sell to the National Park Service at this time. The property owner, however, is interested in partnering with the National Park Service, and costs for a network program are evaluated below in “Management Alternatives and Options.”

Feasibility finding. The Elmore County Training School is currently not feasible due to the property owner’s wishes to maintain ownership. However, a finding of not feasible but partnership interest applies to the Elmore County Training School because the property owner has expressed interest in partnering with the National Park Service. There is, however, currently little public support for a partnership, so the Elmore County Training School is not evaluated for inclusion in a potential Rosenwald School Network Program. If public support increases, this school may be reconsidered under a management option.

### *Bay Springs School*

Size and boundary configurations. The Bay Springs School is in Hattiesburg, Forrest County, Mississippi. The school is a one-story frame building built on a brick pier foundation. The school is clad in wood weatherboard siding and has a standing-seam metal roof and exterior brick end chimney. Dual entrances in the front elevation are sheltered by bracketed canopies and are accessed by wood steps. The property size is 1.12 acres (Forrest County Tax Assessor/Collector 2023).

Land ownership, local planning, and potential land uses. At the time of this study’s writing, Dennis Dahmer owned the school. The owner has maintained and restored the school using private funds and grant funds from the Mississippi Department of Archives and History. The owner conveyed a historic preservation easement in 2010 to the Mississippi Department of Archives and History for a grant from the Mississippi Hurricane Relief Grant Program for Historic Preservation to repair damage caused by Hurricane Katrina in 2005. As part of the grant, the owner entered a 25-year preservation and maintenance covenant with the Mississippi Department of Archives and History. The covenant took effect in 2011 and

will remain in place until 2036. The building functions as a community meeting place. The property is not for sale. Overall, the owner has maintained the school in good condition and is anticipated to continue to lead the management and preservation of the school.

Existing and potential threats. No existing or potential threats to the site are known.

Access and public enjoyment potential. The property is in a rural area, and there is no public transportation to the site. The nearest bus stop is in Hattiesburg, approximately 8 miles away. There is no formal parking at the site, though limited turf parking is available for small, private vehicles and possibly a limited number of large motorhomes or school buses. The building is not open to the public.

Some furnishings within the school are original, but more research would be needed to identify artifacts related to the use of the school that may be present within the community. The site has no active interpretation about Julius Rosenwald or visitor facilities.

Public support (including landowners). Mr. Dahmer is not interested in selling the property to the National Park Service. However, he is interested in partnering with the National Park Service.

Costs associated with acquisition, development, and operation. The site does not need to be acquired because the current property owner does not wish to sell to the National Park Service at this time. The property owner is interested in partnering with the National Park Service, and costs for a network program are evaluated below in “Management Alternatives and Options.”

Feasibility finding. The Bay Springs School is currently not feasible due to the property owner’s wishes to maintain ownership. However, a finding of not feasible but partnership interest applies to the Bay Springs School because the property owner has expressed interest in partnering with the National Park Service. The Bay Springs School is evaluated for inclusion in a potential Rosenwald School Network Program below in “Management Alternatives and Options.”

### *Ridgeley School*

Size and boundary configurations. The Ridgeley School is in Capitol Heights, Prince George’s County, Maryland. The building is a one-story, frame, L-plan building clad in wood shingles. The school is constructed on a rough-faced concrete block foundation and features an asphalt-shingle hipped roof. The main entrance is sheltered by a flat wood canopy. The property size is 2.173 acres.

Land ownership, local planning, and potential land uses. At the time of this study’s writing, Maryland-National Capital Park and Planning Commission owned the school, and the property was in use as a museum and community center. The property is not for sale. Overall, Maryland-National Capital Park and Planning Commission has maintained the school in good condition and is anticipated to continue to lead the management and preservation of the school.

Existing and potential threats. No existing or potential threats to the site are known.

Access and public enjoyment potential. The property is in an urban area, and there is a bus stop approximately a quarter mile away. Parking is available for small, private vehicles and a limited number of large motorhomes or school buses in the school parking lot. The school is open to the public Wednesday through Sunday from dawn to dusk. On Tuesday the site is open from 11am to 2pm.

Some furnishings within the school are original, and a small museum collection including photographic prints, domestic equipment, period artifacts, and more is on display at the school. The site has no active interpretation about Julius Rosenwald.

Public support (including landowners). Maryland-National Capital Park and Planning Commission is not interested in selling the property to the National Park Service. They are interested, however, in partnering with the National Park Service. The Prince George's County Alumnae Chapter of Delta Sigma Theta Sorority, Inc., plays a very active role in the school, providing weekly activities and programs including tours, book reviews, bridge classes, a poster contest for elementary students, and the annual celebration of the school and alumni reunion during Black History Month. The Ridgley and Ridgley Gray families have been involved in creating, preserving, and restoring the Ridgeley School.

Costs associated with acquisition, development, and operation. The site does not need to be acquired because the current property owner does not wish to sell to the National Park Service at this time. The property owner, however, is interested in partnering with the National Park Service, and costs for a network program are evaluated below in "Management Alternatives and Options."

Feasibility finding. The Ridgeley School is currently not feasible due to the property owner's wishes to maintain ownership. However, a finding of not feasible but partnership interest applies to the Ridgeley School because the property owner has expressed interest in partnering with the National Park Service. The Ridgeley School is evaluated for inclusion in a potential Rosenwald School network program below in "Management Alternatives and Options."

### *Great Branch Teacherage*

Size and boundary configurations. The Great Branch Rosenwald Teacherage is in Orangeburg County, South Carolina approximately 10 miles west of the city of Orangeburg. The Great Branch Teacherage is a one-story frame dwelling with a brick foundation and side-gabled roof. The roof features wide eaves, exposed rafter tails, and a gabled front dormer. The main entrance is centered in the three-bay facade and opens onto a shed-roofed front porch. Fenestration consists of both single and paired six-over-six, double-hung, wood-sash windows. The property size is 4.45 acres (Orangeburg County GIS 2023a, 2023b).

Land ownership, local planning, and potential land uses. At the time of this study's writing, the Great Branch Community Center owned the property. In 2007, when NRHP documentation was compiled, the property had been abandoned and was in poor condition, having been used a rental residence by local families around 1955–1970. The Great Branch Teacherage was restored in phases by the community beginning in 2008. The property is

used as a house museum with a welcome center, museum, and student research room. The property is not for sale. Overall, the Great Branch Community Center has maintained the school in good condition and is anticipated to continue to lead the management and preservation of the school.

Existing and potential threats. No existing or potential threats to the site are known.

Access and public enjoyment potential. The property is in a semirural area, with the nearest public transit located in Orangeburg, approximately 8 miles away. There is no formal parking at the site, only turf, which may be able to support a limited number of small, private vehicles and a limited number of large motorhomes or school buses. The teacherage is open Thursdays 10:00 a.m. to 4:00 p.m. except holidays. Tours are available upon request via phone call. No cost is associated with visiting the property. Events take place throughout the year in nearby Orangeburg.

As the property had been used a rental residence by local families from around 1955 to 1970, interior furnishings largely reflect this domestic appearance. Some furnishings within the teacherage may be original, but more research would be needed to confirm. Additional research would be needed to identify artifacts related to the use of the school that may be present within the community. The Great Branch Teacherage has a small museum collection with items on exhibit including photographic prints, books, newspaper clippings, and domestic equipment. The site has no active interpretation about Julius Rosenwald.

Public support (including landowners). Great Branch Community Center is not interested in selling the property to the National Park Service. They are interested, however, in partnering with the National Park Service.

Costs associated with acquisition, development, and operation. The site does not need to be acquired because the current property owner does not wish to sell to the National Park Service at this time. The property owner is interested in partnering with the National Park Service, and costs for a network program are evaluated below in “Management Alternatives and Options.”

Feasibility finding. The Great Branch Teacherage is currently not feasible due to the property owner’s wishes to maintain ownership. However, a finding of not feasible but partnership interest applies to the Great Branch Teacherage because the property owner has expressed interest in partnering with the National Park Service. The Great Branch Teacherage is evaluated for inclusion in a potential Rosenwald School Network Program below in “Management Alternatives and Options.”

### *Sears Administration Building*

Size and boundary configurations. The Sears Administration building is situated in the West Side of Chicago, specifically in the North Lawndale neighborhood. The 280,588-square-foot building is a five-story, I-shaped, red brick building measuring 133 feet by 432 feet that takes up most of the block between S. Homan and S. Spauling Avenues. The building has ornate details such as intricate terra cotta, grand arched windows, and decorative cornices.

Land ownership, local planning, and potential land uses. At the time of this study's writing, the Sears Administration Building was part of a portfolio of properties in the Homan Square area listed for sale (LoopNet, 2023). In addition to the Sears Administration Building, the portfolio consists of the 10-story former Allstate Headquarters, a parking structure, and land. Total land area in the portfolio is 7.79 acres and 943,067 square feet of building. The real estate listing indicates the property could be divided.

Existing and potential threats. The sale represents a potential threat, as what a future purchaser might do with the property and the buildings is unknown.

Access and public enjoyment potential. The property is within walking distance of the Kenzie-Homan CTA Blue line stop and near the I-290 expressway. Easy parking exists nearby for small vehicles, but parking for large motorhomes or school buses would need to be addressed if desired.

Public support (including landowners). The NPS team was unable to contact the owner of the Sears Administration Building despite multiple attempts.

Costs associated with acquisition, development, and operation. At the time of this study's writing, the Sears Administration building was vacant with significant signs of deterioration. As of winter 2023–2024, the property is currently for sale, but the asking price is not known; based on previous sales, it could be anticipated to be in the millions. The greater concern is the ongoing maintenance and operating costs associated with a building the size and age of the Sears Administration Building.

Feasibility finding. Given the association of the Sears Administration building with Julius Rosenwald, the study team gave targeted consideration to purchasing the Sears Administration Building; however, the seller has not shared a selling price. In 2018, the properties in Homan Square were purchased for \$3.25 million (Arline 2023). The building was considered not feasible as part of establishing a national park unit, and costs associated with its acquisition, development, and operation as a visitor center also render this option not feasible.

Additionally, the study team considered constructing a new visitor center on the 167,000-square-foot undeveloped property at 3201 W. Arthington in the Homan Square portfolio. Costs associated with the acquisition, construction, and operation of a visitor center on this property were not feasible for a visitor center.

#### *Conclusion: Summary of Feasibility Evaluation*

Since the National Park Service has a legislated mandate to conserve resources unimpaired for public enjoyment, the park units it manages would presumably continue to be managed according to this mandate indefinitely into the future. However, designating a new unit of the national park system does not automatically guarantee that funding or staffing to administer that new unit would be appropriated by Congress. Any newly designated national park unit would have to compete with more than 425 existing park units for limited funding and resources within a current fiscally constrained environment. Study areas that may be nationally significant, suitable, and technically feasible for designation as new park

units may not be feasible in light of current budget constraints, competing needs across the entire agency, and the existing NPS deferred maintenance and repair backlog.

In a special resource study, analysis of feasibility provides an initial opportunity to understand the magnitude of costs required for acquiring park lands and establishing park operations. The full costs to acquire and sustain the site as a unit of the national park system are not known at present and would be affected by the level of visitation, requirements for resource preservation, and desired level of facility development. Projects that would be both technically possible and desirable to accomplish for the new park may not be feasible in light of current budgetary constraints noted above. While the estimated costs of acquisition, development, and operations associated with the site would be modest in comparison to larger units of the national park system, any new expenditures would need to be carefully weighed in the context of the agency's existing maintenance backlog and other fiscal constraints and in terms of potential future visitation. Establishing a new national park unit is a gradual process that happens in phases. As a result of agencywide priorities, it would likely take several years or more for the National Park Service to fully staff and operate any newly designated national park unit.

Completion and transmittal of this study does not guarantee the establishment of a new unit of the national park system or future funding for any NPS actions at any of the sites. Even if a unit is established, while new national park units share common elements, each national park unit requires a distinct organizational structure. The organizational structure may be influenced by the park unit's enabling legislation or proclamation and its size, resources, scope and delivery of public programming, and location. National Park Service units are not considered operational (prepared to welcome visitors, preserve resources, and provide programming and services on a regular basis) until they receive an operating appropriation from Congress, for which there is no set timeline.

Of the 10 sites that met national significance and suitability criteria, only the San Domingo school was found to be feasible based on its ability to meet all feasibility factors.

## **EVALUATION OF THE NEED FOR DIRECT NPS MANAGEMENT**

The fourth criterion in the special resource study evaluation process addresses whether the study area requires direct management by the National Park Service instead of protection by another public agency or the private sector. *NPS Management Policies 2006* section 1.3.4 requires direct NPS management not only to be needed but also "the clearly superior alternative." Inclusion in the national park system would provide a study area with the stewardship mandate, defined in the NPS Organic Act:

*... which purpose is to conserve the scenery and the natural and historic objects and the wildlife therein and to provide for the enjoyment of the same in such manner and by such means as will leave them unimpaired for the enjoyment of future generations . . .*

A need for direct NPS management may exist if current or potential management entities cannot provide opportunities for resource stewardship or public enjoyment. Unless direct



NPS management is identified as the clearly superior alternative, the National Park Service recommends other existing organizations or agencies continue resource management responsibilities, and the study area is not recommended for inclusion as a new unit of the national park system.

In the context of a special resource study, “direct NPS management” means the National Park Service owns or manages lands within an authorized park boundary and has lead responsibility for park operations, resource protection, and visitor services. This level of management provides NPS sites with a dual mandate of resource preservation and providing opportunities for visitor enjoyment. “Clearly superior” is understood to mean the National Park Service would provide optimal resource protection and visitor opportunities when compared to current management or other management scenarios. In this section, management by public and private entities is evaluated to determine whether these entities can effectively and efficiently provide long-term resource protection and visitor services or if direct NPS management is the clearly superior option. The San Domingo School was found to meet SRS criteria 1, 2, and 3 in the previous sections and is analyzed in full below.

Regarding Rosenwald Schools, the best option for resource protection and public enjoyment for sites within this special resource study would consist of a limited NPS fee-simple ownership park unit in conjunction with a Rosenwald School Network Program. Based on the feasibility analysis and willingness to sell, fee-simple ownership of the San Domingo School in Sharptown, Maryland, would be appropriate for the establishment of a Rosenwald Schools National Historic Site as a new national park unit. The San Domingo School, as the only school with a confirmed willing seller at the time of this study, represents the most straightforward acquisition and management for the purpose of establishing a new national park unit for the protection and enjoyment of the Rosenwald Schools.

The benefit of this fee-simple ownership would ensure the long-term protection of a representative Rosenwald School by the National Park Service as well as interpretation and educational programming at this school including the interpretation of Julius Rosenwald’s life and legacy. Furthermore, the National Park Service would be able to share interpretation and educational resources with Rosenwald Schools nationwide.

### **Summary of Existing Management of the San Domingo School**

At the time of this study’s writing, the John Quinton Foundation owned the school. In 2014, the foundation undertook a major restoration of the school, after which the building reopened for use as a community center for Masonic meetings, tutoring children, and special events. At the time of the study, the John Quinton Foundation did not offer regularly scheduled tours or access to the historic building for members of the general public.

The John Quinton Foundation expressed interest in selling the property to the National Park Service. This site is therefore the only feasible site for NPS fee-simple acquisition. The school could support operations as a Rosenwald School visitor center. Some furnishings within the school are original, but more research would be needed to identify artifacts

related to the use of the school that may be present within the community. The San Domingo School does not have a museum collection.

An NPS assessment of the school concluded that the building is adequately protected, but financial support for long-term preservation is uncertain. The site has no active interpretation about Julius Rosenwald or visitor facilities. If existing management continued, it is likely the property will continue to be used as a community meeting place.

### **Need for Direct NPS Management Finding**

Based on the analysis of existing management of the San Domingo School, direct NPS management of the site is necessary to ensure long-term protection of resources and provide interpretation and visitor opportunities. It is unclear that the current owner and managers would be able to continue caring for the property indefinitely in the same manner, so means of protecting the site in the long term are unknown. For this reason, NPS management would be a superior alternative to provide long term protection, interpretation, and visitor opportunities. Landowners and the public have expressed support for designation of a new national park unit for Julius Rosenwald and the Rosenwald Schools. The local community has also expressed support as well as a concern that the property's use as a community center would not be allowed if owned by the National Park Service.

Completion and transmittal of the study does not guarantee establishment of a unit of the national park system or future funding for any national park service actions.

### **Management Alternatives and Options**

During the study process, the National Park Service considered a range of management alternatives to better understand potential costs associated with administering the study area as a new unit of the national park system and to identify the most efficient and effective method for protecting significant resources and providing for public enjoyment.

Management alternatives presented in a special resource study build on the findings of national significance, suitability, and feasibility and present a management approach different from current management. Any management scenario included in a special resource study is considered a theoretical management strategy. Cost estimates included within a special resource study's feasibility evaluation or alternatives for management are preliminary and would be further developed as part of future planning documents or construction/development projects if the study area were to be owned or managed by the National Park Service. If the study area were to become a unit of the national park system, future NPS planning documents, such as a general management plan, would provide guidance on how the area would be administered and developed. In the event of designation, future management may or may not reflect the potential management alternatives presented in this study.

### **Management Option 1: Julius Rosenwald and Rosenwald Schools National Historic Site**

A national historic site usually contains a single historic feature that is directly associated with its subject. National historic sites preserve places and commemorate persons, events, and activities important to the nation's history.

### *Proposed Area*

The new park unit boundary would consist of the 1.75-acre parcel that includes the historic San Domingo School in Sharptown, Maryland. This boundary represents the smallest potential boundary, and no additional acquisitions of other school sites would occur unless authorized with a legislated boundary adjustment.

### *Management*

The National Park Service would have direct management responsibility for the Julius Rosenwald and Rosenwald Schools National Historic Site, including (1) interpretation and education, (2) preservation and resource management of the San Domingo School, and (3) operational facilities and infrastructure such as parking and restrooms.

### *Resource Protection*

The National Park Service would have direct responsibility for the long-term protection of structures, landscape features, archeological resources, collections, and legally required archives and collections. As a unit of the national park system, the historic site would be required to comply with federal law and NPS management policies for natural, cultural, and historic resource management. Subsequent general management planning would further guide appropriate historic preservation documentation and treatment of the school and its associated cultural landscape.

### *Visitor Experience*

Access to the site would primarily be by private automobile. If the San Domingo School was included in a new national park unit, the National Park Service could work with local partners to review operationally sustainable multimodal transit options to transport a diverse audience to the site. The school would also likely host school groups and special events. Staffing would dictate operational hours, but the school's NPS rangers would offer a uniformed presence at the site and possibly be supplemented by volunteers. The site would be accessible to all visitors on the first floor, and future site planning would dictate the need for second-floor access. The development of interpretive media such as signage, interpretive waysides, and published guides and brochures would be supported by the National Park Service and could be undertaken in partnership with others.

### *Partnerships*

While it is assumed that the National Park Service would be the primary entity responsible for resource protection, land management, and interpretive activities under a direct NPS management scenario, the agency is always interested in cultivating relationships with partners to help support the NPS mission. Existing site partners and landowners may potentially support research and interpretation activities at the site and provide additional fundraising and volunteer support. Strong community support demonstrates a high potential for partnerships in support of the site.

The John Quinton Foundation restored the school to teach history to future generations and would likely remain involved in the school in some way. Potentially, the Rosenwald Park

Campaign could provide support in the form of generating additional local and national interest, park promotion, advocacy, and fundraising assistance. Since its founding in 2016, this 501(c)(3) nonprofit organization has been exploring ways to honor the legacy of Julius Rosenwald and protect the Rosenwald Schools (Rosenwald Park Campaign 2023).

The National Park Service would continue to work with the John Quinton Foundation and the Rosenwald Park Campaign to ensure community members have the opportunity to remain engaged in the foundation's and campaign's educational and preservation mission. Future site development, resource protection and preservation, visitor experience, and associated management activities would be detailed in NPS planning documents.

The National Park Service could also partner with universities and nonprofits holding archives and collections related to Julius Rosenwald's philanthropic activities and the Rosenwald School program. Existing museum collections and archival materials related to Julius Rosenwald and/or the Rosenwald School program would not transfer to the federal government because of designation; the collections would remain the property and responsibility of their current owners. The National Park Service could then pursue individual partnerships with owners that would ensure the protection of any artifacts and support interpretation and exhibits if they were to be developed as part of the visitor contact and orientation space at the San Domingo School.

#### *Technical Assistance*

Pending legislation details that may establish this site with legislated partners, the ability to enter into cooperative agreements for technical or financial assistance may be available to legislated partners, local governments, or other owners of historic properties that share in the development and operation of the site and the preservation of related significant historic properties and artifacts. Examples of these types of partnership parks with cooperative agreements for technical and financial assistance for legislated partners include Central High School National Historic Site (PL 105-356), Keweenaw National Historical Park (PL 102-543), Petroglyph National Monument (PL 101-313), and others. It is unknown what, if any, technical or financial assistance may be established, should a new unit of the national park system be created at the San Domingo School.

#### *Staffing*

Based on comparisons of staffing levels for existing national historic sites, the Julius Rosenwald and Rosenwald School National Historic Site would likely need management, interpretive, administrative, and maintenance/facilities support. A new site could share administrative staff with nearby national park units. This arrangement would allow for the greatest cost savings on functions that are not specific to each park unit and would allow for shared space, equipment, and staff. However, long-term management of the site would require additional staff as funding became available and NPS programs were developed over time. Management planning would identify priorities, management emphases, and required staffing for a 15–20-year time frame.

Any new national park unit also requires support from regional and national offices; a Rosenwald national historic site would likely rely on support from multiple programs and

divisions during its early years as the new unit becomes operational. While there is no estimate on additional regional staffing or operating costs associated with the creation of a new park, creating a new park unit represents an increase in workloads for existing regional positions and programs.

### *Operations and Visitor Facilities*

The total estimated one-time development cost for the San Domingo School is \$2.3 million, with an annual operating cost between \$450,000 to \$750,000.

Since the San Domingo School underwent major renovations in 2014, the structure is in good condition and has an accessible ramp for rear entry into the structure. Immediate improvements needed include fire suppression, security, and accessibility; improvements to the restroom and a kitchen area would also be needed, and a support structure for maintenance equipment may be needed. There is adequate space on the parcel to support a small maintenance structure, formalized parking, and a picnic area. NPS administrative spaces may be located on the second floor. Costs associated with the development of exhibits and interpretive materials would range from \$200,000 to \$300,000, and costs associated with the development of a museum collection range from \$30,000 to \$50,000.

The estimated operational budget would primarily fund NPS staff, programs, operations and management expenses for existing resources and facilities, and outreach. Specific costs would be reevaluated in subsequent, more detailed planning for the unit. Planning would consider facility and site design, detailed identification of resource protection needs, and changing visitor expectations. Actual costs to the National Park Service would vary, depending on timing, implementation, and contributions by partners and volunteers. The long-range financial needs of a Julius Rosenwald and Rosenwald Schools national park unit are not assumed to rely solely upon federally appropriated funds. A variety of other public and private funding sources could be sought by the National Park Service to assist in implementation efforts. Other national park units have successfully found partners to help with funding major projects, and some of the costs associated with initially developing a new unit may prove to be less expensive if donated materials, labor, and other support can be secured.

### **Management Option 2: Establishment of Rosenwald School Network Program**

Network programs are established by congressional legislation and consist of sites, properties, facilities, and programs affiliated with a particular event or time in history, but they are not necessarily managed by the National Park Service. Network programs holistically convey the significance of events in history that took place in communities across the nation. The purpose of a network and criteria for joining network programs are outlined in enabling legislation. Joining a network involves an application process administered by the National Park Service.

### *Proposed Area*

Under a network model, schools considered as part of the special resource study, as well as other Rosenwald Schools across the country, could be supported by establishing a Rosenwald School Network Program. The program, which would need congressional

legislation to be established and funded, would be appropriate for supporting the long-term preservation of these historic buildings. It would additionally be appropriate for the Rosenwald School Network Program to have grant-making authority, pending congressional authorization.

The Rosenwald School Network Program could be modeled after the successes of other network programs such as the Underground Railroad Network to Freedom program, which has grant-making authority under the Network to Freedom Grants Program (NPS 2023e), or the African American Civil Rights Network, which does not have grant-making authority. The African American Civil Rights Grant Program is separate from the African American Civil Rights Network, but it provides competitive grant opportunities not only for network properties but for other sites and stories as well in order to tell the full history of the African American struggle to gain equal rights since the transatlantic slave trade (NPS 2023c). Network eligibility and grant requirements could also be modeled on these programs. A fuller description of these network programs as well as the newly established Reconstruction Era National Historic Network (NPS 2023d) can be found in appendix E.

### *Management*

As described elsewhere in this report, private owners and organizations have been instrumental to the San Domingo School's preservation and use. During the study, owners of several other Rosenwald School sites expressed interest not in selling or donating their property to the National Park Service but in partnering with the National Park Service. During the feasibility analysis, these sites were found feasible as partner sites and would be best supported through a network program. These properties are: Russell School; Noble Hill School; Cairo Rosenwald School; Dunbar Junior High, Senior High and Junior College; Bay Springs School; Ridgeley School; and Great Branch Teacherage. In the case of the Elmore County Training School, if community support increases, the property may be reconsidered for partnership with the National Park Service. Thus, due to low community support, it is not included in this management alternative. Under direct management by the National Park Service, the San Domingo School would also be eligible to be part of the network.

Considering the geographic spread of schools that accepted funds through the Rosenwald program, a Rosenwald Schools network could be operated out of the NPS Washington or regional offices, much like the National Underground Railroad Network has a national coordinator and regional representatives. Network program staff or administration could be housed within a unit of the park system: either a newly created unit dedicated to Rosenwald Schools (similar to the Reconstruction Era National Historic Park and Reconstruction Era National Historic Network) or an existing unit that historically aligns with the program—specifically Booker T. Washington National Monument in Franklin County, Virginia, due to Washington's involvement or Tuskegee Institute National Historic Site in Tuskegee, Alabama, for the institute's administration of the program between 1912 and 1920.

### *Resource Protection*

Each owner has their own goals for the long-term preservation of their property. For the Rosenwald Schools, stakeholder communities exist and largely comprise individuals who

have direct ties to the schools as former pupils and who are involved in the preservation and interpretation of the sites. Although not all of the sites are currently open to the public, the ones that are open have various degrees of interpretation and programming.

### *Visitor Experience*

As partnership agreements are discussed for each school, it is anticipated that each school would offer some level of public access and interpretation. Schools that are currently open to the public and in use by the local community are anticipated to continue in their operations with NPS support as detailed during the development of partnership agreements. The development of interpretive media such as signage, interpretive waysides, published guides, and brochures could potentially be supported by the National Park Service, depending on funding, and could be undertaken in partnership with others.

### *Partnerships*

Partnerships between respective property owners and the National Park Service would be explored to provide visitor access and interpretation as appropriate at each site. The national park system has many examples of formal partnerships with nonfederal partners who manage resources within or near a boundary of an established national park unit, including partners who manage resources that are related to a park's purpose and national significance. Similarly, community organizations could partner with each Rosenwald School and likely provide support through their network of members and fundraising efforts.

### *Technical Assistance*

As part of a funded network program, the National Park Service could provide a variety of technical assistance to each school site. While details of this technical assistance would be developed as part of the network program, the national park system has examples of technical assistance that includes collaboration on short-term and long-term planning, curating museum archives and collections, designing exhibits and interpretive materials, developing educational programming, supporting marketing and outreach, and providing support for workforce development and training.

### *Staffing*

Based on comparisons to other network programs, staffing cost for grant and network administration would be approximately \$200,000. A new national network program would likely require a dedicated network administrator as well as additional administrative support and staffing. These positions could be co-located at an existing park unit—such as the Julius Rosenwald and Rosenwald Schools National Historic Site proposed above—or at the national or regional program office.

### *Operations*

The Rosenwald School Network Program would support approximately 500 Rosenwald Schools and related teacher homes as well as shops across 15 southern states. A network program would connect across geographic boundaries and be a catalyst for sharing the Rosenwald Schools story, partnerships, and scholarship. Grant-making authority pending

congressional authorization would help ensure the protection, commemoration, interpretation, and education about these resources, the communities that sought a better future for their children, and the man who was compelled to help.

The total estimated one-time development cost for the appropriation and management of the network and grants program is \$2.5 million. Annual operating costs and appropriations for the grant program are estimated to be \$500,000. Grant conditions would include a matching requirement.

### **Most Cost-Efficient and Effective Management Alternative**

The most cost-effective and effective management alternative appears to be a national historic site dedicated to the story of Julius Rosenwald's philanthropy and the widespread impact of the Rosenwald School program and the establishment of a new network dedicated to the preservation and interpretation of Rosenwald Schools across the nation. This two-prong approach to telling a centralized story at a representative school and supporting community-driven preservation efforts and local organizations' efforts would be an effective way to partner with communities to tell their stories and provide technical assistance and/or grants, pending congressional authorization.

A national historic site could be established to interpret Julius Rosenwald and the Rosenwald Schools in order to honor and preserve Julius Rosenwald's important contributions to American history and his philanthropic philosophy and partnership with Booker T. Washington and to tell the story of nearly 5,000 African American communities who were determined to provide for their children the education they had been denied. The most cost-effective and efficient option selected for the properties analyzed in this special resource study is to acquire the San Domingo School and establish a new national park unit in Sharptown, Maryland, to interpret Julius Rosenwald's philanthropy and the wide-reaching impacts of the Rosenwald School program. The San Domingo School would provide a designated location for those interested in learning about the Rosenwald School program, and the current owner and community support potential designation. The San Domingo site would encompass the 1.57-acre parcel which is the smallest possible footprint for NPS management and operations.

Establishing a related, nationwide Rosenwald School Network Program with grant-making authority pending congressional authorization could expand potential preservation and interpretation partnerships between the National Park Service and individual school sites/organizations and show the national scope of the Rosenwald School program. The grant-making authority of a Rosenwald School Network Program and supporting funding through congressional authorization would allow for entities already preserving and promoting schools to continue to do so. This could empower local communities in the same way that Rosenwald's initial challenge grants did for those communities to build schools. It is unknown what, if any, grantmaking authority would be authorized, should a new network program be created.



**Table 3. Anticipated Costs Associated with the Most Cost-Efficient and Effective Management Alternative**

<b>Proposal</b>	<b>Development Costs</b>	<b>Annual Operations and Maintenance Costs</b>
Julius Rosenwald and Rosenwald Schools National Historical Park	\$2,000,000	\$450,000–\$750,000
Rosenwald School Network Program	\$2,500,000	\$500,000

### **Management Findings for a Chicago-Area Visitor Center**

As directed by this study’s legislation, the study team evaluated the suitability and feasibility of a visitor center in or near Chicago. Although there is no existing visitor center in Chicago that interprets the life and legacy of Julius Rosenwald, the National Park Service’s analysis did not identify any potential visitor center sites that meet the criteria for feasibility and need for NPS management. Instead, this study includes potential alternatives to interpret Julius Rosenwald in or near Chicago without federal ownership.

There are many excellent examples of the successful management of important natural and cultural resources by public agencies, private conservation organizations, and individuals. The National Park Service applauds these accomplishments and actively encourages the expansion of conservation activities by state, local, and private entities and by other federal bureaus and agencies. Unless direct NPS management of a studied area is identified as the clearly superior alternative, the National Park Service will recommend that one or more of these other entities assume a lead management role, often with support from other NPS-administered programs.

Ways the National Park Service can help include grant programs. For example, in 2023 the National Park Service, in partnership with the National Endowment for the Arts, the National Endowment for the Humanities, and the Institute for Museum and Library Services, announced \$25.7 million in Save America’s Treasures grants from the Historic Preservation Fund. The funding will support 58 projects in 26 states, the Virgin Islands, and the District of Columbia that will preserve nationally significant sites and collections.

The National Park Service maintains a complex portfolio of more than 75,000 assets including buildings, roads, utility systems, and other structures and facilities. At the end of fiscal year 2022, an estimated \$22.3 billion of repair is needed on NPS assets. When evaluating a federally owned visitor center, the National Park Service must consider not only the construction cost and operations but long-term maintenance and upkeep on each building. Outside of federal ownership, the study team identified several feasible alternatives for a visitor center in or near Chicago including:

- Alternative 1: Co-siting interpretation within an existing national park unit
- Alternative 2: Use of a non-NPS-owned space (lease or partnership agreement)
- Alternative 3: A nontraditional (“parks to people”) visitor center

- Alternative 4: Developing curriculum for schools

**Table 4. Summary of Limiting Factors and Costs Associated with Chicago-Area Visitor Center Alternatives Considered for This Study**

Interpretation of Alternatives	Limiting Factor(s)	Development Costs	Associated Costs
Interpret through nearby existing national park units	Established unit’s legislated purpose; unit’s staffing and space limitations; costs associated with operational support	Development of exhibits: \$100,000–\$400,00	Yearly operating costs: \$100,000–\$250,000
Interpretive services at non-NPS-owned space	Costs associated with lease, development, and operations; space availability	Development of exhibits: \$100,00–\$400,000	Yearly operating costs: \$330,000–530,000
Nontraditional (“parks to people”) mobile visitor center or traveling exhibit	Costs associated with operational coordination and support	Vehicle acquisition and outfitting: \$300,000 Exhibit development: \$100,000	Yearly operating costs: \$20,000–\$170,000
Develop curriculum and interpret Julius Rosenwald through schools	None	None	Yearly operating costs: \$120,000

### Alternative 1: Interpreting Through a Nearby National Park Unit

The *National Park Service System Plan (2017c)* recommends that the National Park Service “examine and apply new ways to present multiple stories in parks, and improve coordination among units in telling these stories, ensuring the stories of all Americans are being told.” As this alternative was considered for sharing space with an existing local national park unit, which could add operational efficiency and cost savings to establishing a visitor center in Chicago, a number of challenges appeared. Foremost, there were concerns that the legislative intent of an established park unit’s enabling legislation would be diminished if cost savings were the primary factor in exploring operational efficiency between existing park units and a visitor center in Chicago. Since the purpose of each unit is closely connected to the unit’s enabling legislation, there would also be challenges in ensuring that multiple interpretive themes do not detract from the purpose of the unit. For instance, even if an overlapping civil rights theme exists between park units, the enabling legislation’s intent, the unit’s purpose, and the development of the desired visitor

experience, educational goals, and interpretive themes may be very different between multiple park units.

Additionally, a concern regarding an existing park unit's operational footprint arose. In order to provide operational support for a new park unit, existing units would need to develop a new space plan to determine whether they have staff capacity and operational space to provide this support.

#### *Proposed Area*

If this option were pursued, a study would be needed to identify the most appropriate location that would allow visitors to create personal and meaningful connections with each unit while not diminishing each unit's enabling legislation and purpose.

#### *Management*

The National Park Service would have direct management responsibility for interpretation at an established visitor center. The agency would work with partners such as the Rosenwald Park Campaign.

#### *Staffing*

Staffing could vary widely in a co-located national park unit based on space and operations. If a space were co-located with a shared information desk, staffing needs could be minimal or assigned as additional duties for existing staff. If a separate space was identified within an existing unit, minimal staffing would need to be calculated based on operational hours. Initial development costs were estimated at \$100,000 to \$400,000, with ongoing operational costs of \$100,000 to \$250,000.

#### **Alternative 2: Non-NPS-Owned Space to Provide Interpretive Services**

A partnership or lease between property owners and the National Park Service could be explored to provide interpretation and/or facilities for NPS staff and operations. Several examples exist in the National Park Service of park operations in non-NPS-owned spaces. Adams National Historical Park currently leases visitor center space in Quincy, Massachusetts; visitors can watch the park orientation film, visit the park store, and obtain passport stamps, brochures, and Junior Ranger materials before visiting discontinuous sites within the park. Boston National Historical Park is an example of a park leasing and utilizing partner spaces; one park visitor center is used through a cooperative agreement and another through a lease agreement. In the partnership-focused model, Boston National Historical Park is authorized to enter into cooperative agreements to mark, interpret, restore, and/or provide technical assistance for the preservation and interpretation of the resources named in the legislation. One identified challenge in the foundation document for Boston National Historic Park is that in partnerships, parks' changes in leadership, mission, and other factors can influence success or failure.

#### *Proposed Area*

Multiple options exist in and around Chicago that could serve as a visitor center. Because of the dynamic nature of leasing, no one site is evaluated or recommended in this study. If

leasing space is an outcome of this study, future analysis could include sites tied to Julius Rosenwald that were evaluated in this study or a US General Services Administration (GSA) lease. At the time of this study's writing, commercial space was available in the Rosenwald Court Apartments, and over 30 leases were available in Chicago through GSA.

#### *Management*

Nearby park units or a newly established park unit could provide administrative support for interpretive staff for efficiency in coordination with a nonprofit partner.

#### *Staffing*

Staffing could vary widely depending on partnership operations and needs. If the National Park Service provided all interpretive services, staff was estimated at five full-time employees for minimum operations if the site were associated with another park for administrative support. Costs to develop exhibits were estimated at \$400,000, with ongoing NPS operations of \$330,000 to \$530,000.

### **Alternative 3: Nontraditional Visitor Center**

The *National Park Service System Plan (2017c)* under goal 4 recognizes the need to “bring the parks to the people.” This nontraditional “parks to people” approach decentralizes the visitor center and engages new audiences. Several national park units have implemented this concept as part of their interpretive operations. Parks or park partners have outfitted cars, vans, and trailers to attend community events, offer school programs, and provide services where current visitor use supports a greater presence. Parks with custom mobile visitor centers include Sleeping Bear Dunes National Lakeshore, Shenandoah National Park, and the George Washington Memorial Parkway.

#### *Proposed Area*

This concept would not be tied to a specific location and would focus resources on virtual engagement, outreach in schools, community events, and engagement at partner locations.

#### *Management*

Management of an outreach program or traveling exhibit could be managed through a nearby national park unit in coordination with a nonprofit partner.

#### *Staffing*

Operating a mobile visitor center was estimated at two full-time employees if the operations were associated with another park for administrative support. The total estimated one-time development cost for a nontraditional visitor center is \$400,000, with a yearly operating cost of \$170,000. A traveling exhibit would not require any full-time employees and could be supported by a nearby park unit.

#### **Alternative 4: Develop Curriculum and Interpret Julius Rosenwald Through the Schools**

Under this alternative, park staff and partners would develop additional curriculum and present programs to underserved schools. Currently the National Park Service supports educators with lesson plans called “The Rosenwald Schools: Progressive Era Philanthropy in the Segregated South” as part of its Teaching with Historic Places program (NPS 2023m).

##### *Proposed Area*

This concept would not be tied to a specific location but could be based in Chicago to focus on in-person school programs in the area.

##### *Management*

Management of curriculum development and oversight could be accomplished through an existing national park unit in coordination with a nonprofit partner.

##### *Staffing*

No development costs would be needed for this model. The operating costs to administer and staff an educational program would be an estimated \$120,000 a year.

#### **Conclusion: Summary of Management Alternatives Analysis**

Considering the need for National Park Service management findings, the National Park Service analyzed a range of potential management approaches for the protection and interpretation of resources associated with Julius Rosenwald’s philanthropy and the Rosenwald School program. The most effective and efficient management alternative would be fee-simple ownership and direct NPS management of the San Domingo School in Sharptown, Maryland, as the Julius Rosenwald and Rosenwald Schools National Historic Site. There may be opportunities to share administrative and other operating responsibilities with nearby establishing units to further limit staffing costs. The traditional NPS site would be accompanied by a Rosenwald School Network. Similar to the NPS Underground Railroad Network to Freedom, a Rosenwald School program could provide additional technical assistance to additional Rosenwald School sites/communities across the country and administer a preservation and interpretation grant program, pending congressional authorization and appropriate funding.

Study legislation required the National Park Service to consider the suitability and feasibility of a visitor center in or near Chicago, Illinois. No Chicago sites considered during this study appeared to meet SRS feasibility criteria and the need for direct NPS management; therefore, the most effective and efficient management alternative for a Chicago-area visitor center is not federal ownership or direct NPS management. Instead, Julius Rosenwald’s life and legacy could be interpreted through NPS/partner programming or exhibit space at an existing national park unit or leased space, development of a mobile “parks to people” traveling visitor center similar to those developed for Sleeping Bear Dunes National Lakeshore or George Washington Memorial Parkway, and educational materials supplied to Rosenwald Schools. Each of these nonfederal alternatives would need to consider costs

associated with the development and operational coordination of the interpretive materials and/or exhibits.

# Public Outreach

# 4







## CHAPTER 4: PUBLIC OUTREACH

### SUMMARY OF PUBLIC OUTREACH

During the public scoping period, the National Park Service solicited feedback through a public scoping newsletter, the project website, an email address, and two public meetings announced in a news release issued by the NPS Washington Office of Communications. The newsletter included a brief history of Julius Rosenwald and the Rosenwald Schools, a description of the study, the criteria used in special resource studies, and an invitation to submit comments via the project website or via the project email. A letter describing the study process and potential implications for landowners was sent to congressionally identified study sites and known key stakeholders. Informational letters were also sent to state historic preservation offices that had study sites identified in their state including Alabama, Arkansas, Georgia, Illinois, Maryland, Mississippi, North Carolina, Tennessee, and Virginia.

The official public scoping comment period opened on July 1, 2022, and closed on July 31, 2022. Two online public meetings were held during the comment period using the Microsoft Teams meeting platform. A call-in phone number was also provided. Links to meeting recordings and a 508-compliant PDF of the presentations were posted on the Planning, Environment, and Public Comment (PEPC) website (<http://parkplanning.nps.gov/Rosenwald>). PEPC is a website the National Park Service uses for information sharing and comment collection. In addition to the project website, comments and larger files could also be received on the study email ([rosenwaldstudy@nps.gov](mailto:rosenwaldstudy@nps.gov)) before, during, and after the public comment period.

### PUBLIC INTEREST

Approximately 100 people attended the online public meetings held on July 6 and 7, 2022. During these events, members of the public were invited to submit comments to the PEPC website. During the public scoping period, the National Park Service received 1,930 correspondences. Comment analysis indicated that a form letter was used by 1,686 of the total 1,930 respondents.

Table 5. Geographic Distribution of Correspondences by State

State	Percentage	Number of Correspondences
California	16.3%	315
Virginia	7.3%	140
New York	6.3%	122
Illinois	5.1%	98
Florida	5.0%	97

State	Percentage	Number of Correspondences
Washington	4.1%	80
Pennsylvania	3.9%	76
Texas	3.5%	68
North Carolina	3.0%	57
Colorado	2.9%	56
Maryland	2.8%	54
Arizona	2.7%	53
Massachusetts	2.7%	53
Ohio	2.4%	46
New Jersey	2.3%	45
Michigan	2.3%	44
Oregon	2.1%	41
Wisconsin	2.1%	40
Georgia	1.9%	36
Minnesota	1.8%	34
South Carolina	1.7%	32
Connecticut	1.5%	28
Indiana	1.5%	28
Tennessee	1.4%	27
Missouri	1.4%	27
Washington, DC	1.1%	22
Arkansas	1.0%	19
New Mexico	0.9%	18
Kentucky	0.7%	14
Alabama	0.7%	13
Vermont	0.7%	13
Iowa	0.6%	12
Nevada	0.6%	11

State	Percentage	Number of Correspondences
Louisiana	0.5%	10
Rhode Island	0.5%	10
Maine	0.5%	9
Unknown	0.5%	9
New Hampshire	0.4%	8
Idaho	0.4%	7
Wyoming	0.3%	6
Montana	0.3%	6
Delaware	0.3%	5
Hawaii	0.3%	5
West Virginia	0.3%	5
Utah	0.3%	5
Kansas	0.3%	5
Oklahoma	0.3%	5
Nebraska	0.3%	5
Alaska	0.2%	4
Mississippi	0.2%	3
Puerto Rico	0.1%	2
North Dakota	0.1%	1
South Dakota	0.1%	1

During the public comment period, the National Park Service received input from people who self-identified within the comment form as being affiliated with the following organizations or groups<sup>6</sup>:

- American Library Association
- Arkansas Historic Preservation Program

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6. The study team did not verify affiliation or organization status as entered by the public as part of this study. Simple editorial changes such as capitalization and organizational name refinement were added for clarity.

- Augsburg University (Minneapolis, Minnesota)
- Black church leaders
- Cairo Community Center (Cairo, Tennessee)
- Capital Jewish Museum (Washington, DC)
- Carver 4-County Museum (Rapidan, Virginia)
- Charles R. Drew University of Medicine and Science
- Charlotte Museum of History (North Carolina)
- Chesapeake Conservancy
- City of St. Augustine Archeology Program, Florida
- Concord High School Alumni Association (Mount Enterprise, Texas)
- Conservative Voters of South Carolina
- County of Dorchester, South Carolina
- Culpeper Minutemen Chapter of Virginia Society, Sons of the American Revolution (Virginia Piedmont of Culpeper, Fauquier, Madison, Orange, Greene, and Rappahannock Counties, Virginia)
- Davis & Floyd, Inc. Engineering Firm
- Dietel and Partners Philanthropic Management Firm
- Dunbar Historic Neighborhood (Loudon, Tennessee)
- Durham Retired School Personnel
- Elmore County Association of Black Heritage (Wetumpka, Alabama)
- Fairfield Foundation – Center for Archaeology, Preservation, and Education (White Marsh, Virginia)
- Ferrum College (retired)
- Former Board Member of Woodville Rosenwald School (Hayes, Virginia)
- Friends of Russell Rosenwald School (Hillsborough, North Carolina)
- Georgia Historic Preservation Division
- Georgia Tech Library (Atlanta, Georgia)
- Gibson Singleton Law Firm (Hayes, Virginia)

- Gloucester County, Virginia
- Goochland County Parks, Recreation, & Community Engagement (Virginia)
- Great Branch Community Center (Orangeburg, South Carolina)
- Dunbar Horace Mann Alumnus (Little Rock, Arkansas)
- Illinois State Society of Washington, DC
- Jewish Federation of Springfield, Illinois
- John Quinton Foundation (Mardela Springs, Maryland)
- Julius Rosenwald and Rosenwald Historical Park Initiative
- Kempsville Conservative Synagogue (Virginia Beach, Virginia)
- Landmarks Illinois
- Lilly Family School of Philanthropy at Indiana University
- Lincoln Presidential Foundation
- Little Rock School District (Arkansas)
- Main Street Preservation Trust
- Mays Lick Community Development (Mayslick, Kentucky)
- Museum of Culpeper History (Culpeper, Virginia)
- North Carolina African American Heritage Commission
- National Dunbar Alumni Association
- National Council of Jewish Women
- National Park Partners
- National Park Service (retired)
- National Park Trust
- National Parks Conservation Association
- National Trust for Historic Preservation
- Northern Neck Planning District Commission (Virginia)
- Odile Compagnon Architect (Chicago, Illinois)
- Okahumpka Community Club (Okahumpka, Florida)

- Preservation Durham (North Carolina)
- Rapp at Home (Washington, Virginia)
- Rappahannock County School Board (Virginia)
- Rappahannock County Community Service Board (Virginia)
- Richmond Jewish Coalition (Richmond, Virginia)
- Rosenwald Center for Cultural Enrichment (Snow Hill, North Carolina)
- Rosenwald Park Campaign
- Scrabble School Preservation Foundation (Castleton, Virginia)
- Sampson High School Alumni Association
- Alumnus of Scrabble School (Castleton, Virginia)
- Scrabble School Preservation Foundation, Inc. (Castleton, Virginia)
- Second Union Rosenwald School (Goochland, Virginia)
- Second Union (Rosenwald) School Museum Inc. (Goochland, Virginia)
- Shady Grove Baptist Church (Gum Spring, Virginia)
- Shady Grove Rosenwald School, Inc. (Gum Spring, Virginia)
- Shiloh Community Restoration Foundation (Notasulga, Alabama)
- Sonya Kurzweil Developmental Center (Newton Highlands, Massachusetts)
- South Carolina Department of Archives and History
- Spalding County, Georgia
- Spalding County Leisure Services (Griffin, Georgia)
- Springfield, Illinois Rosenwald Initiative Committee
- Stack Stories LLC (Rocky Point, North Carolina)
- Rosenwald School Alum (1954)
- Temple Israel (retired) (Springfield, Illinois)
- The Little Rock Chapter of the National Dunbar Horace Mann Alumni Association
- The Charlotte Museum of History (Charlotte, North Carolina)
- The Coalition on the Environment and Jewish Life

- The Cook Foundation (Gloucester, Virginia)
- The National Religious Partnership for the Environment
- The Nine Mile Fork Schoolhouse (Wadmalaw Island, South Carolina)
- The Research Laboratories of Archeology at the University of North Carolina at Chapel Hill
- The St. George Rosenwald School Board (St. George, South Carolina)
- Town of St. George Rosenwald School (St. George, South Carolina)
- Trust for Public Land
- Union for Reform Judaism
- University of Arkansas at Little Rock
- Virginia Tech (Blacksburg, Virginia)
- WeGOJA Foundation (Columbia, South Carolina)
- Woodville Rosenwald School Foundation (Hayes, Virginia)
- YMCA Director General (retired)

Three members of Congress commented:

- Congressman Danny K. Davis (7th District of Illinois)
- U.S. Representative Robert J. Wittman (Virginia's 1st congressional district)
- The Office of Congressman James E. Clyburn (correspondence unsigned by representative) (6th District of South Carolina)

## **PUBLIC OPINIONS, PERCEPTIONS, AND VALUES**

The NPS study team sought feedback on the special resource study by asking the public to answer four questions. The questions were listed in the newsletter and displayed during the virtual public meetings. The questions were:

1. How would you feel about any of the sites listed above potentially becoming a national park unit that would focus on the life and legacy of Julius Rosenwald and the Rosenwald Schools?
2. Are there other nationally significant sites associated with Julius Rosenwald's life and legacy that the study should consider as a potential national park unit? Why?
3. What is your vision for the sites associated with Julius Rosenwald and the Rosenwald Schools? What types of experiences and activities would you like to see there?

4. Do you have any other comments, concerns, and suggestions for this study?

### Summary of Responses

How would you feel about any of the sites listed above potentially becoming a national park unit that would focus on the life and legacy of Julius Rosenwald and the Rosenwald Schools?

Overall response to this question ranged from supportive to enthusiastic in favor of a national park unit. The importance of telling the story of Black education in the Jim Crow South, understanding injustices, and the power of working together were reasons many respondents who commented thought a Rosenwald site in Chicago and the Rosenwald Schools merit national park unit status. The influence and importance of Booker T. Washington to the school program and the importance of Rosenwald's Jewish religion on his philanthropy were also noted by many respondents.

Respondents thought a Julius Rosenwald and Rosenwald Schools national park unit would help the National Park Service tell more diverse stories. The number of firsts for the National Park Service such a unit would create was also cited as an important aspect; the new national park unit would be:

- the first to commemorate the life and legacy of a Jewish American,
- the first to tell the story of the Rosenwald Schools and their dramatic impact on African American education in the Jim Crow South,
- the first to address Black-Jewish relations, and
- the first to address philanthropy in the United States.

Comments were not entirely positive. A potential historical connection between the medical services programs of the Rosenwald Fund and the infamous Tuskegee Syphilis Study was a source of concern for at least one commenter. Additional research did not directly connect the Rosenwald Fund with the Tuskegee Syphilis Study and the intentional nontreatment of African American men with syphilis. However, as noted in the description of the Shiloh Rosenwald School in chapter 2 of this report, questions and varying interpretations remain. Some property owners would have preferred to have been consulted to a greater degree prior to being included in the legislation and now wish to be removed from study. Residents living near a school expressed concern about additional traffic and pedestrian safety. Some respondents had underlying or explicit concerns about the park being named in honor of a person who partially funded the schools, instead of emphasizing the contributions of the local communities, especially the Black communities that in many cases provided the majority of the funding and land for the schools and constructed them.

Examples were provided of other discontinuous park units that could serve as examples for NPS management including Manhattan Project National Historical Park, Klondike Gold Rush National Historical Park, American Samoa National Park, and Brown v. Board of Education National Historical Park.



The importance of respectful dialog with property owners as the study moves forward was encouraged. Multiple respondents expressed the need for expediency because of the age of the school's graduates, the need to tell this story, and the continued deterioration and loss of schools.

**Are there other nationally significant sites associated with Julius Rosenwald's life and legacy that the study should consider as a potential national park unit? Why?**

Because the legislation authorizing this special resource study directed the Secretary of the Interior to not only place special emphasis on the 14 sites listed in the legislation but also to consider other sites associated with the life and legacy of Julius Rosenwald, the National Park Service sought public input regarding additional sites. The public provided robust and passionate comments to this question.

Thirty-three additional schools, five additional sites in Chicago, and 19 other sites were put forward by commentors. Other sites suggested for inclusion were those with ties to the Rosenwald Fund's other philanthropic initiatives and included higher education institutions, hospitals, libraries, healthcare facilities, and YMCAs. The link between the Tuskegee Institute and religious sites was also brought forward for consideration.

The level of background and detail provided for suggested additional sites varied. Some sites provided detailed historical background and archeological reports. Other sites had limited written materials but knowledge of oral histories.

Respondents shared ideas on how to add additional schools to the study beyond those named in the legislation. Ideas included creating new selection criteria, including all schools suggested by state historic preservation offices, and selecting schools geographically. Commentors also noted the potential for national park status to positively impact local economies.

**What is your vision for the sites associated with Julius Rosenwald and the Rosenwald Schools? What types of experiences and activities would you like to see there?**

Respondents shared ideas for locations, educational and interpretive themes, programming, and exhibits. Many respondents voiced support for the importance of a visitor center in Chicago, Illinois, where Rosenwald built Sears, Roebuck and Company and worked hard to improve the lives of the community. Other commentors thought Springfield, Illinois, given the connection to Lincoln, would be an ideal location for a visitor center. Suggestions for the visitor center included using sites listed in the legislation as well as building something new in downtown Chicago. One respondent raised concerns about the rights of residents in the Rosenwald Court Apartments building if a visitor center were located there.

Commentors' ideas for experiences and activities included sites that would:

- teach children about Julius Rosenwald's life and legacy and what education looked like in the Jim Crow South
- create lesson plans to share the story of Julius Rosenwald and the Rosenwald Schools widely

- provide a place for celebrating community activism
- encourage the giving of time and money to community
- provide a space for discussion of racism and its ongoing effects
- have films and interactive displays
- be a place for celebration and discussion of how we work together
- tell the story of Sears
- provide cultural programs and space for community
- share and protect a collection of oral histories (and video testimony) related to Rosenwald Schools
- share the story of Rosenwald School graduates
- be part of a civil rights trail map
- provide space for African American genealogy
- share the story of Julius Rosenwald as the son of immigrants
- share the Jewish concept of *tzedakah* (acting justly with concern for neighbors in need)
- provide the opportunity to see original school furnishings in Rosenwald Schools
- share comparisons of White schools and Rosenwald Schools
- tell civil rights stories associated with Rosenwald Schools
- share the story of the partnership between Booker T. Washington and Julius Rosenwald
- provide space for engaging with descendent communities
- share the story of institutionalized segregation
- provide space for hard conversations

**Do you have any other comments, concerns, and suggestions for this study?**

Respondents offered time and resources to help the study. Many had personal and deep connections to sites associated with the study. Overall, excitement and appreciation for the study were pervasive, and respondents wanted many potential sites to be included.

**Other unique or important comments included:**

- linking the study to the Works Progress Administration, which also built schools, post offices, and other community buildings

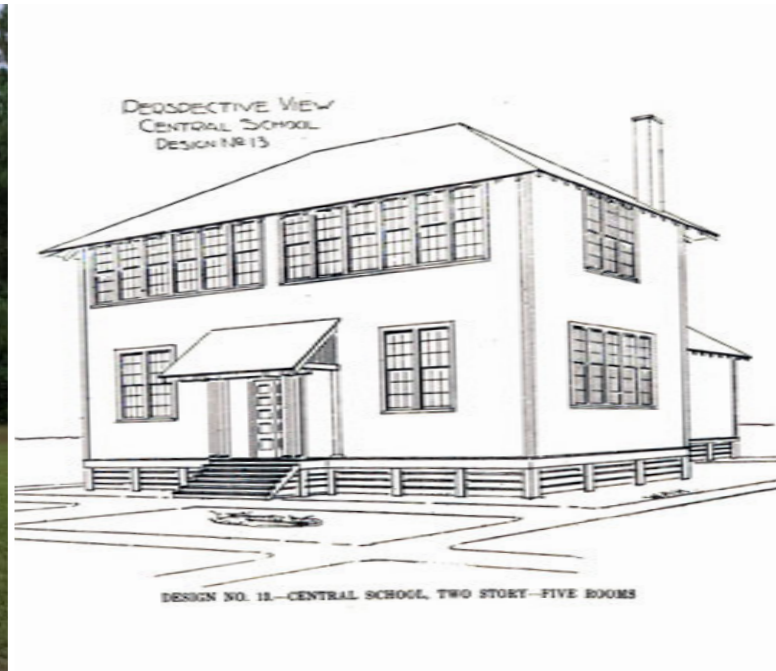
- encouraging the study to focus on what might be included in authorizing legislation beyond just a yes or no about a new unit boundary; this could include technical or financial assistance
- the potential of sites to revitalize communities
- continued or new archeological exploration to increase understanding
- support for NPS ownership of some school structures to ensure preservation and maintenance
- consideration of a National Historical Network
- concern over the full telling of the complex stories at any park site including opposition to construction of the Dunbar School by African American citizens because of its vocational curriculum and considerations inherent to the full telling of the US Public Health Service syphilis study
- concern that focusing solely on Julius Rosenwald and treating Rosenwald Schools only as a “legacy” would diminish both the histories of each site and public understanding about the historical significance of Julius Rosenwald and Rosenwald Schools

## **SAN DOMINGO SCHOOL COMMUNITY OUTREACH**

After determining the San Domingo School met all criteria for inclusion as a new unit of the National Park Service, a community meeting was held on Thursday, September 7, 2023, at the San Domingo School in Sharpton, Maryland. The purpose of the meeting was informing the surrounding community of the study and discussing the implications of the school potentially becoming part of a new national park unit. Prior to the meeting, 105 letters and comment cards were sent to neighbors living within 0.5 miles of the school and three Wicomico County executives; these communications invited them to the meeting and asked for all responses to be received by September 30, 2023. Twenty-nine participants attended the meeting, including staff from US Representative Andy Harris’s office and US Senator Van Hollen’s office. Most comments from the meeting participants expressed their support for continued preservation of the building and for the school and property to be included in a potential new national park unit. The building is currently used as a community center, and some commentors expressed concern that this type of use would not be allowed if it were ultimately owned by the National Park Service. Attendees were provided with three means to submit their responses: email, phone number, and mailing address. Three comment card responses have been received, all in favor of the school becoming part of a national park unit. US Representative Harris’s office requested a meeting about the status of the study, which was held on September 13, 2023.

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# Appendixes





**APPENDIX A: LEGISLATION FOR THE JULIUS ROSENWALD AND  
ROSENWALD SCHOOLS SPECIAL RESOURCE STUDY (PUBLIC LAW 116-  
336)**

Public Law 116–336  
116th Congress

An Act

Jan. 13, 2021  
[H.R. 3250]

To require the Secretary of the Interior to conduct a special resource study of the sites associated with the life and legacy of the noted American philanthropist and business executive Julius Rosenwald, with a special focus on the Rosenwald Schools, and for other purposes.

Julius Rosenwald  
and the  
Rosenwald  
Schools Act  
of 2020.

*Be it enacted by the Senate and House of Representatives of  
the United States of America in Congress assembled,*

**SECTION 1. SHORT TITLE.**

This Act may be cited as the “Julius Rosenwald and the Rosenwald Schools Act of 2020”.

**SEC. 2. RESOURCE STUDY OF JULIUS ROSENWALD AND ROSENWALD SCHOOLS.**

(a) DEFINITIONS.—In this section:

(1) ROSENWALD SCHOOL.—The term “Rosenwald School” means any of the 5,357 schools and related buildings constructed in 15 southern States during the period of 1912 through 1932 by the philanthropy of Julius Rosenwald.

(2) SECRETARY.—The term “Secretary” means the Secretary of the Interior.

(3) STUDY AREA.—The term “study area” means the sites associated with the life and legacy of Julius Rosenwald.

(b) SPECIAL RESOURCE STUDY.—

(1) STUDY.—The Secretary shall conduct a special resource study of the study area, with a special emphasis on the following Rosenwald Schools and other sites associated with the life and legacy of Julius Rosenwald:

(A) Sears Administration Building at Homan Square in Chicago, Illinois.

(B) Rosenwald Court Apartments in Chicago, Illinois.

(C) Museum of Science & Industry in Chicago, Illinois.

(D) Rosenwald House (formerly the Lyon Home) at the Lincoln Home National Historic Site in Springfield, Illinois.

(E) Cairo Rosenwald School, a one-teacher school in Sumner County, Tennessee.

(F) Shady Grove School, a one-teacher school in Louisa County, Virginia.

(G) Noble Hill School, a two-teacher school in Bartow County, Georgia.

(H) Ridgeley School, a two-teacher school in Prince Georges County, Maryland.

(I) Bay Springs School, a two-teacher school in Forest County, Mississippi.

State listing.

(J) Russell School, a two-teacher school in Durham County, North Carolina.

(K) Shiloh Rosenwald School, a three-teacher school in Macon County, Alabama.

(L) San Domingo School, a four-teacher school in Wicomico County, Maryland.

(M) Elmore County Training School, a seven-teacher school in Elmore County, Alabama.

(N) Dunbar Junior High, Senior High and Junior College in Little Rock, Arkansas.

(2) CONTENTS.—In conducting the study under paragraph (1), the Secretary shall—

(A) evaluate the national significance of the study area;

Evaluation.

(B) determine the suitability and feasibility of designating the study area as a unit of the National Park System, including an interpretive center in or near Chicago, Illinois;

Determination.

(C) consider other alternatives for preservation, protection, and interpretation of the study area by the Federal Government, State or local government entities, or private and nonprofit organizations;

(D) consult with interested Federal agencies, State or local governmental entities, private and nonprofit organizations, or any other interested individuals; and

Consultation.

(E) identify cost estimates for any Federal acquisition, development, interpretation, operation, and maintenance associated with the alternatives.

Cost estimates.

(c) APPLICABLE LAW.—The study under paragraph (1) shall be conducted in accordance with section 100507 of title 54, United States Code.

(d) RESULTS.—Not later than 3 years after the date on which funds are first made available for the study under paragraph (1), the Secretary shall submit to the Committee on Natural Resources of the House of Representatives and the Committee on Energy and Natural Resources of the Senate a report describing—

Deadline.  
Reports.

(1) the results of the study; and

(2) any conclusions and recommendations of the Secretary relating to the study.

Recommendations.

Approved January 13, 2021.

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LEGISLATIVE HISTORY—H.R. 3250:

HOUSE REPORTS: No. 116-431 (Comm. on Natural Resources).

CONGRESSIONAL RECORD, Vol. 166 (2020):

Dec. 17, considered and passed House.

Dec. 21, considered and passed Senate.





## **APPENDIX B: NPS MANAGEMENT POLICIES CRITERIA FOR INCLUSION**

### **1.3 CRITERIA FOR INCLUSION**

Congress declared in the National Park System General Authorities Act of 1970 that areas comprising the national park system are cumulative expressions of a single national heritage. Potential additions to the national park system should therefore contribute in their own special way to a system that fully represents the broad spectrum of natural and cultural resources that characterize our nation. The National Park Service is responsible for conducting professional studies of potential additions to the national park system when specifically authorized by an act of Congress, and for making recommendations to the Secretary of the Interior, the president, and Congress. Several laws outline criteria for units of the national park system and for additions to the National Wild and Scenic Rivers System and the National Trails System.

To receive a favorable recommendation from the National Park Service, a proposed addition to the national park system must

(1) possess nationally significant natural or cultural resources, (2) be a suitable addition to the system, (3) be a feasible addition to the system, and (4) require direct NPS management instead of protection by other public agencies or the private sector. These criteria are designed to ensure that the national park system includes only the most outstanding examples of the nation's natural and cultural resources. These criteria also recognize that there are other management alternatives for preserving the nation's outstanding resources.

#### **1.3.1 National Significance**

National Park Service professionals, in consultation with subject matter experts, scholars, and scientists, will determine whether a resource is nationally significant. An area will be considered nationally significant if it meets all of the following criteria:

- It is an outstanding example of a particular type of resource.
- It possesses exceptional value or quality in illustrating or interpreting the natural or cultural themes of our nation's heritage.
- It offers superlative opportunities for public enjoyment or for scientific study.
- It retains a high degree of integrity as a true, accurate, and relatively unspoiled example of a resource.

National significance for cultural resources will be evaluated by applying the national historic landmarks criteria contained in 36 CFR Part 65 (*Code of Federal Regulations*).

#### **1.3.2 Suitability**

An area is considered suitable for addition to the national park system if it represents a natural or cultural resource type that is not already adequately represented in the national

park system, or is not comparably represented and protected for public enjoyment by other federal agencies; tribal, state, or local governments; or the private sector.

Adequacy of representation is determined on a case-by-case basis by comparing the potential addition to other comparably managed areas representing the same resource type, while considering differences or similarities in the character, quality, quantity, or combination of resource values. The comparative analysis also addresses rarity of the resources, interpretive and educational potential, and similar resources already protected in the national park system or in other public or private ownership. The comparison results in a determination of whether the proposed new area would expand, enhance, or duplicate resource protection or visitor use opportunities found in other comparably managed areas.

### **1.3.3 Feasibility**

To be feasible as a new unit of the national park system, an area must be (1) of sufficient size and appropriate configuration to ensure sustainable resource protection and visitor enjoyment (taking into account current and potential impacts from sources beyond proposed park boundaries), and (2) capable of efficient administration by the National Park Service at a reasonable cost.

In evaluating feasibility, the National Park Service considers a variety of factors for a study area, such as the following:

- size
- boundary configurations
- current and potential uses of the study area and surrounding lands
- landownership patterns
- public enjoyment potential
- costs associated with acquisition, development, restoration, and operation
- access
- current and potential threats to the resources
- existing degradation of resources
- staffing requirements
- local planning and zoning
- the level of local and general public support (including landowners)
- the economic/socioeconomic impacts of designation as a unit of the national park system

The feasibility evaluation also considers the ability of the National Park Service to undertake new management responsibilities considering current and projected availability of funding and personnel.

An overall evaluation of feasibility will be made after taking into account all of the above factors. However, evaluations may sometimes identify concerns or conditions, rather than simply reach a yes or no conclusion. For example, some new areas may be feasible additions to the national park system only if landowners are willing to sell, or the boundary encompasses specific areas necessary for visitor access, or state or local governments will provide appropriate assurances that adjacent land uses will remain compatible with the study area's resources and values.

### **1.3.4 Direct NPS Management**

There are many excellent examples of the successful management of important natural and cultural resources by other public agencies, private conservation organizations, and individuals. The National Park Service applauds these accomplishments and actively encourages the expansion of conservation activities by state, local, and private entities and by other federal agencies. Unless direct NPS management of a studied area is identified as the clearly superior alternative, the National Park Service will recommend that one or more of these other entities assume a lead management role, and that the area not receive national park system status.

Studies will evaluate an appropriate range of management alternatives and will identify which alternative or combination of alternatives would, in the professional judgment of the director, be most effective and efficient in protecting significant resources and providing opportunities for appropriate public enjoyment. Alternatives for NPS management will not be developed for study areas that fail to meet any one of the four criteria for inclusion listed in section 1.3.

In cases where a study area's resources meet criteria for national significance but do not meet other criteria for inclusion in the national park system, the National Park Service may instead recommend an alternative status, such as "affiliated area." To be eligible for affiliated area status, the area's resources must (1) meet the same standards for significance and suitability that apply to units of the national park system; (2) require some special recognition or technical assistance beyond what is available through existing NPS programs; (3) be managed in accordance with the policies and standards that apply to units of the national park system; and (4) be assured of sustained resource protection, as documented in a formal agreement between the National Park Service and the nonfederal management entity. Designation as a "heritage area" is another option that may be recommended. Heritage areas have a nationally important, distinctive assemblage of resources that is best managed for conservation, recreation, education, and continued use through partnerships among public and private entities at the local or regional level. Either of these two alternatives (and others as well) would recognize an area's importance to the nation without requiring or implying management by the National Park Service.

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## APPENDIX C: THE CAMPAIGN TO CREATE A JULIUS ROSENWALD & ROSENWALD SCHOOLS NATIONAL HISTORICAL PARK (EHT TRACERIES 2018)—HISTORICAL CONTEXT

### Julius Rosenwald's Life and Philanthropy

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



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

#### Biography of Julius Rosenwald

Born in 1862 in Springfield, Illinois, Julius Rosenwald was the son of Jewish immigrant parents. His father, Samuel, had immigrated to Baltimore from the German province of Westphalia in 1854, seeking to escape the harsh economic conditions that followed in the wake of the 1848 revolutions. Landing in Baltimore with only \$20 to his name, Samuel Rosenwald started as a peddler. He soon went to work for the Hammerslough brothers, sons of a German Jewish family who had established a successful clothing business. In 1857, Samuel Rosenwald married Augusta Hammerslough, and was soon tasked with managing the company's newest store, the Baltimore Clothing House in Peoria, Illinois. In 1861, Samuel and Augusta Rosenwald transferred to the company's Springfield, Illinois store, which at the time was selling a large volume of goods to the Union Army. Samuel Rosenwald purchased the profitable store in 1868.<sup>1</sup>

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

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

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

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

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

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



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



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

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

4 Bachman, 90; Ascoli, 22-25.

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

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

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



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

5 Bachmann, 90; Ascoli, 25-27.

6 Bachmann, 91-93; Ascoli, 28.



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

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

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

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

<sup>7</sup> Bachmann, 93-94; Ascoli, 37-39.

<sup>8</sup> Bachmann, 93-96; Ascoli 41.





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



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

Sears from consideration in order to avoid accusations of conflict of interest. Rosenwald, and the other businessmen serving as commissioners, were attacked by politicians with ties to interests seeking to profit from the procurement effort, and by January of 1918 the commissioners had been largely divested of their authority. To raise morale among the armed forces, the government in July 1918 asked Rosenwald to travel to France to speak to the troops regarding the war effort. Rosenwald, who on one appearance introduced himself as “General Merchandise” was highly popular with the troops, who nicknamed him “Rosy.” He met with hundreds of individual soldiers, and took the time to write personal letters to their parents. Upon learning that the Sears catalog was one of the most popular books in the military’s libraries and hospitals, serving as a reminder of home to American soldiers, Rosenwald had hundreds of copies sent abroad. While in Europe, Rosenwald became ill and returned to Chicago in October of 1918.<sup>9</sup>

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

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

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

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

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



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

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

health was also deteriorating. Desiring to devote more time to philanthropy, he began to consider the need to transfer management of the company to younger men. Impressed with the railroad executives he had met with during his government service, Rosenwald named Charles M. Kittle, vice president of the Illinois Central Railroad, as president of Sears in 1924. Rosenwald, in turn, became chairman of the company. In addition, he named General Robert E. Wood, formerly vice president of rival Montgomery Ward, as vice president of Sears, and Wood assumed management of the company's factories and retail stores. Wood later became president of the company following the death of Kittle in 1928.<sup>11</sup>

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

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

<sup>11</sup> Bachmann, 98-99; Ascoli, 260.

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

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

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

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

### **Rosenwald’s Philanthropic Activities**

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

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

13 Bachmann, 99; Ascoli, 359-61.

14 Bachmann, 99-100.

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

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



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

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

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

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

16 Ascoli, 54-57, 250.

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

18 Ascoli, 77-78.

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



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

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

19 Ascoli, 78-85.

20 Ascoli, 241-42.

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

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

### **The Julius Rosenwald Fund**

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

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

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



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

21 Ascoli, 216-218.

22 Ascoli, 216-218.

23 Ascoli, 396.

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

Rosenwald Fund Fellowships also contributed to the emergence of a black intellectual leadership class that played an important role in the American Civil Rights Movement of the twentieth century. Among the program's fellows were twelve African Americans associated with the landmark *Brown v. Board of Education* court case. Robert Lee Carter was a staff lawyer with the NAACP's Legal Defense and Education Fund. A graduate of Lincoln University in Pennsylvania and the Howard University Law School, Carter applied for a Rosenwald Fellowship in 1940, which allowed him to pursue a Master of Laws (LLM) degree at Columbia University. In conducting research for the case, Carter worked with New York social psychologists Kenneth



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

B. and Mamie Phipps Clark (Figure 14). The husband and wife team had studied the effects of racial segregation on the psychological development of African American children. Like Carter, the Clarks applied for and won a Rosenwald fellowship in 1940 that helped fund their research. Their findings provided an important basis for the NAACP's argument in the *Brown v. Board* case. John Aubrey Davis, a professor of Political Science at Lincoln University, oversaw essential non-legal historical research for the case. A Rosenwald fellowship, granted in 1938 and later renewed, had enabled Davis' graduate education.

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

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

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

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

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

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

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



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

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





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

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

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

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

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

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

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

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

“insightful, colorful portrayals of black life in America,” is regarded today as a leader in the Harlem Renaissance of the 1920s and 1930s. In 1948, Hughes praised the Fund’s contributions to African American attainment, writing that “a dollar invested in educational, social, or cultural progress is worth many dollars to many more persons than merely the individual carrier of culture in whom it is invested.”<sup>33</sup> Ralph Bunche (1904-1971) was an accomplished political scientist, academic, and diplomat. Bunche was the first African American to receive the Nobel Peace Prize in 1950 for his work at the United Nations in mediating the Arab-Israeli conflict in Palestine.<sup>34</sup> James Weldon Johnson (1871-1938) was a writer, poet, and civil rights leader. Through his seminal studies of black poetry, music, and theater, Johnson introduced white Americans to the creative achievements of African American culture.<sup>35</sup> E. Franklin Frazier (1894-1962) was a distinguished educator, author, lecturer, and head of the Department of Sociology at Howard University from 1934-1959. He taught at Howard University for over twenty years, beginning in 1934, and his work explored issues surrounding black higher education in the United States.<sup>36</sup> W. E. B. Du Bois (1868-1963, Figure 17) was an American educator, editor, and writer. He was a key figure in the creation of the NAACP in 1909, and served as editor of *The Crisis* from 1910-1934.<sup>37</sup> After Rosenwald’s death, Du Bois wrote an editorial in the NAACP’s magazine *The Crisis* that started with the following words “The death of Julius Rosenwald brings to an end a career remarkable especially for its significance to American Negroes.”<sup>38</sup>



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

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

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

zoranealehurst.com/about/ (accessed August 15, 2018); Meagan Flynn, “Zora Neale Hurston: 87 years after writing of ‘The Last Black Cargo,’ the book is being published,” *Washington Post*, May 2, 2018.

33 Poetry.org, “Langston Hughes,” <https://www.poets.org/poetsorg/poet/langston-hughes>; The Poetry Foundation, “Langston Hughes,” <https://www.poetryfoundation.org/poets/langston-hughes> (accessed August 15, 2018).

34 The Nobel Prize, The Nobel Peace Prize 1950, “Ralph Bunche Biographical,” <https://www.nobelprize.org/prizes/peace/1950/bunche/biographical/> (accessed August 15, 2018).

35 Poetry Foundation, Poets, “James Weldon Johnson,” <https://www.poetryfoundation.org/poets/james-weldon-johnson> (accessed May 4, 2018); Langston Hughes, “Simple and the Rosenwald Fund,” *Phylon* 9, no. 3 (3rd Quarter 1948): 229-31.

36 American Sociological Association, “E. Franklin Frazier,” <http://www.asanet.org/e-franklin-frazier> (accessed August 15, 2018).

37 Robert McHenry, ed., *Webster’s New Biographical Dictionary* (Springfield, MA: Merriam-Webster, 1988), 300.

38 Ascoli, 385.

39 Ascoli, 264, 282.

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



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

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

### Rosenwald’s Approach to Philanthropy

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

<sup>40</sup> Ascoli, 264-73, 327-34, 379.

<sup>41</sup> Embree and Waxman, 218-19.

Jewish concept of tzedakah—righteousness and charity.

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

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

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

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

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

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

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

43 Embree and Waxman, 220-21.

44 Embree and Waxman, 221-22.

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

### **Significance of Julius Rosenwald**

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

## **African American Education and the Rosenwald Schools Program**

### **African American Education in the Rural South**

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

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

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

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



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

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

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

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

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

48 Anderson, 19-25.

schools, following the best educational traditions of the era.<sup>49</sup>

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

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

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

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

### **Booker T. Washington and the Tuskegee Institute**

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

49 Anderson, 28-29.

50 Anderson, 27-31.

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

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

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

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



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

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

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

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

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



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

### **Rosenwald Schools Program**

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

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

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

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

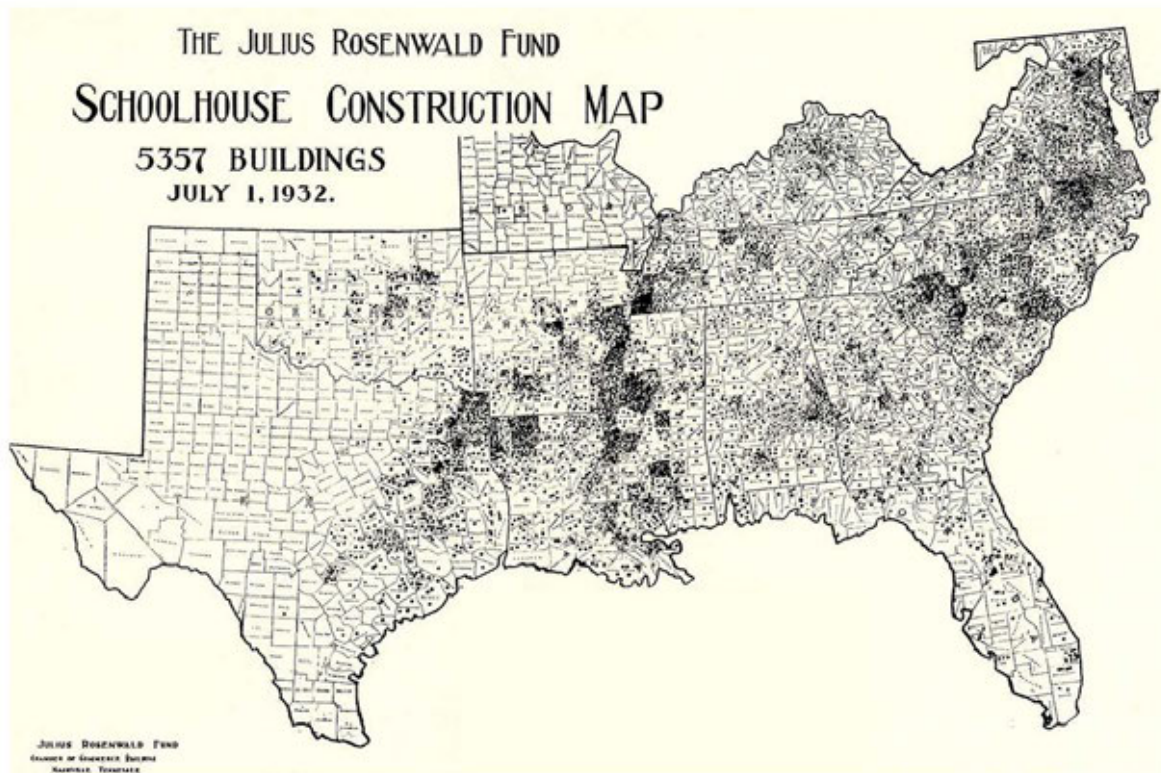
Taylor and his colleagues were influenced by the substantial body of literature devoted to the planning and design of school buildings that was produced during the late nineteenth and early twentieth centuries. Schools designed during this period reflected an emphasis on standardization,

56 Ascoli, 92-94.

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

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

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



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

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

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

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

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

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

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

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

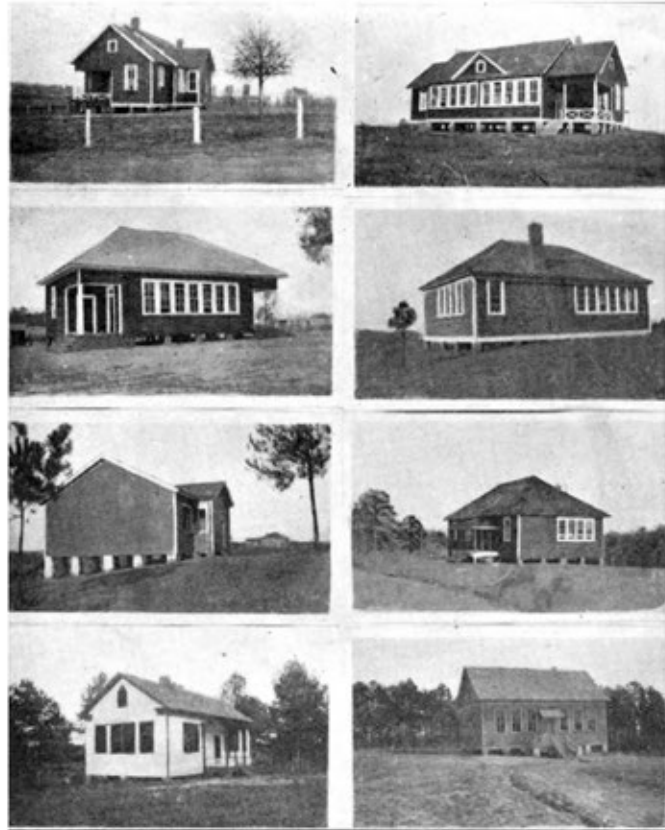
62 Palliser, Palliser & Co., *Palliser's Common Sense School Architecture* (New York: Palliser, Palliser & Co., 1889), 1-5.

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

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

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

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



SOME NEW RURAL NEGRO SCHOOLHOUSES  
RECENTLY ERECTED IN ALABAMA

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

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

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

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

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

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

for schools in Tennessee, which the state had published in the 1921 bulletin *Community School Plans*. At Smith's direction, Dresslar and state Negro school agents again reviewed the plans and had them redrawn by architects J. E. Crain and E. M. Tisdale. The Julius Rosenwald Fund then published its own version of *Community School Plans* in 1921.<sup>68</sup> The publication presented detailed specifications and also included general guidance for selecting and beautifying school grounds, determining the size of the school, its location, and the appropriate building plan to use. In the introduction to the 1924 edition, Smith stated that:

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

goal of constructing five thousand new schools, and with the value of the Fund's stock holdings greatly reduced, the Julius Rosenwald Fund announced in April of 1932 that the school building program would officially end with that year's appropriation. The announcement was confirmed at the end of the year when Samuel Smith advised state superintendents of education that no further aid would be provided, and directed them to alternative funding sources for the completion of those approved projects still under construction. During the 1930s, New Deal agencies, such as the Works Progress Administration, continued the work of constructing new rural schools in the south, in some cases coordinating with communities who had been raising money for years prior to the end of the program in 1932.<sup>77</sup>

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

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

### **Achievements, Significance, and Impact of Rosenwald Schools**

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

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

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

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

79 Ryckley, 19-21.

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





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

schools helped give one-third of African-American children then in the south a chance at a better life. A fraction of the schools survive today and remain the focus of that pride and affection. The total cost of the 5,357 buildings was over \$28,400,000. Julius Rosenwald contributed nearly \$4,400,000, while African Americans contributed over \$4,700,000, whites contributed about \$1,200,000 and tax funds provided the remaining \$18,100,000.<sup>81</sup>

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

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

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

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

82 Embree, 29.

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

### Notable Rosenwald School Alumni and Their Contributions

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

Author Maya Angelou (Figure 25) graduated from the Lafayette County Training School, a Rosenwald School in Stamps, Arkansas. She wrote about her experiences at the school in her most famous work, *I Know Why the Caged Bird Sings* (1969). In it, she describes her teachers and classmates, refers to the school's workshop and home economics building, and recalls her graduation ceremony.<sup>84</sup> Angelou (1928-2014) was an acclaimed American writer, editor, essayist, playwright, poet, and civil rights activist. She was a recipient of the National Medal of Arts (2000) and the Presidential Medal of Freedom (2010). She received the Literarian Award, an honorary National Book Award, in 2013. In addition, Angelou received over fifty honorary degrees.<sup>85</sup>



Figure 25: Maya Angelou (Time).

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

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

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

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

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



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



**Figure 27:** Eugene Robinson (Doubleday).



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

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

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

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

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

Another Rosenwald School alumnus, acclaimed American playwright and director George C. Wolfe (Figure 28) was born in Frankfort, Kentucky, in 1954.<sup>90</sup> Wolfe attended the Rosenwald Laboratory

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

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

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

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

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

*Times*, August 27, 2015.

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

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

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

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

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## **APPENDIX E: NPS-SUPPORTED NETWORK PROGRAMS**

The National Park Service supports several network programs that could serve as useful models for the Rosenwald School Network Program. This appendix describes these programs for consideration of the Rosenwald School Network Program management alternative to establishing a Julius Rosenwald and Rosenwald Schools National Historic Site.

### **NATIONAL UNDERGROUND NETWORK TO FREEDOM PROGRAM**

The National Underground Railroad Network to Freedom Program, established by Congress in 1998, preserves, documents, and amplifies Underground Railroad History. The program is a catalyst for innovation, partnerships, and scholarship connecting the diverse legacy of the Underground Railroad across boundaries and generations. The program consists of sites, programs, and facilities with a verifiable connection to the Underground Railroad. There are currently over 700 Network to Freedom locations in 39 states, plus Washington, DC and the US Virgin Islands. Individuals and organizations wishing to join the network must meet the criteria as explained in the National Underground Railroad Network to Freedom Act of 1998, section 3, (b)(2) (PL 105-203). The criteria include a verifiable connection of the property to the Underground Railroad and included or eligible for inclusion in the National Register of Historic Places (NPS 2023h, 2023k).

### **NETWORK TO FREEDOM GRANTS PROGRAM**

The Network to Freedom Grants Program, established in October 2000 (PL 106-291 section 4), granted the Secretary of the Interior the authority to make grants for the preservation and restoration of historic buildings or structures associated with the Underground Railroad and for related research and documentation to sites, programs, or facilities that have been included in the national network. Additionally, the law specified grant conditions including a matching requirement.

Individuals and organizations wishing to submit a grant application must meet the grant program's criteria. Anyone can apply for a grant to develop a Network to Freedom historic site application. Only current Network to Freedom members can apply for preservation and interpretation grants. Project applications should support or enhance the Underground Railroad associations for the site, program, or facility that is listed in the Network to Freedom, and there are special emphasis areas for each funding year. Examples of projects include interpretive markers, oral history, educational programs and curricula, accessibility (including installing ramps or lifts), NRHP documentation, preservation of collections, and cultural resource surveys. The program also specifies the types of projects that are not funded (NPS 2023l; ASALH 2023).

While PL 106-291 authorized \$2.5 million to be appropriated to the Secretary of the Interior for fiscal year 2001 and each subsequent fiscal year, amounts authorized but not appropriated in a fiscal year would be available for appropriation in subsequent fiscal years. Congress appropriated funds for the program in fiscal years 2002, 2005, 2006, and 2008. In

2012, 2014, 2017, and 2019–2022, the Network to Freedom Grants Program used operational funding to support competitively selected projects (NPS 2023h).

## **AFRICAN AMERICAN CIVIL RIGHTS NETWORK**

The African American Civil Rights Network was established in 2017 (PL 115-104) and is a collection of properties, facilities, and programs that offer a comprehensive overview of the people, places, and events associated with the African American Civil Rights Movement (NPS 2021a). Individuals and organizations wishing to join the African American Civil Rights Network must meet the criteria as explained in the African American Civil Rights Network Act of 2017, section 308402 (c)(2) (PL 115-104). The criteria include properties that relate to the African American Civil Rights Movement, have a verifiable connection to the African American Civil Rights Movement, and are included or eligible for inclusion in the National Register of Historic Places (NPS 2023e, 2023i). As of 2019, there were 28 sites in the network, 18 of which were owned or administered by the National Park Service. In a November 2023 update, 63 properties, facilities, and programs were included in the network (NPS 2019b, 2023f). The program will sunset in 2025 per PL 115-104. No funds were authorized to carry out the requirements of this network program, and the network was not authorized with grant-making abilities.

## **AFRICAN AMERICAN CIVIL RIGHTS GRANTS PROGRAM**

The African American Civil Rights Grants Program documents, interprets, and preserves sites and stories related to the African American struggle to gain equal rights as citizens. The 2008 NPS report *Civil Rights in America: A Framework for Identifying Significant Sites* serves as the foundation reference document for the grant program and for grant applicants to use in determining the appropriateness of proposed projects and properties.

The grants are funded by the Historic Preservation Fund and administered by the National Park Service. Congress appropriated funding for the African American Civil Rights Grants Program in 2016 through the Historic Preservation Fund. The fund uses revenue from federal oil leases on the outer continental shelf to provide assistance for a broad range of preservation projects without expending tax dollars. This competitive grant program provides grants to states, Tribes, local governments (including certified local governments), and nonprofits. Nonfederal matching share is not required, but preference is given to applications that show community commitment through nonfederal match and partnership collaboration. Grants fund a broad range of planning, development, and research projects for historic sites including survey, inventory, documentation, interpretation, education, architectural services, historic structure reports, preservation plans, and “bricks and mortar” repair (NPS 2022a).

Individuals and organizations wishing to submit a grant application must meet the grant program’s criteria. There are two types of projects—“preservation” and “history”—and the criteria for each are different. Preservation grants are for the repair of historic properties. History grants are for more interpretive work, like exhibit design or even historical research. Preservation criteria include a cost range for pre-preservation work and repair



work, compliance with Section 106 of the NHPA and NEPA, a preservation covenant/easement, and being listed or eligible for listing in the National Register of Historic Places or designated a National Historic Landmark either individually or as part of a district. History criteria include a cost range for the project, emphasis on innovative strategies, measurable results, cross-generational engagement, and public-private partnerships. The program also specifies the types of projects that are not funded (NPS 2023c).

In fiscal year 2023, Congress appropriated \$24 million for this grant program (NPS 2023c). As of 2020, this grant program has supported 237 projects including projects at Rosenwald Schools (NPS 2023d).

## **RECONSTRUCTION ERA NATIONAL HISTORIC NETWORK**

In March 2019, the John D. Dingell Jr. Conservation, Management, and Recreation Act (PL 116-9) redesignated Reconstruction Era National Monument to Reconstruction Era National Historical Park, expanded the park boundary, and created the Reconstruction Era National Historic Network, which was to be administered by the park. The park boundary includes approximately 65 acres of land in three different locations within Beaufort County, South Carolina. Approximately 16 acres of land or interests in land are controlled by the federal government: approximately 11 acres are controlled by the US Department of the Navy, and approximately 5 acres are controlled by the National Park Service. The park partners with the US Navy, the South Carolina Department of Natural Resources, Beaufort County, the Town of Port Royal, the Penn Center, and the congregation of Brick Church to manage three discontinuous locations of the park (NPS 2019a, 2022b).

The Reconstruction Era National Historic Network includes sites and programs affiliated with the Reconstruction Era National Park that the National Park Service does not necessarily manage. As mandated by Congress, Reconstruction Era National Historical Park and the Reconstruction Era National Historic Network serve as a national platform for telling the story of Reconstruction by conducting research, producing and disseminating educational and promotional materials, and providing technical assistance to federal and nonfederal entities interested in being part of the network (NPS 2019a).

Individuals and organizations wishing to join the Reconstruction Era National Historic Network must meet the criteria as explained in the John D. Dingell Jr. Conservation, Management, and Recreation Act (PL 116-9). The criteria include properties relating to the Reconstruction era that are included or eligible for inclusion in the National Register of Historic Places or that are other governmental sites, facilities, and programs of an educational, research, or interpretive nature directly related to the Reconstruction era, as well as all units and programs of the National Park Service determined by the Secretary of the Interior to relate to the Reconstruction era (1861–1900) (NPS 2023j).

At the time of this study's writing, approximately 100 sites in 27 states and the District of Columbia were included in the Reconstruction Era National Historic Network (NPS 2023g). Congress has appropriated funding ranging from \$250,000 to \$627,000 from fiscal year 2020 to 2023 for the management or operation of the network. In fiscal year 2024, the National

Park Service has requested \$65,000 (Department of the Interior 2024, 2023, 2022b, 2021, 2020).

Members are provided with information about promotional, collaborative, and support opportunities such as technical assistance, grant assistance, assistance with educational resources, and research and scholarship for their site, facility, or program. Each site, facility, or program is also added to the list of member sites in the Reconstruction Era National Historic Network (NPS 2023j).

## APPENDIX F: ADDITIONAL SITES SUGGESTED

This appendix includes additional sites suggested for study in addition to the sites mentioned in the study’s legislation. The sites recommended by a state historic preservation officer in *Identifying and Evaluating Rosenwald School Facilities Recommended for Inclusion in a National Historical Park. Vol. 2: Appendices* (EHT Tracerics 2021b) are designated by an asterisk (\*). Other recommendations came from the public<sup>7</sup> during the public outreach of this special resource study.

Name of Site	Location
1. Midway School (Merritt School)*	Bullock County, AL
2. Emory School*	Hale County, AL
3. Tuskegee University	Macon County, AL
4. Cecil School*	Montgomery County, AL
5. Mobile County Training School	Mobile County, AL
6. Peake High School*	Clark County, AR
7. Selma School*	Drew County, AR
8. Old Lincoln High*	Alachua County, FL
9. Cocoa Rosenwald School*	Brevard County, FL
10. Paul Laurence Dunbar School*	Lee County, FL
11. Bradfordville Rosenwald School*	Leon County, FL
12. Lucy Moten Elementary School*	Leon County, FL
13. Okahumpka Rosenwald School	Lake County, FL
14. Cusseta School*	Chattahoochee County, GA
15. Vienna County Training School*	Dooly County, GA
16. Fort Valley High and Industrial School*	Peach County, GA

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7. Suggestions from the public are not verified but are retained for future reference as information about schools continues to emerge.

Name of Site	Location
17. Thomas Jefferson Elder High and Industrial School*	Washington County, GA
18. Eleanor Roosevelt School	Meriwether County, GA
19. Other Georgia schools [no further information provided]	Georgia, statewide
20. Jane Addams Hull-House Museum	Cook County, IL
21. Sears Sunken Garden and nearby parcels	Cook County, IL
22. Sites associated with Rabbi Emil Hirsch and Temple Sinai	Cook County, IL
23. University of Chicago	Cook County, IL
24. Rosenwald Home	Cook County, IL
25. Homan Square	Cook County, IL
26. Wabash YMCA	Cook County, IL
27. Cadentown School*	Fayette County, KY
28. Madisonville School*	Hopkins County, KY
29. Jacob School*	Jefferson County, KY
30. Berea Consolidated School*	Madison County, KY
31. Lebanon School*	Marion County, KY
32. Mays Lick Negro School*	Mason County, KY
33. Longstreet School*	DeSoto Parish, LA
34. Remains of suspected Rosenwald School [no further information provided]	St. Francisville, LA
35. Galesville School*	Anne Arundel County, MD
36. Johnson School*	Jefferson Davis County, MS
37. Walthall County Training School (Administration Building)*	Walthall County, MS
38. Ware Creek Colored School* [EHT Tracerics notes this school could not be found in the Fisk Rosenwald Database]	Beaufort County, NC

Name of Site	Location
39. Allen Grove School*	Halifax County, NC
40. Williamston Colored School*	Martin County, NC
41. Canetuck Rosenwald School*	Pender County, NC
42. Corapeake School	Gates County, NC
43. Best Chapel School	Greene County, NC
44. Snow Hill Colored School	Greene County, NC
45. Anderson Rosenwald School	Madison County, NC
46. Any of 10 schools in Mecklenburg County [no further information provided]	Mecklenburg County, NC
47. Sampson High School	Sampson County, NC
48. Associated North Carolina institutions	North Carolina (no locations specified)
49. Boswell School*	Choctaw County, OK
50. Arbeka U.G. School #1*	Seminole County, OK
51. Lima School, Dist. #5*	Seminole County, OK
52. Mt. Zion Rosenwald School*	Florence County, SC
53. Hope Rosenwald*	Newberry County, SC
54. Seneca School*	Oconee County, SC
55. Great Branch Teacherage*	Orangeburg County, SC
56. Pine Grove Rosenwald School*	Richland County, SC
57. Carroll School*	York County, SC
58. Penn Center at Reconstruction Era National Historical Park (childcare center) [unconfirmed]	Beaufort County, SC
59. Nine Mile Fork School	Charleston County, SC
60. Brainerd Institute	Chester County, SC

Name of Site	Location
61. St. George Rosenwald School	Dorchester County, SC
62. Siloam School [unconfirmed]	Mecklenburg County, SC
63. Catawba Rosenwald School (Liberty Hill)	York County, SC
64. Sites relating to Mary Mcleod Bethune	South Carolina (no location specified)
65. Lincoln School*	Bledsoe County, TN
66. Free Hills School*	Clay County, TN
67. Loudon School*	Loudon County, TN
68. Durham's Chapel School*	Sumner County, TN
69. Hopewell School*	Bastrop County, TX
70. Lockhart Vocational School	Caldwell County, TX
71. St. Paul's School*	Brunswick County, VA
72. Second Union School*	Goochland County, VA
73. King William County Training School*	King William County, VA
74. Woodville School* (Scrabble School)	Rappahannock County, VA
75. St. John Rosenwald School	Albemarle County, VA
76. High School (unnamed) [no further information provided]	Albemarle County, VA (Charlottesville)
77. George Washington Carver Regional High School	Culpeper County, VA
78. Fork Church School	Fluvanna County, VA
79. West Bottom School	Fluvanna County, VA
80. Shiloh School	Fluvanna County, VA
81. Cloverdale School [unconfirmed]	Fluvanna County, VA
82. The Lone Star School [unconfirmed]	Fluvanna County, VA

Name of Site	Location
83. Douglass [unconfirmed]	Fluvanna County, VA
84. Woodville Rosenwald School	Gloucester County, VA
85. Goochland Library and Schools	Goochland County, VA
86. Virginia Randolph Schools	Henrico County, VA
87. Julius Rosenwald High School [no further information provided]	Northumberland County, VA
88. Shenandoah National Park	Albemarle, Augusta, Greene, Madison, Page, Rappahannock, Rockingham, and Warren Counties, VA
89. 12th Street YMCA (Thurgood Center for Service and Heritage)	Washington, DC
90. All Rosenwald Schools in six states	MS, VA, NC, GA, TN, AL [no locations specified]
91. Julius Rosenwald High School	No location specified
92. A school from the Tuskegee period	No location specified
93. All sites recommended by state historic preservation offices in response to EHT Traceries survey	No location specified
94. Julius Rosenwald Fund Library Program	No location specified
95. Sites associated with Booker T. Washington and Tuskegee	No location specified
96. A site associated with Judaism	No location specified
97. Libraries, hospitals, colleges and universities, teacher education, other Jewish agencies associated with the Rosenwald Fund	No location specified
98. Connections to citizenship schools during the Civil Rights Movement	No location specified

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## **APPENDIX G: STUDY TEAM**

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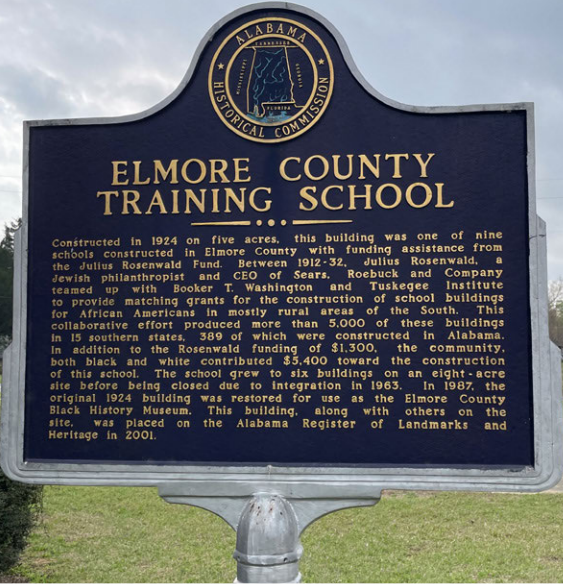
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Bottom left photo: Mississippi Department of Archives & History, 2007



As the nation's principal conservation agency, the Department of the Interior has responsibility for most of our nationally owned public lands and natural resources. This includes fostering sound use of our land and water resources; protecting our fish, wildlife, and biological diversity; preserving the environmental and cultural values of our national parks and historic places; and providing for the enjoyment of life through outdoor recreation. The department assesses our energy and mineral resources and works to ensure that their development is in the best interests of all our people by encouraging stewardship and citizen participation in their care. The department also has a major responsibility for American Indian reservation communities and for people who live in island territories under US administration.



# Julius Rosenwald and the Rosenwald Schools Special Resource Study 2024

