

United States Department of the Interior
National Park Service

National Register of Historic Places Registration Form

1. Name of Property

historic name Jefferson Jacob School

other names/site number Jefferson Jacob Colored School, Jefferson Jacob Rosenwald School, JF-840

2. Location

street & number 6517 Jacob School Rd

NA
NA

not for publication

city or town Prospect

vicinity

state Kentucky code KY county Jefferson code 111 zip code 40059

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act, as amended,
I hereby certify that this ___ nomination ___ request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60.

In my opinion, the property ___ meets ___ does not meet the National Register Criteria. I recommend that this property be considered significant at the following level(s) of significance:

 national statewide local

Signature of certifying official/Title _____ Date _____

State or Federal agency/bureau or Tribal Government _____

In my opinion, the property ___ meets ___ does not meet the National Register criteria.

Signature of commenting official _____ Date _____

Title _____ State or Federal agency/bureau or Tribal Government _____

4. National Park Service Certification

I hereby certify that this property is:

- entered in the National Register
- determined eligible for the National Register
- determined not eligible for the National Register
- removed from the National Register
- other (explain:) _____

Signature of the Keeper _____ Date of Action _____

5. Classification

Jefferson Jacob School
Name of Property

Jefferson, KY
County and State

Ownership of Property
(Check as many boxes as apply.)

Category of Property
(Check only **one** box.)

Number of Resources within Property
(Do not include previously listed resources in the count.)

<input checked="" type="checkbox"/>	private
<input type="checkbox"/>	public - Local
<input type="checkbox"/>	public - State
<input type="checkbox"/>	public - Federal

<input checked="" type="checkbox"/>	building(s)
<input type="checkbox"/>	District
<input type="checkbox"/>	Site
<input type="checkbox"/>	Structure
<input type="checkbox"/>	Object

Contributing	Noncontributing	
2	0	buildings
0	0	Sites
0	0	structures
0	0	objects
2	0	Total

Name of related multiple property listing
(Enter "N/A" if property is not part of a multiple property listing)

Number of contributing resources previously listed in the National Register

N/A

N/A

6. Function or Use

Historic Functions

(Enter categories from instructions.)

Education/School

Social/Clubhouse

Current Functions

(Enter categories from instructions.)

Social/Clubhouse

7. Description

Architectural Classification

(Enter categories from instructions.)

Colonial Revival

Materials

(Enter categories from instructions.)

foundation: Concrete

walls: Vinyl

roof: Shingle

other: Sandstone

Iron

7. Narrative Description

Jefferson Jacob School
Name of Property

Jefferson, KY
County and State

Summary Paragraph

Jefferson Jacob School (JF-840), also known as Jacob School, is a two-story frame building on the eastern end of Jacob School Road near Prospect, Kentucky, approximately half a mile from the Ohio River. It is located in a rural area and was one of the schools built by Julius Rosenwald's rural African American School building program. The school was constructed circa 1918, and shares the plot of land with another small building, built in 1919 as a kitchenette, sitting behind and to the north of the school, on .76 acres, a reduction of the two acres originally deeded for that purpose. Surrounding the two contributing buildings on the property is a rural residential neighborhood. This rural area sits just outside Prospect, Kentucky, which is defined roughly by River Road on the North and 42 to the south.

Character of Site and History of Ownership

The original two acres on which Jefferson Jacob School sat were purchased in 1916 from W.S. Shirley. At the time the school was constructed around 1918, Prospect was a small town, more typical of rural areas than its current condition. Jacob School Road is a typical narrow, paved, rural road. There has been some commercial development on either side of Jacob School road, the area is still defined by agriculture, especially across the road from the school, to the west.

The school property is not oriented perfectly to the cardinal directions; the road in front of the lot runs northwest-southeast, and the long side of the school is parallel with this road. For the sake of simplicity, directions will be given in terms of cardinal directions. Thus, the road lies west of the front of the school, and the back of the property will be indicated as east.

These two buildings and the small .76 acre plot of land are what is left of the Jefferson Jacob Colored School. The lot begins with a green space directly off the road, which includes a rusted flag pole sitting on a block of poured concrete, centered in front of the school. On the northern edge of the property is an evergreen bush line, separating the school buildings from the residence next door. The southern edge of the property is marked by an old broken and greatly weathered wooden fence, and beyond that, a tree line. At the far end of the fence is a heap of decaying logs, seemingly harvested from the surrounding trees on the property. The rear of the former kitchenette faces a small field, which ends in a tree line. In the distance beyond that tree line are more rural neighborhood residences. Closer to the school house and historic kitchenette, that land is open, and may have been used for agricultural teaching purposes during the school's operations from c. 1918 until it closed in 1957. Current plat records indicate that this land contains the building's septic tanks. Around the school is a circular dirt driveway, which opens to a larger straight-on driveway in front of the kitchenette. On the east side of the kitchenette is a slightly-weathered and rusted water pump, sitting on top of a block of poured concrete.

Exterior Description of School

The main building on the property is the two classroom school house. The outer wall of the building, which faces the road, is lined with the same evergreen bushes used to separate the property from the residence to the west. The building has two levels due to its dual use as a fraternal lodge meeting place and a Rosenwald School. The basement level has four sets of non-original 6x6 windows, evenly spaced on either side of a larger center gap. The basement on which the building sits is constructed of concrete. The second level also has four sets of windows with a larger gap between the second and third set, but these have been boarded up. In the larger gap at the center of the building is the sign which designates its most recent owner, Prospect Masonic Lodge # 109. The

Jefferson Jacob School
Name of Property

Jefferson, KY
County and State

school most likely originally had painted wood siding, the most common siding material used for Rosenwald Schools. The siding has either been replaced or covered with white vinyl siding and a new vinyl gutter system has been added. The roof is a shingled side gable with a decorative front gable facing the street. In the center of the front gable is a red brick chimney.

The east side of the building continues the second level windows, with two sets evenly spaced. These are also boarded over and the same size as the larger boarded windows in the street-facing side. There are no windows on the lower level of the building on this side, but there is a wooden door with a small window at upper center. This door is extremely weathered, and the plant, which is growing out of it, displays the building's disuse. The vinyl siding and gutter systems extend around to this side of the building and around the entire school house.

The façade of the school house faces the back field area and the small kitchenette in the rear. The most prominent alteration to the facade of the school house is a cinderblock addition, probably added some time after 1957, when the Masonic Lodge bought the buildings. This addition juts out from the center of the building and may have replaced a long stairway up to the portico, whose double doors are still visible above the addition. It has a small plain window used for lighting only, on the east beside a grey metal stove pipe. The front of the addition has a centered weathered wooden door held shut by a rust padlock and a cement block propped in front of it. Beside this door are two more small windows matching the one on the east side of the addition. On the west side wall of the addition is another weathered wooden door with a plant growing out of it, much the same as the door on the east side of the school house original. On the east side of the addition are utility meters and pipes leading into the school house, set beside one set of 6-over-6 windows, as found on the first level in the front.

Directly above the addition and attached to it are two plain wooden columns supporting a wooden and shingled awning, probably the original entryway into the school house. The awning sits over a set of French doors with 6-over-6 windows. Attached to the underside of the awning is a bare outdoor light fixture with one light bulb. Attached on the west side of the awning is another grey metal stove pipe of the same material and design as the one attached to the addition. This pipe starts midway up the wall and extends past the roofline. Behind the sightline of the awning is a small cupola, reminiscent of church construction, and used for added ventilation.

On the west side of the addition, directly above the concrete foundation on the edge of the original building, is a sand-colored corner stone which reads, "Masonic Lodge NO. 109 L.F. Peters, FDR. F. & A.M. 1918 Perry Ditto W.M. Trustees H. Jacobs, ED Weeden, H. Kennedy." Above and to the right of the stone is a small metal vent resembling a dryer vent.

The west side of the building has two sets of 8-over-8 windows on the first level, resembling in length those on the front and right side that are boarded over. These windows are covered from the interior by white and blue plastic. There are various electric wires running horizontally across the middle of the building which run above a weathered green metal awning, overtop another weathered wooden door with three diagonal windows in the upper portion. The door is surrounded on either side by two to three feet of wooden vertical siding, and the entryway is constructed of concrete blocks and lowered a step below ground level. Beside the door is another small sign, a direct replica of the sign that hangs between the second and third set of windows at the front of the building, designating this building as property of Masonic Lodge 109. Above the door is another single exterior light. This entry way probably replaced the façade entry area after the Masonic lodge built the addition.

Jefferson Jacob School
Name of Property

Jefferson, KY
County and State

Interior Description of School

Interior could not be viewed due to lack of owner response.

Exterior Description of Historic Kitchenette

Behind and to the west of the school house sits another frame building resting on the same style of concrete foundation. It is a duplex, split down the middle with each side containing one wooden door at the center of the building with a large screened window in the upper portion and two sets of concrete steps each leading up to the doors. Though it now looks to be residential, the building was originally a kitchenette constructed for domestic training. Beside these doors on either side are a set of 6-over-6 windows with blinds. The door on the west side has a painted white metal awning above it and a sign designating it as a senior center, to the left side of the door. The senior center is no longer in operation, though there does seem to be someone residing in the building. In between the door and the window on the east is the street number for the property in black metal numbers (6517). The entire building has the same white vinyl siding and new gutter system, as the main building. The roof is a shingled side gable as well. In the center of the roof between the two apartments is a red brick chimney. The east side of the house contains one set of 6-over-6 windows and a phone or electrical line running from below the roof line.

There is a lone 6-over-6 window in the rear of the building, an oddity, since windows usually came in pairs in Rosenwald buildings. The lack of the second window may be due to the addition to the building. Next to this window is a small addition, easily distinguished as such because the vinyl siding extends down to the ground, instead of ending at a layer of concrete foundation as it does on both the kitchenette and the school house, is an outhouse-sized space without windows or door, though there is a tiny point of entry at the bottom, most likely a dog door. Past this addition, the original kitchenette continues and juts out to form a larger back room. This section has a set of 6-over-6 windows facing the field. There is a satellite dish attached to the rear right corner of this part of the house.

Interior Description of Kitchenette

Interior could not be viewed due to lack of owner response.

Change to the Buildings Since the Period of Significance

There have been several additions and exterior changes to Jefferson Jacob School since it was originally built. When it was constructed the school resembled other Rosenwald schools in that it was a frame building with wooden siding. The building is sided with white vinyl and the original steps that led to the main entrance on the façade have been replaced with a small cinderblock addition, though the awning of the portico is still intact. The kitchenette has also been sided with white vinyl and looks to have been split into two apartments.

Jefferson Jacob School
Name of Property

Jefferson, KY
County and State

8. Statement of Significance

Applicable National Register Criteria

(Mark "x" in one or more boxes for the criteria qualifying the property for National Register listing.)

- A Property is associated with events that have made a significant contribution to the broad patterns of our history.
- B Property is associated with the lives of persons significant in our past.
- C Property embodies the distinctive characteristics of a type, period, or method of construction or represents the work of a master, or possesses high artistic values, or represents a significant and distinguishable entity whose components lack individual distinction.
- D Property has yielded, or is likely to yield, information important in prehistory or history.

Criteria Considerations

(Mark "x" in all the boxes that apply.)

Property is:

- A Owned by a religious institution or used for religious purposes.
- B removed from its original location.
- C a birthplace or grave.
- D a cemetery.
- E a reconstructed building, object, or structure.
- F a commemorative property.
- G less than 50 years old or achieving significance within the past 50 years.

Areas of Significance

(Enter categories from instructions.)

Education

Period of Significance

1918-1957

Significant Dates

1918

1919

1957

Significant Person

(Complete only if Criterion B is marked above.)

N/A

Cultural Affiliation

N/A

Architect/Builder

Rosenwald School Fund

Period of Significance

This period of significance spans the time from when the school's construction was complete and the school opened in 1918 until it closed in 1957.

Criteria Considerations N/A

Jefferson Jacob School
Name of Property

Jefferson, KY
County and State

Statement of Significance

Summary Paragraph

Jefferson Jacob School (JF-840) sits outside Prospect, Kentucky, a small rural town just outside Louisville Metro. Jefferson Jacob School meets National Register Criterion A, significant in the history of African American education. During its time of use as a school, 1918-1957, African American education was conducted in segregated facilities in Kentucky and most of the United States South. This property is important for revealing a portion of the frictions between black and white Americans, and their resolution in greater Civil Rights being accorded to African Americans in the places where they were educated. The school's historic significance is evaluated within the context "Rosenwald Schools in Kentucky, 1916-1964." The building functioned successfully as an African American school built by community funds, with assistance from the Rosenwald Fund, and served as an important community center and meeting place for the Prince Hall Masons until the building fell into disuse.

Historic Context: Rosenwald Schools in Kentucky, 1916-1964

As a border state during the Civil War, Kentucky has wrestled with its place between the sometimes opposing forces of northern and southern culture. During the War, Union forces occupied parts of northern Kentucky, the Harrods Creek area of Jefferson County, in particular. After the Civil War, this former slave state grappled with how to live with its emancipated slave population. Nowhere is this more evident than in the debate over public education for African American children. As progressive ideology shifted education into the realm of public responsibility, the racial tensions from segregation and judicial rulings, supporting separate but equal facilities and services, resulted in an environment in the local school board established schools for African Americans, which enabled blacks to begin their trek as legitimate citizens.

Blacks and whites alike recognized education as a powerful path to freedom. By 1835, most slave-holding states had prohibited the education of African Americans. As a condition of re-admittance to the union after the Civil War, former states of the Confederacy were forced to repeal these laws. In response to this mandate, most southern states had established a separate school system for African Americans by 1872. Kentucky had not officially joined the Confederacy, which left the state with some latitude to enact post-War social policies at different rates. For instance, Kentucky was the second last among other states of American south to legalize segregation within education, doing so in its revised 1891 constitution. While the constitution allowed segregated schools, a new provision, the Day Law, mandated segregated schooling in 1904 (Turley-Adams 1997).

The first African American schools in Kentucky created during the Reconstruction period were usually small one-room affairs run by churches, the American Missionary Association, and the Freedman's Bureau. The buildings in which classes were held were either old and drafty, or were not exclusively schools, such as meeting rooms of churches. These early education places either did not afford the room necessary for community use, or were at the mercy of neighborhood boundaries and denominational rivalries.

The inadequacies of black school places became more apparent when funding for Kentucky's white schools increased, in a greater proportion than black schools did. These inequities were

Jefferson Jacob School
Name of Property

Jefferson, KY
County and State

entrenched by the Day Law, which prevented any novel solutions that might have stepped toward integrated schooling. Most school boards provided ramshackle one-room schools as the only option for many African American students. The Day Law also stripped these small schools of the little funding they might have had, allowing local school boards to divert money from school buildings to the repayment of outstanding debts within the African American community (Turley-Adams 1997). This practice was found illegal in 1914.

The poor funding of African American education led various northern philanthropic organizations, who adhered to progressive ideologies, to intervene. Various funds were created to combat the inequalities. These include the George Peabody Fund, Slater Fund, the Phelps-Stokes Fund and the Jeanes Fund, which supported the salaries of supervising teachers who trained teachers and raised funds for schools (Donohue 2002). These organizations did much to further African American education in the South, but focused on teacher training and other intangible aspects of education. Into this arena stepped Julius Rosenwald and his rural school building program.

Rosenwald was a northern philanthropist who gained his fame and fortune as president of Sears, Roebuck Company. He was born in 1862 in Illinois to German Jewish immigrants. In April of 1891 he married Augusta Nusbaum, and they had five children (Turley-Adams 1997). She is credited with involving him in the African American education cause. His interest in African American education led him to Booker T. Washington and the Tuskegee institute, of which he later became a member on the board of trustees. He agreed with Washington that African American education should focus on industrial and agricultural education, and instead of striving for social equality, "they should strive for personal perfection and mutual trade among themselves" (Turley-Adams 1997).

With this type of schooling in mind, in 1912, Rosenwald gave \$2,100 to the institute to experiment with rural school construction that would facilitate the vocational type of education he believed would best benefit the African American population and would encourage white support of the program (Hoffschwelle 2006). At the outset, Rosenwald established ground rules for fund dispersal. He mandated that the land, at least 2 acres, and school building be deeded to the local school system, to be maintained and operated with public funds. The construction of the school had to follow set plans created just for this type of school, which included an industrial room and agricultural area. He also only offered one third of school construction costs, or \$350, which had to be matched by the African American community in land, money, or labor costs. Other funding was also collected from the public in the form of taxes and in rare cases, whites in the community via donations. Finally, he stipulated that a school had to have at least a five-month term to receive funding (Hoffschwelle 2006). The stipulations early in the school building program were far less than would come once Rosenwald removed his fund from Tuskegee control.

In 1915 Rosenwald removed his fund from Tuskegee control, stating that white taxpayers and land owners would be more willing to work with and for white men. Underlying concerns regarding spotty account keeping and inferior construction materials and methods may also have played into his move to incorporate the fund in 1917 (Hoffschwelle 2006). At this time, the rules and regulations governing funding also became more stringent. Along with all the regulations set in place during the Tuskegee era of the program, Rosenwald mandated the usage of professionally drawn plans or acceptable substitutions approved by state agents. These codified plans ensured superior construction and materials and also an acknowledged look to the schools, which would allow them to

Jefferson Jacob School
Name of Property

Jefferson, KY
County and State

be recognized at once as Rosenwald schools. The plans also ensured that the buildings were simple so they were within the price range of the community, but also avoided jealousy of whites, whose usual reaction to African American advancement in education was arson, a violent reaction that would remain throughout desegregation and the civil rights movement (Hoffschwelle 2006). Strict adherence to plans and construction methods were enforced, as funding would not be disbursed until construction was completed and approved by the state agent. State agents were men hired by the Rosenwald Fund to oversee construction, work with the state education boards and raise funds for schools in the area. Finally, Rosenwald realized these schools were more than an educational meeting place; they would become a gathering place for the community. As such, he stipulated in his plans that a large auditorium should be a part of the school, and if this was not feasible, then moveable partitions between classrooms.

Rosenwald's fund was the first of its kind. It focused on creating tangible representations of the African American community and "Supported the first major attempt by African Americans themselves to shape and control education in their community" (Turley-Adams 1997). Within Kentucky, 155 Rosenwald schools were built employing 402 teachers and serving 18,090 students. African Americans contributed \$88,897 towards their construction and the fund contributed \$130,590. All other funding for the Kentucky Rosenwald schools came from donations within the white community and taxation (Turley-Adams 1997).

Through the construction of visible areas of African American control within the community, such as their school building, African Americans began to construct community identity, which they would utilize later to rally together for equality in the Civil Rights Movement. These schools were the some of the first publically accepted African American community centers.

History of the Jefferson Jacob School

Jefferson Jacob School was built between Harrods Creek and Prospect, Kentucky and opened circa 1918. After the Civil War large plantations were broken into smaller farming lots in the Harrods Creek/Prospect area, creating a lower income agricultural zone (Chamberlain 1994). The area is still considered rural within Metro Louisville, the current city-county governmental structure. Prospect now more resembles an upper-class pastoral bedroom community than the lower-income agricultural area it was when Jefferson Jacob School was constructed.

This eight-grade two-teacher consolidated school was one of the first Rosenwald Schools in Kentucky, and the first of seven in Jefferson County. The other six schools were Eastwood School, Harrison Kennedy School, South Park School, Jeffersontown School, Newburg School, and Dorsey School (Turley-Adams 1997). The nominated school was erected on Jacob School Road, off of River Road, and served the students of Harrods Creek, Prospect and Harrison Kennedy. Jefferson Jacob School's total cost at the time of construction was \$4,800 (Turley-Adams 1997). African Americans provided \$400 in labor and donations, specifically they agreed, during a school board meeting in 1916, to "do all the necessary excavating; furnish all the material for the walls and floor of the basement to be made of concrete and will, under the supervision of a competent person, do all the work necessary in making the forms and filling same with concrete," and also to "haul all the material necessary for the erection of a two-room school building with 2 rooms in the basement for manual training and domestic science" (Gray 1916).

Jefferson Jacob School
Name of Property

Jefferson, KY
County and State

Rosenwald matched the funding by the community with \$400 from the fund, and the rest of the funding was provided via taxation. The land for the school was deeded to the school board in 1916, just after Rosenwald's fund began to move out of its experimental phase and into a broader reach, to 14 southern states (Knox 1947). Jefferson Jacob School has a design unlike most other schools supported by the Rosenwald fund, a product of its construction early in the Fund's life. The school's original plans, as well as notes in school board meeting minutes, indicate the building's early construction within the program, when regulations were not as stringent.

Along with the original two-story building, funds were appropriated in 1919 to construct a small kitchenette behind the building for the purpose of domestic instruction for female pupils, in keeping with Rosenwald's ideology about a proper school's function (School Board Meeting Minutes 1919).

The construction of the building also evidences its important role in the community, as "two story structures often accommodated fraternal lodges as well as schools in the African American community" (Hoffschwelle 2006). At the time of this writing, the building is still deeded to Prospect Masonic lodge #109; the cornerstone on the façade of the building dates the Masonic lodge's involvement with the building to its construction date in 1918. Along with the Masonic lodge's involvement, it is clear that the building became a meeting place and a source of pride for the rural African American community it served. A flier from the Parent-Teacher association, and a letter dated 1947 from a community member, reveal that the building was used not only for educational purposes, but also as a general meeting place for events within the community. The Rosenwald schools "immediately moved school children and their teachers into a public space that offered a new focal point for the community" (Hoffschwelle 2006). With segregation laws so stringent during its time of operation, this building provided a place for members of the local African American community to gather. The importance of these buildings to the community is evident in the community's sacrifice to acquire the funding to create these symbols of African American power and pride. "African Americans paid their taxes and then voluntarily taxed themselves a second time to build and maintain Rosenwald schools" (Hoffschwelle 2006).

Jefferson Jacob School served the community continually from its construction in 1918 to its closure in 1957, when Kentucky schools began to integrate. After the school closed, the building was purchased by Prospect Masonic Lodge #109, a Prince Hall Masons group, and remains deeded to them to the present date.

Presently Masonic Lodge #109 still owns the building, though it is not evident if it is in use today. From 1918 until it fell into apparent disuse, it was used by the lodge, the original basement is evidence of this dual use as a school and a meeting place for the fraternal brotherhood.

Evaluation of the Significance of the Jefferson Jacob School within the Context of Rosenwald Schools in Kentucky, 1916-1964

Jefferson Jacob School
Name of Property

Jefferson, KY
County and State

Jefferson Jacob School in Prospect, Kentucky, stands as a valuable reminder of a time when segregation confined members of the African American community to the status of second-class citizens. Through the construction of institutional buildings, such as churches and schools, African Americans began to construct a community identity, which they would later utilize to rally together for equality in Civil Rights. These schools were the some of the first publically-accepted African American community centers. Rosenwald schools served this purpose, because they were built for the dual purpose of educational use and as community centers. The Jefferson Jacob School's use by the Prince Hall Masonic lodge #109 after integration reminds us of how the school served the entire community.

The African American communities surrounding Prospect, in the early 20th century were aware of what a first-class school could give their children. These people were eager to create a building all their own, a source of pride, a sign of advancement, and a safe haven from the prejudices they encountered every day outside its walls. The Jefferson Jacob School is an important document of these aspirations.

This active involvement in the construction of the school was a powerful source of pride within the community and a public reminder that African Americans were beginning to work towards emancipation from southern prejudices, even if they could not free themselves from the restrictive laws. These buildings were some of the first public institutions created by African Americans and they stand as some of the first material reminders of a community, which prior to this time, had been denied physical place in the historical record. As Mary S. Hoffschwelle states in her book, The Rosenwald Schools of the American South, "Black participation forced white southerners to acknowledge the value of black southerners' contributions to their own schools."

Evaluation of the Integrity of the Significance of the Jefferson Jacob School in light of its current physical condition

The Supreme Court ruling, segregated schooling of students according to race was unconstitutional, led to greater educational opportunities for African Americans, but left the former all-black schools unvalued resources. These buildings stood as evidence of white racism and of second-class status for African American citizens. Not surprisingly, neither group immediately cherished these buildings once integrated facilities began to be built across Kentucky. This is true even for schools erected with the assistance of Rosenwald funds.

A historic African American school in Jefferson County will be eligible if it retains integrity of **associations**. The possession of integrity of associations is the primary integrity factor which confirms that the school meets the terms of Criterion A: it is a property "**associated** with events that have made a significant contribution to the broad patterns of our history." The historic context, "Rosenwald Schools in Kentucky, 1916-1964," explains those significant broad patterns of events on a statewide level. The Jefferson Jacob School possesses additional integrity factors which support the conclusion of integrity of association: integrity of location, setting, materials, and design.

Jefferson Jacob School
Name of Property

Jefferson, KY
County and State

Jefferson Jacob School maintains integrity of location. It has not moved. More important than that small fact, though, this location is an important remnant of a number of rural African American communities in Jefferson County. The Rosenwald fund did not provide full financial support for the construction of schools; the local community had to provide a substantial part of that funding as well. A place such as Prospect, and its surroundings, had to have a critical mass of residents with sufficient economic strength in the form of incomes, property tax collections, and black children, to make the placement of a Rosenwald school in this spot both desirable and feasible. With this building in its original location, the relationships between the school and these communities have tangible form.

Jefferson Jacob School maintains integrity of internal site setting. The land surrounding the site remains rural in part, but has lost the extremely rural character it had during the Period of Significance. Though not nominated in its entirety, the school's original 2-acre site has been subdivided and no longer is under single ownership. The viewsheds directly in front of the school, and immediately behind it, provide the most intact sense of the resource in a highly rural situation.

Jefferson Jacob School possesses a fair amount of integrity of materials, although most of the historic materials lie hidden below a non-historic covering material. Some windows have been boarded over; vinyl overlays the original wood siding. Despite these overlays, it appears that the vast majority of historic building materials are present, and can be revealed. The materials that are available for viewing today on the Jefferson Jacob School allow people to know the historic resource well.

Jefferson Jacob School maintains a high integrity of design for a building whose primary use ended more than 50 years ago, and which has found a new use. The building originally exhibited a rather unornamented instance of Colonial Revival design, a style employed by many schools constructed from 1900-1930. The building's lines, proportions, footprint, orientation on the lot, side gable roof, remaining portico on the building's façade, and its rhythms of solids and voids, all remain or are recognizable, despite the new materials applied to the building's surface. The amount of historic design that remains, despite the changes of siding and back-side additions, easily allows us to recognize its identity as the historic Rosenwald School. The exterior changes made to facilitate its use for the fraternal lodge are slight; room-sized additions are not visible from the front of the building. It conveys its membership within that group of Kentucky properties.

Taken together, the amount of location, setting, design, and materials that the building still possesses, the property still retains sufficient integrity of association to be said to be eligible. In summary, there is still much that this property can tell us about the beginning of the Rosenwald School program in Kentucky, and, further, about its role in local education of the African American community whose children were educated there.

9. Major Bibliographical References

Bibliography

Jefferson Jacob School
Name of Property

Jefferson, KY
County and State

The property begins on the right side of Jacob School Road including the green space directly off the road. It is bound on the east by a tree line and old wooden fence at the south eastern corner. To the south it is bound by the line from the contributing building to the south west of the property and to the west by a small hedge that runs the length of the western front. (Jefferson County PVA Parcel ID number: 000200140000)

Boundary Justification

This boundary contains the land which retains historic integrity, recognizable as the property utilized by for the school during its Period of Significance. The additional area, which comprised the school's original 2 acres, is now in either residential or farm land use, under other ownership, and no longer appears to be part of the resource.

11. Form Prepared By

name/title Annelise Gray
organization N/A date 2/12/2012
street & number 201 Elm Street telephone 989.306.0516
city or town Muldrough state KY zip code 40155
e-mail agray04@hotmail.com

Additional Documentation

Submit the following items with the completed form:

- **Maps:** A **USGS map** (7.5 or 15 minute series) indicating the property's location.
A **Sketch map** for historic districts and properties having large acreage or numerous resources. Key all photographs to this map.
- **Continuation Sheets**
- **Additional items:** (Check with the SHPO or FPO for any additional items.)

Photographs:

Submit clear and descriptive photographs. The size of each image must be 1600x1200 pixels at 300 ppi (pixels per inch) or larger. Key all photographs to the sketch map.

Name of Property: Jefferson Jacob Consolidated School

City or Vicinity: Prospect

County: Jefferson State: Kentucky

Photographer: Annelise Gray

Date Photographed: 2/15/2011

Description of Photograph(s) and number:

1 of 11

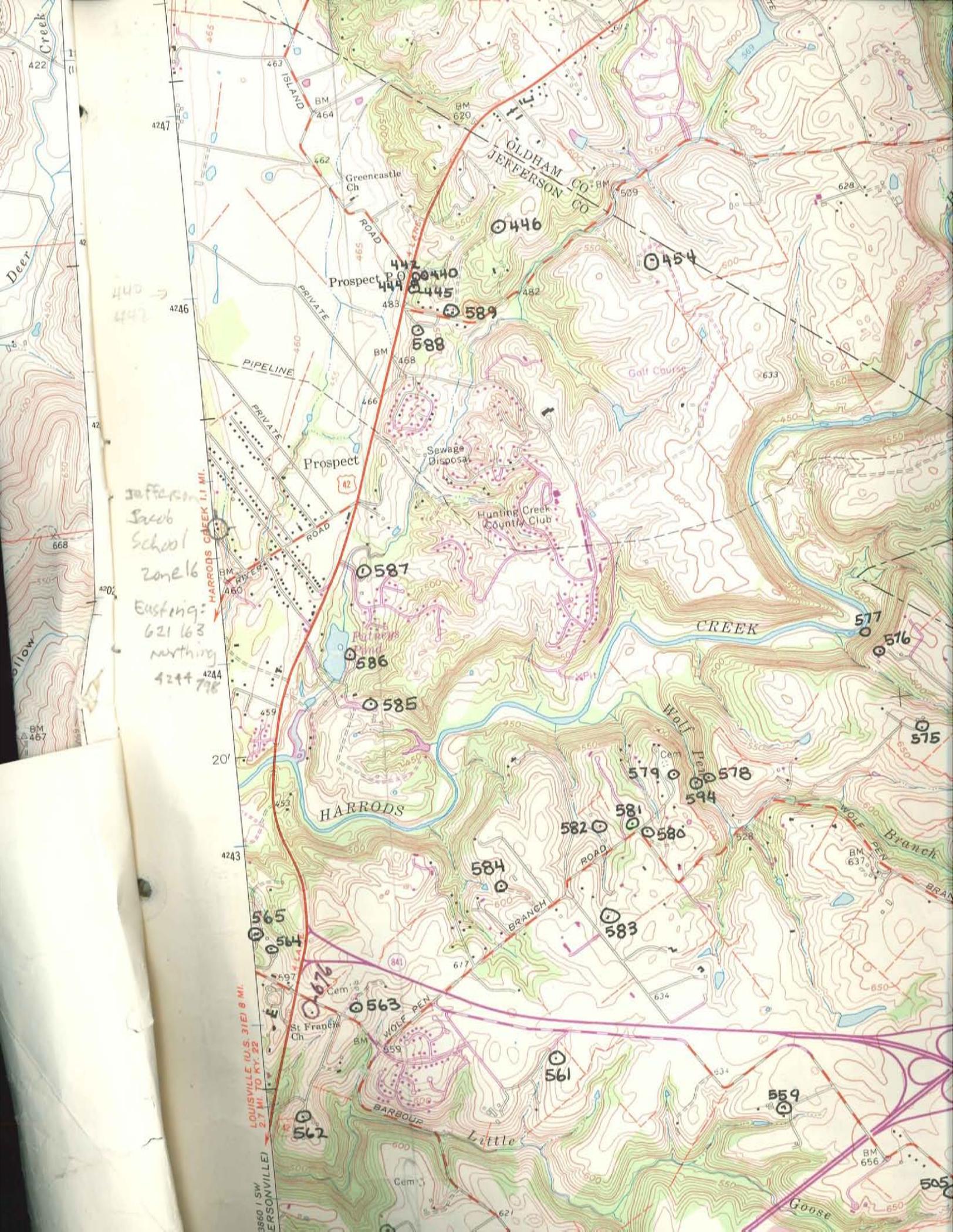
Property Owner:

Jefferson Jacob School
Name of Property

Jefferson, KY
County and State

(Complete this item at the request of the SHPO or FPO.)

Name Prospect Lodge 109 F & A INC
street & number _____ Telephone _____
city or town _____ state _____ zip code _____



440 →
447

Jefferson
Jacob
School
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LOUISVILLE (U.S. 31E) 8 MI.
27 MI. TO KY. 22
BARBOUR (SW
ERSONVILLE)

OLDHAM CO.
JEFFERSON CO.

Prospect

HARRODS

CREEK

WOLF PEN
BRANCH

Little

Goose

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4247

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42

4202

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4243

BM 467

BM 464

BM 620

BM 509

628

Greencastle Ch

Golf Course

Hunting Creek
Country Club

Sewage Disposal

PIPELINE

PRIVATE

PRIVATE

Prospect

42

BM 460

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Barbour

PROSPECT
LODGE # 109
F. & A. M.
P.O. Box 185
Prospect, KY 40059



INSURE
YOUR HOME
WITH
FIRE INSURANCE
CO. OF
MASSACHUSETTS
INCORPORATED
1852



MASONIC LODGE

NO. 109

L. E. PETERS, FDR.

E. & A. M. 1918

PERRY DITTO W.M.

TRUSTEES

H. JACOBS

ED. WEEDEN

H. KENNEDY











