



**Rosenwald
Schools
in
Kentucky
1917 - 1932**

**The Kentucky
Heritage Council**

**The Kentucky
African American
Heritage Commission**

ROSENWALD SCHOOLS IN KENTUCKY
1917-1932

Prepared for
The Kentucky Heritage Council, State Historic Preservation Office
an agency of the Kentucky Commerce Cabinet
and
The Kentucky African American Heritage Commission

By
Alicestyne Turley-Adams

January 1997
Reprinted May 2005



This publication was financed in part by a grant from the National Park Service, The Kentucky Heritage Council, and The Kentucky African American Heritage Commission. The use of federal funds does not imply endorsement of the content by the National Park Service or the Kentucky Heritage Council. All programs receiving federal funding are operated free from discrimination on the basis of race, color, national origin, age, or handicap. Any person who believes he or she has been discriminated against should write to: Office of Equal Opportunity, U. S. Department of Labor, P. O. Box 37127, Washington, D.C. 20013-7127.



ERNIE FLETCHER
GOVERNOR

COMMERCE CABINET

KENTUCKY HERITAGE COUNCIL
THE STATE HISTORIC PRESERVATION OFFICE
300 WASHINGTON STREET
FRANKFORT, KENTUCKY 40601
(502) 564-7005 (502) 564-5820 FAX
www.kentucky.gov

W. JAMES HOST
SECRETARY

DAVID L. MORGAN
EXECUTIVE DIRECTOR AND
STATE HISTORIC PRESERVATION OFFICER

Dear Readers:

The Kentucky Heritage Council / State Historic Preservation Office and the Kentucky African American Heritage Commission are pleased to bring you this reprint of *Rosenwald Schools in Kentucky 1917-1932*, authored by Alicestyne Adams, Director of the Underground Railroad Research Institute at Georgetown College. Originally funded by the Heritage Council and the African American Heritage Commission and published in 1997, this landmark research laid the groundwork for a much broader understanding of Rosenwald Schools in Kentucky and is the foundation for current efforts to identify and preserve them.

A second phase of research also funded by these agencies is well underway by Brent Leggs, a graduate student in historic preservation at the University of Kentucky, who is working to locate and document each of the 158 Rosenwald Schools known having been built in 64 Kentucky counties in the early part of the 20th Century. The goal of this field research is to assess what schools were built and whether they are in their original location or have been moved, record the physical condition of remaining buildings through the Kentucky Historic Resources Survey, and assist communities and individuals with preservation-related issues.

Once this is complete, next steps will be to publish a written report of these findings and nominate all of the remaining buildings that are eligible to the National Register of Historic Places. Together with this publication, this research will continue to serve as a strong foundation for future projects.

We are delighted with the overwhelming concern for Rosenwald Schools that these projects have generated and the many grassroots organizations that have come together to save and preserve them in communities across the state. For some of you, these schools are places where you shared many fond memories of childhood. For others, you recognize that these schools represent a much larger worldview reflecting social issues of the day, a past that much never is forgotten. Thanks to each of you for your dedication and commitment to preserving these important historic landmarks.

Sincerely,
David L. Morgan
Executive Director and
State Historic Preservation Officer

J. Blaine Hudson, Ph.D.
Chair, Kentucky African American Heritage Commission
Dean, College of Arts and Sciences
University of Louisville

TABLE OF CONTENTS

Introduction	1
Acknowledgements.....	3
Methodology, Scope of Work and Recommendations	3
Julius Rosenwald (1862-1932)	4
Black Education in Kentucky	10
The Julius Rosenwald Fund	16
Rosenwald Schools in Kentucky 1917 to 1932	24
Appendix I - Rosenwald Schools in Kentucky	31
Appendix II - Architect's Drawings and Floor Plans	72
List of References Cited	91
Kentucky African American Heritage Commission	93
Kentucky Heritage Council	95
Rosenwald School Survey Form	

LIST OF PHOTOGRAPHS

1. *Front and back cover page, Webster County Teachers' Cottage, Providence, Kentucky, #2866, Fisk University Archives.*
2. *Page 2, Teacher and students, Coletown Elementary School, Fayette County, Kentucky, #270, Fisk University Archives.*
3. *Page 2, Coletown School, Fayette County, Kentucky, #268, Fisk University Archives.*
4. *Page 12, Cumensville School, Bourbon County, Kentucky, #585, Fisk University Archives.*
5. *Page 12, Blue Springs School, Christian County, Kentucky, #889, Fisk University Archives.*
6. *Page 13, Jouett's Creek School, Clark County, Kentucky, #1373, Fisk University Archive.*
7. *Page 13, Frankfort School, Franklin County, Kentucky, #3357, Fisk University Archives.*
8. *Page 19, Graves County Training School, Mayfield, Kentucky, #623, Fisk University Archives.*
9. *Page 20, Washington County Training School, Springfield, Kentucky, #2268, Fisk University Archives.*
10. *Page 20, West Point School, Hardin County, Kentucky, #1942, Fisk University Archives.*
11. *Page 30, South Park School, Jefferson County, Kentucky, #3537, Fisk University Archives.*
12. *Page 30, Nicholasville Colored School, Jessamine County, Kentucky, #3829, Fisk University Archives.*
13. *Page 31, Union Station School, McCracken County, Kentucky, #3561, Fisk University Archives.*
14. *Page 31, Harrodsburg School, Mercer County, Kentucky, #2269, Fisk University Archives.*
15. *Page 32, Montgomery County Training School, Montgomery County, Kentucky, #290, Fisk University Archives.*
16. *Page 40, Clay City School, Powell County, Kentucky, #2781, Fisk University Archives.*
17. *Page 40, New Zion School, Scott County, Kentucky, #3023, Fisk University Archives.*
18. *Page 41, Sturgis School, Union County, Kentucky, #3144, Fisk University Archives.*
19. *Page 73, Columbia School, Adair County, Kentucky, #1963, Fisk University Archives.*
20. *Page 94, Teacher and students at Knox County Training School, Knox Countian, Vol. 7 No. 1, Spring 1995.*

INTRODUCTION

This work marks the first serious effort by the State of Kentucky to introduce and document Rosenwald Schools. While there have been prior studies regarding social and administrative policies affecting African American students and education in Kentucky, little knowledge or documentation exists regarding African American community building projects resulting in the construction of neighborhood schools operating in a segregated society. By the time of Julius Rosenwald's death in 1932, some 4,977 public schools, 163 shop buildings, and 217 teachers' homes had been built in 883 counties, in fifteen southern states, at a total cost of over \$28 million in contributions and tax revenues. These school building projects, initiated by the African American community and funded with the aid of Julius Rosenwald and others from 1906 to 1932, resulted in the education of over 500,000 African American students (Werner 1939:133).

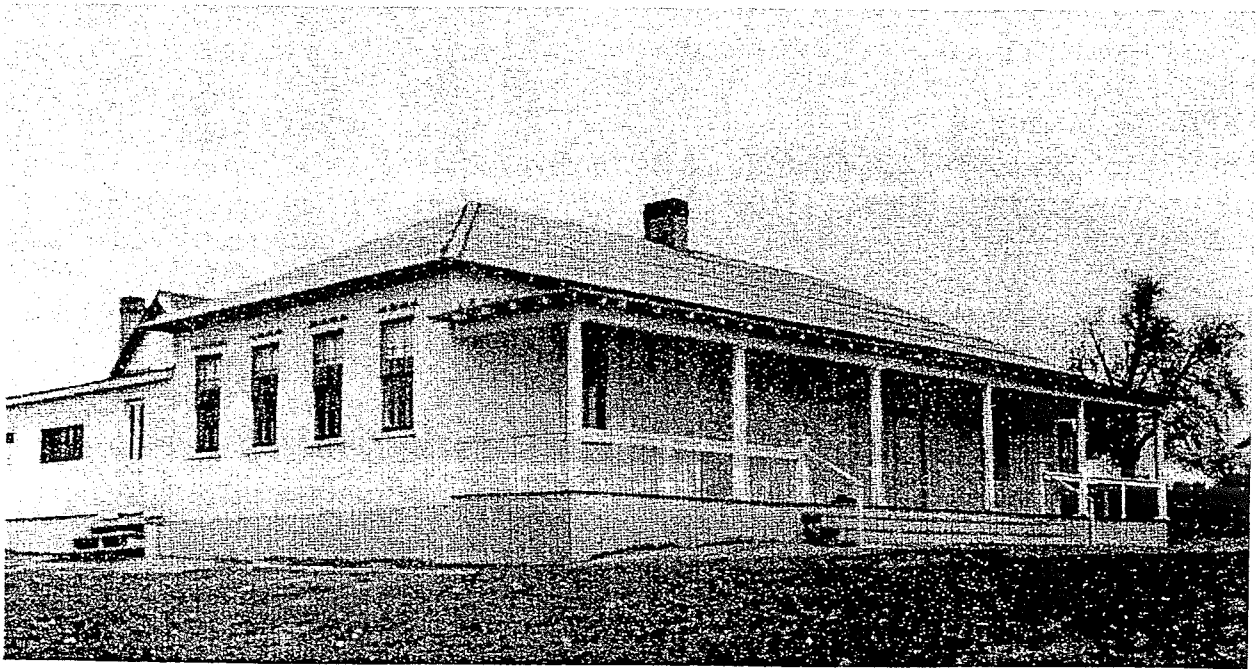
Funding for this project was provided by a Federal Survey and Planning Grant awarded to the University of Kentucky by the Kentucky Heritage Council, the State Historic Preservation Office. The University of Kentucky and the Kentucky African American Heritage Commission (KAAHC) provided the grant's matching share. Research attempted to locate all 158 Rosenwald Schools and buildings constructed in the State of Kentucky between 1917 and 1932; to establish a list and document the architectural character of the remaining Rosenwald Schools; and to provide a brief history concerning operation of the Rosenwald Fund in Kentucky. This work is intended to serve as a catalyst for continued historical research on black education in the state. This booklet also hopes to serve as a resource aid in the development of plans to inform the public of work accomplished through the generosity of Julius Rosenwald and the initiative of African American citizens.

It is important to note not all schools educating black students at the turn of the century were Rosenwald Schools. Prior to the establishment of the Rosenwald Fund, several church and government sponsored schools existed in Kentucky African American communities. Many of these were founded prior to the Civil War by the American Missionary Association, and immediately following the War by the Freedman's Bureau, and later the Works Progress Administration. Rosenwald Schools were thus only one part of the history of education for Kentucky 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. This method of funding public education is still discussed in political and social arenas.

Rosenwald Schools influenced public school architecture for black and white schools alike for four decades (MTSU 1995:1). The Rosenwald building project left behind a rich collection of buildings and culture worthy of documentation, preservation, conservation, and interpretation. These artifacts have gained deserved and increasing attention since the 1995 conference on Rosenwald Schools sponsored by Middle Tennessee State University at Murfreesboro and the accompanying publication, *The Rosenwald School Building Program*.



Teacher and students at Coletown School in Fayette County, Kentucky, circa 1921, courtesy Fisk University Archives, Nashville, Tennessee.



Coletown School, Fayette County, Kentucky, circa 1921. Photo courtesy, Fisk University Archives, Nashville, Tennessee.

ACKNOWLEDGMENTS

Encouraged by this growing interest in Rosenwald Schools, and spurred by a May 20, 1996, article in the *Louisville Courier-Journal*, the Kentucky African American Heritage Commission undertook this study. The Commission has since declared 1997 the year to investigate other aspects of black education in the Commonwealth, recognizing that schools established prior to and after the Rosenwald effort must be documented to complete the full history of black education in Kentucky.

Assistance in accomplishing this project was provided by community resources such as former Rosenwald teachers and students, the Kentucky Heritage Council, Kentucky Department of Libraries and Archives, Fisk University Special Collections, *Rosenwald School Conference Resource Guide* prepared by Middle Tennessee State University, and the University of Kentucky Margaret L. King Library. Special thanks must be given to the Kentucky Heritage Council staff, in particular, David L. Morgan, Julie Riesenweber, Joseph E. Brent, and Donna Coleman, for their unselfish assistance in the completion of this written report.

METHODOLOGY, SCOPE OF WORK, AND RECOMMENDATIONS

While the original scope of work written for the research grant called for actual on-site documenting and photographing of remaining buildings, accomplishing this task was not possible within the time frame allotted for completion of the project. Instead, research occurred in three phases and a fourth phase has been recommended to the funding agencies. Phase One involved a review of all available archival, local, and library information on the operation of the Rosenwald Fund in Kentucky. Phase Two consisted of identifying all 158 Rosenwald Schools and buildings constructed in 64 Kentucky counties. Phase Three resulted in collecting as much information regarding these schools as possible. A fourth phase is recommended to verify, photograph, and provide individual architectural and social histories for each remaining Rosenwald building. It is hoped information on remaining buildings may be obtained through contact with local school superintendents, historical societies, and other community resources in targeted counties. Once a complete list has been compiled, work plans for photographing remaining buildings can be developed. Once Phase Four is complete, the buildings' potential for listing in the National Register of Historic Places should then be evaluated.

Kentuckians and others with information on Rosenwald Schools in Kentucky should contact the author at the Kentucky Heritage Council, 300 Washington Street, Frankfort, KY 40601, 502-564-7005.

JULIUS ROSENWALD (1862-1932)

Julius Rosenwald was born August 12, 1862, to Samuel and Augusta Rosenwald at Seventh and Jackson Street in Springfield, Illinois. Their home was one block west of the home of their good friend, Abraham Lincoln. It is reported that Abraham Lincoln once lived in the home which later became known as the "Rosenwald Home" at 413 South Eighth Street in Springfield (Jarrette 1975:9). Samuel and Augusta Hammerslough Rosenwald were Jewish immigrants from Germany. Samuel Rosenwald, born in Bunde, Westphalia, Germany, immigrated to this country in 1854, arriving in Baltimore, Maryland. Augusta Hammerslough Rosenwald, born at Bederkase near Bremerhaven, Germany, arrived in Baltimore, Maryland, to join other members of her family in 1853. In September 1857, Samuel met and married Augusta Hammerslough in Baltimore. Both the Hammerslough and Rosenwald families had long histories as merchants and clothiers in Germany and continued that tradition once they arrived in the United States. Samuel and Augusta made their fortune in the clothing business during the Civil War after moving to Springfield, Illinois, in 1860.

The beginning of the Civil War raised a signal call from President Abraham Lincoln for 75,000 volunteer troops. By April 16, 1861, Union volunteers began arriving in Springfield. As newly settled Springfield residents, Samuel and Augusta Rosenwald quickly became outfitters for Union troops and were soon widely known for their ability to provide quality clothing for military officers and enlisted men alike. Clothing needs of the Civil War changed the clothing business in the United States from a minor trade to a large-scale industry and the Rosenwalds were major players. The Rosenwald/Hammerslough families felt a deep commitment to the causes espoused by President Lincoln. After his assassination, Julius Hammerslough, Julius Rosenwald's uncle, undertook the task of raising funds to erect the Lincoln monument in Springfield in honor of the slain President. Julius Rosenwald mentioned his involvement in promoting the October 15, 1874, unveiling ceremony for the monument in a biography of his life written by Morris Werner. He spoke of having the responsibility of distributing handbills advertising the sale of *The Illustrated Description of the Lincoln Monument* prior to the monument unveiling (Werner 1939:10).

It was Samuel Rosenwald, Julius Rosenwald's father, who established the first highly successful "C.O.D., one-price clothier store" in the United States. As a child, Rosenwald assisted his father in the Rosenwald clothing business, sold daily newspapers on the street, and played the organ for the Springfield Methodist Church. He attended high school in Springfield for two years prior to being sent to New York in 1879 to learn the clothing business from his uncles, the Hammersloughs. According to Rosenwald, he deeply regretted not receiving a college education, and continued throughout his life to admire and respect those who were college trained (Werner 1939:13). Rosenwald opened his first clothier business in Chicago in 1884 with his brother Morris. His friends and contemporaries at the time were Henry Goldman (Goldman, Sachs, & Company); the lawyer, ambassador, and financier, Henry Morgenthau; and architect, Frank Lloyd Wright.

Julius Rosenwald married Augusta Nusbaum of New York in April 1891. They had five children. Although Rosenwald was known for his contributions to the Jewish community, it was Augusta who introduced him to the plight of others less fortunate. From the beginning of her

married life and home-building career, Augusta Rosenwald took great interest in the welfare of those surrounding her and her family (Werner 1939:27). African American mail carriers, service workers, and children knew of the largess of Mrs. Rosenwald. To complement her husband's generosity, Mrs. Rosenwald would personally donate her time, money, and talent toward aiding those less fortunate of all races and creeds. Mrs. Rosenwald's interest in providing aid was focused primarily in Jewish and African American communities. Early in their marriage, Mrs. Rosenwald is reported to have told Julius to "never hesitate to give money [to aid others], I will never stand in the way of any gift you want to make" (Werner 1939:30). During Julius Rosenwald's tenure on the Board of Trustees of Tuskegee Institute, Mrs. Rosenwald personally taught African American women the art of homemaking and family conservation. The Rosenwald children played with African American children. Many times the parents of these children were employees of Julius Rosenwald. The Rosenwalds maintained lifelong friendships with African American workers in their employ as well as an on-going interest in the welfare of their children. Rosenwald was among the first prominent businessmen in America to hire African Americans.

Yet, while Julius Rosenwald would not tolerate social distinctions in his interaction with others, he encountered great resistance to implementing his ideas in society. Rosenwald found it exceedingly difficult to hire African Americans after becoming President of Sears Roebuck and Company in 1909 (Werner 1939:115). Many of his most valued employees refused to work alongside African Americans. These negative attitudes may have slowed, but did not stop Rosenwald in his efforts to promote social change and economic justice. Influenced by his wife and his Jewish faith, Julius Rosenwald's concept on the use of wealth and charity was fashioned early in life. A review of Rosenwald's accomplishments reveals his basic philosophy of wealth, privilege, and charitable giving varied little from his early days as a struggling businessman to the days of his enormous wealth and success. When first starting in business Rosenwald told good friend Moses Newborg, "The aim of my life is to have an income of \$15,000 a year, \$5,000 to be used for my personal expenses, \$5,000 to be laid aside [savings], and \$5,000 to go to charity" (Werner 1939:30).

Rosenwald became deeply involved in the affairs of rural economic and agricultural development while the active manager of Sears & Roebuck and Company in 1897, and later as its President in 1909. At Rosenwald's urging, then President of the Company, Richard Sears, changed his advertising to include the use of a mail-order catalog. This form of advertising proved to be such a powerful and disruptive tool, that general store merchants, primarily in the rural South, immediately mounted a campaign against Sears & Roebuck. Small, rural, southern merchants felt Sears mail-order catalog and the buying power it commanded would ruin their businesses by blocking their ability to compete. Opponents to mail-order shopping began urging rural residents to boycott Sears & Roebuck in an effort to keep southern dollars from ending up in the hands of "Chicago capitalists and New York financiers." Opponents claimed mail-order purchasing would "lead to personal extravagance and ruin the moral fiber of the nation" (Werner, 1939:59-60). Opposition to Sears & Roebuck included campaign speeches by local politicians promising to fire any government employee found ordering from a Sears & Roebuck Catalog (Werner 1939:60). Local communities

offered as the price of admission to theaters and events, a Sears & Roebuck Catalog, which would later be publicly burned.

To intensify their efforts, opponents of Sears' mail-order purchasing strategy began to use one of the strongest weapons available to them in their arsenal during the 1890s - racial and religious hatred. Rumors were circulated in the South that both Mr. Richard Sears and Mr. Aldus Roebuck were Negroes. These stories began as early as 1897 and remain prevalent today. While photographs and personal appearances by Sears were used during that time to quell the rumors, Rosenwald's philanthropic work to aid African Americans only served to keep the stories circulating. Soon Rosenwald was also labeled a "Negro" and in many communities, the fact that he was Jewish was used against him. Sears' competitors at the time, J.C. Penney, Woolworth, and Kresge, were also labeled "Negroes".

As a Republican, Rosenwald's business connections and active involvement in politics served him well during this era of anti-Jewish, anti-big business hatred. He actively lobbied for passage of the Parcel Post Act of 1912, which successfully opened the door for rural mail delivery. Immediately after passage of the Act, Sears & Roebuck became the largest user of the system. In 1903, Sears & Roebuck approximated that two percent of their wealth could be attributed to farm income in the United States. By 1928, Rosenwald stated, "Practically all that I possess is to a considerable degree dependent upon the farmer's prosperity" (Werner 1939:62). Greater agricultural prosperity created a greater personal commitment from Rosenwald to use his wealth to benefit mankind, particularly in the rural South. Rosenwald began to distribute his money to innumerable causes and movements he considered worthy of support. By May 1912, Rosenwald had begun to provide better rural and agricultural development through large grants-in-aid to rural communities. Under the direction of then U. S. Director of Agriculture, Dr. Seeman L. Knapp, Rosenwald contributed \$1,000 to any county in America that would raise enough additional money to pay a trained agricultural expert and later, to add to these rural efforts, Rosenwald funded county sponsored demonstration projects. Rosenwald's generous actions led to adoption of the Smith-Lever Act of 1914. This Act carried an appropriation of federal funds to be matched by state funds to provide for rural outreach work (Werner 1939:63). The commitment of Knapp and Rosenwald to improving rural life for farmers and county residents marked beginning work to establish what has become known as the County Extension Service.

Through his connection with Russian and Polish Reformed Jews, and their leader Dr. Emil G. Hirsch, rabbi of Sinai Congregation in Chicago, Julius Rosenwald began another chapter in his active and prolonged involvement with social causes. Rosenwald served until his death as vice-president and member of the finance committee of the Sinai Congregation. Impressed by Rabbi Hirsch's efforts to relieve the suffering of Jewish immigrants and to alleviate the misery of African American workers and their families, Rosenwald became a willing financial backer and ardent supporter of noted Chicago social workers like Jane Addams at Hull-House, Dr. Graham Taylor of Chicago Commons, Mary McDowell of the University Settlement, and Minnie Low of the Bureau

of Personal Service (Werner 1939:91). However, it was Paul J. Sachs, of Goldman Sachs and Co., who introduced Rosenwald to the work for which he would become best known in the African American community. By introducing Rosenwald to the writings of William H. Baldwin, Jr., Sachs opened a new chapter of community involvement in Rosenwald's life. William Baldwin had taken the lead in American race relations by establishing the Urban League which sought to provide economic aid and development opportunity to African Americans. Baldwin, a native of Massachusetts, became a railroad executive after college and later went on to become the general manager of Southern Railway. Baldwin's father, President of the Christian Union of Boston, is credited with instilling his son with liberal social views. The young Baldwin's liberal views were later translated into a personal commitment to better the lives of others, particularly African Americans. Baldwin, Sr. became an early friend and supporter of Dr. Booker T. Washington, after meeting the young Washington in a Boston railroad station. The senior Baldwin gave Dr. Washington a letter of introduction to his young son, thus beginning a friendship and lifelong social partnership between Washington and the younger Baldwin in the work of Tuskegee Institute. Baldwin was quickly convinced of the need to improve Negro education. Paul J. Sachs, then a professor of fine arts at Harvard University and director of the Fogg Museum, provided Rosenwald with a copy of the book *An American Citizen, the Life of William H. Baldwin, Jr.* and introduced Rosenwald to Mrs. Baldwin. After reading Baldwin's autobiography, Rosenwald became a willing Baldwin/Washington disciple. Rosenwald stated in his biography that Baldwin's autobiography and Booker T. Washington's, *Up From Slavery*, influenced him more than any two books he had ever read (Werner 1939:107).

During Reconstruction, a combination of northern carpetbaggers and emancipated southern blacks forced state governments in the South to provide funds for Negro education. However, the South was a poor and unwilling partner. Former slaves were the first among native Southerners to depart from the planters' ideology of education and society and to campaign for universal, state supported public education (Anderson 1988:4). Therefore, for many years after the Civil War, any black education occurring in the South took place in churches, rundown huts, lodge halls, and small homes rented for that purpose. After Reconstruction, when white political control had been reestablished, blacks were once again disenfranchised throughout the South. African American schools established under Reconstruction, such as Fisk, Howard, Atlanta University, Tuskegee, and Hampton Institutes struggled under an even greater strain to educate black citizens. Despite the heroic efforts of these early schools, Negro illiteracy during that time remained an estimated 79.9 percent (Werner 1939:110). It was during this time that a former Hampton Institute graduate and educator, Booker T. Washington, developed a plan of education destined to impact universal public education in the South. The approach to education developed by Washington was a modification of the Hampton Model developed earlier by Yankee educator Samuel Chapman Armstrong. While Julius Rosenwald learned the clothing business in New York, Booker T. Washington opened Tuskegee Institute in Macon County, Alabama.

Shortly after the Civil War, many northern philanthropists joined efforts to promote popular education in southern states. Banker, George Peabody, for example, established a fund in the amount

of \$2 million. Peabody's efforts became responsible for the establishment of public schools in many southern towns and cities; served to open Peabody College in Nashville, Tennessee; helped turn public sentiment toward support of Negro education; and aided in procuring supportive legislation to continue a commitment to African American education. Peabody built his argument for continued support of African American education upon the premise that an educated worker was a more productive worker. In addition to Peabody's efforts, other early supporters of Negro education began to appear. Upon his death in 1882, John F. Slater, a manufacturer in Norwich, Connecticut, left a fund in the amount of \$1 million for the purpose of furthering Negro education. The Slater Fund supported normal schools, including Hampton and Tuskegee Institutes, as well as denominational schools and town schools for African Americans which specialized in vocational education. Anna T. Jeanes established a fund in 1908 for rural schools, and in 1902 John D. Rockefeller, Sr., made an initial gift of \$1 million to establish the General Education Board in New York. The size of Rockefeller's donations continued to increase over the lifetime of the fund. The first chairman selected to oversee and continue the work of the General Education Board was Booker T. Washington's good friend, William H. Baldwin, Jr., who remained Chairman of the Board until his death. After Baldwin's death in 1909, his wife continued her husband's work. It became the early philosophy of the General Education Board that economic conditions in the South must be corrected prior to school systems being established. The Board concluded that "School systems could not be given to them [the South], and they were not prosperous enough to support them" (Werner 1939:113 *The General Education Board, An Account of Its Activities, 1902-1914*). It, therefore, became the commitment of the General Education Board to teach farmers, black and white, how to better manage their farms. The Anna T. Jeanes Fund aided the General Education Board in this end by providing traveling teachers and teacher training.

In May 1911, while on a fundraising trip to Chicago for Tuskegee Institute, Booker T. Washington first met Julius Rosenwald. Rosenwald hosted a luncheon reception for Washington in Chicago and invited money men of Chicago to attend. Rosenwald and Washington soon discovered they liked each other and shared a common philosophy. Both believed individuals were better off starting life without too many advantages. Both wanted to help men and institutions who were working hard to raise themselves from discouraging depths, if that help could be provided without destroying the individual's self-reliance. Both understood the effects of racial and ethnic bias. Rosenwald also followed the dictates of Washington who believed blacks should not try for social equality, but for individual perfection and mutual trade among themselves (Werner 1939:115). Rosenwald had already begun to match funds for the development of African American communities prior to meeting Washington. He had agreed to "provide \$25,000 for a YMCA building for colored people in any city in the United States where an additional \$75,000 is raised among white and colored people" (Werner 1939:114). In addition, Rosenwald continued to provide financial support for Carter G. Woodson's publication *Journal of Negro History*. So well did the relationship work between Rosenwald and Washington, that on February 12, 1912, Rosenwald became a trustee of Tuskegee Institute. He remained on the Tuskegee Board until his death in 1932.

Prior to the friendship between Washington and Rosenwald, in 1904 Booker T. Washington had convinced the Standard Oil Company (through the General Education Board headed by John D. Rockefeller) to share in the dream of providing rural African American schools. That same year, H. Rogers of Standard Oil agreed to aid Dr. Washington by building schools in three rural Alabama counties on an experimental basis. In an effort to instill pride and a sense of ownership, both Rogers and Washington agreed that the black community should contribute to the work of building schools. Within five years, 46 schools were built in selected rural Alabama counties at average cost of \$700 per school (Werner 1939:127). The work was discontinued after Rogers death in 1909 until Julius Rosenwald came to Washington's aid in 1912. Rosenwald built six additional experimental rural schools in Alabama that same year. On August 12, 1912, Rosenwald donated another \$25,000 to mark his 50th birthday, this extra money was to be distributed as matching building grants for other African American schools (Middle Tennessee State University 1992:4). The work of building schools in Alabama became the planning responsibility of Clinton Calloway in the Extension Department at Tuskegee Institute. Calloway operated under the watchful personal supervision of Booker T. Washington.

After several years of ill-health, Washington became mortally ill while on a fund-raising trip to Chicago. He died shortly after returning home to Alabama in 1915. The collaboration between Washington, Tuskegee Institute, and Julius Rosenwald, created three hundred African American schools built in three southern states (Alabama, Tennessee, and Georgia), not counting six schools previously constructed as demonstration projects. After Washington's death, Rosenwald endowed a memorial fund in Washington's name in the amount of \$100,000. These funds were used to pay the Institute's debts and add \$250,000 to its endowment. Rosenwald's commitment to African American education and the construction of schools continued based upon plans he had developed with Booker T. Washington.

BLACK EDUCATION IN KENTUCKY

On February 23, 1837, the Kentucky General Assembly passed legislation establishing a system of common schools and a State Board of Education. The State then received \$1 million from the federal government to aid in providing an education to all white children over the age of seven and under the age of seventeen in the State of Kentucky. Black education in the state received nominal attention. Prior to 1913, the only funds for black education in Kentucky were those remaining after collection of taxes in the black community. Taxes collected from the black community were first used to satisfy outstanding debts created by an indigent black population. The remaining funds were then returned to the community according to black student population. Most often, however, there were few, if any, tax funds remaining for the purpose of education. In addition, charitable donations were collected to supplement meager tax dollars allocated by the state. Monies were donated by black residents and organizations in the African American communities, as well as other charitable foundations outside the black community mentioned previously in this work.

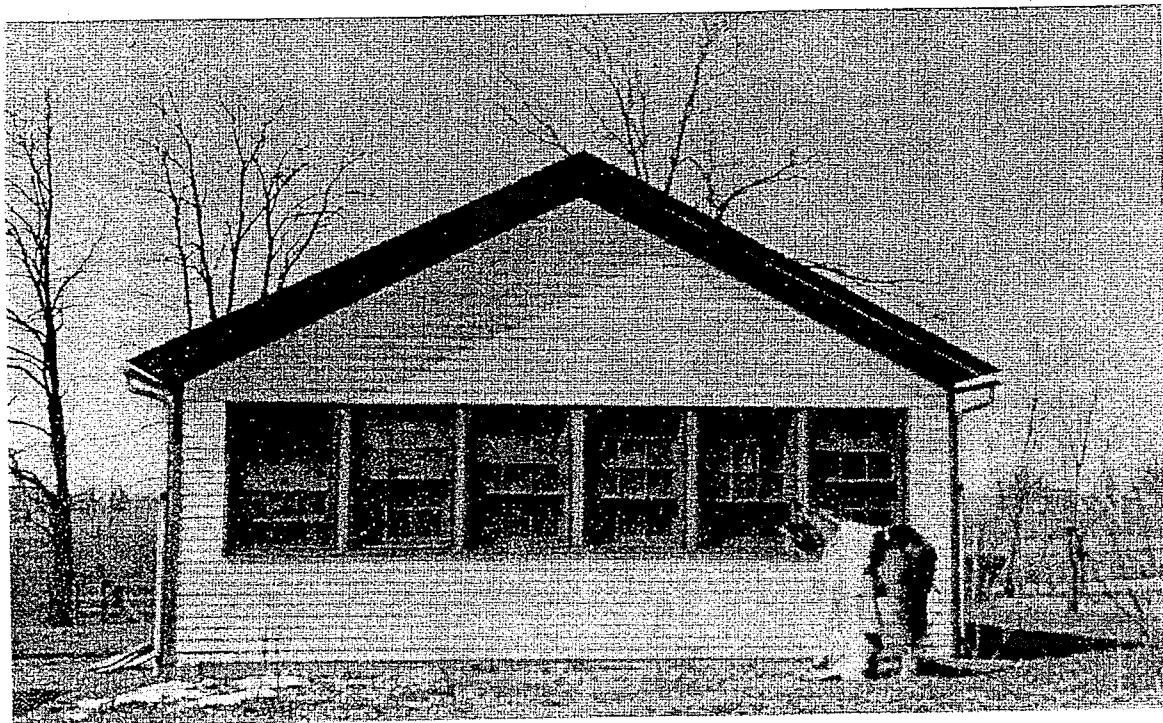
During Reconstruction, African American parents held statewide conventions in Lexington (1867) and Louisville (1869) to petition for public schools. The Kentucky General Assembly created a separate system of common schools for black students in 1874, under Rev. Daniel Stevenson's tenure as Superintendent of Public Instruction for the State of Kentucky. In 1891, a revised Kentucky Constitution legalized the segregated school system. Under this newly created separate system, instruction of black students occurred only with the approval and under the watchful supervision of white trustees. Small black student populations in rural districts were serviced largely by one-teacher schoolhouses. Despite implementation of the segregated system, many private colleges, Berea College in particular, and church sponsored elementary schools continued to educate black and white students together. This practice came to an end after passage of the Day Law in 1904. The Day Law made it illegal for white and black students to be educated in the same classroom, whether the institution was public or private. Portions of the Day Law remained in effect until outlawed by the U. S. Supreme Court in 1948. Despite repeal of the Day Law, Kentucky elementary and secondary schools remained segregated until after the U. S. Supreme Court's May 1954 decision in *Brown v. Board of Education*. The state law requiring the maintenance of separate systems remained an official part of Kentucky's constitution until legislation proposed to Kentucky voters, sought removal of this clause in November 1996 (Senate Bill 118).

Social action to serve the cause of black education in the state was undertaken by the Colored Teachers State Association organized in Frankfort in 1877. Black teachers organized themselves at a convention called by State Superintendent of Public Instruction, H.A.M. Henderson. In 1913, the Colored Teachers State Association reorganized under a new state charter as the Kentucky Negro Education Association (KNEA). The KNEA struggled to equalize teacher salaries and facilities in black schools and played a major role in gaining support for the construction of Rosenwald Schools in the State of Kentucky. In 1954, KNEA voted to change its name to the Kentucky Teachers Association (KTA), and in 1957 the KTA dissolved after merging with the former all-white Kentucky Education Association (Kleber 1992:507). Prior to 1913, there were 739 elementary schools for African Americans throughout the state (Hamlett 1913) and ten African American high

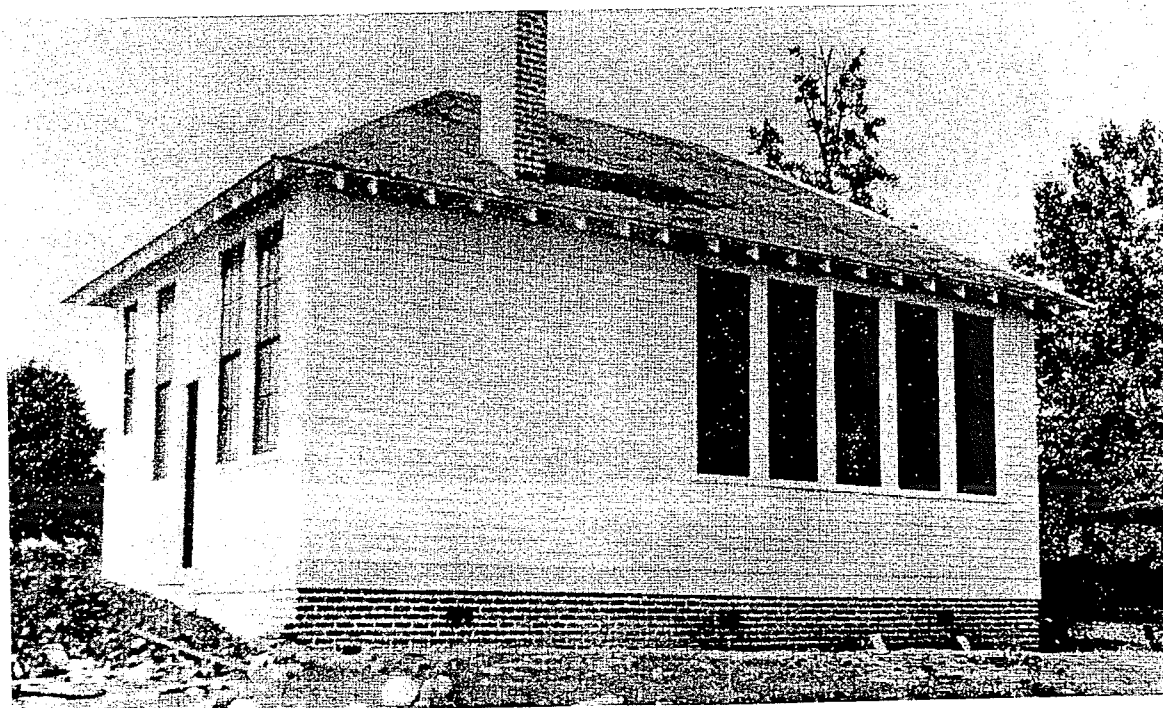
schools; nine were private and none were accredited by the Kentucky Board of Education (Venable:1951). By 1915, 25 Kentucky counties (Bell, Bourbon, Boyle, Campbell, Christian, Clark, Daviess, Fayette, Fleming, Franklin, Fulton, Graves, Harrison, Henderson, Hopkins, Jefferson, Kenton, Logan, Lincoln, Madison, Mason, McCracken, Scott, Warren, and Woodford) maintained public high schools for African Americans (Hamlett:1914-1915).

A report published by the Efficiency Commission of Kentucky on December 31, 1923, complained that the constitutional provision for segregation of the races imposed special burdens of administration and expense on the School Board and the Commonwealth. These "special burdens" were further aggravated by the fact that in 1923 Kentucky reported only 57,347 "colored" school age children residing in a wide diffusion throughout the State. Of the 57,347 "colored" students, 25,632 resided in cities and 31,715 in independent county school districts. Black children residing in county districts were in 682 subdistricts, 109 of which contained fewer than 25 "colored" children each. Eight of the 120 counties in the state reported no "colored" children, and 41 counties reported fewer than 100 "colored" children of school age. In the matter of teacher training, the report stated "colored" schools seemed to fare better than white. According to a report of the Kentucky Educational Commission in 1921, only "23 percent of white teachers had completed as much as one year of school work beyond high school, while 46 percent of colored teachers had completed at least one such year." While Wayne and Fayette Counties were the first to integrate their school systems in 1955, it cannot be said that statewide school desegregation occurred in Kentucky until after September 1975 (Kleber 1992:286).

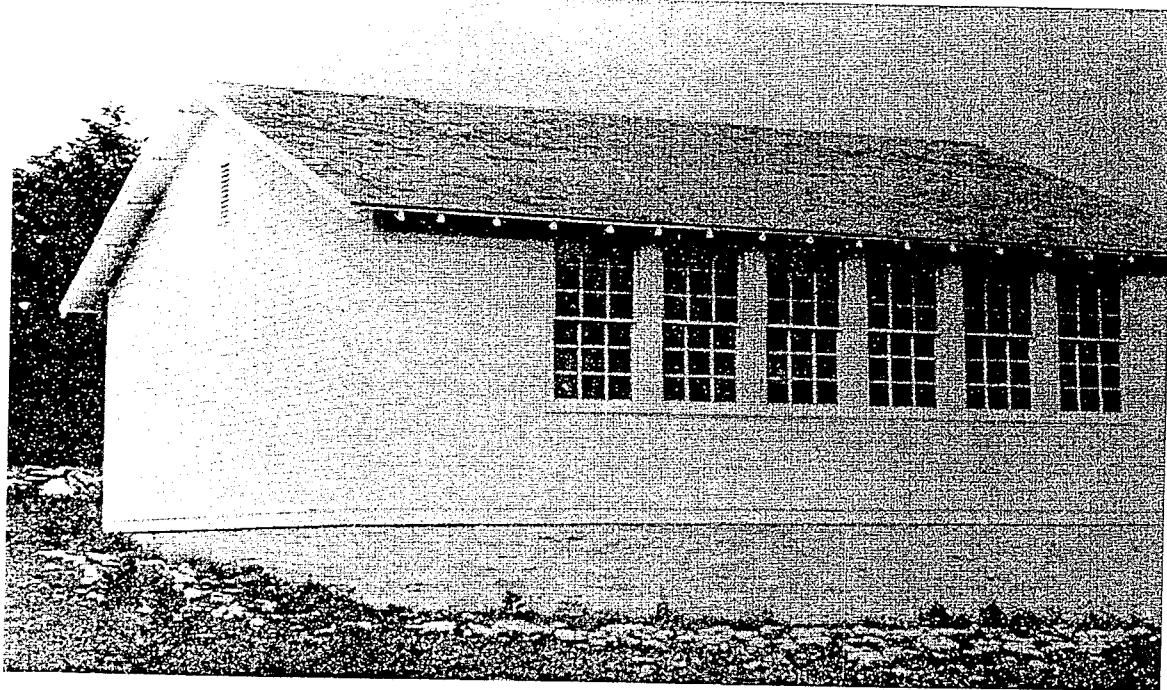
In 1913, the Kentucky Board of Education undertook efforts to find solutions to the "Negro problem" of education within the state (Hamlett:1914-1915) when it created the office of State Agent of Negro Schools. Funds to hire and maintain a State Agent for Negro Education were made available by the General Education Board organized in New York by John D. Rockefeller and discussed earlier in this work, as well as by the Julius Rosenwald Fund. The General Education Board (G.E.B.) agreed to make funds available for the hiring of state school agents to any state making application. The Kentucky Department of Education, taking advantage of the offer, hired F. C. Burton as its first State Agent for Negro Schools that same year. In 1914, five county supervisors were hired to aid Burton. These five workers were "colored women" hired to supervise "colored" schools in Christian, Todd, Fayette, Daviess, and Bourbon counties (Hamlett 1914-15). Kentucky also received aid from other nonprofit private foundations working in conjunction with the Rosenwald Fund and developed for the purpose of providing funds to support African American education. The Jeanes Fund furnished supervisors for Clark, Boyle, Montgomery, and Muhlenberg counties and "two other counties which were to be selected." The Slater Fund aided the "colored" schools in the City of Lexington and a county training school in Little Rock, located twelve miles from Paris in Bourbon County. In addition, Florence G. Anderson was hired with funds from the Jeanes Fund "to work in the county institutes [separate teacher training programs for colored teachers] and to have supervision in a general way over the women doing homemakers' club work" (Hamlett:1914:15).



Cumensville School, Bourbon County, Kentucky, circa 1920. Photo courtesy of Fisk University Archives, Nashville, Tennessee.



Blue Springs School, Christian County, Kentucky, circa 1923. Photo courtesy of Fisk University Archives, Nashville, Tennessee.



Jouett's Creek School, Clark County, Kentucky, circa 1924. Photo courtesy Fisk University Archives, Nashville, Tennessee.



Frankfort School, Franklin County, Kentucky, circa 1929. Photo courtesy of Fisk University Archives, Nashville, Tennessee.

In 1924, the State Department of Education was reorganized and the office of [Negro] State School Agent was given division status. Mr. L. N. Taylor became the first Director of the Division of Negro Education attached to the Kentucky Department of Education State School Agent's office. Taylor served in this capacity for over twenty-five years, retiring from his position in 1943. L. N. Taylor, in a 1929 unpublished report to the Kentucky Department of Education, described what he considered a great deal of discrimination in the system of public support and taxation for black schools. Taylor describes public financial support for Negro education in Kentucky in the following terms:

..."Racial discrimination in local school taxation is practiced in many school-taxing districts in Kentucky. Most typical of these is the class of school taxing districts known as graded common school districts. We have somewhat more than two hundred of these units and this discrimination is practiced in most of them. The typical procedure in such cases is for the board of trustees, which is the levying authority, to levy a tax for local school purposes, but to limit that levy to such property within the district as at the date of the levy is owned by white people and by corporations and to exempt from the levy such property as at that date may be owned by colored people. The purpose of this exemption of property owned by colored people is to afford an excuse for denying to the schools attended by colored children of the district any part of the revenue derived from such taxation. ...

Another form of such discrimination is practiced in a few of our city school districts. ... a rate of local school tax is levied, on all property in the district except that owned by colored people, and the revenue derived from it is applied to the public schools of the district, except that none of it is appropriated to the school attended by colored children of the district. Then a separate levy, and generally at a lower rate, is levied on the property owned by colored people, and the revenue collected from them is appropriated to the public school maintained for colored children.

A third form that this discrimination takes is similar to the first, but applied to rural school taxation in subdistricts. These are generally taxes for consolidated school purposes, including extension of school terms, transportation of students, buildings, and extension of courses through high school.

Wherever racial discrimination of any of these forms is practiced, its purpose and effect is to discriminate in revenues and school service against the colored children of the district as compared with the white children of the same district. It results in shorter terms, shorter courses, poorer school houses, more meager equipment, poorer teacher service, and deprivation of transportation to school for the colored children of the district. Such are its purposes. Such are its effects.

This practice is so invidious in its distinction, so unjust in its purpose, so unfair in its operation, that you would not look for its beginnings in this, the twentieth century. It does not belong here, except as a vestigial hangover from the days of African slavery, when taxation for education was for white children only, and when there were no colored owners of property subject to the tax."

- L. N. Taylor, "Racial Discrimination in Local Taxation" (1929)
Unpublished paper of the Kentucky Department of Education

In 1932, after eight years in his position as Kentucky Negro School Agent, Taylor stated one twelfth of all Kentucky school children attended "colored" schools. It also appears by 1932, Taylor suffered a change of opinion regarding racial discrimination toward African American students in Kentucky's school system. In an article for Kentucky Progress Magazine, Taylor stated: "It is the policy of our people to provide an efficient system of schools throughout the State, without discrimination as to rich or poor, white or colored, rural or urban" (Taylor 1932:23). Taylor further stated Kentucky's policy was to "... provide separate schools for the colored. Our policy is segregation without discrimination" (Taylor 1932:23).

A 1938 article written by Leonard Meece for the *Bulletin of the Bureau of School Service* details two distinct movements occurring within rural black southern communities which had a great affect on the Rosenwald rural school building program. African Americans throughout the South and the State of Kentucky began to migrate to northern industrial centers. Within the state, black population began to shift from Kentucky's rural areas to urban centers. Both movements created severe building and funding problems for a state already struggling to maintain a separate school system. According to the 1930 census, 51.6 percent of the black population in Kentucky resided in urban centers, and 48.4 percent in rural areas. There was only one county school district in the state with a student population of 1,000 to 2,000 black students. The average county and independent school district contained a black student population of 24 or fewer students with the majority of black students residing in independent school districts. By 1935, Kentucky maintained 105 elementary county schools districts and 67 independent school districts.

Prior to his retirement in 1943, L. N. Taylor prepared a written report detailing the state of black education in Kentucky. Taylor noted the decreasing black student population, listing only 28 counties in the state with a black student population of 500 pupils or more. According to Taylor's 1942 school census, over half of the black student population resided in Jefferson, Fayette, Christian, Harlan, Hopkins, McCracken, Warren, Henderson, Fulton, and Madison counties. Faced with the economic and social dilemma of maintaining public schools within a segregated system, many county officials decided it more economical to begin to close black schools and transport students to already existing black education centers rather than build additional rural schools. This decision led to many African American students being transported to elementary schools in other counties, which often required boarding with friends and family. In some instances, county boards of education bore the expense of transportation and the cost of boarding black students, although in most cases, this expense was borne by individual families.

Early educational conditions described by Taylor and Meece, as well as Kentucky's initial neglect of black education, clearly describes an environment ready for the active involvement of Julius Rosenwald and others in funding African American education.

THE JULIUS ROSENWALD FUND

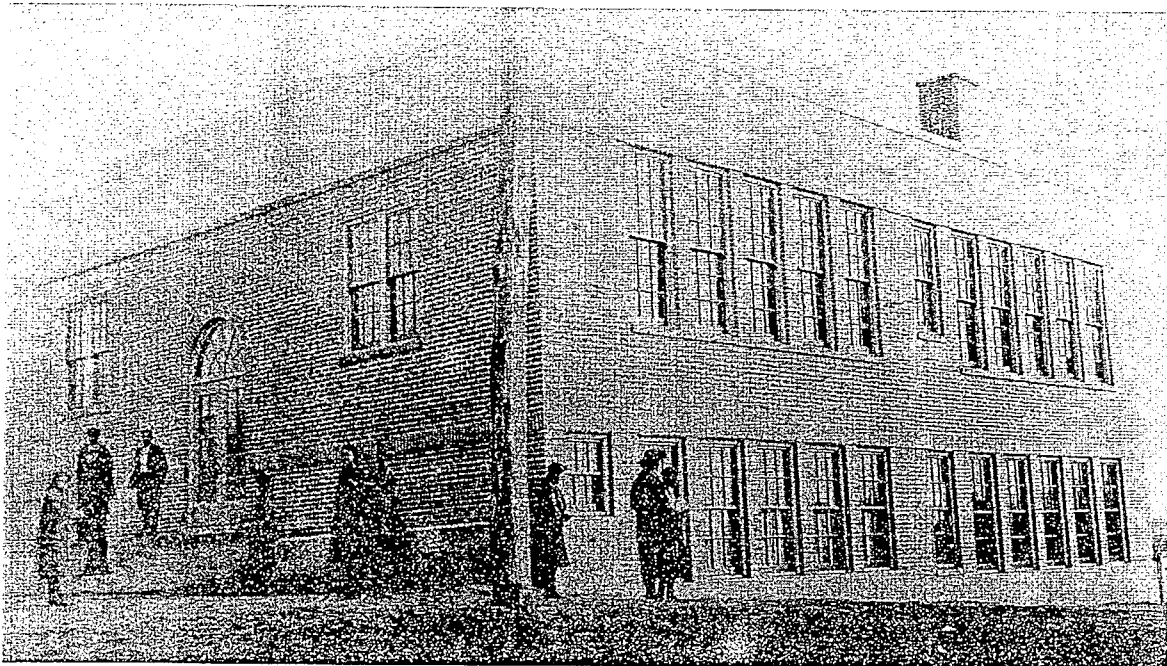
The work begun by Julius Rosenwald and Booker T. Washington continued on a larger scale after Washington's death. To carry the Tuskegee Institute's work to a greater community, Rosenwald sought aid from the General Education Board, the Slater and Jeanes Funds, and the new principal of the Institute, Mrs. Booker T. Washington. With their aid, Rosenwald developed an orderly plan for the construction of schools throughout the South. Rosenwald's new schools also included plans for the housing and training of teachers. To accomplish his goal, Rosenwald agreed to pay one-third the cost of building schools in rural southern communities where strong financial and social commitment existed for the education of African American rural residents. Money from the Fund would only be furnished for schoolhouses in localities where the school term was at least five consecutive months, and would only provide teachers' homes in communities where the school term was eight months or more (Werner 1939:133). Each community desiring a school had to guarantee enough land for playgrounds, and agricultural work where the need for agricultural work was considered necessary. Labor, land, and materials furnished locally counted as cash at current market value. Each community had to guarantee to equip, furnish, and maintain the schools after they were built. It was Rosenwald's intent to gradually reduce his contributions and increase public support, with the hope that eventually the entire process of funding black education would be undertaken using public dollars.

The work soon became too great for Tuskegee Institute to manage alone. On October 30, 1917, Rosenwald incorporated the Julius Rosenwald Fund in Chicago as a nonprofit corporation having as its purpose the promotion of "the well-being of mankind" (Fisk University Special Collections: Box 331:f4). During the first phase of the Fund's operation (1917-1928), its work remained under the personal control of Julius Rosenwald. During a conference held June 4 and 5, 1917, at Tuskegee Institute, discussions were undertaken regarding continuing the work of Dr. Washington and the Institute. Out of these discussions, major changes in program administration were recommended and adopted. By 1920, changes implemented in the building program required moving the headquarters for the work from Tuskegee Institute to Nashville, Tennessee, and placing a white man in charge of all operations. During discussion of the work accomplished by the Fund in his book, *Investment in People. The Story of the Julius Rosenwald Fund*, Edward Embree justifies the need for transferring leadership of the project to white hands. Embree infers, without naming specific instances, that many white contractors resented following instructions and being under the supervision of black professionals from Tuskegee. In Embree's view, this resentment often translated into slow work performance and lack of community financial commitment. The Middle Tennessee State University (MTSU) report repeats Embree's observations and further states the Rosenwald Fund had begun to receive criticisms from rural school architecture expert Fletcher B. Dresslar and General Education Board officials that Tuskegee did not provide proper building supervision and financial practices. Samuel L. Smith, Provost Emeritus of Peabody College and a Board Member of the Rosenwald Fund, was hired in 1920 as the director for the Rosenwald Fund Southern Office in Nashville. Smith's responsibilities included cooperating with the departments of public instruction of fourteen southern states (Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and later West Virginia). Smith was hired away from the Tennessee Board of Education where he had served as the

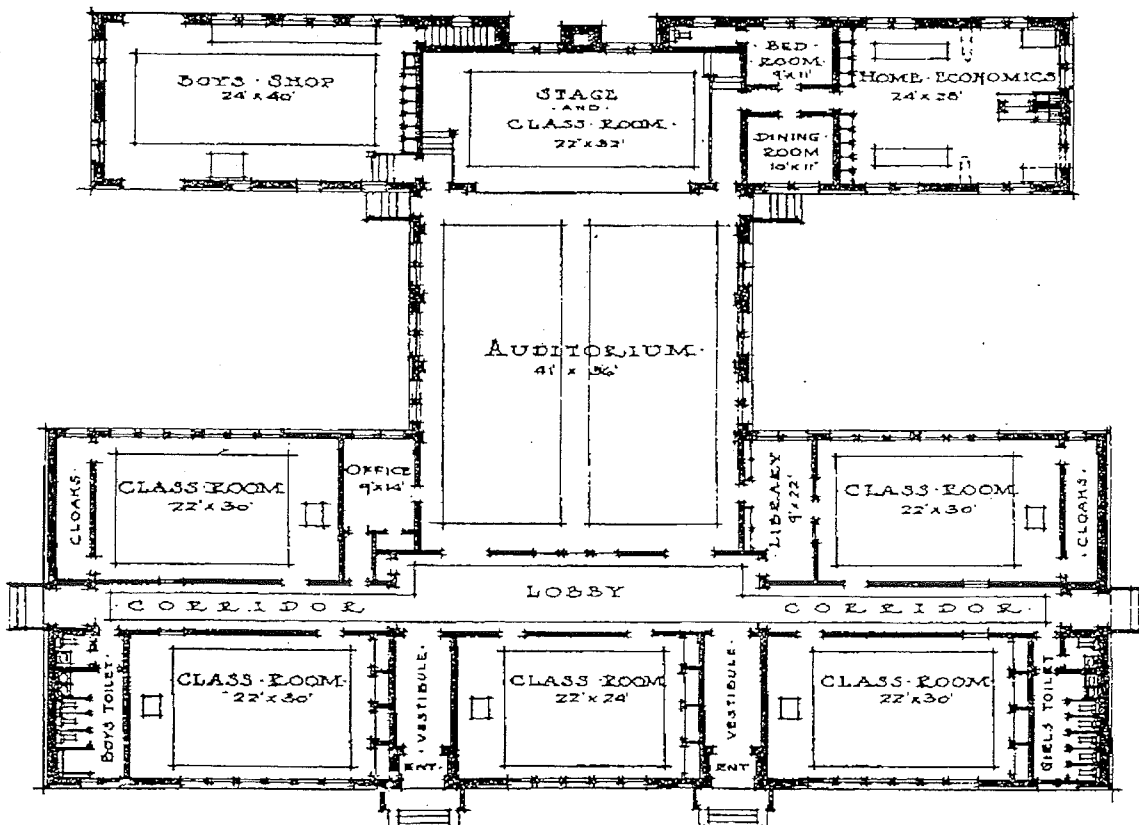
State Agent for Negro Schools in Tennessee from 1914 to 1920. He was considered by rural Tennessee school boards to be an experienced teacher, planner, and administrator. Under Rosenwald's plan, Smith would see that African American State Building Agents were hired with half their salaries being paid by the Fund and half by the states desiring new schools. These state agents would inspect and supervise the construction of schools and teachers' homes in their respective states.

Rules detailing requirements to be met prior to a disbursement of funds were shaped at a meeting of State Supervisors of Negro Rural Schools held in Washington, D. C. August 30, 1917. The requirements were then clearly detailed in a September 20, 1917, memo forwarded to Julius Rosenwald from E. C. Roberts, Mrs. B. T. Washington, Clinton J. Calloway, and Warren Logan (Fisk University Special Collections: Box 331:f4). Their recommendations were accepted and approved by Rosenwald November 14, 1917, and contained the following major requirements (Fisk University Special Collections: Box 331:f4 "*Plans for the Erection of Rural Houses*":

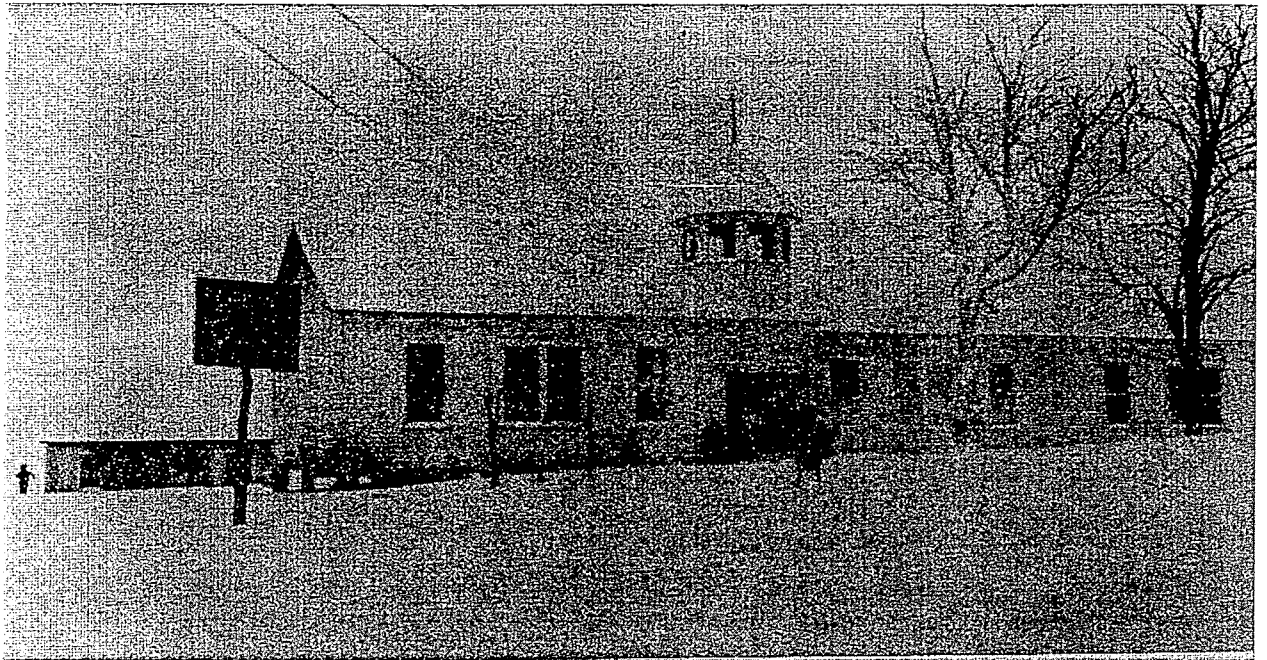
1. The funds for building Negro rural schools were to be provided by Julius Rosenwald of Chicago, Illinois. The sites and buildings of all schools aided by these funds would become the property of the public school authorities.
2. Funds were to be used to encourage officers, teachers, and public school districts to provide better schoolhouses, equipment, a more useful education of Negro children, and to supplement money, material, and labor as the school officers and communities may provide.
3. Funds were to be used to provide schoolhouses in rural districts, preferably for one and two-teacher schools. In order to receive funds, the districts must secure from public school funds or raise among themselves an amount equivalent to, or larger than that given by Mr. Rosenwald. In no case was the sum of money provided by Mr. Rosenwald to exceed \$400 for a one-teacher school, and \$500 for a two-teacher school. Each schoolhouse was to be furnished with two sanitary toilets, and the buildings equipped with desks, blackboards, and heaters. The school site must include ample space for playgrounds, the minimum requirement for a one-teacher school being two acres.
4. In no case would Rosenwald aid be given until the amount raised by the community and that given by Mr. Rosenwald were sufficient to complete and furnish the schoolhouse to be built.
5. Committees qualifying for aid would be considered in the order of their application. The Fund would deposit with every cooperating State Department of Education a sum of money recommended by the General Field Agent, to constitute working capital, from which the proper state official would make disbursements as required. At the close of every month, the State Department would be expected to report to the General Field Agent any amount or amounts disbursed, with a statement showing that the work had been inspected and approved by an authorized representative of the State Department of Education. Thereupon, the Fund would replenish its deposit in the amount disbursed.



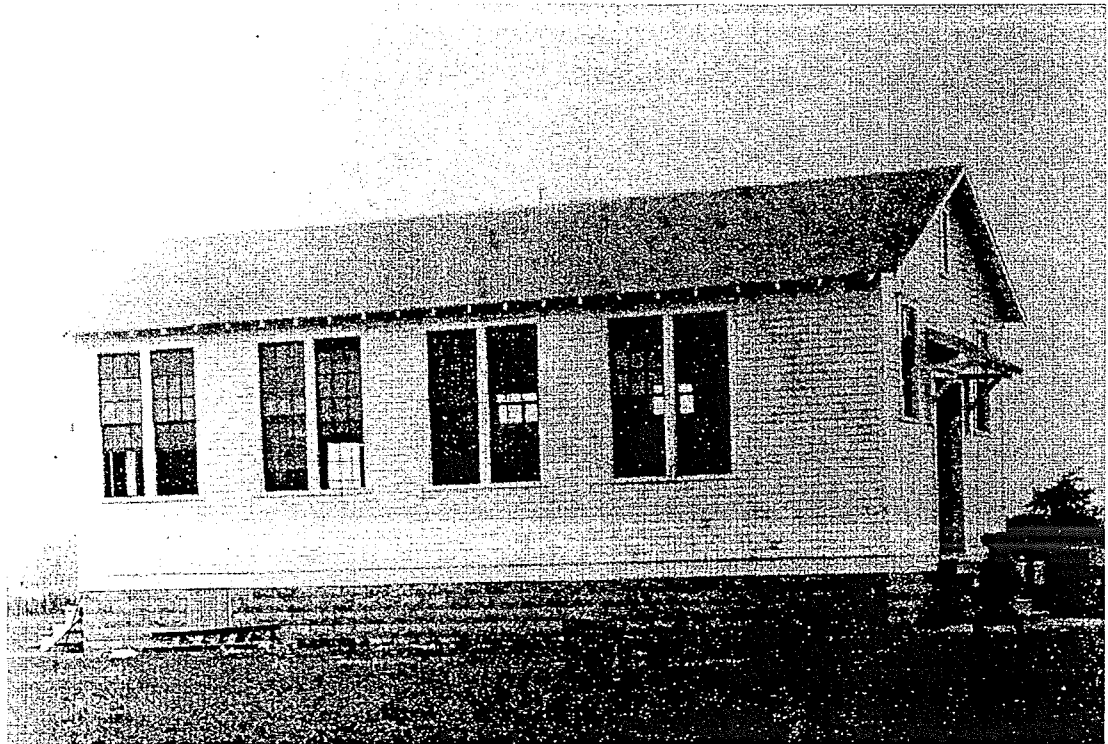
Graves County Training School, Mayfield, Kentucky, circa 1929. Photo courtesy Fisk University Archives, Nashville, Tennessee.



Floor plan for a six teacher school, such as the one in Mayfield. From *Community School Plans*, Interstate School Building Service (Nashville, Tennessee, 1944).



Washington County Training School, Springfield, Kentucky, circa 1923. Photo courtesy Fisk University Archives, Nashville, Tennessee.



West Point School, Hardin County, Kentucky, circa 1926. Photo courtesy Fisk University Archive, Nashville, Tennessee.

-
6. At the beginning of each school year, the number of schools to be aided in a state should be agreed upon by the Tuskegee Normal and Industrial Institute, and the State Department of Education in each respective state in which rural schoolhouses were to be erected.
 7. The kind of building to be erected was to be approved by the Extension Department of Tuskegee Institute and, where required, by the State Department of Education. Plans and specifications for every building were to be approved by the General Field Agent before construction began. On requests from the State Department of Education, the Fund considered it a privilege to furnish general suggestions, plans and specifications for schoolhouses.
 8. Each community receiving aid from the Rosenwald Fund must complete and furnish the schoolhouse within six months after being notified of receipt of Rosenwald funds.
 9. As far as possible, U. S. Department of Agriculture county agents, teachers, or any persons authorized to help in the building of the school, were to gain the approval and cooperation of the state, county, or township officers prior to beginning work.
 10. Agents, teachers, and the like were to exercise care to secure the cooperation of Jeanes Fund Supervisors and State Supervisors of Negro Rural Schools. Such cooperation was intended to make one kind of work supplement the other. It was further desired that these agents and teachers enlist the cooperation and assistance of larger schools in various counties. It was hoped that through the help and assistance of such institutions a larger number of rural schools would be built in a shorter time.
 11. Further, to secure a better grade of teachers and to assist these rural schools to better serve the needs of the community, it was suggested that an appropriation of not less than \$30 in any one year be granted to deserving committees which had erected new school buildings through aid received from the Rosenwald Fund. This \$30 was to be granted for the purpose of extending the school term two months for a one-teacher school and one month for a two-teacher school provided the community first raised an equal or greater amount for the same purpose. If, however, the school had a maximum term of seven months, the money granted by Mr. Rosenwald would be used with the sum raised by the community to increase the annual salary of the teacher or teachers employed. It was further recommended that this plan be carried out on a three-year basis with a view to the public authorities of the state taking over the increase of such extended school terms at the end of that period.

In later years, the work of the Fund expanded to include providing library services to rural schools. In 1932, by the time of his death, the Julius Rosenwald Fund had helped construct 5,357 public schools, shops and teachers' homes in 883 counties, in fifteen southern states. The total cost of the entire project was \$28,408,520. This figure includes \$4,364,869 (15.36%) in Rosenwald

funds, \$18,105,805 (63.73%) in tax funds, \$4,725,891 (16.64%) from African Americans, and \$1,211,975 (4.27%) from the white community.

Rosenwald Schools had an immediate impact on white school districts. White county school officials were stimulated by the example of these new, neatly built buildings and sought financial aid from Rosenwald to build schools in their communities. While Rosenwald always turned down their requests for financial aid, he did make school floor plans available to anyone who wished to use them (Werner 1939:134). Communities seeking to build Rosenwald Schools were required to follow mandatory architectural building standards and the schools had to be built according to standardized designs published and distributed by the Julius Rosenwald Fund. These plans were free of charge through schoolhouse bulletins and a Rosenwald publication entitled *Community School Plans*. Plans were reprinted in *For Better Schoolhouses* (1929), and *Community Units* (1941). These plans were first developed by Samuel L. Smith for the State of Tennessee and included a design for one-story school buildings housing one to six classrooms. From 1921-1931 plans were expanded to include up to twelve classrooms (MTSU). Because of his personal stewardship of the African American schoolhouse building project, Rosenwald became known as "Cap'n Julius" in the black community. His portrait often shared honored wall space with those of Abraham Lincoln and Booker T. Washington in certain Rosenwald Schools (Werner 1939:135). (Not all Rosenwald Schools received a portrait at the time of their dedication.)

After major reorganization on January 1, 1928, caused by Rosenwald's advancing age and failing health, the Fund took on new directions. The reorganization caused the Fund to make the transition from private to corporate giving. In 1928, Edwin Rogers Embree (1883-1950) became president of the Fund, replacing Rosenwald. Embree employed a full-time Chicago headquarters staff which responded to the directions of a newly created board of trustees. Programs of the Fund, which had originally concerned itself with building rural African American schoolhouses, expanded to include aid to colleges for teacher training, black leadership development, fellowships for promising black and white students, research on African American health and medical services, subsidies for county and school libraries, appropriations for specific social studies, and contributions to agencies and individuals working in the field of race relations.

During the 1928-29 budget year, the Fund established a special fund for "Contributions to Backward Counties". These "special funds" were used to construct schoolhouses in counties that traditionally resisted building schools for the education of African Americans. The cause of resistance cited by many of these so labeled "backward counties" was the contention that they maintained only a five percent or less black population. Therefore, public officials argued, incurring the expense of building schoolhouses for such a small population was economically unjustifiable. These same county officials offered no other means to provide for the education of black students. In a September 8, 1928 memo written to Edward Embree from Board member Alfred K. Stern of Chicago, there were 52 such "backward counties" in 12 southern states. Stern served as director of various special projects for the Chicago Office of the Rosenwald Fund (Fisk University Special Collections: Box 331:f4). An eligible black population totaling 379,480 persons contained in 52

southern counties was listed by Stern as needing education facilities. Stern's figures detailing the total affected African American population were taken from 1920 U. S. Census data. Funds needed to erect schools in these counties relied almost entirely upon Rosenwald funds and funds raised by the black community. Combined contributions from the Rosenwald Fund and the black community totaled \$663,477. Rosenwald provided 11.76% of the total funding (\$77,050). The average size of the buildings constructed in the majority of these "backward counties" was the four-teacher facility. "Backward counties" noted for the state of Kentucky in the 1928 memo from Stern were Boyle (with a 1920 black population of 21.3%) and Union (with a 1920 black population of 12.2%). Boyle County citizens received \$925 in matching funds from Rosenwald to build a seven-teacher facility in Danville and Union County citizens received \$1,175 in matching funds to build a two-teacher facility (*Sturgis School*) (Fisk University Special Collections, School Card File).

It was Julius Rosenwald's firm belief that the generation which contributed to the making of wealth should be the one to benefit from it. He, therefore, stipulated that the Fund expend its interest and principle within twenty-five years of the donor's death (1932). In keeping with Rosenwald's wishes, Edwin Embree discontinued building Rosenwald Schools in 1937 and closed the Fund completely in 1948.

Summary of Completed Buildings and of Amounts and Percentages of Cash Contributions by Blacks, Whites, Public Taxation, and Rosenwald Fund, 10 June 1914-1 July 1932

State	Number of buildings			Capacity			Total cost: Buildings, grounds, and equipment	Contributions*			
	Total	Schools	Homes	Shop	Teacher	Pupil		Blacks	Whites	Taxation	Rosenwald
Alabama	407	389	7	11	898	40,410	\$ 1,285,060	\$ 452,968	\$ 137,746	\$ 445,526	\$ 248,820
Arkansas	389	338	19	32	1,044	46,980	1,952,441	172,134	53,714	1,420,852	305,741
Florida	125	120	1	4	501	22,545	1,432,706	54,758	67,021	1,186,602	124,325
Georgia	261	242	12	7	829	37,305	1,378,859	253,852	118,456	759,002	247,569
Kentucky	158	155	2	1	402	18,090	1,081,710	88,897	13,475	848,748	130,590
Louisiana	435	393	31	9	1,139	51,255	1,721,506	457,318	70,407	855,781	338,000
Maryland	153	149	2	2	343	15,435	899,658	84,973	5,224	699,761	109,700
Mississippi	633	557	58	18	1,730	77,850	2,851,421	859,688	323,143	1,128,673	539,917
Missouri	4	3	—	1	28	1,260	257,959	500	6,000	237,609	13,850
North Carolina	813	787	18	8	2,538	114,210	5,167,042	666,736	75,140	3,707,740	717,426
Oklahoma	198	176	16	6	435	19,575	1,127,449	28,865	5,475	948,054	145,055
South Carolina	500	481	8	11	1,646	74,070	2,892,360	507,994	224,525	1,706,241	453,600
Tennessee	373	354	9	10	988	44,460	1,969,822	296,388	28,027	1,354,157	291,250
Texas	527	464	31	32	1,274	57,330	2,496,521	392,851	60,494	1,623,800	419,376
Virginia	381	367	3	11	952	42,840	1,894,006	407,969	23,128	1,183,259	279,650
Totals	5,357	4,977	217	163	14,747	663,615	\$28,408,520	\$4,725,891	\$1,211,975	\$18,105,805	\$4,364,869

Source: Statistical Reports on Rural School Construction Program, Box 331, JRFP-FU.

*Percentages donated: blacks 16.64 percent; whites 4.27 percent; public 63.73 percent; Rosenwald Fund 15.36 percent.

Elementary School Attendance by Race and Age in Southern States, 1900

State	Number of children 5 to 9 years old, inclusive		Number attending school		Percent attending school		Number of children 10 to 14 years old, inclusive		Number attending school		Percent attending school	
	Black	White	Black	White	Black	White	Black	White	Black	White	Black	White
	Alabama	118,403	138,291	16,274	36,001	14	26	105,926	122,759	43,810	80,917	41
Arkansas	51,793	135,628	12,715	47,321	25	35	46,714	119,767	25,419	84,881	54	71
Delaware	3,548	15,891	1,153	7,775	32	49	3,401	15,345	2,121	12,646	62	82
Florida	30,401	40,048	8,854	15,361	29	38	26,361	34,604	16,439	26,943	62	78
Georgia	151,516	161,648	33,070	58,855	22	36	134,540	143,325	61,290	100,298	46	70
Kentucky	31,972	241,287	9,785	94,543	31	39	33,155	218,498	22,594	170,721	68	78
Louisiana	93,447	98,428	12,792	28,315	14	29	82,803	86,582	28,751	56,705	35	65
Maryland	27,586	105,159	8,820	51,077	32	49	26,539	99,678	16,857	79,817	64	80
Mississippi	134,292	87,836	36,770	37,835	27	43	118,560	79,505	62,279	59,441	53	75
Missouri	16,837	353,927	7,008	179,566	42	51	17,328	329,937	12,697	276,777	73	84
North Carolina	89,833	173,531	21,405	58,126	24	33	81,296	154,029	44,783	103,892	55	67
South Carolina	119,669	74,594	21,288	22,644	18	30	106,982	67,435	47,853	42,959	45	64
Tennessee	63,022	201,783	15,395	72,135	24	36	59,343	184,430	33,522	133,177	56	72
Texas	92,492	339,863	17,339	80,501	19	24	82,697	300,480	55,867	241,086	66	80
Virginia	91,469	149,159	21,900	57,639	24	39	85,609	135,228	48,938	102,251	57	76
West Virginia	4,403	116,566	1,645	49,159	37	42	4,079	106,658	2,758	88,199	68	83
Totals	1,120,683	2,433,639	246,273	896,853	22	37	1,015,333	2,198,440	525,978	1,660,708	52	76

Source: U.S. Bureau of the Census, *Twelfth Census of the United States: 1900, Population*, pt. 2, pp. 6, 12, 20, 24, 26, 42, 44, 48, 56, 58, 74, 88, 94, 100, 104, 353, 359.

ROSENWALD SCHOOLS IN KENTUCKY 1917 TO 1932

In the State of Kentucky, the Julius Rosenwald Fund was responsible for providing financial support for 158 schools and buildings related to the education of African Americans. This total included twelve training schools built in Fayette, Fleming, Graves, Henderson, Hopkins, Knox, Logan, Madison, Montgomery, Oldham, Washington, and Webster counties as well as two teachers' homes built in Breckinridge and Webster Counties. According to L. N. Taylor (Taylor 1932:23), by 1932, 1,450 teachers were employed in Kentucky "colored" schools. Two hundred fifty were employed in high schools, with an additional 50 serving as part-time teachers. The remaining 1,150 taught in elementary schools. Taylor described these "colored" teachers as ... "an earnest group of men and women building a strong foundation for the progress of the colored race in Kentucky" (Taylor 1932:23).

The first Rosenwald Schools in Kentucky were built in 1917 under the supervision of Tuskegee Institute and with the aid of the General Education Board and the Rosenwald Fund. There were 33 African-American schools built in Kentucky through the early collaboration of Julius Rosenwald, Tuskegee Institute, and the General Education Board between 1917 and 1920. Many of the schools built by Rosenwald served as replacement buildings for community schools that had fallen into a sad state of disrepair, and many were new first time schools for the community. Thirty-three schools were built in the following Kentucky counties from 1917 to 1920 through private donations from Julius Rosenwald, Tuskegee Institute, and the General Education Board prior to establishment of the Rosenwald Fund. An asterisk (*) denotes a county training school, and a cross (+) denotes a teachers' cottage.

Ballard County: *LaCenter School*

Bath County: *Owingsville School*

Bell County: *Middlesboro School*

Bourbon County: *Cumensville School*

Calloway County: *Providence School*

Daviess County: *Pleasant Ridge School*

Fayette County: *Uttingertown School*

Franklin County: *Normal Hill School #1*

Fulton County: *Free Hill and Johnston Chapel Schools*

Garrard County: *Scotts Fork and White Oak Schools*

Green County: *Greensburg School*

Hardin County: *Perryville School*

Harlan County: *Harlan School*

* Henderson County: *Corydon County Training School*

Henry County: *Eminence and New Castle Schools*

Jefferson County: *Jacob School*

Lincoln County: *Stanford School*

* Logan County: *Russellville and Adairville County Training Schools*

Mercer County: *Harrodsburg and Mayo Schools*

Muhlenburg County: *Rhodes School*
 Powell County: *West Bend School*
 Scott County: *Sadieville and New Zion Schools*
 Shelby County: *Buck Creek and Christianburg Schools*
 Taylor County: *Durham School*
 * Webster County: *Dixon and Providence County Training Schools*

Black Students and Graduates in Public and Private Normal Schools, High Schools, and Colleges in Southern States, 1900

State	Normal Schools				High Schools				Colleges			
	Students		Graduates		Students		Graduates		Students		Graduates	
	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private
Alabama	659	767	41	26	70	2,007	10	95	0	33	0	4
Arkansas	62	77	0	13	273	308	39	15	0	70	0	4
Delaware	3	0	3	0	0	31	0	0	20	0	1	0
Florida	5	66	5	15	60	306	8	19	0	1	0	0
Georgia	0	384	0	87	79	1,524	13	194	22	290	0	9
Kentucky	73	50	5	18	714	270	93	0	34	36	0	0
Louisiana	25	20	2	15	0	529	0	36	4	35	0	9
Maryland	0	49	0	13	221	199	28	0	0	11	0	0
Mississippi	0	105	0	48	394	1,318	30	36	33	52	8	7
Missouri	0	22	0	22	682	228	72	8	0	13	0	0
North Carolina	253	538	49	123	77	1,544	17	82	39	429	7	36
South Carolina	0	266	0	115	169	1,262	25	62	0	76	0	12
Tennessee	0	660	0	82	425	1,060	67	9	0	297	0	15
Texas	0	97	0	3	553	650	44	17	0	188	0	3
Virginia	154	162	40	41	547	1,201	67	73	27	26	9	7
West Virginia	88	98	11	6	56	186	14	0	0	0	0	0
Totals	1,322	3,361	156	627	4,320	12,623	527	646	179	1,557	25	106

Source: U.S. Commissioner of Education, *Report, 1899-1900, 1:2504-7, 2514-21.*

During the first organized funding year of the Julius Rosenwald Fund, Budget Year A - 1921-22, 24 additional Rosenwald Schools were built in the following Kentucky counties:

Allen County: *Caney Fork School*
 Bourbon County: *Amentsville School*
 Breathitt County: *Jackson School*
 Christian County: *Crofton and Garrottsburg Schools*
 Fayette County: *Coletown School*
 * Fleming County: *Flemingsburg County Training School*
 Fulton County: *Lake Chapel School*
 * Graves County: *Graves County Training School and Sedalia School*

-
- Henry County: *Smithfield School*
 - Laurel County: *London School*
 - Mason County: *Mayslick School*
 - * Montgomery County: *Montgomery County Training School*
 - * Muhlenburg County: *Greenville School*
 - * Oldham County: *Oldham County Training School*
 - Scott County: *Boydton, Great Crossing, and Watkinville Schools*
 - Shelby County: *Scott, Clarks, Olive Branch, and Chestnut Grove Schools*
 - Wayne County: *Frazee School*

During Budget Year B - 1922-23, 19 Rosenwald Schools were built in the following Kentucky counties:

- Adair County: *Elizabeth School*
- Bath County: *Bethel School*
- Breckinridge County: *Bewleyville School*
- Christian County: *West Union and Blue Springs Schools*
- Fayette County: *Avon, Cadentown, and Fort Springs Schools*
- Green County: *Gresham, Cedar Top, Anderson, Meadow Creek, and Hazel Ridge Schools*
- Jefferson County: *Eastwood School*
- Logan County: *Oakville, Lewisburg, and Union Schools*
- * Washington County: *Washington County Training School and Mt. Zion School*

During Budget Year C - 1923-24, 17 Rosenwald Schools were built in the following Kentucky counties:

- Adair County: *Knifley School*
- Bath County: *Peeled Oak School*
- Bourbon County: *North Middletown School*
- Clark County: *Jouett's Creek School*
- Floyd County: *Tram School*
- Franklin County: *Normal Hill School #2*
- Gallatin County: *Park Ridge School*
- Hardin County: *Elizabethtown School*
- Jefferson County: *Harrison Kennedy School (Point)*
- Lawrence County: *Louisa School*
- Logan County: *New Hope School*
- Nelson County: *Bardstown School*
- Owen County: *New Liberty School*
- Perry County: *Subdistrict A and Vicco Schools*
- Warren County: *Delefield School*
- + Webster County: *Providence Teachers' Home*

During Budget Year D - 1924-25, seven Rosenwald Schools were built in the following Kentucky counties:

- + Breckinridge County: *Bewleyville Teachers' Home*
- Fulton County: *Sassafras Ridge School*

Grant County: *Dry Ridge School*
Harrison County: *Rosenwald School*
Hart County: *Munfordsville School*
McCracken County: *Sanders School*
Woodford County: *Elm Bend School*

During Budget Year E - 1925-26, six Rosenwald Schools were built in the following Kentucky counties:

Adair County: *Columbia School*
Fulton County: *Fulton School*
Graves County: *Hickory School*
Hardin County: *West Point School*
McCracken County: *Grahamville School*
Ohio County: *Beaver Dam School*

During Budget Year F - 1926-27, 10 Rosenwald Schools were built in the following Kentucky counties:

Ballard County: *Bandana School*
Carroll County: *Carrollton School*
Crittenden County: *Marion School*
Daviess County: *Green's Chapel School*
Graves County: *Water Valley School*
Logan County: *Auburn School*
Madison County: *Concord School*
Mason County: *Washington School*
Powell County: *Clay City School*
Warren County: *Rockfield School*
Woodford County: *Pinckard School*

During Budget Year G - 1927-28, four Rosenwald Schools were built in the following Kentucky counties:

Greenup County: *Greenup School*
Madison County: *Berea Consolidated and Pleasant Green Schools*
Scott County: *New Zion School*

During Budget Year H - 1928-29, 10 Rosenwald Schools were built in the following Kentucky counties:

Adair County: *Pelleyton School*
Ballard County: *Lovelaceville School*
Boyle County: *Danville School*
Breckinridge County: *Hardinsburg School*
Clark County: *Goff School*
Franklin County: *Frankfort School*
Jefferson County: *South Park School*
Logan County: *Cedar Grove School*
Union County: *Sturgis School*

Warren County: *Bristow School*

During Budget Year I - 1929-30, 14 Rosenwald Schools were built in the following Kentucky counties:

Adair County: *Flat Woods School*

Ballard County: *Wickliffe School*

Christian County: *Dyer's Chapel and LaFayette Schools*

Clark County: *Howard's Creek School*

Fayette County: *Douglass School*

Jefferson County: *Jeffersontown, Newburg, and Dorsey Schools*

Logan County: *Schochoh School*

McCracken County: *Union Station and Woodland Schools*

* Madison County: *Richmond Shop*

Montgomery County: *Mt. Sterling School*

Scott County: *Zion Hill School*

During Budget Year J - 1930-31, 12 Rosenwald Schools were built in the following Kentucky counties:

Calloway County: *Murray School*

Christian County: *Hensleytown School*

Hart County: *Horse Cave School*

* Hopkins County: *Madisonville School and Madisonville School Shop*

Jessamine County: *Nicholasville Colored School*

* Knox County: *Knox County Training School*

Marion County: *Lebanon School*

Mercer County: *Harrodsburg School*

Muhlenburg County: *Drakesboro School*

Todd County: *Trenton School*

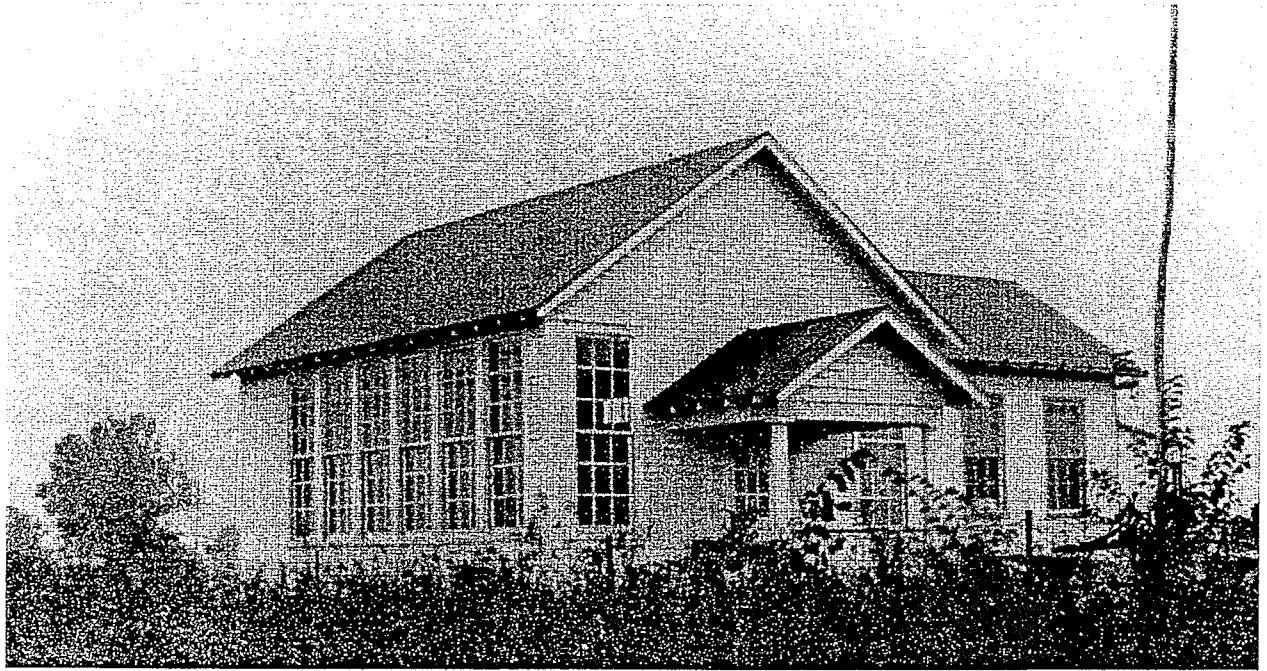
Wayne County: *Monticello School*

During Budget Year K, the last budget year for building Rosenwald Schools, 1931-32, three Rosenwald Schools were built in the following Kentucky counties:

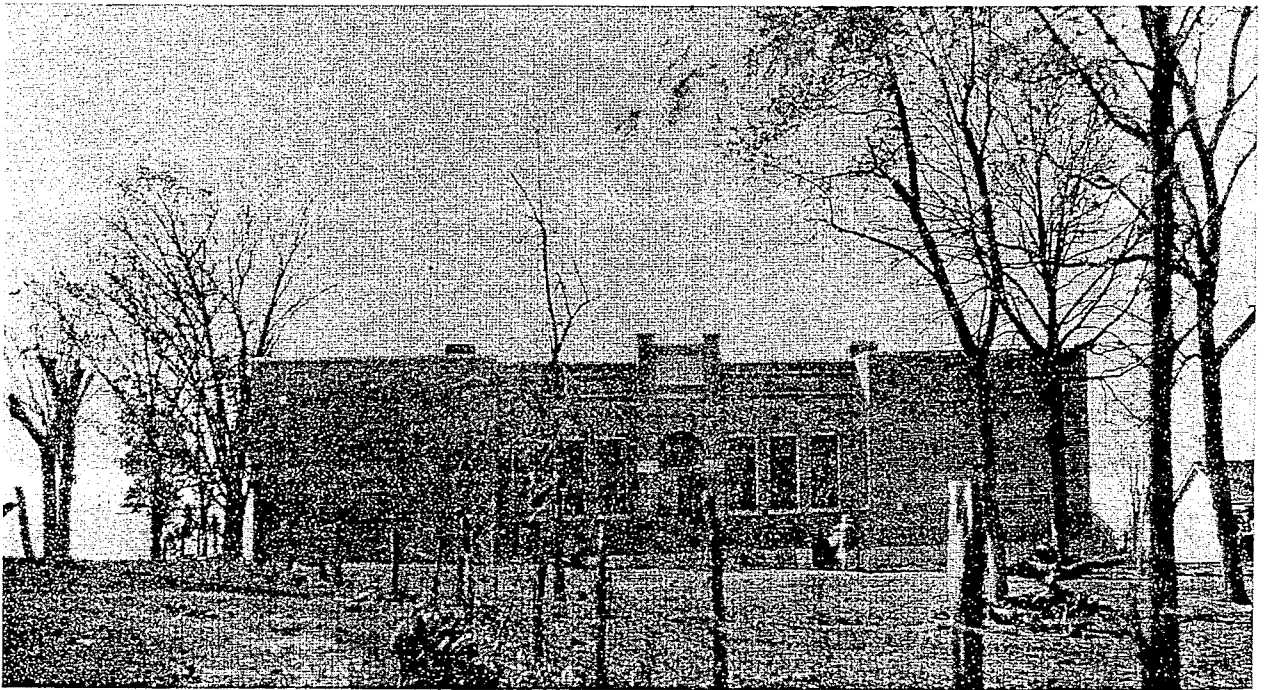
* Fayette County: *Douglas School Shop*

Henderson County: *Henderson School*

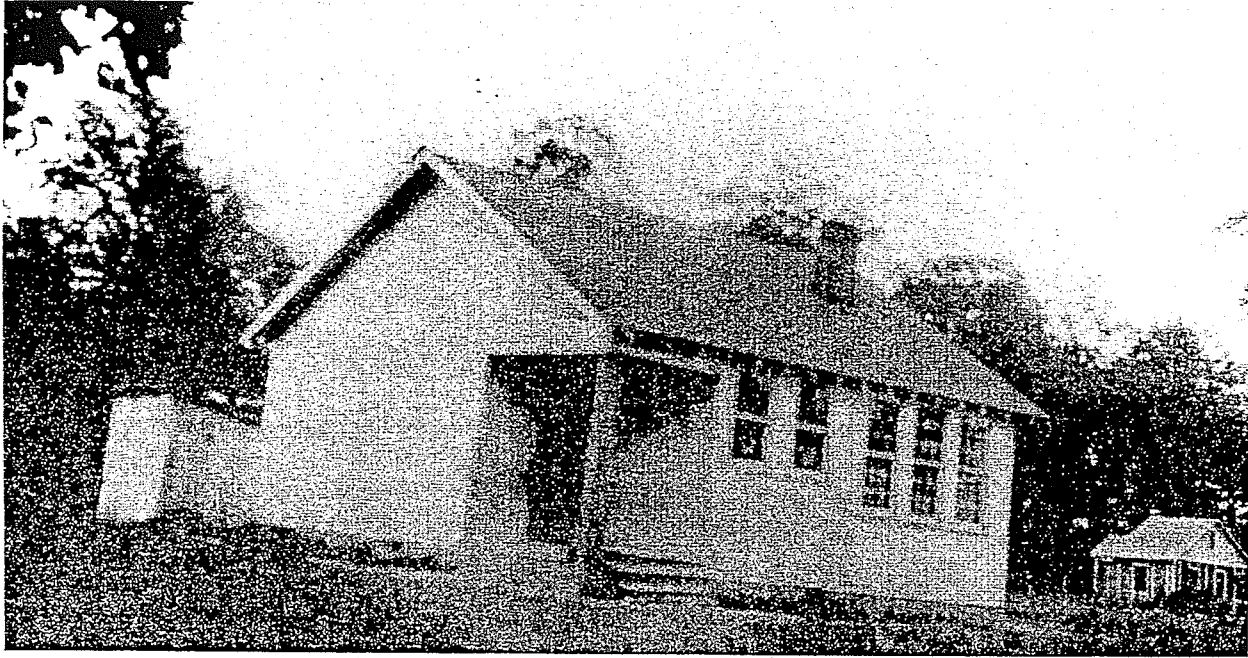
Hickman County: *Columbus School*



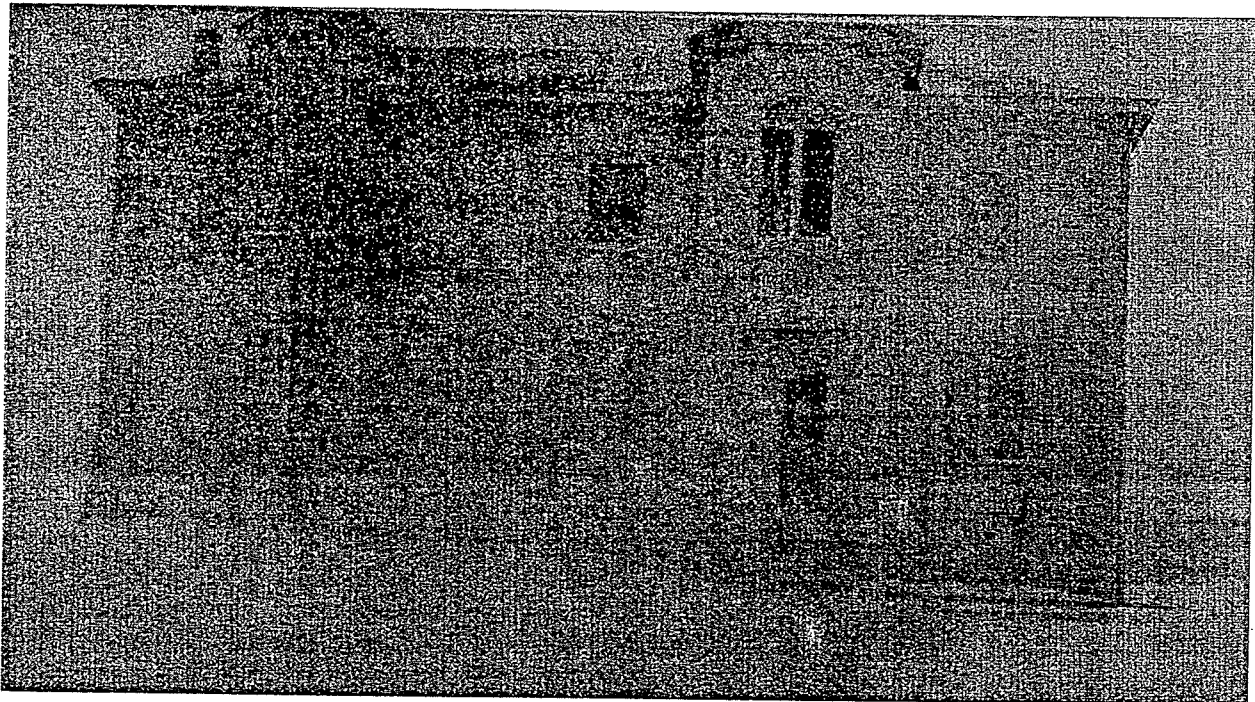
South Park School, Jefferson County, Kentucky, circa 1929. Photo courtesy of Fisk University Archives, Nashville, Tennessee.



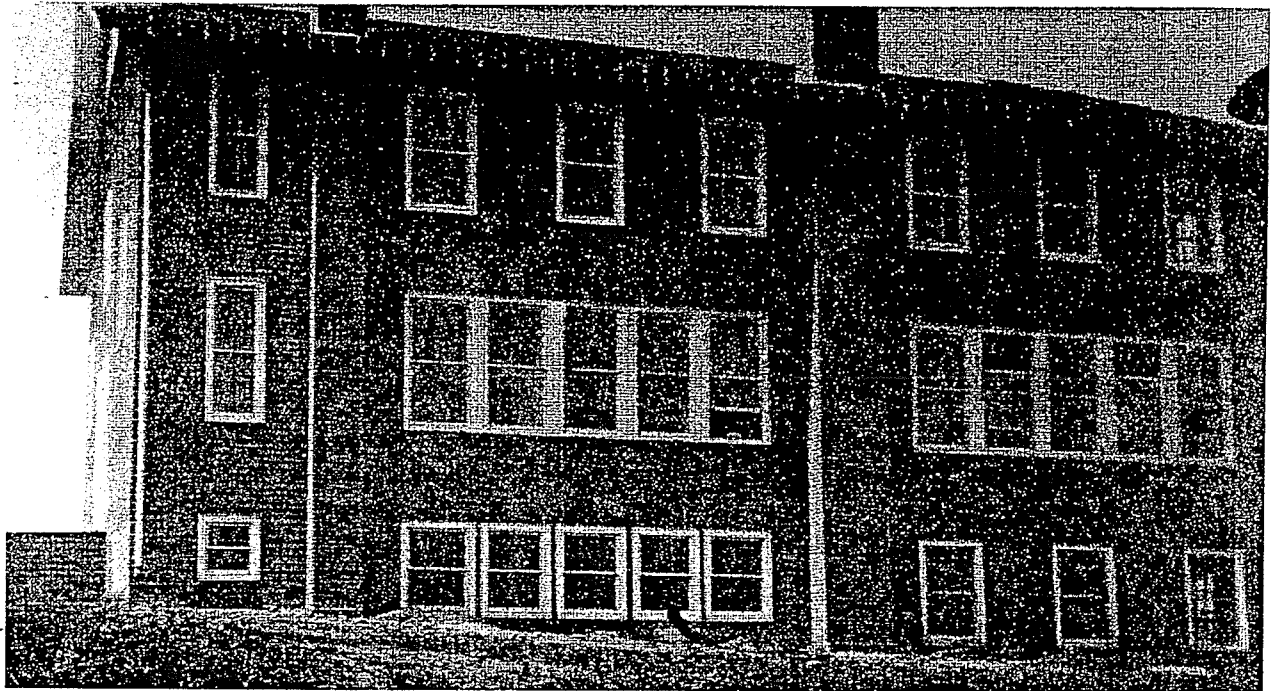
Nicholasville Colored School, Jessamine County, Kentucky, circa 1933. Photo courtesy Fisk University Archives, Nashville, Tennessee.



Union Station School, McCracken County, Kentucky, circa 1930. Photo courtesy Fisk University Archives, Nashville, Tennessee.



Harrodsburg School, Mercer County, Kentucky, circa 1920. Photo courtesy Fisk University Archives, Nashville, Tennessee.



Montgomery County Training School circa 1921. Photo courtesy Fisk University Archives, Nashville, Tennessee.

APPENDIX I - ROSENWALD SCHOOLS IN KENTUCKY

Each of the following schools is listed by county and application date, oldest schools first. As much information as available has been added to the listing of each school. Buildings constructed from 1917-1920 were not assigned application numbers. These buildings received directions from Rosenwald and Tuskegee Institute. Numbers in bold represent the archival photograph number maintained by Fisk University Special Collections, Nashville, Tennessee.

ADAIR COUNTY

Elizabeth School - Application 14-B, one-teacher facility, 1922-23. Total cost of construction \$2,200.

Contributions:

Negro 100

White

Public 1,600

Rosenwald 500

Building remains standing: Yes ___ No ___

Knifley School - Application 26-C, one-teacher facility, 1923-24. Mr. Rosenwald's picture maintained here. Total cost of construction \$2,000.

Contributions:

Negro 500

White

Public 1,100

Rosenwald 400

Building remains standing: Yes ___ No ___

Columbia School - Application 7-E, four-teacher facility, 1925-26. Elementary library maintained at this building. Total cost of construction \$6,300. Photo #1963.

Contributions:

Negro 1,150

White 150

Public 3,900

Rosenwald 1,100

Building remains standing: Yes ___ No ___

Pelleyton School - Application 1-H, one-teacher facility, 1928-29. Rosenwald picture maintained at this building. Total cost of construction \$1,300. Photo #3118.

Contributions:

Negro 150

White

Public 950

Rosenwald 200

Building remains standing: Yes ___ No ___

Flat Woods School - Application 15-I, one-teacher facility, 1929-30. Total cost of construction \$1,200, insured for \$900. Photo #3362.

Contributions:

Negro 100

White

Public 900

Rosenwald 200

Building remains standing: Yes ___ No ___

ALLEN COUNTY

Caney Fork School - Application 4-A, one-teacher facility, 1921-22. Total cost of construction \$2,000.

Contributions:

Negro

White

Public 1,500

Rosenwald 500

Building remains standing: Yes ___ No ___

BALLARD COUNTY

LaCenter School - this school was originally erected as a one-room, one-teacher school, 1917-20. The building was expanded during the 1928-29 Rosenwald budget to a two-room, two-teacher facility. LaCenter submitted application 8-H for that funding year. The total cost of the school was \$2,200 during the first year, \$1,425 (1928-29 expansion) = \$3,625. Photo #3145.

Contributions:

Negro 400 original bldg + 150 (1928-29) = 550

White 600 original bldg = 600

Public 800 original bldg + 1,125 " " = 1,925

Rosenwald Funds 400 original bldg + 150 " " = 550

Building remains standing: Yes ___ No ___

Bandana School - Application 9-F, one-teacher facility, 1926-27. Total cost of construction \$1,950. Photo #2694.

Contributions:

Negro 200

White 400

Public 950

Rosenwald 400

Building remains standing: Yes ___ No ___

Lovelaceville School - Application 2-H, one-teacher facility, 1928-29. Total cost of construction \$1,500, insured for \$1,000. Photo #3119.

Contributions:

Negro 50

White

Public 1,250

Rosenwald 200

Building remains standing: Yes ___ No ___

Wickliffe School - Application 5-I, one-teacher facility, 1929-30. Total cost of construction \$2,475.

Contributions:

Negro 25

White

Public 2,250

Rosenwald 200

Building remains standing: Yes ___ No ___

BATH COUNTY

Owingsville School - originally a three-teacher, three-room facility 1917-20. Expanded during the 1925-26 Rosenwald Fund budget year to five-rooms, five-teachers. Owingsville submitted application 5-E for that funding year. The total cost of the school was \$2,500 in the first year, \$2,150 (1925-26 expansion) = \$4,650. Photo #2185.

Contributions:

Negro 200 original bldg + \$ 100 = \$ 300

White

Public 1,800 original bldg + 1,650 = 3,450

Rosenwald 500 original bldg + 400 = 900

Building remains standing: Yes ___ No ___

Bethel School - Application 4-B, one-teacher facility, 1922-23. Total cost of construction \$2,965.

Contributions:

Negro 200

White

Public 2,265

Rosenwald 500

Building remains standing: Yes ___ No ___

Peeled Oak School - Application 11-C, one-teacher facility, 1923-24. Total cost of construction \$2,250.

Contributions:

Negro 50

White

Public 1,800

Rosenwald 400

Building remains standing: Yes ___ No ___

BELL COUNTY

Middlesboro School - originally an eight-teacher, eight-room facility, 1917-20. Total construction cost \$10,000. A library was also built at this school.

Contributions:

Negro 475

Whites 175

Public 8,850

Rosenwald 500

Building remains standing: Yes ___ No ___

BOURBON COUNTY

Cumensville School - originally a one teacher, one-room facility, 1917-20. Total cost of construction \$2,100. Photo #585.

Contributions:

Negro 100

White 500

Public 1,100

Rosenwald 400

Building remains standing: Yes ___ No ___

Amentsville School - Application 13-A, one-teacher facility, 1921-22. Total cost of construction \$2,600.

Contributions:

Negro 100

White

Public 2,000

Rosenwald 500

Building remains standing: Yes ___ No ___

North Middletown School - Application 22-C, three-teacher facility, 1923-24. Elementary library maintained at this building. Total cost of construction \$5,100.

Contributions:

Negro 200
White
Public 4,000
Rosenwald 900
Building remains standing: Yes ___ No ___

BOYLE COUNTY

Danville School - Application 9-H, seven-teacher facility, 1928-29. Elementary library maintained at this building. Received \$1,950 aid from Backward Counties Fund and \$350 aid from Permanent Construction. Total cost of construction \$59,000.

Contributions:

Negro 500
Whites
Public 55,725
Rosenwald 2,775 (Special Aid)
Building remains standing: Yes ___ No ___

BREATHITT COUNTY

Jackson School - Application 5-A, two-teacher facility 1921-22. Total cost of construction \$4,000.

Contributions:

Negro 300
White
Public 2,900
Rosenwald 800
Building remains standing: Yes ___ No ___

BRECKINRIDGE COUNTY

Bewleyville School, Application 3-B, two-teacher facility, 1922-23. Total cost of construction \$4,550. Photo #879.

Contributions:

Negro 300
White 1,000
Public 2,550
Rosenwald 700
Building remains standing: Yes ___ No ___

Bewleyville Teachers' Home - Application 2-D, 1924-25. Total cost of construction \$3,000. Photo #1476.

Contributions:

Negro 1,000

White 1,100
Public
Rosenwald 900
Building remains standing: Yes ___ No ___

Hardinsburg School - Application 3-H, four-teacher facility, 1928-29. Elementary and high school libraries maintained at this building. Total cost of construction \$4,050. Photo #3358.

Contributions:
Negro 300
White
Public 2,750
Rosenwald 1,000
Building remains standing: Yes ___ No ___

CALLOWAY COUNTY

Providence School - originally a one-teacher, one-room facility, 1917-20. Total cost of construction \$2,100.

Contributions:
Negro 450
White
Public 1,250
Rosenwald 400
Building remains standing: Yes ___ No ___

Murray School - Application 3-J, six-teacher facility, 1930-31. High school library maintained at this building. Total cost of construction \$14,400, insured for \$10,000. (*Insurance was required after many schools were mysteriously beginning to be burned.*) Photo #3828.

Contributions:
Negro 1,000
White
Public 10,800
Rosenwald 2,600
Building remains standing: Yes ___ No ___

CARROLL COUNTY

Carrollton School - Application 8-F, two-teacher facility, 1926-27. Elementary library maintained at this building. Total cost of construction, \$11,000. Photo #2664.

Contributions:
Negro
Whites
Public 10,300

Rosenwald 700
Building remains standing: Yes ___ No ___

CHRISTIAN COUNTY

Crofton School - Application 1-A, three-teacher facility, 1921-22. Total cost of construction \$4,600. Photo #573.

Contributions:

Negro 300

White

Public 3,300

Rosenwald 1,000

Building remains standing: Yes ___ No ___

Garrottsburg School - Application 3-A, two-teacher facility, 1921-22. Total cost of construction \$3,550.

Contributions:

Negro 200

Whites

Public 2,550

Rosenwald 800

Building remains standing: Yes ___ No ___

West Union School - Application 2-B, one-teacher facility, 1922-23. Total cost of construction \$2,400.

Contributions:

Negro 100

White

Public 1,800

Rosenwald 500

Building remains standing: Yes ___ No ___

Blue Springs School - Application 8-B, one-teacher facility, 1922-23. Total cost of construction \$2,310. Photo #889.

Contributions:

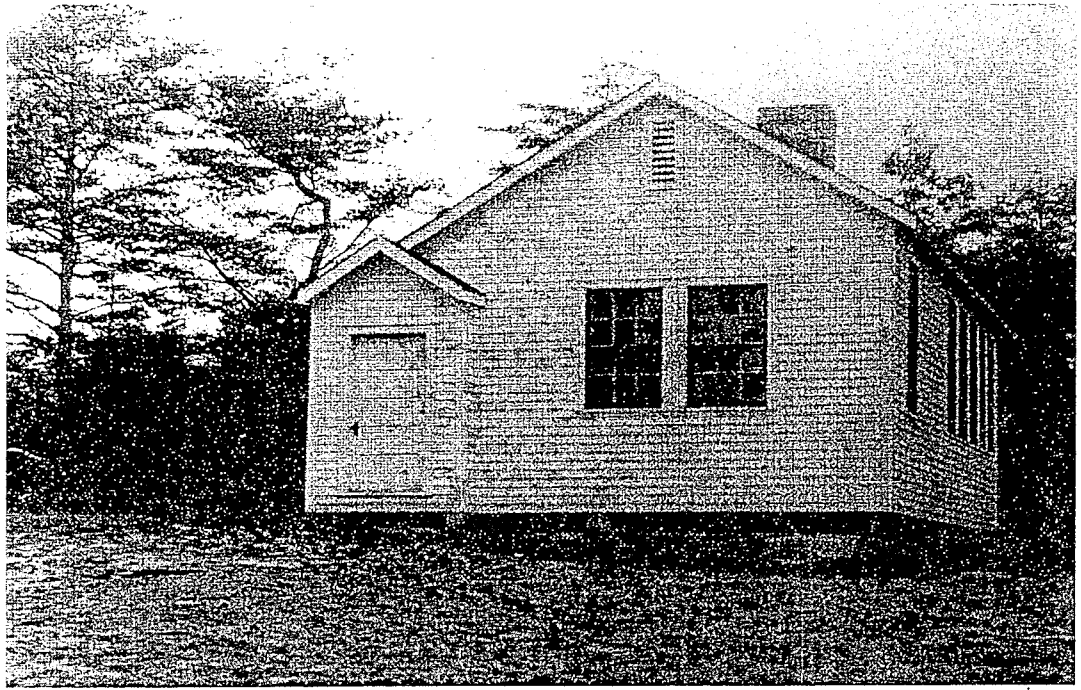
Negro 300

White 50

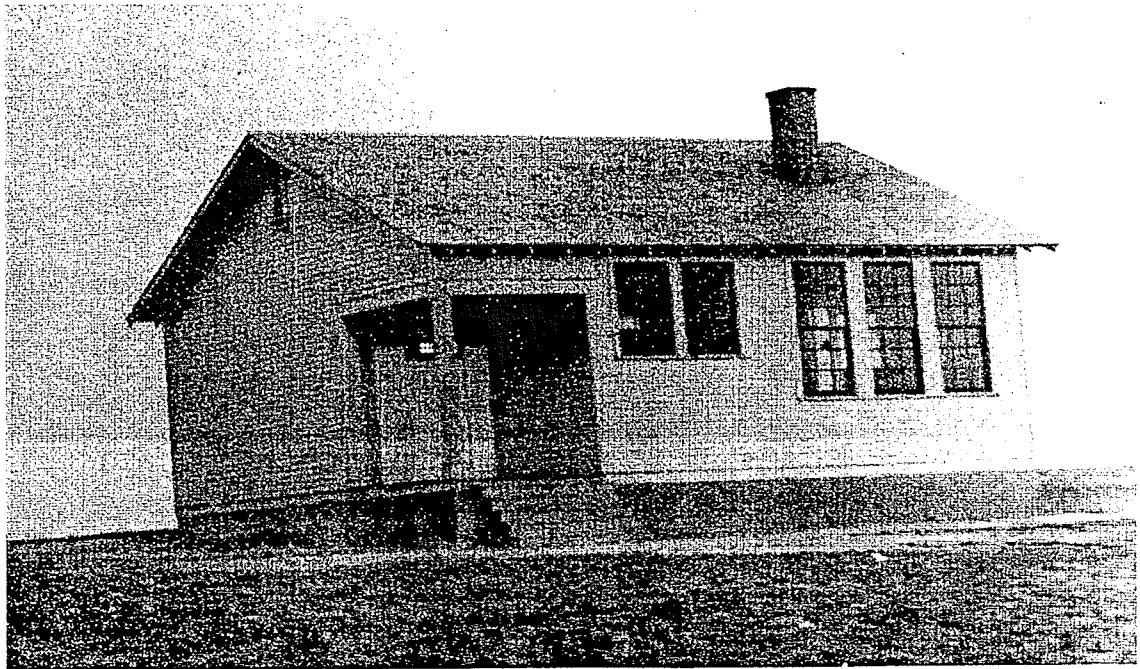
Public 1,460

Rosenwald 500

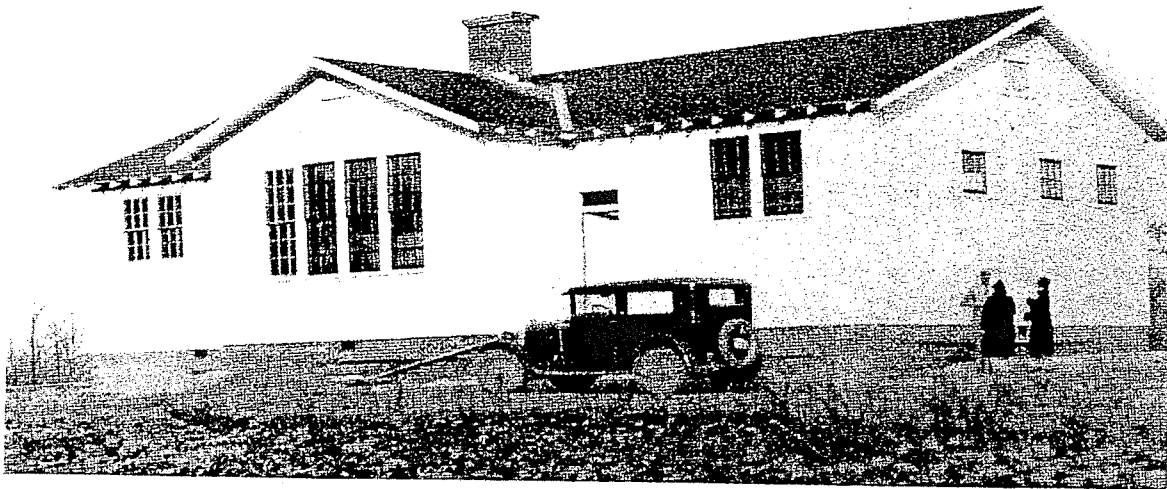
School remains standing: Yes ___ No ___



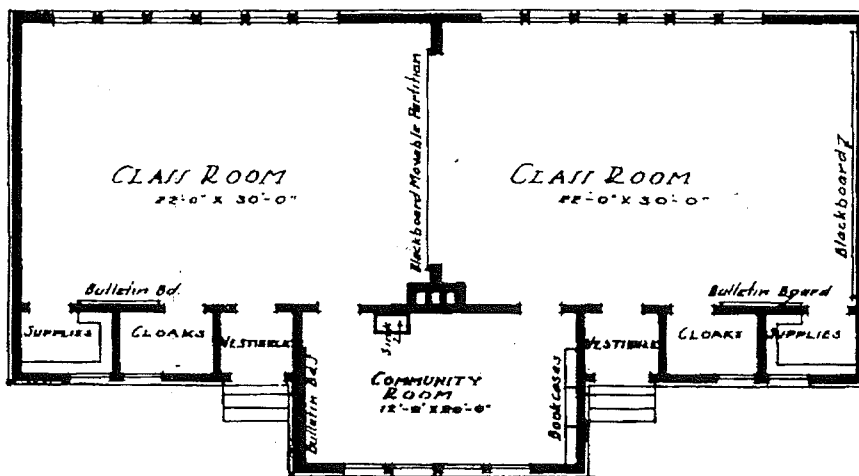
Clay City School, Powell County, Kentucky, circa 1927. Photo courtesy Fisk University Archives, Nashville, Tennessee.



New Zion School, Scott County, Kentucky, circa 1920. Photo courtesy Fisk University Archives, Nashville, Tennessee.



Strugis School, Union County, Kentucky, circa 1929. Photo courtesy Fisk University Archives, Nashville, Tennessee.



Community School Plan No. 20
To face east or west

Floor plan for a two-teacher facility similar to the Strugis School From Community School Plans, Interstate School Building Service (Nashville, Tennessee, 1944).

Dyer's Chapel School - Application 6-I, one-teacher, 1929-30. Total cost of construction \$1,925 insured for \$1,200. Photo #3606.

Contributions:

Negro 400

White

Public 1,325

Rosenwald 200

Building remains standing: Yes ___ No ___

Hensleytown School - Application 9-J, two-teacher facility, 1930-31. Total cost of construction \$3,250, insured for \$1,800. Photo #3830.

Contributions:

Negro 250

White

Public 2,600

Rosenwald 400

Building remains standing: Yes ___ No ___

LaFayette School - Application 12-J, two-teacher facility, 1930-31. Total cost of construction \$2,950, insured for \$1,850. Photo #3908.

Contributions:

Negro

White

Public 2,550

Rosenwald 400

Building remains standing: Yes ___ No ___

CLARK COUNTY

Jouett's Creek School - Application 25-C, one-teacher facility, 1923-24. Mr. Rosenwald's picture maintained here. Total cost of construction \$3,500. Photo #1373.

Contributions:

Negro 150

White

Public 2,950

Rosenwald 400

Building remains standing: Yes ___ No ___.

Goff School - Application 7-H, one-teacher facility, 1928-29. Rosenwald picture maintained here. Total cost of construction \$2,000. Photo #3117.

Contributions:

Negro 200

White

Public 1,600

Rosenwald 200

Building remains standing: Yes ___ No ___

Howard's Creek School - Application 4-I, two-teacher facility, 1929-30. Total cost of construction \$5,000. Photo #3356.

Contributions:

Negro 300

White

Public 4,200

Rosenwald 500

Building remains standing: Yes ___ No ___

CRITTENDEN COUNTY

Marion School - Application 2-F, one-teacher facility, 1926-27. Elementary library, Rosenwald picture maintained at this building. Total cost of construction \$2,000 insured for \$2,000. Photo #2709.

Contributions:

Negro 250

White

Public 2,150

Rosenwald 400

Building remains standing: Yes ___ No ___

DAVIESS COUNTY

Pleasant Ridge School - originally a one-teacher, one-room facility, 1917-20. Total cost of construction \$2,500.

Contributions:

Negro 125

White 325

Public 1,650

Rosenwald 400

Building remains standing: Yes ___ No ___

Green's Chapel School - Application 15-F, one-teacher facility, 1926-27. Total cost of construction \$2,300. Photo #2790.

Contributions:

Negro 50

White

Public 1,850

Rosenwald 400

Building remains standing: Yes ___ No ___

FAYETTE COUNTY

Uttingertown School - originally a two-room, two-teacher facility, 1917-20. Total cost of construction \$3,406.

Contributions:

Negro 840

White 600

Public 1,666

Rosenwald 300

Building remains standing Yes ___ No ___

Coletown School - Application 10, two-teacher facility, 1920-21. Total cost of construction \$3,800. Photos #268, 269, 270.

Contributions:

Negro 300

White

Public 2,700

Rosenwald 800

Building remains standing: Yes ___ No ___

Avon School - Application 1-B, one-teacher facility, 1922-23. Total cost of construction \$3,100.

Contributions:

Negro 200

White

Public 2,400

Rosenwald 500

Building remains standing: Yes ___ No ___

Cadentown School - Application 2-B, one-teacher facility, 1922-23. Total construction cost \$3,300.

Contributions:

Negro 300

White
Public 2,500
Rosenwald 500
Building remains standing: Yes ___ No ___

Ft. Springs School - Application 7-B, a photograph of Mr. Rosenwald maintained at this school, 1922-23. Total cost of construction \$3,400. Photo #2536.

Contributions:
Negro 380
White
Public 2,320
Rosenwald 700
Building remains standing: Yes ___ No ___

Douglass School - Application 4-I, eight-teacher facility, 1929-30. Elementary and high school libraries maintained here. Total cost of construction \$30,000. Photo #3360.

Contribution:
Negro 100
Whites
Public 27,800
Rosenwald 2,100
Building remains standing: Yes ___ No ___

Douglas School - Shop - Application 4-K, two-room shop added to current Rosenwald school, 1931-32. Total cost of construction \$2,000, insured for \$1,250.

Contributions:
Negro 40
White
Public 1,460
Rosenwald 500 (G.E.B.)
Building remains standing: Yes ___ No ___

FLEMING COUNTY

Flemingsburg County Training School - Application 5, five-teacher facility, 1920-21. Elementary library maintained here. Total cost of construction \$7,600. Photo #552.

Contributions:
Negro 700
White
Public 5,500
Rosenwald 1,400
Building remains standing: Yes ___ No ___

FLOYD COUNTY

Tram School - Application 21-C, two-teacher facility, 1923-24. Total cost of construction \$3,000. Photo #1342.

Contributions:

Negro 600

White 500

Public 1,200

Rosenwald 700

Building remains standing: Yes ___ No ___

FRANKLIN COUNTY

Normal Hill School No. 1 - four-teacher facility, 1917-20. Destroyed by fire January 27, 1922, insured for \$4,500. Total cost of construction \$6,000. Photo #1.

Contributions:

Negro 900

White 900

Public 3,000

Rosenwald 1,200

Building remains standing: Yes ___ No ___

Normal Hill School No. 2 - Application 16-C, four-teacher facility, 1923-24. Mr. Rosenwald's picture maintained here. Total cost of construction \$6,000. Photo #2265.

Contributions:

Negro

White

Public 5,460

Rosenwald 540

Building remains standing: Yes ___ No ___

Frankfort School - Application 14-H, sixteen-teacher facility, 1928-29. \$600 donated from Permanent Construction. Elementary Library also maintained at this school. Total cost of construction \$96,000, insured for \$40,000. Photo #3357.

Contributions:

Negro 10,000

White

Public 82,900

Rosenwald 2,600

Building remains standing: Yes ___ No ___

FULTON COUNTY

Free Hill School - originally a one-room, one-teacher facility, 1917-20. Total cost of construction \$2,500.

Contributions:

Negro 600

Whites

Public 1,500

Rosenwald 400

Building remains standing: Yes ___ No ___

Johnston Chapel School - originally a two-room, two teacher facility, 1917-20. Total cost of construction \$3,500.

Contributions:

Negro 100

White

Public 3,000

Rosenwald 400

Building remains standing: Yes ___ No ___

Lake Chapel School - Application 4, two-teacher facility, 1920-21. Total cost of construction \$2,900. Photo #96.

Contributions:

Negro 100

White

Public 2,000

Rosenwald 500

Building remains standing: Yes ___ No ___

Sassafras Ridge School - Application 7-D, one-teacher facility, 1924-25. Total cost of construction \$2,700 (building insured for \$1,350). Photo #1767.

Contributions:

Negro 100

White 200

Public 2,000

Rosenwald 400

Building remains standing: Yes ___ No ___

Fulton School - Application 1-E, four-teacher facility, 1925-26. Total cost of construction \$10,575, insured for \$5,300. Photo #1941.

Contributions:

Negro 425

White	1,150
Public	7,900
Rosenwald	1,100

Building remains standing: Yes ___ No ___

GALLATIN COUNTY

Park Ridge School - Application 8-C, one-teacher facility, 1923-24. Total cost of construction \$1,600.

Contributions:

Negro	450
White	
Public	750
Rosenwald	400

Building remains standing: Yes ___ No ___

GARRARD COUNTY

Scotts Fork School - originally a one-room, one-teacher facility, 1917-20. Built under C.U.B. Total cost of construction \$1,900.

Contributions:

Negro	300
White	
Public	1,200
Rosenwald	400

Building remains standing: Yes ___ No ___

White Oak School - originally a two-teacher facility. Built under C.U.B. Total cost of construction \$3,300.

Contributions

Negro	200
White	
Public	2,300
Rosenwald	800

Building remains standing: Yes ___ No ___

GRANT COUNTY

Dry Ridge School - Application 4-D, one-teacher facility, 1924-25. Elementary library maintained at this building. Total cost of construction \$5,700.

Contributions:

Negro	
Whites	
Public	5,300

Rosenwald 400
Building remains standing: Yes ___ No ___

GRAVES COUNTY

Graves County Training School (Mayfield) - Application 9-A and 10-H, six-teacher facility, 1921-22. Three additional rooms added in 1928-29 budget year creating a nine teacher facility. High school library maintained here. Total cost of construction for original building \$28,850, plus \$11,500 in 1928-29 = \$40,350. Photo # 623.

Contributions:

Negro	4,000	+	150	=	4,150
White					
Public	23,250	+	10,750	=	34,000
Rosenwald	1,600	+	600	=	2,200

Building remains standing: Yes ___ No ___

Sedalia School - Application 11-A, one-teacher facility, 1921-22. Total construction cost \$2,500.

Contributions:

Negro	
White	
Public	2,000
Rosenwald	500

Building remains standing: Yes ___ No ___

Hickory School - Application 3-E, one-teacher facility, 1925-26. Mr. Rosenwald's picture maintained at this building. Total cost of construction \$2,010. Photo #1986.

Contributions:

Negro	50
White	
Public	1,560
Rosenwald	400

Building remains standing: Yes ___ No ___

Water Valley School - Application 1-F, one-teacher facility, 1926-27. Total cost of construction \$1,625. Photo #2508.

Contributions:

Negro	125
White	
Public	2,100
Rosenwald	400

Building remains standing: Yes ___ No ___

GREEN

Greensburg School - One-teacher facility, 1917-20. Total cost of construction \$1,200.

Contributions:

Negro 400

White

Public 400

Rosenwald 400

Building remains standing: Yes ___ No ___

Gresham School - Application 16-B, one-teacher facility, 1922-23. Total cost of construction \$2,100.

Contributions:

Negro 100

White

Public 1,500

Rosenwald 500

Building remains standing: Yes ___ No ___

Cedar Top School - Application 17-B, one-teacher facility, 1922-23. Total cost of construction \$2,100.

Contributions:

Negro 100

White

Public 1,500

Rosenwald 500

Building remains standing: Yes ___ No ___

Anderson School - Application 21-B, one-teacher facility, 1922-23. Total cost of construction \$2,100.

Contributions:

Negro 100

White

Public 1,500

Rosenwald 500

Building remains standing: Yes ___ No ___

Meadow Creek School - Application 22-B, one-teacher facility, 1922-23. Total cost of construction \$2,400.

Contributions:

Negro 300

White
Public 1,600
Rosenwald 500
Building remains standing: Yes ___ No ___

Hazel Ridge School - Application 23-B, one-teacher facility, 1922-23. Total cost of construction \$2,400.

Contributions:
Negro 300
White
Public 1,600
Rosenwald 500
Building remains standing: Yes ___ No ___

GREENUP COUNTY

Greenup School - Application 5-G, one teacher facility, 1927-28. Rosenwald picture and elementary library maintained at this building. Total cost of construction \$2,300, insured for \$1,500. Photo #2964.

Contributions:
Negro 250
White
Public 1,850
Rosenwald 200
Building remains standing: Yes ___ No ___

HARDIN COUNTY

Perryville School - one-teacher facility, 1917-20. Total cost of construction \$1,500.

Contributions:
Negro 100
White
Public 1,000
Rosenwald 400
Building remains standing: Yes ___ No ___

Elizabethtown School - Application 12-C and 2-J, six-teacher facility, 1923-24. Expanded during 1930-31 by adding one room creating a seven-teacher facility. Total cost of construction \$11,500 plus \$1,050 in 1930-31 = \$12,550. Mr. Rosenwald's picture and a library maintained at this school. Photo #1259.

Contributions:
Negro 500 + 150 = 650
White
Public 9,500 + 750 = 10,250

Rosenwald 1,500 + 150 = 1,650
Building remains standing: Yes ___ No ___

West Point School - Application 4-E, one-teacher facility, 1925-26. Total cost of construction \$3,000 (insured). Photo #1942.

Contributions:

Negro 100

White

Public 2,500

Rosenwald 400

Building remains standing: Yes ___ No ___

HARLAN COUNTY

Harlan School - Two-teacher facility, 1917-20. Two rooms added during application 4-F 1926-27. Total cost of construction \$2,500 plus \$5,000 during 1926-27 = \$7,500. Library at this building. Photo #2612.

Contributions:

Negro 500 + 420 = 920

White 350 + = 350

Public 1250 + 4180 = 5,430

Rosenwald 400 + 400 = 800

Building remains standing: Yes ___ No ___

HARRISON COUNTY

Rosenwald School - Application 6-D, one-teacher facility, 1924-25. Elementary library maintained at this building. Total cost of construction \$2,150. Photo #1545.

Contributions:

Negro 100

White

Public 1,650

Rosenwald 400

Building remains standing: Yes ___ No ___

HART COUNTY

Munfordville School - Application 1-D, one-teacher facility, 1924-25. Total cost of construction \$1,800. Photo #1439.

Contributions:

Negro 200

White

Public 1,200

Rosenwald 400

Building remains standing: Yes ___ No ___

Horse Cave School - Application 6-J, three-teacher facility, 1930-31. Total cost of construction \$5,700, insured for \$3,000. Photo #3905.

Contributions:

Negro 3,600

White

Public 1,400

Rosenwald 700

Building remains standing: Yes ___ No ___

HENDERSON COUNTY

Corydon County Training School - Four-teacher facility, 1917-20. Elementary library maintained at this school. Total cost of construction \$5,000.

Contributions:

Negro 331

White

Public 4,169

Rosenwald 500

Building remains standing: Yes ___ No ___

Henderson School - Application 1-K, ten-teacher facility, 1931-32. Total cost of construction \$47,000, insured for \$15,000.

Contributions:

Negro

Whites

Public 43,400

Rosenwald 3,600

Building remains standing: Yes ___ No ___

HENRY COUNTY

Eminence School - Three-teacher facility, 1917-20. Total cost of construction \$3,000. Elementary library maintained at this building. Photo #1257.

Contributions:

Negro 425

White

Public 2,075

Rosenwald 500

Building remains standing: Yes ___ No ___

New Castle School - Two-teacher facility, 1917-20. Total cost of construction \$2,275.

Contributions:

Negro	275
White	
Public	1,500
Rosenwald	500

Building remains standing: Yes ___ No ___

Smithfield School - Application 7-A, one-teacher facility, 1921-22. Total cost of construction \$2,600.

Contributions:

Negro	100
White	
Public	2,000
Rosenwald	500

Building remains standing: Yes ___ No ___

HICKMAN COUNTY

Columbus School - Application 3-K, three-teacher facility, 1931-32. Total cost of construction \$3,320, insured.

Contributions:

Negro	125
White	
Public	2,320
Rosenwald	875

Building remains standing: Yes ___ No ___

HOPKINS COUNTY

Madisonville School - Application 15-J, ten-teacher facility, 1930-31. A two-room shop and high school library maintained at this school. Total cost of construction \$35,000. Photo #3910.

Contributions:

Negro	
Whites	
Public	27,500
Rosenwald	7,500

Building remains standing: Yes ___ No ___

Madisonville School Shop - Application 16-J, two-room shop adjacent to a one-teacher, one-room school, 1930-31. Total cost of construction \$3,500.

Contributions:

Negro

White

Public 2,900

Rosenwald 600

Building remains standing: Yes ___ No ___

JEFFERSON COUNTY

Jacob School - Three-teacher facility, 1917-20. Total cost of construction \$4,800.

Contributions:

Negro 400

White

Public 4,000

Rosenwald 400

Building remains standing: Yes ___ No ___

Eastwood School - Application 15-B, two-teacher facility, 1922-23. Total cost of construction \$5,200. Photo #1080.

Contributions:

Negro 200

White

Public 4,300

Rosenwald 700

Building remains standing: Yes ___ No ___

Harris Kennedy School (Point) - Application 24-C, two-teacher facility, 1923-24. Total cost of construction \$4,000. Photo #1256.

Contributions:

Negro 50

White 100

Public 3,150

Rosenwald 750

Building remains standing: Yes ___ No ___

South Park School - Application 6-H, one-teacher facility, 1928-29. Total cost of construction \$4,000. Photo #3120.

Contributions:

Negro 400

White
Public 3,400
Rosenwald 200
Building remains standing: Yes ___ No ___

Jeffersontown School - Application 1-I, six-teacher facility, 1929-30. First electric radio maintained at this school. Total cost of construction \$21,875. Photo #3537.

Contributions:
Negro 200
Whites
Public 19,975
Rosenwald 1,700
Building remains standing: Yes ___ No ___

Newburg School - Application 2-I, six-teacher facility, 1929-30. Total cost of construction \$20,000. Photo #3562 and #3601.

Contributions:
Negro 300
White
Public 18,000
Rosenwald 1,700
Building remains standing: Yes ___ No ___

Dorsey School - Application 14-I, two-teacher facility, 1929-30. Total cost of construction \$3,225. Photo #3497.

Contributions:
Negro 225
White
Public 2,500
Rosenwald 500
Building remains standing: Yes ___ No ___

JESSAMINE COUNTY

Nicholasville Colored School - Application 5-J, six-teacher facility, 1930-31. High school library maintained at this building. Total cost of construction \$21,700, insured for \$15,000.

Photo #3829.
Contributions:
Negro 100
White
Public 17,700
Rosenwald 3,900

Building remains standing: Yes ___ No ___

KNOX COUNTY

Knox County Training School - Application 4-J, six-teacher facility, 1930-31. Total cost of construction \$10,750, insured. Photo #3776.

Contributions:

Negro 200

White

Public 7,950

Rosenwald 2,600

Building remains standing: Yes ___ No ___

LAUREL COUNTY

London School - Application 12, three-teacher facility, 1920-21. Library maintained at this building. Total cost of construction \$4,400.

Contributions:

Negro 400

White

Public 3,000

Rosenwald 1,000

Building remains standing: Yes ___ No ___

LAWRENCE COUNTY

Louisa School - Application 20-C, one-teacher facility, 1923-24. Total cost of construction \$2,940.

Contributions:

Negro 250

White

Public 2,290

Rosenwald 400

Building remains standing: Yes ___ No ___

LINCOLN COUNTY

Stanford School - four-teacher facility, 1917-20. Elementary library maintained at this facility. Total cost of construction \$2,200.

Contributions:

Negro

Whites

Public 2,000

Rosenwald 200

Building remains standing: Yes ___ No ___

LOGAN COUNTY

Russellville School - Seven-teacher facility, 1917-20. High school library maintained at this building. Total cost of construction \$11,550. Photo #551.

Contributions:

Negro	500
Whites	150
Public	9,700
Rosenwald	1,200 (600 paid under C.U.B.)

Building remains standing: Yes ___ No ___

Adairville County Training School - Four-teacher facility, 1917-20. Total cost of construction \$8,000. Portrait of Rosenwald maintained at this school. Photo # 1 & 2.

Contributions:

Negro	2,550
White	400
Public	3,850
Rosenwald	1,200

Building remains standing: Yes ___ No ___

Oakville School - Application 18-B, one-teacher facility, 1922-23. Total cost of construction \$2,200.

Contributions:

Negro	200
White	
Public	1,500
Rosenwald	500

Building remains standing: Yes ___ No ___

Lewisburg School - Application 19-B, one-teacher facility, 1922-23. Total cost of construction \$2,400.

Contributions:

Negro	200
White	
Public	1,700
Rosenwald	500

Building remains standing: Yes ___ No ___

Union School - Application 20-B, one-teacher facility, 1922-23. Total cost of construction \$2,100.

Contributions:

Negro	200
-------	-----

White
Public 1,400
Rosenwald 500
Building remains standing: Yes ___ No ___

New Hope School - Application 9-C, one-teacher facility, 1923-24. Total cost of construction \$2,260.

Contributions:
Negro 200
White
Public 1,660
Rosenwald 400
Building remains standing: Yes ___ No ___

Auburn School - Application 3-F, one-teacher facility, 1926-27. Total cost of construction \$2,500, insured. Photo #2718.

Contributions:
Negro 225
White
Public 1,875
Rosenwald 400
Building remains standing: Yes ___ No ___

Cedar Grove School - Application 4-H, one-teacher facility, 1928-29. Total cost of construction \$2,100. Photo #3121.

Contributions:
Negro 250
White
Public 1,650
Rosenwald 200
Building remains standing: Yes ___ No ___

Schochoh School - Application 9-I, one-teacher facility, 1929-30. Total cost of construction \$2,050. Photo #3523.

Contributions:
Negro 200
White
Public 1,650
Rosenwald 200
Building remains standing: Yes ___ No ___

MADISON COUNTY

Concord School - Application 7-F, two-teacher facility, 1926-27. Mr. Rosenwald's picture maintained here. Total cost of construction \$5,300, insured. Photo #2609.

Contributions:

Negro 200

White

Public 4,400

Rosenwald 700

Building remains standing: Yes ___ No ___

Berea Consolidated School - Application 1-G, four-teacher facility, 1927-28. Library maintained at this school. Total cost of construction \$12,000, insured for \$8,000. Photo #2898.

Contributions:

Negro 200

White 800

Public 10,500

Rosenwald 1,000

Building remains standing: Yes ___ No ___

Pleasant Green School - Application 2-G, one-teacher facility, 1927-28. Total cost of construction \$3,000, insured for \$1,200. Photo #2897.

Contributions:

Negro 500

White

Public 2,300

Rosenwald 200

Building remains standing: Yes ___ No ___

Richmond Shop - Application 18-I, five-room facility, 1929-30. Total cost of construction \$24,500, insured for \$56,000. Photo #3747.

Contributions:

Negro 1,500

White

Public 21,650

Rosenwald 1,350

Building remains standing: Yes ___ No ___

MARION COUNTY

Lebanon School - Application 10-J, six-teacher facility, 1930-31. Elementary library maintained at this building. Total cost of construction \$18,400, insured for \$12,500. Photo #3906.

Contributions:

Negro

Whites

Public 14,500

Rosenwald 3,900

Building remains standing: Yes ___ No ___

MASON COUNTY

Mayslick School - Application 6, four-teacher facility, 1920-21. Total cost of construction \$17,650.

Contributions:

Negro 10,800

White

Public 5,650

Rosenwald 1,200

Building remains standing: Yes ___ No ___

Washington School - Application 10-F, one-teacher facility, 1926-27. Total cost of construction \$3,050. Photo #2783.

Contributions:

Negro 1,670

White

Public 1,050

Rosenwald 400

Building remains standing: Yes ___ No ___

McCRACKEN COUNTY

Sanders School - Application 5-D, one-teacher facility, 1924-25. Total cost of construction \$2,500. Photo #1532.

Contributions:

Negro 650

White

Public 1,450

Rosenwald 400

Building remains standing: Yes ___ No ___

Grahamville School - Application 11-E, one-teacher facility, 1925-26. Total cost of construction \$2,076 insured for \$1,000. Photo #2140.

Contributions:

Negro 501

White
Public 1,175
Rosenwald 400
Building remains standing: Yes ___ No ___

Union Station School - Application 11-I, one-teacher facility, 1929-30. Total cost of construction \$4,145. Photo #3363 and 3561.

Contributions:
Negro 1,200
White 1,200
Public 1,545
Rosenwald 200
Building remains standing: Yes ___ No ___

Woodland School - Application 12-I, one-teacher facility, 1929-30. Total cost of construction \$2,350, insured for \$1,200. Photo #3364.

Contributions:
Negro 500
White
Public 1,650
Rosenwald 200
Building remains standing: Yes ___ No ___

MERCER COUNTY

Mayo School - Two-teacher facility, 1917-20. Total cost of construction \$3,000.

Contributions:
Negro 100
White
Public 2,500
Rosenwald 400
Building remains standing: Yes ___ No ___

Harrodsburg School - six-teacher facility, 1917-20. Library maintained at this building. Total cost of construction \$6,000. Photo #2269.

Contributions:
Negro 750
White
Public 4,350
Rosenwald 900
Building remains standing: Yes ___ No ___

Harrodsburg School - Application 11-J, eight-teacher facility, 1930-31. Total cost of construction \$24,500, insured for \$15,000. Photo #3907.

Contributions:

Negro 500

White

Public 20,000

Rosenwald 4,000

Building remains standing: Yes ___ No ___

MONTGOMERY COUNTY

Montgomery County Training School - Application 9, six teacher facility, 1920-21. High school and elementary library maintained at this building. Total cost of construction \$22,431. Photo #288, 289, 290, 291.

Contributions:

Negro 2,000

White

Public 18,831

Rosenwald 1,600

Building remains standing: Yes ___ No ___

Mt. Sterling School - Application 7-I, ten-teacher facility, 1929-30. Elementary library maintained at this building. Total cost of construction \$29,600.

Contributions:

Negro 1,500

White

Public 25,500

Rosenwald 2,600

Building remains standing: Yes ___ No ___

MUHLENBURG COUNTY

Rhodes School - One-teacher facility, 1917-20. Total cost of construction \$2,100.

Contributions:

Negro 300

White

Public 1,400

Rosenwald 400

Building remains standing: Yes ___ No ___

Greenville School - Application 8-A, five teacher facility, 1921-22. High school library maintained at this building. Total cost of construction \$14,822. Photo # 3631.

Contributions:

Negro 2,000
 Whites
 Public 11,422
 Rosenwald 1,400
 Building remains standing: Yes ___ No ___

Drakesboro School - Application 7-J, seven-teacher facility, 1930-31. Total cost of construction \$15,700, insured for 3/4 value. Photo #3827.

Contributions:

Negro 750
 White
 Public 11,600
 Rosenwald 3,350
 Building remains standing: Yes ___ No ___

NELSON COUNTY

Bardstown School - Application 19-C and 6-E, four-teacher facility, 1923-24. Expanded during 1925-26 by adding two rooms creating a six teacher facility. Elementary library maintained at this school. Total cost of construction \$7,200 plus \$2,000 in 1925-26 = \$9,200. Photo #2102.

Contributions:

Negro $200 + 1,500 = 1,700$
 White
 Public $5,900 + 100 = 6,000$
 Rosenwald $1,100 + 400 = 1,500$
 Building remains standing: Yes ___ No ___

OHIO COUNTY

Beaver Dam School - Application 13-E, two-teacher facility, 1925-26. Elementary library maintained here. Total cost of construction \$3,500 (insured). Photo #2439.

Contributions:

Negro 200
 White
 Public 2,600
 Rosenwald 700
 Building remains standing: Yes ___ No ___

OLDHAM COUNTY

Oldham County Training School - Application 12-A, three-teacher facility, 1921-22. Total cost of construction \$6,600. Photo #1260.

Contributions:

Negro 1,000

White
Public 4,600
Rosenwald 1,000
Building remains standing: Yes ___ No ___

OWEN COUNTY

New Liberty School - Application 15-C, one-teacher facility, 1923-24. Elementary library maintained at this building. Total cost of construction \$3,500. Photo #1372.

Contributions:

Negro 500
White
Public 2,600
Rosenwald 400
Building remains standing: Yes ___ No ___

PERRY COUNTY

Subdistrict A School - Application 1-C, three-teacher facility, 1923-24. Total cost of construction \$5,015.

Contributions:

Negro 365
White
Public 3,750
Rosenwald 900
Building remains standing: Yes ___ No ___

Vicco School - Application 4-C and 10-I, one-teacher facility, 1923-24. Expanded during the 1929-30 budget year by adding one additional room creating a two-teacher facility. Elementary and high school library maintained at this location. Total cost of construction \$2,950 plus \$1,750 for 1929-30 expansion = \$4,700.

Contributions:

Negro 250 + 600 = 850
White 50 + = 50
Public 2,250 + 1,200 = 3,450
Rosenwald 400 + 150 = 550
Building remains standing: Yes ___ No ___

POWELL COUNTY

West Bend School - One-teacher facility, 1917-20. Elementary library maintained at this school. Currently the home of Mr. & Mrs. Russell Martin, Turley Road, Clay City, KY. The school was vacated approximately 1960. Total cost of construction \$2,000.

Contributions:

Negro 400

Whites
Public 1,200
Rosenwald 400
Building remains standing: Yes X.

Clay City School - Application 5-F, one-teacher facility, 1926-27. Total cost of construction \$1,800. Photo #2781.

Contributions:
Negro 400
White
Public 1,000
Rosenwald 400
Building remains standing: Yes ___ No ___

SCOTT COUNTY

Sadieville School - One-teacher facility, 1917-20. Total cost of construction \$2,500.

Contributions:
Negro 375
White
Public 1,625
Rosenwald 500
Building remains standing: Yes ___ No ___

Boydton School - Application 7, one-teacher facility, 1920-21. Total cost of construction \$1,500. Portrait of Rosenwald maintained at this school.

Contributions:
Negro
White
Public 1,000
Rosenwald 500
Building remains standing: Yes ___ No ___

Great Crossing School - Application 8, one-teacher facility, 1920-21. Total cost of construction \$2,750.

Contributions:
Negro 250
White
Public 2,000
Rosenwald 500
Building remains standing: Yes ___ No ___

Watkinsville School - Application 15-A, one-teacher facility, 1921-22. Total cost of construction \$2,000.

Contributions:

Negro 100

White

Public 1,400

Rosenwald 500

Building remains standing: Yes ___ No ___

New Zion School - Application 4-G, 1927-28 one-teacher facility. Total cost of construction \$1,800. Photo #3023.

Contributions:

Negro 150

White 100

Public 1,350

Rosenwald 200

Building remains standing: Yes ___ No ___

Zion Hill School - Application 8-I, one-teacher facility, 1929-30. Total cost of construction \$3,200, insured for \$2,000. Photo #3361.

Contributions:

Negro 600

White

Public 2,400

Rosenwald

Building remains standing: Yes ___ No ___

SHELBY COUNTY

Buck Creek School - One-teacher facility, 1917-20. Elementary library maintained at this building. Total cost of construction \$1,800.

Contributions:

Negro 275

White 325

Public 800

Rosenwald 400

Building remains standing: Yes ___ No ___

Christianburg School - One-teacher facility, 1917-20. Total cost of construction \$2,000.

Photo #1258.

Contributions:

Negro 200

White

Public 1,400
Rosenwald 400
Building remains standing: Yes ___ No ___

Scott School - Application 1, one-teacher facility, 1920-21. Total cost of construction \$2,375.

Contributions:
Negro 800
White 50
Public 1,025
Rosenwald 500
Building remains standing: Yes ___ No ___

Clarks School - Application 2, one-teacher facility, 1920-21. Total cost of construction \$2,100.

Contributions:
Negro 550
White
Public 1,050
Rosenwald 500
Building remains standing: Yes ___ No ___

Olive Branch School - Application 3, one-teacher facility, 1920-21. Total cost of construction \$3,100.

Contributions:
Negro 200
White
Public 2,400
Rosenwald 500
Building remains standing: Yes ___ No ___

Chestnut Grove School - Application 10-A, one-teacher facility, 1921-22. Total cost of construction \$2,900.

Contributions:
Negro 100
White 300
Public 2,000
Rosenwald 500
Building remains standing: Yes ___ No ___

TAYLOR COUNTY

Durham School - four-teacher facility, 1917-20. Total cost of construction \$4,000.

Contributions:

Negro 600

White

Public 3,200

Rosenwald 200

Building remains standing: Yes ___ No ___

TODD COUNTY

Trenton School - Application 14-J, three-teacher facility, 1930-31. Total cost of construction \$6,360, insured for \$3,000. Photo #3909.

Contributions:

Negro 600

White

Public 4,485

Rosenwald 1,275

Building remains standing: Yes ___ No ___

UNION COUNTY

Sturgis School - Application 11-H, two-teacher facility, 1928-29. \$250 in special aid for Backward Counties (first colored school erected in this county). Total cost of construction \$4,400, insured for \$3,000. Photo #3144.

Contributions:

Negro 100

Whites

Public 3,550

Rosenwald 750 + 250 in aid for Backward Counties

Building remains standing: Yes ___ No ___

WARREN COUNTY

Delefield School - Application 2-C, two-teacher facility, 1923-24. Total cost of construction \$4,000. Photo #1083.

Contributions:

Negro 500

White

Public 2,800

Rosenwald 700

Building remains standing: Yes ___ No ___

Rockfield School - Application 16-F, one-teacher facility, 1926-27. Total cost of construction \$2,560, insured for \$2,000. Photo #2800.

Contributions:

Negro 60

White

Public 2,100

Rosenwald 400

Building remains standing: Yes ___ No ___

Bristow School - Application 5-H, one-teacher facility, 1928-29. Total cost of construction \$1,750, insured for \$2,000. Photo #3146.

Contributions:

Negro 100

White

Public 1,450

Rosenwald 200

Building remains standing: Yes ___ No ___

WASHINGTON COUNTY

Washington County Training School (Springfield) - Application 6-B, four-teacher facility, 1922-23. Total cost of construction \$7,000. Photo of Rosenwald maintained at this school. Photo #2268.

Contributions:

Negro 400

White

Public 5,500

Rosenwald 1,100

School remains standing: Yes ___ No ___

Mt. Zion School - Application 12-B, one-teacher facility, 1922-23. Total cost of construction \$1,450.

Contributions:

Negro 200

White

Public 750

Rosenwald 500

Building remains standing: Yes ___ No ___

WAYNE COUNTY

Frazer School - Application 11, one-teacher facility, 1920-21. Total cost of construction \$2,500. Photo #372.

Contributions:

Negro 600

White

Public 1,400

Rosenwald 500

Building remains standing: Yes ___ No ___

Monticello School - Application 1-J, three-teacher facility, 1930-31. Elementary and high school libraries maintained at this building. Total cost of construction \$4,660. Photo #3778.

Contributions:

Negro 700

White 600

Public 2,660

Rosenwald 700

Building remains standing: Yes ___ No ___

WEBSTER COUNTY

Providence County Training School - eight-teacher facility, 1917-20. High school and elementary library maintained at this building also a home for teachers. Total cost of construction \$20,000.

Contributions:

Negro 600

White 500

Public 17,600

Rosenwald 1,300

Building remains standing: Yes ___ No ___

Dixon School - One-teacher facility, 1917-20. Total cost of construction \$1,500.

Contributions:

Negro 500

White

Public 500

Rosenwald 500

Building remains standing: Yes ___ No ___

Providence Teachers' Home - Application 7-C, 1923-24. Total cost of construction \$3,800. Photo #2866.

Contributions:

Negro 900

White 900

Public 1,100

Rosenwald 900

Building remains standing: Yes ___ No ___

WOODFORD COUNTY

Elm Bend School - Application 3-D, one-teacher facility, 1924-25. Total cost of construction \$2,800. Photo #1707.

Contributions:

Negro 400

White

Public 2,000

Rosenwald 400

Building remains standing: Yes ___ No ___

Pinckard School - Application 14-F, one-teacher facility, 1926-27. Total cost of construction \$2,750. Photo #2791.

Contributions:

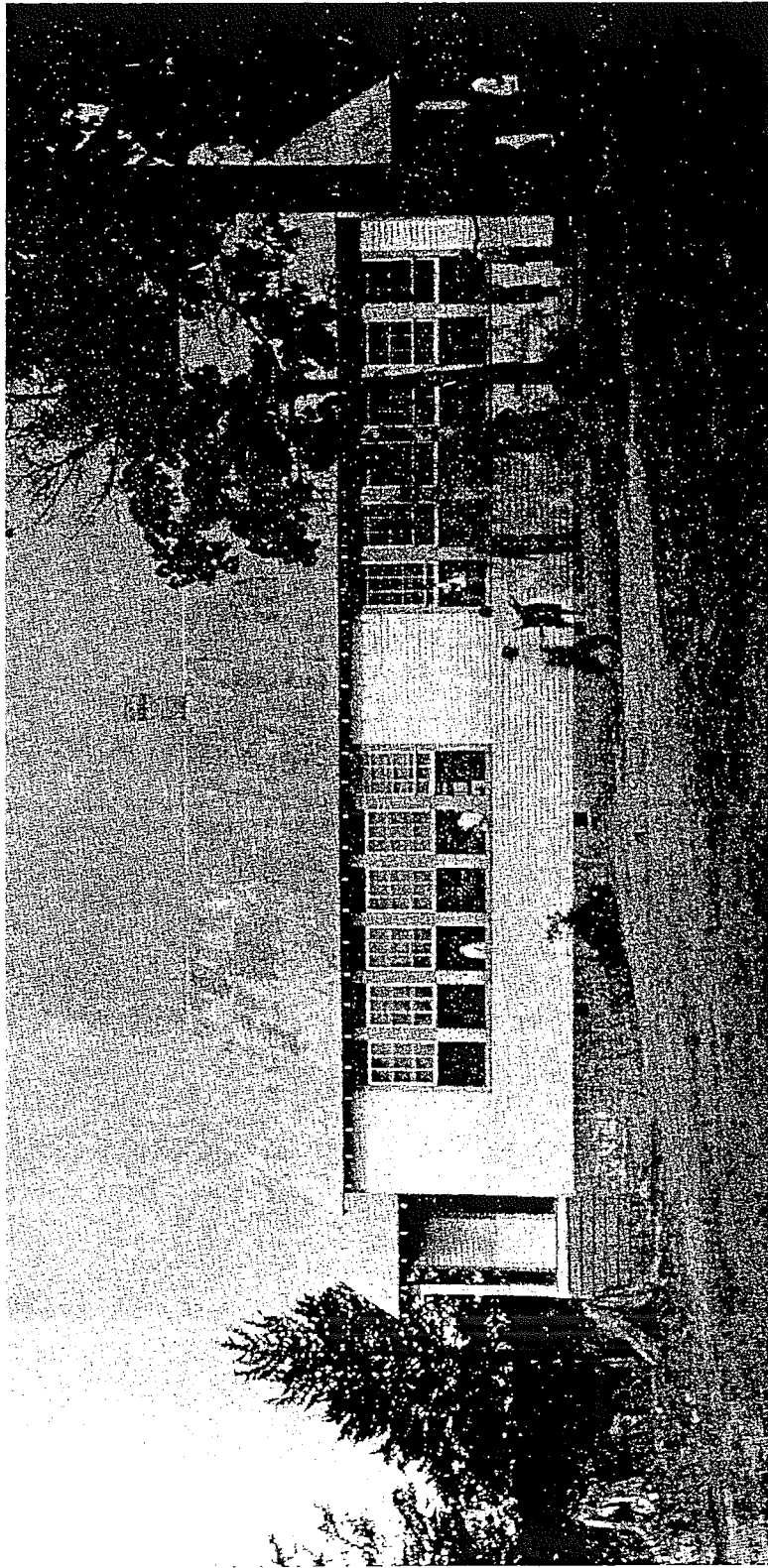
Negro 100

White

Public 2,250

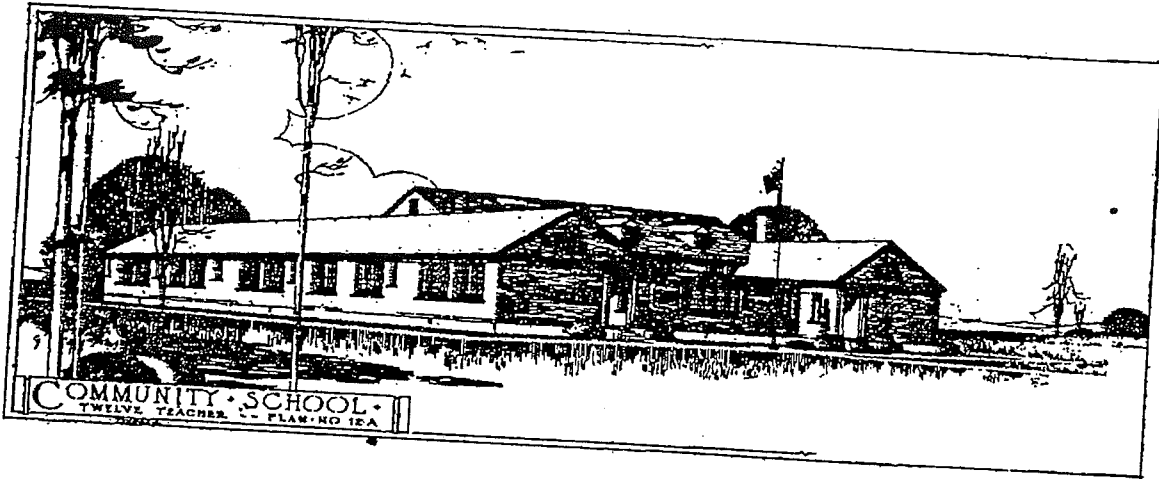
Rosenwald 400

Building remains standing: Yes ___ No ___

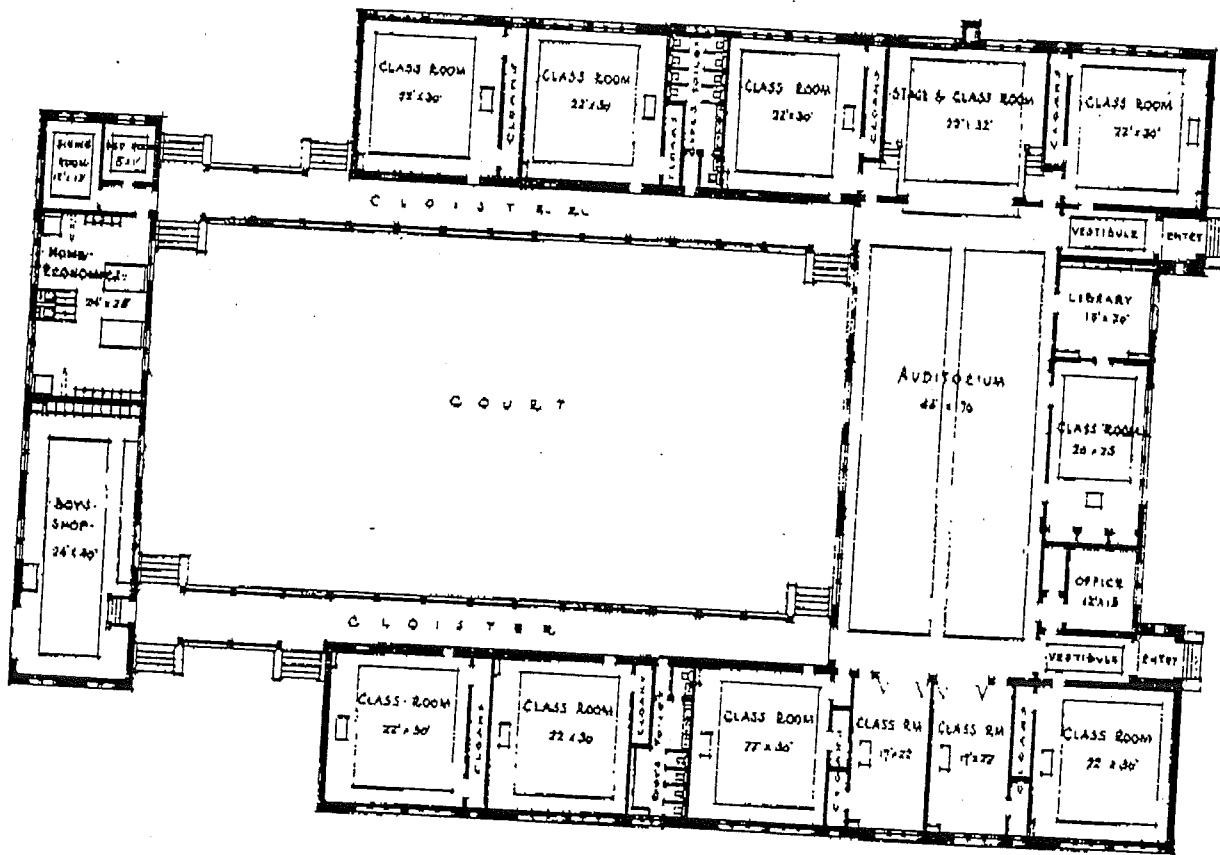


Columbia School, Adair County, Kentucky, circa 1926. Photo courtesy Fisk University Archives, Nashville, Tennessee.

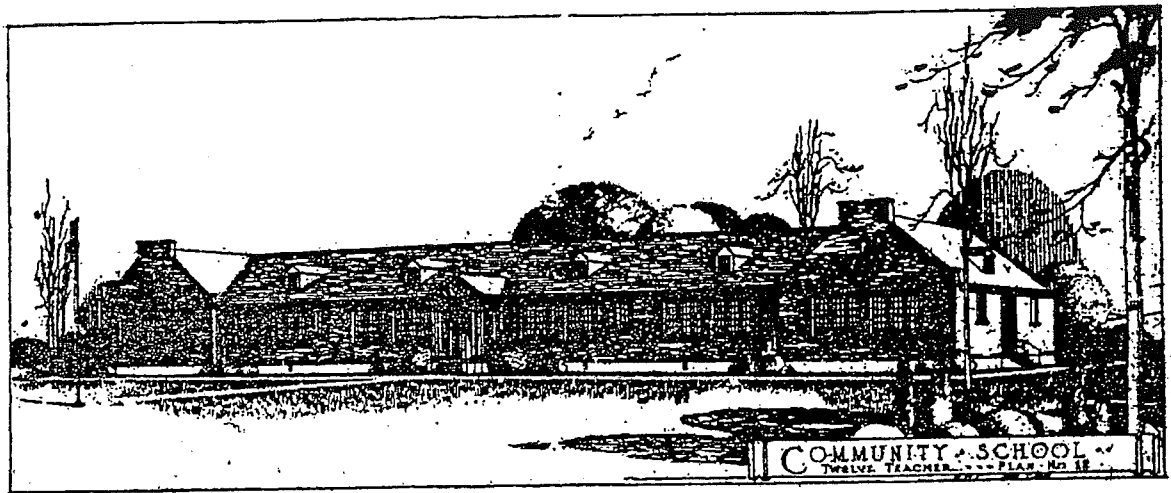
Appendix II
Architect's Drawings and Floor Plans
for
Rosenwald Schools



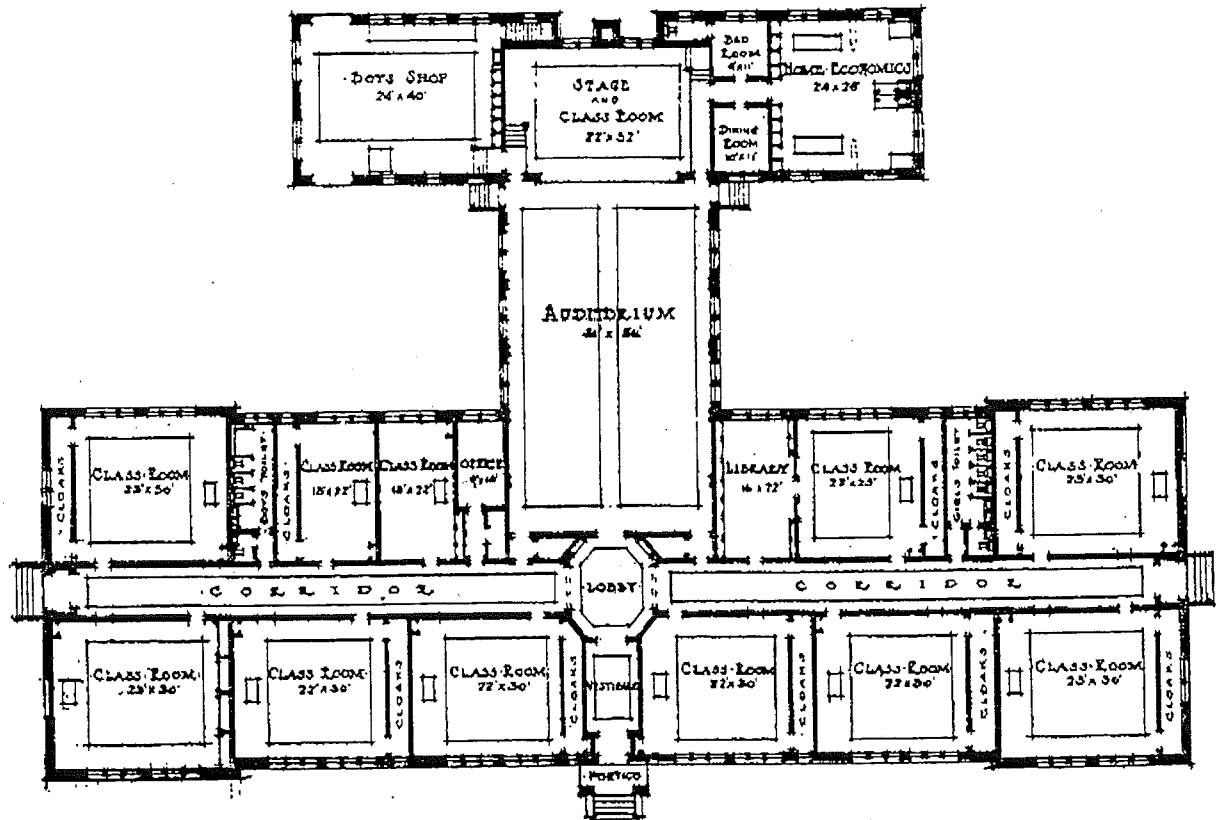
Twelve Teacher School



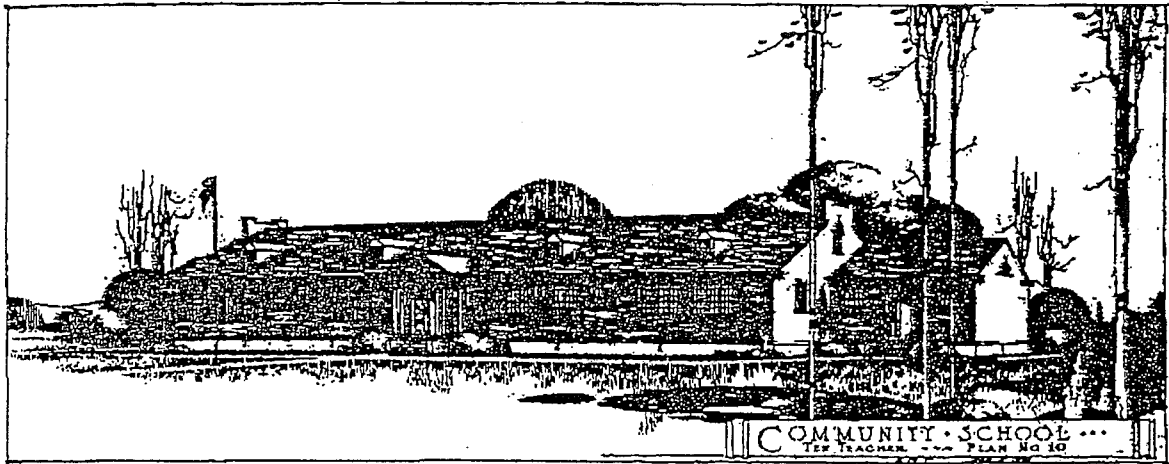
FLOOR PLAN No 12-A
 COMMUNITY SCHOOL
 TO FACE NORTH OR SOUTH ONLY



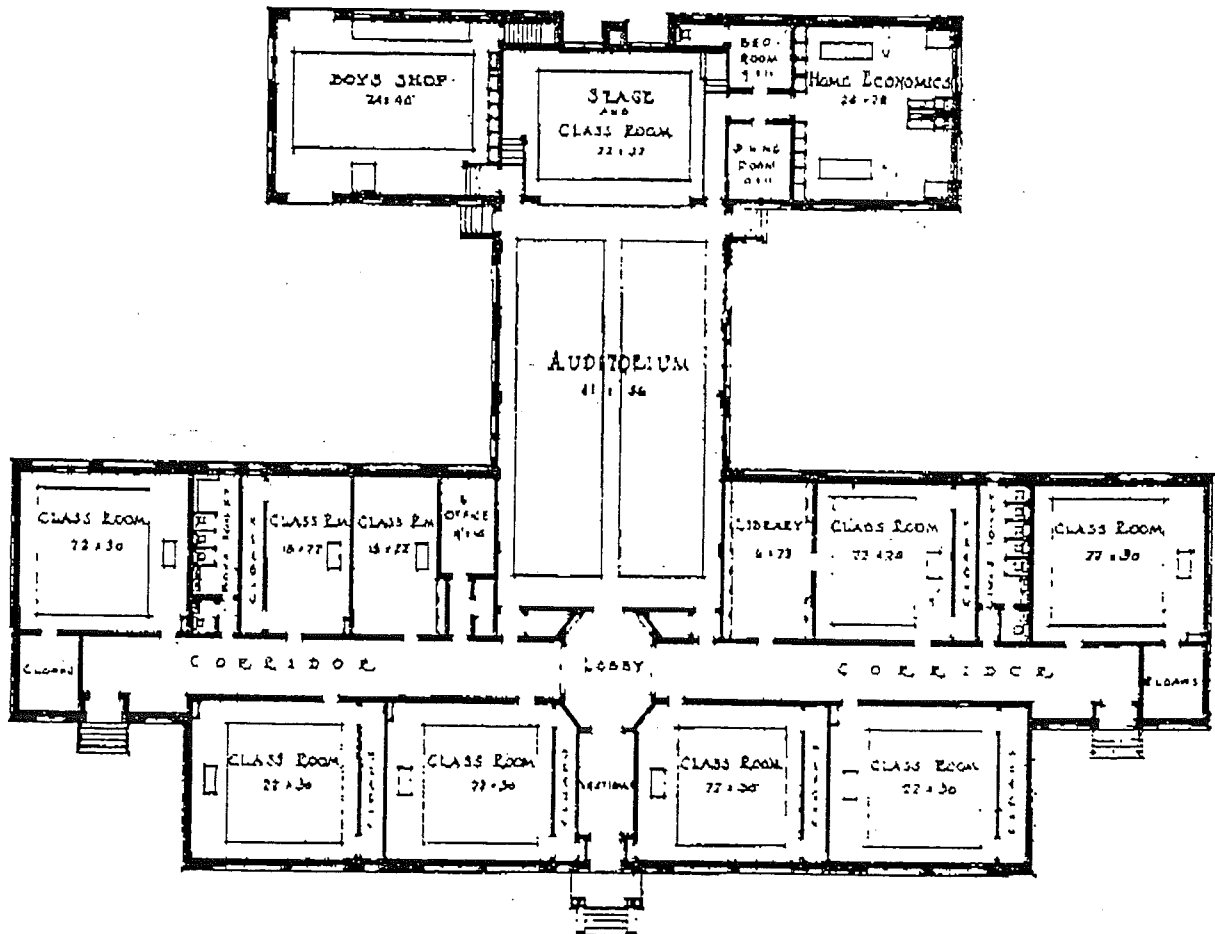
Twelve Teacher School



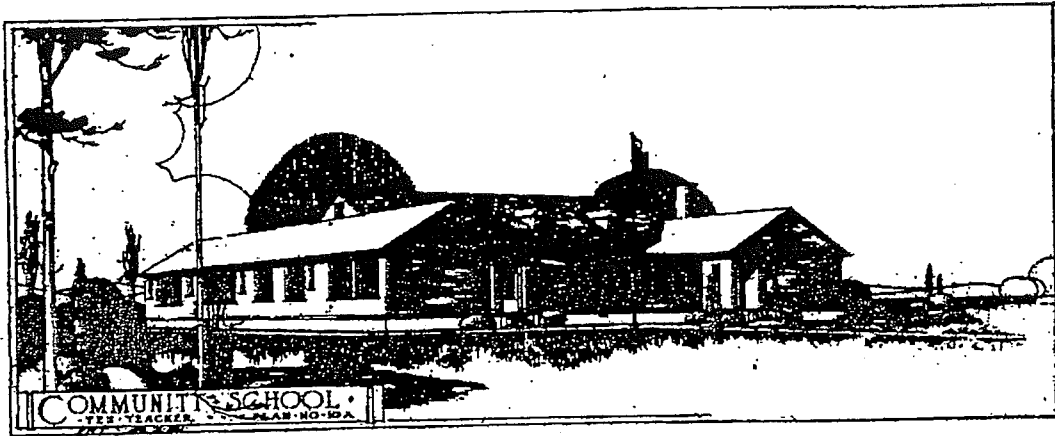
FLOOR PLAN No. 12.
 COMMUNITY SCHOOL.
 TO FACE EAST OR WEST ONLY.



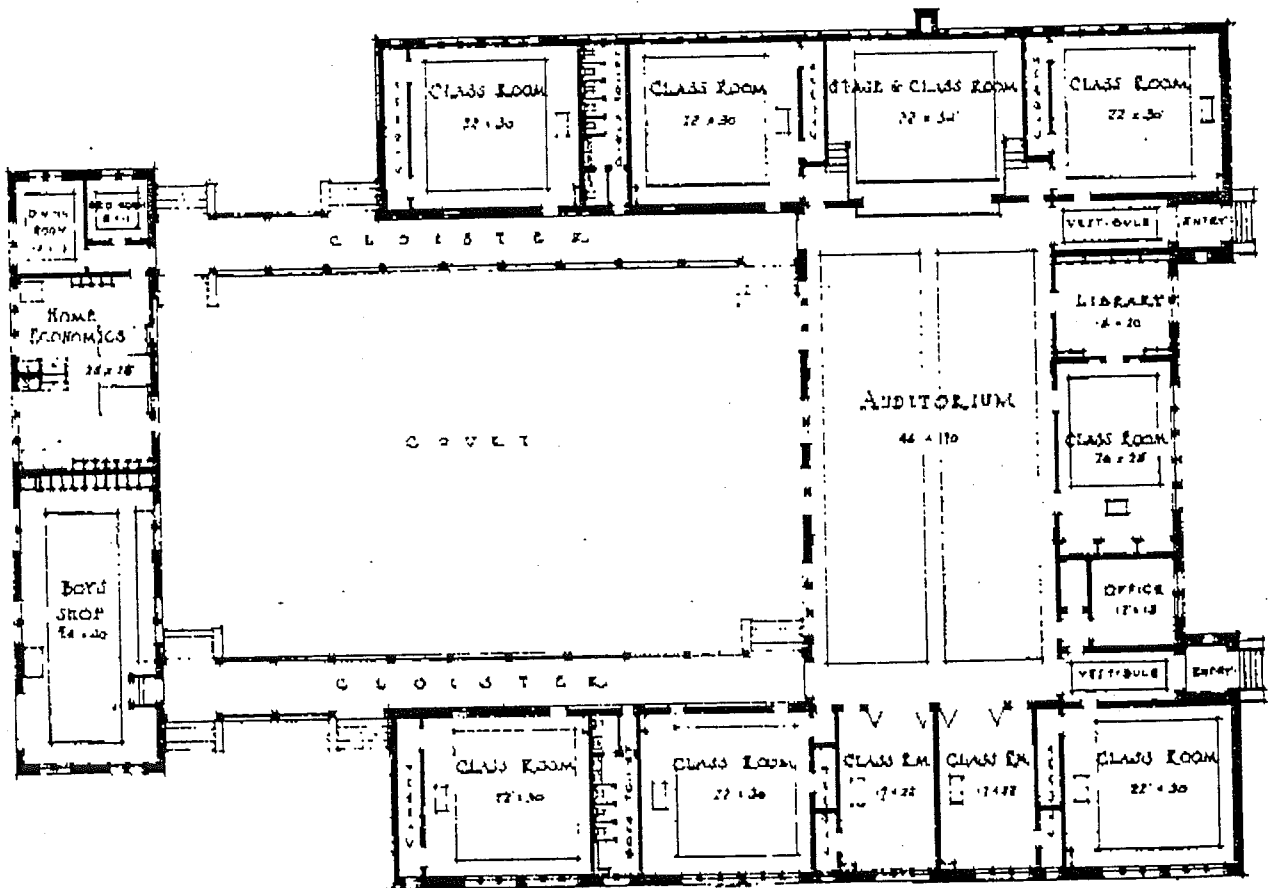
Ten Teacher School



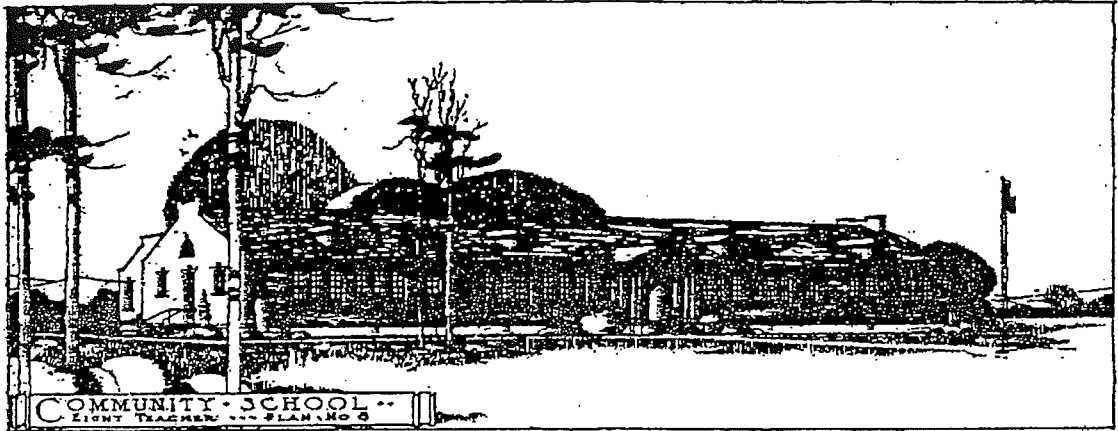
FLOOR PLAN No 10
 COMMUNITY SCHOOL
 TEN TEACHER - EAST OR WEST GALE



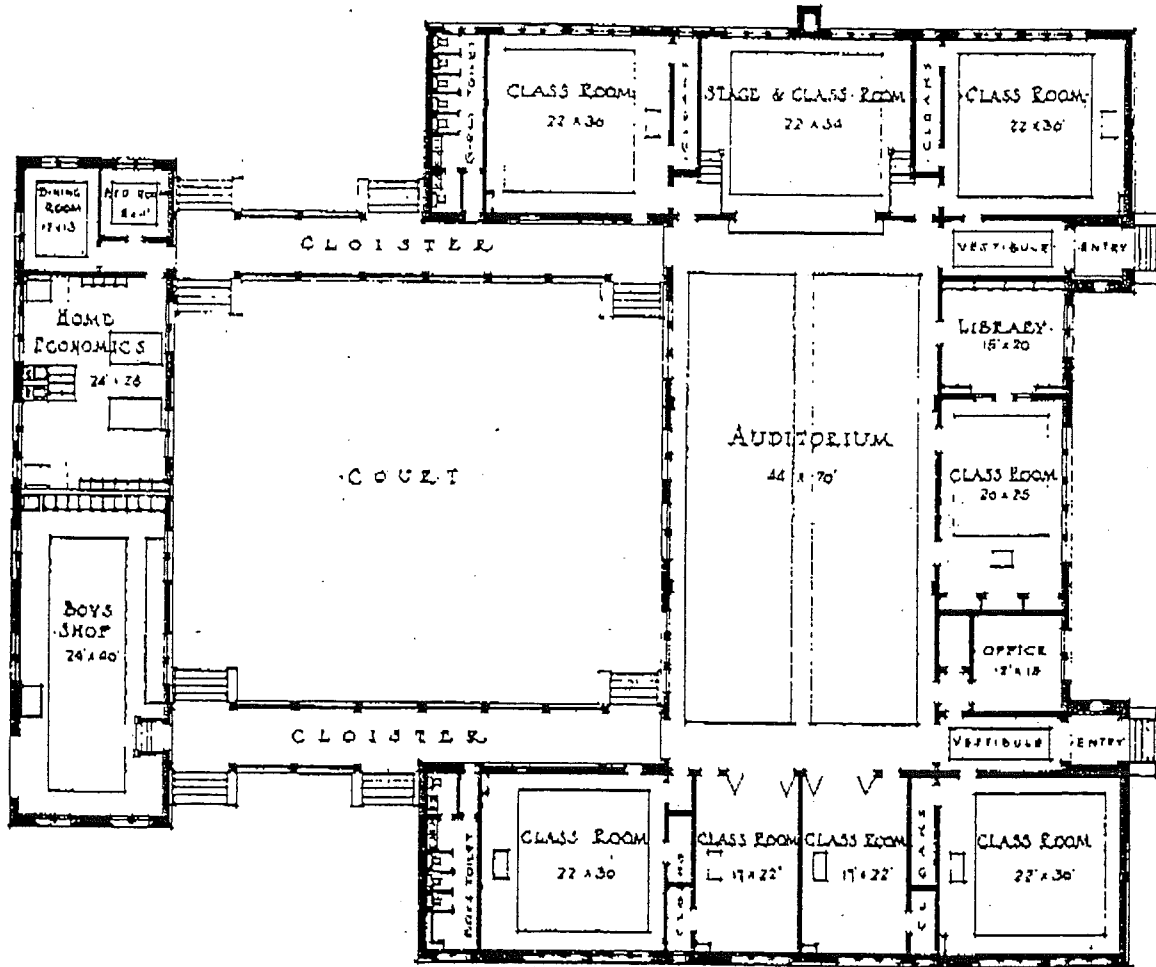
Ten Teacher School



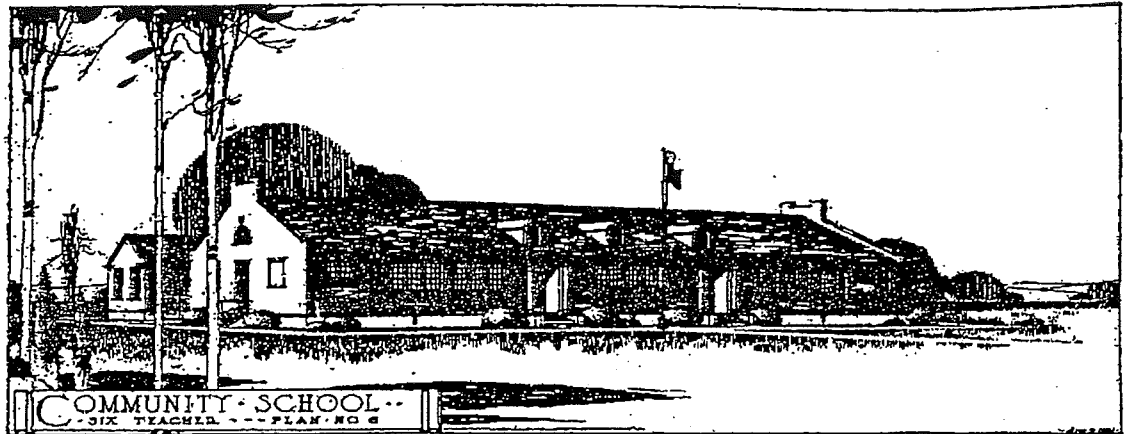
FLOOR PLAN No 10-A
 COMMUNITY SCHOOL
 10 FACE NORTH ON 27TH ST.



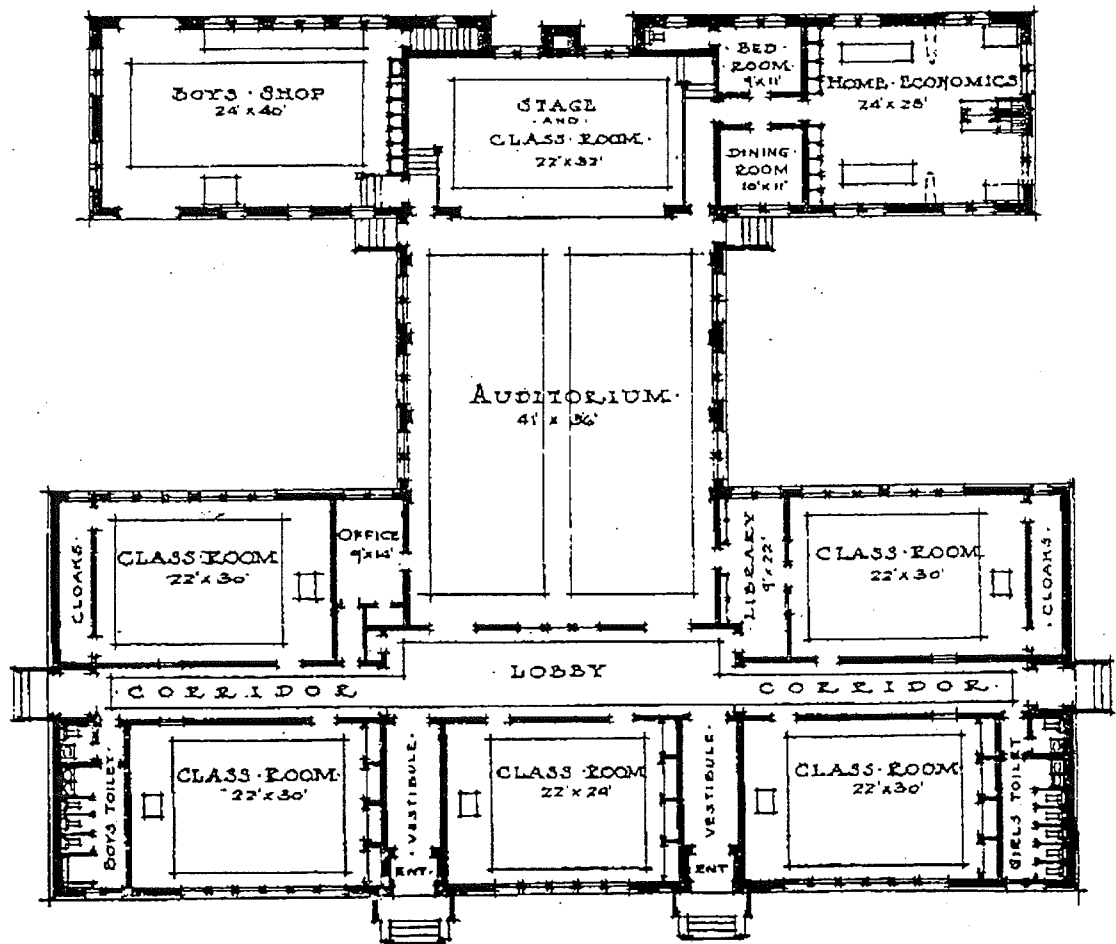
Eight Teacher School



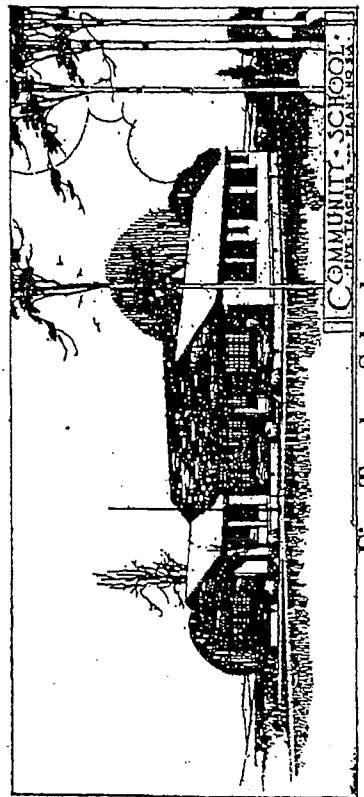
FLOOR PLAN No 8-A
 COMMUNITY SCHOOL
 TO FACE NORTH OR SOUTH ONLY



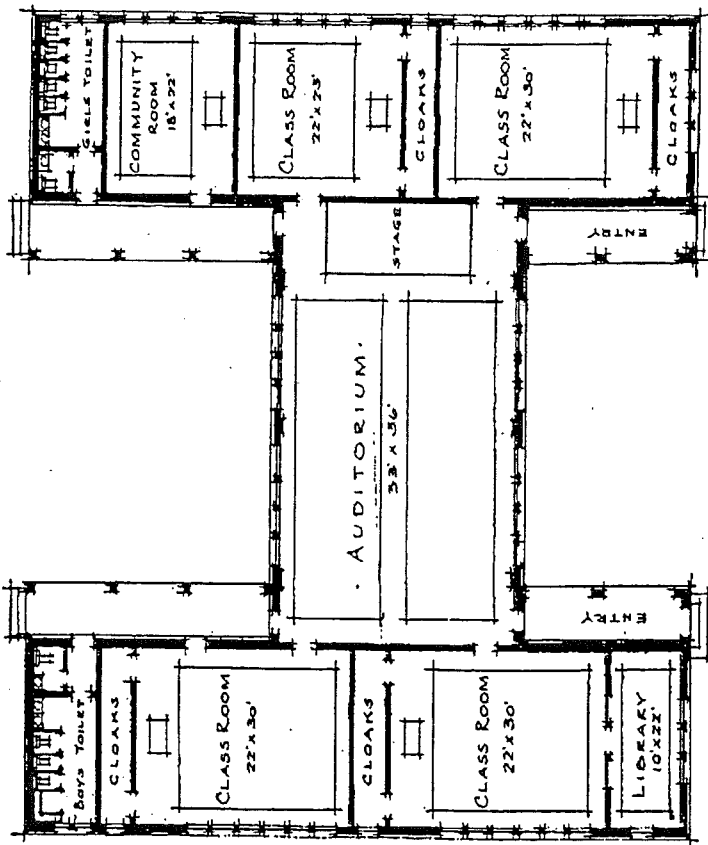
Six Teacher School



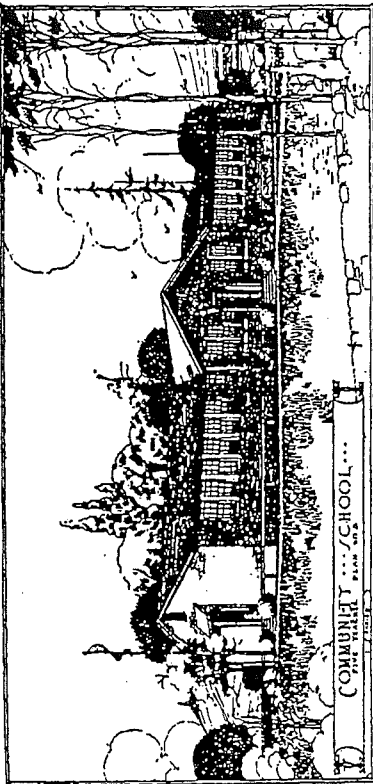
FLOOR PLAN NO. 6
 COMMUNITY SCHOOL
 TO FACE EAST OR WEST ONLY



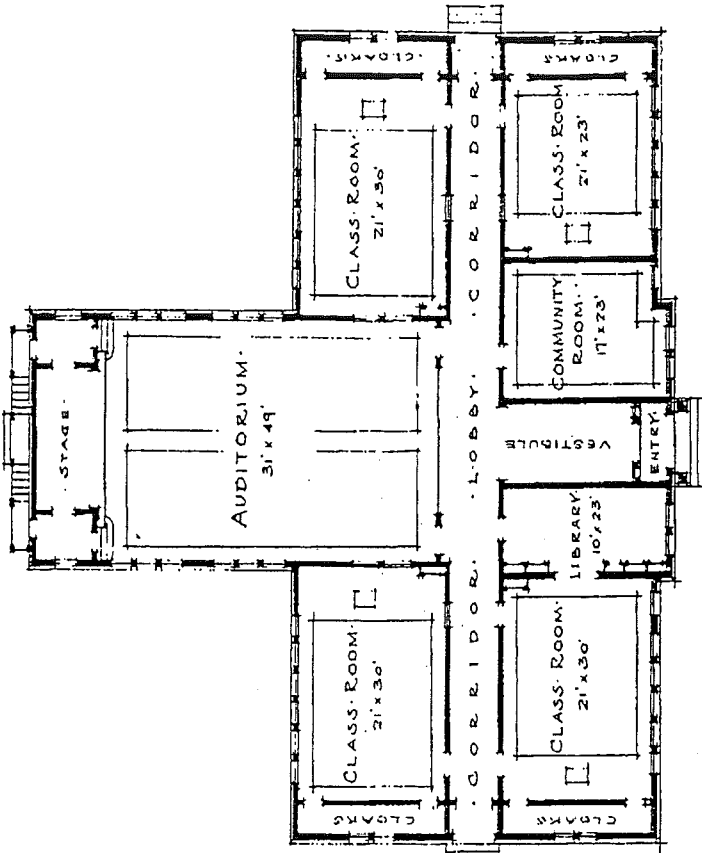
Five Teacher School



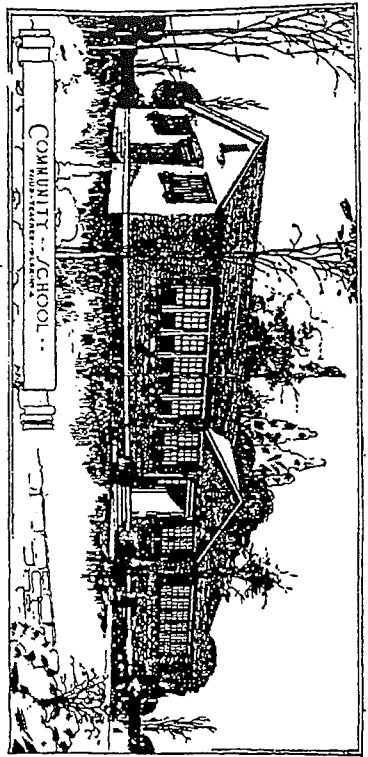
FLOOR PLAN No. 5-A
 COMMUNITY SCHOOL
 TO FACE NORTH OR SOUTH ONLY



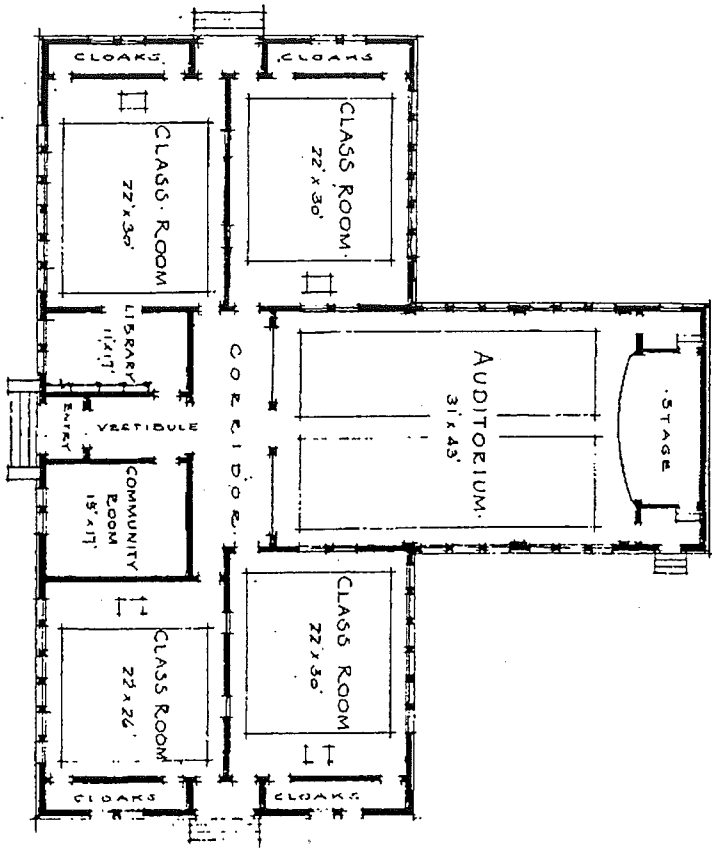
Five Teacher School



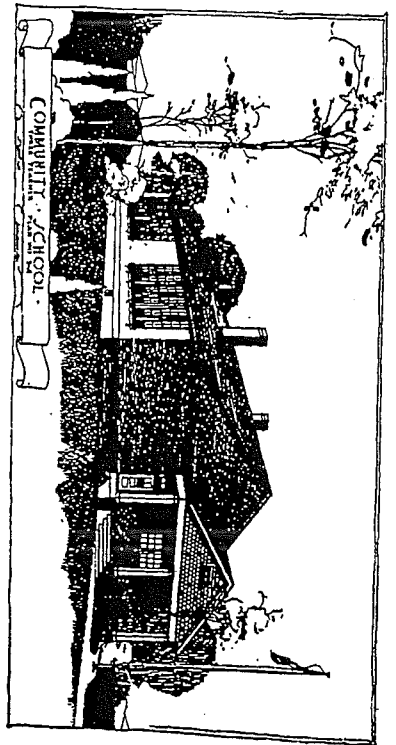
FLOOR PLAN No. 5
 COMMUNITY SCHOOL
 TO FACE EAST OR WEST ONLY



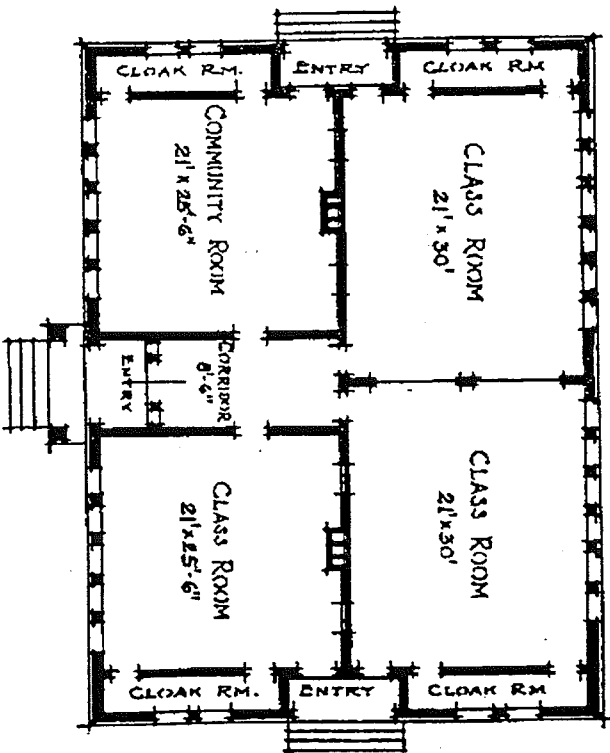
Four Teacher School



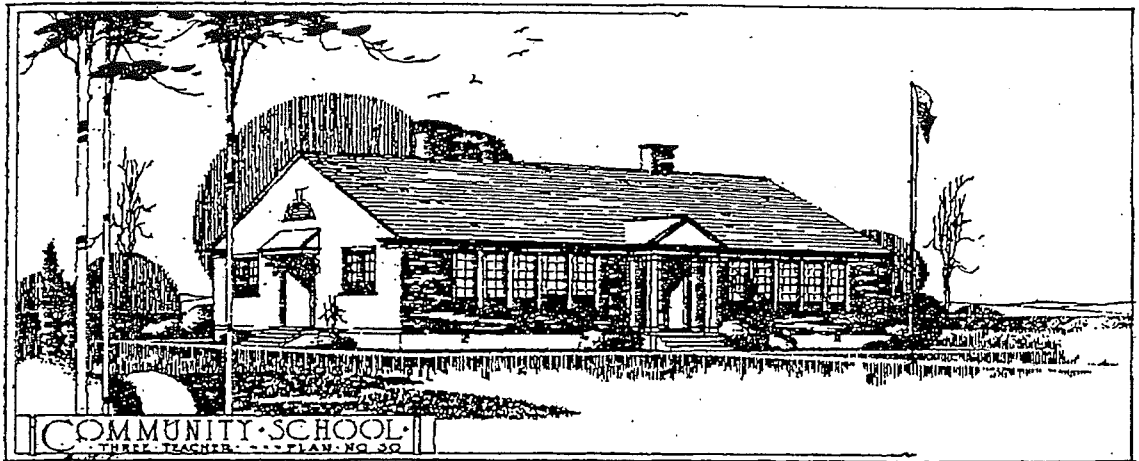
FLOOR PLAN No. 4.
COMMUNITY SCHOOL.
TO FACE EAST OR WEST ONLY.



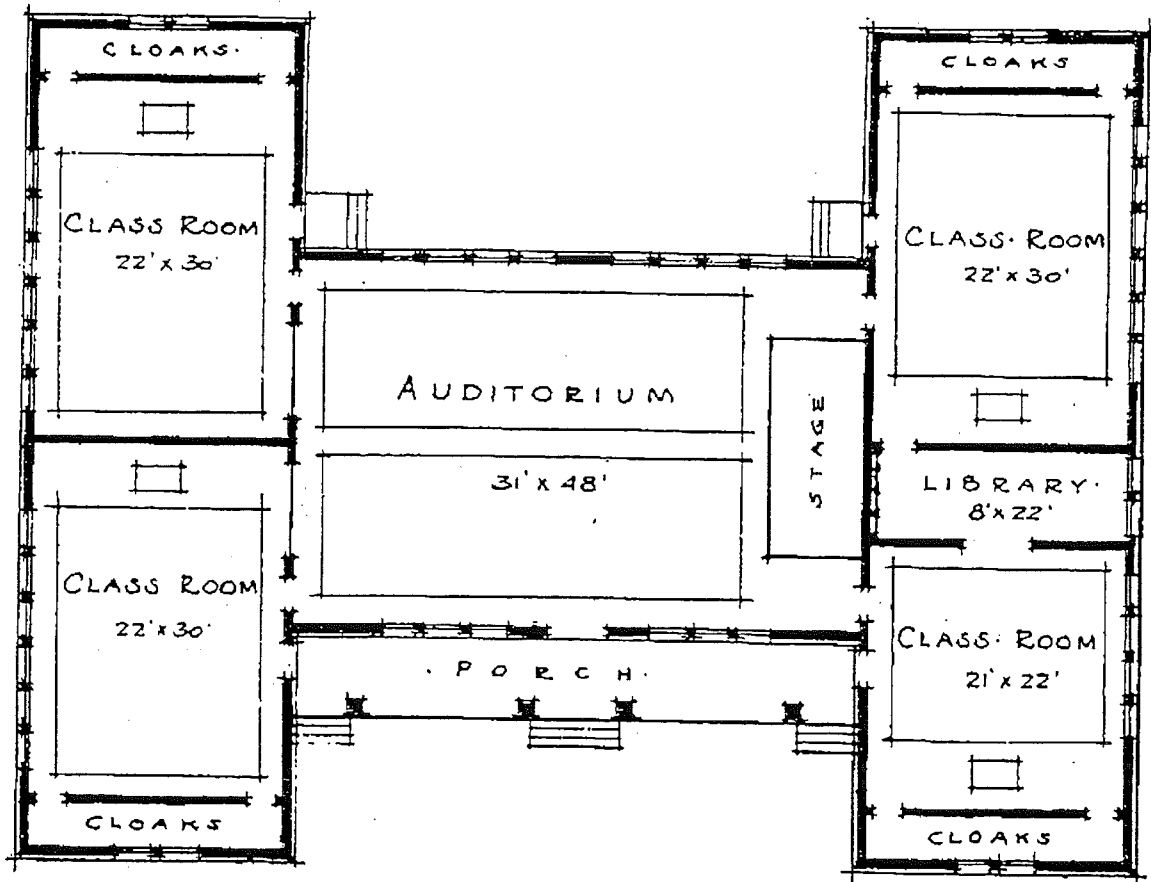
Three Teacher School



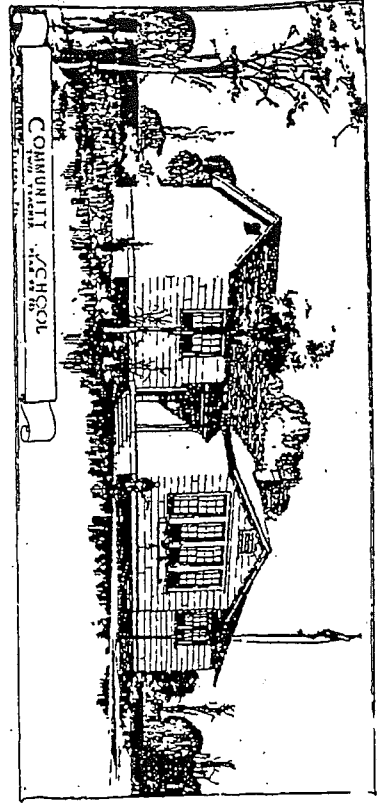
FLOOR PLAN No. 30
THREE TEACHER COMMUNITY SCHOOL
TO FACE EAST OR WEST ONLY



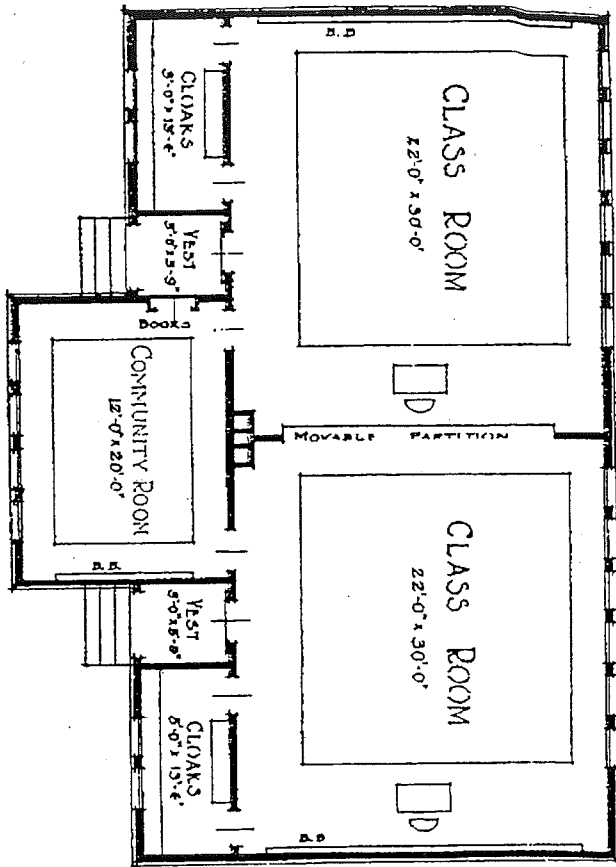
Three Teacher School



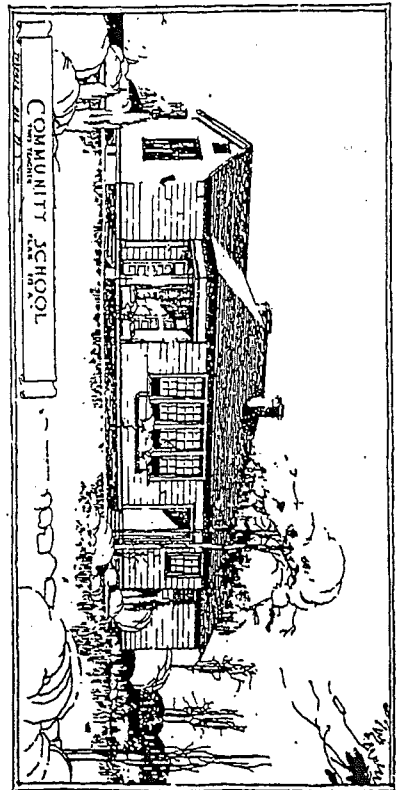
FLOOR PLAN No. 4-A
COMMUNITY SCHOOL
TO FACE NORTH OR SOUTH ONLY



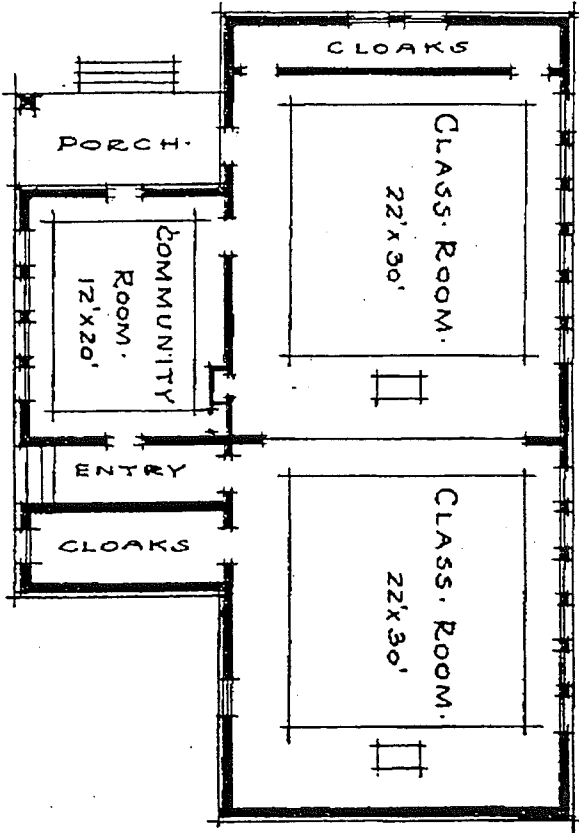
Two Teacher School



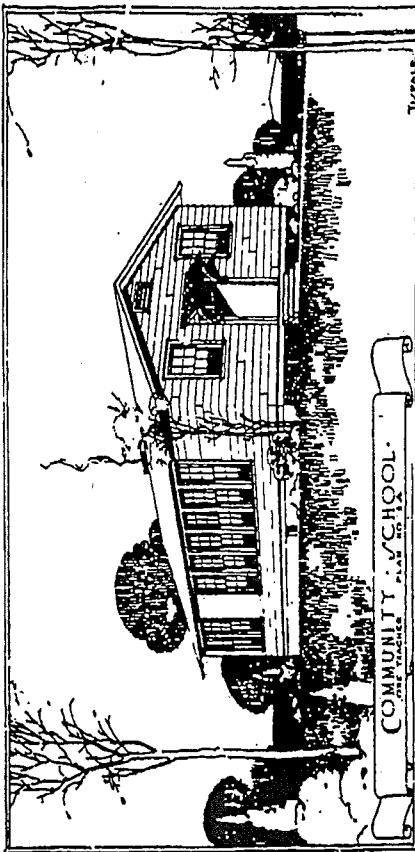
FLOOR PLAN No 20
TWO TEACHER COMMUNITY SCHOOL
TO FACE EAST OR WEST ONLY



Two Teacher School

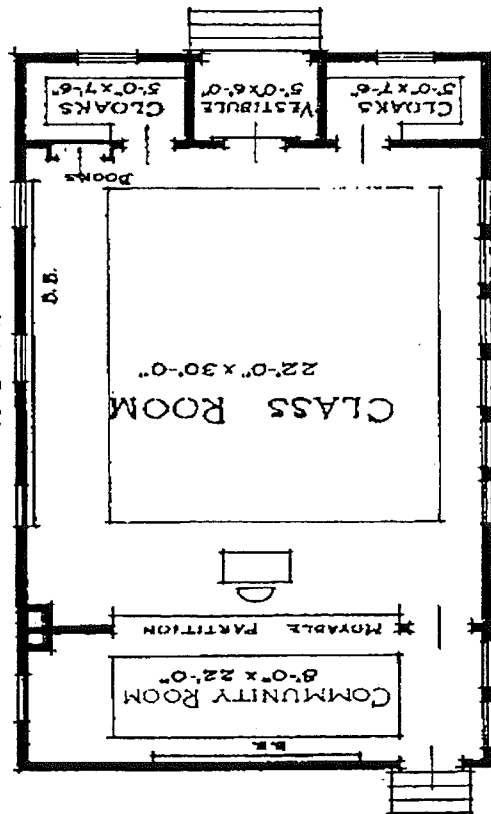


FLOOR PLAN No. 20-A.
COMMUNITY SCHOOL.
TO FACE NORTH OR SOUTH ONLY.



One Teacher School

Breeze Windows

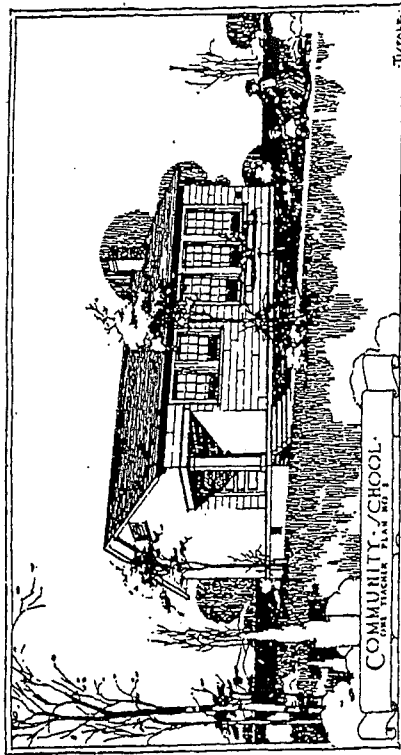


FLOOR PLAN

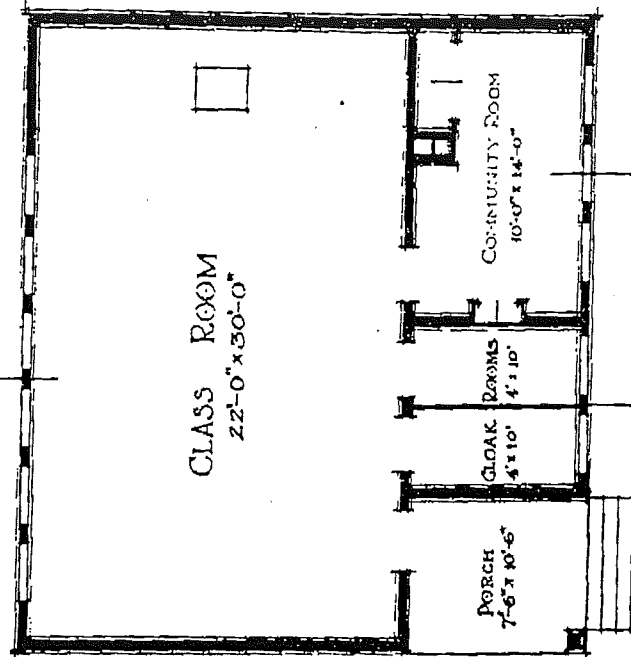
ONE-TEACHER

COMMUNITY SCHOOL PLAN No I-A

TO FACE NORTH OR SOUTH ONLY



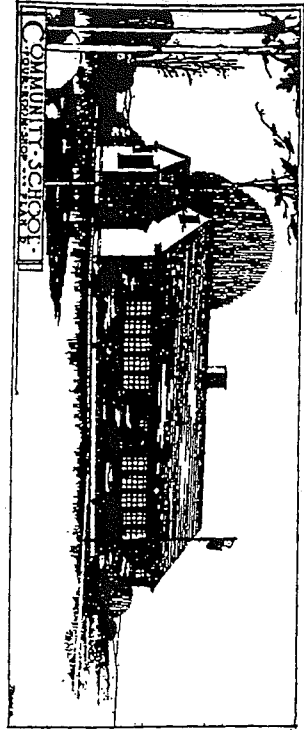
One Teacher School



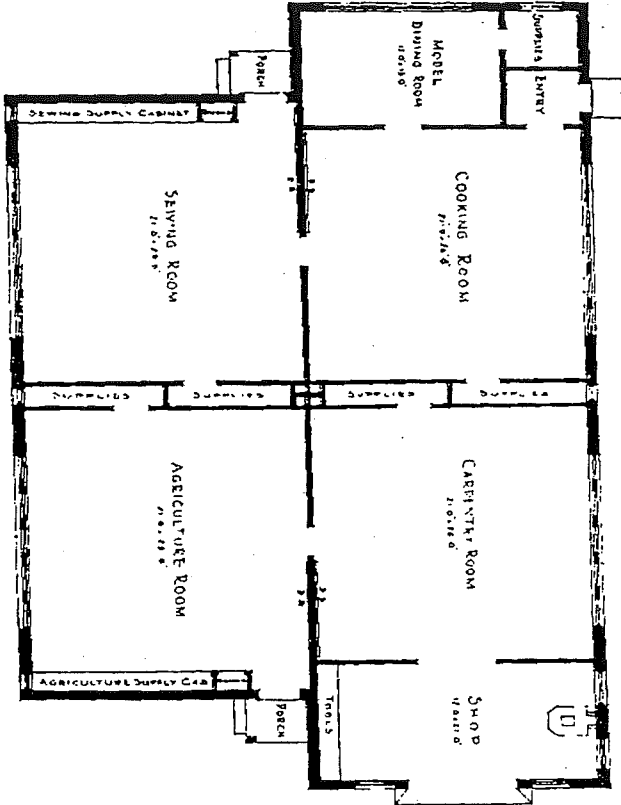
FLOOR PLAN

COMMUNITY SCHOOL PLAN No 1

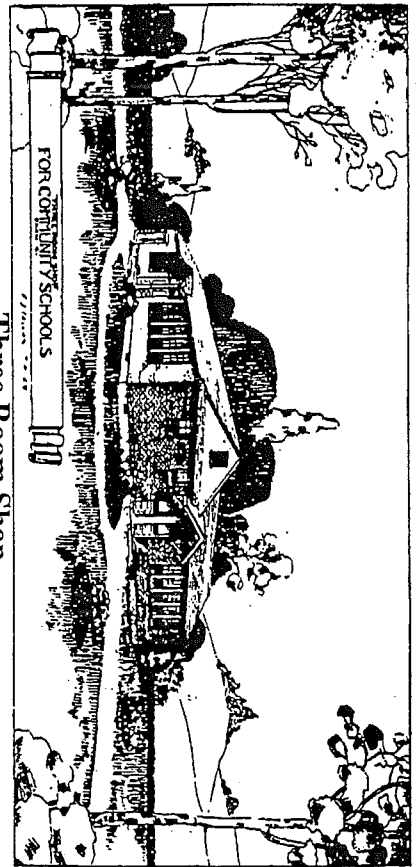
TO FACE EAST OR WEST ONLY



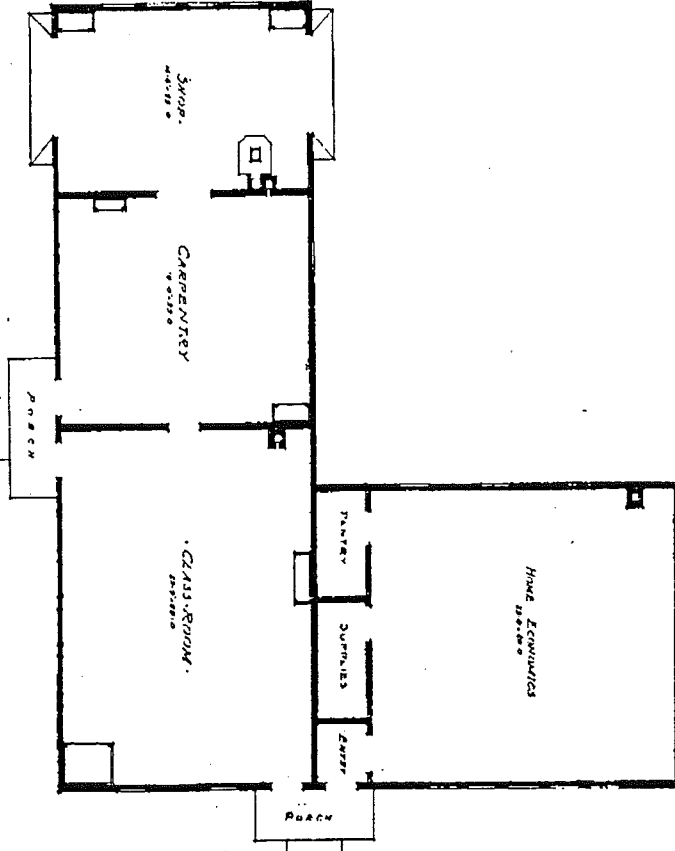
Four Room Shop



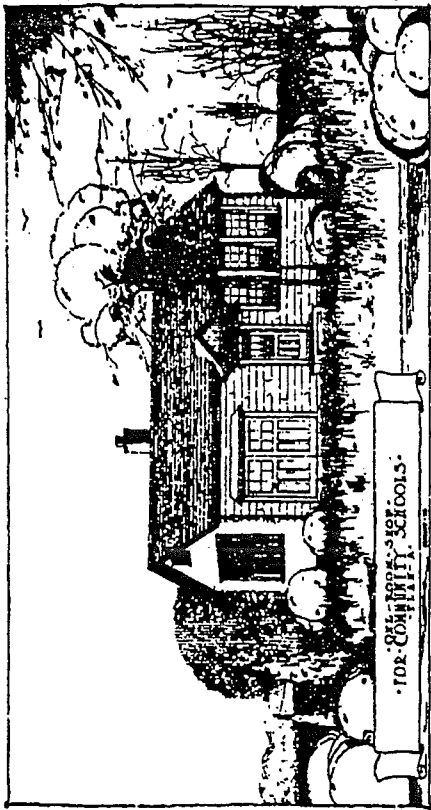
PLAN D
Four Room Shop for Community School.



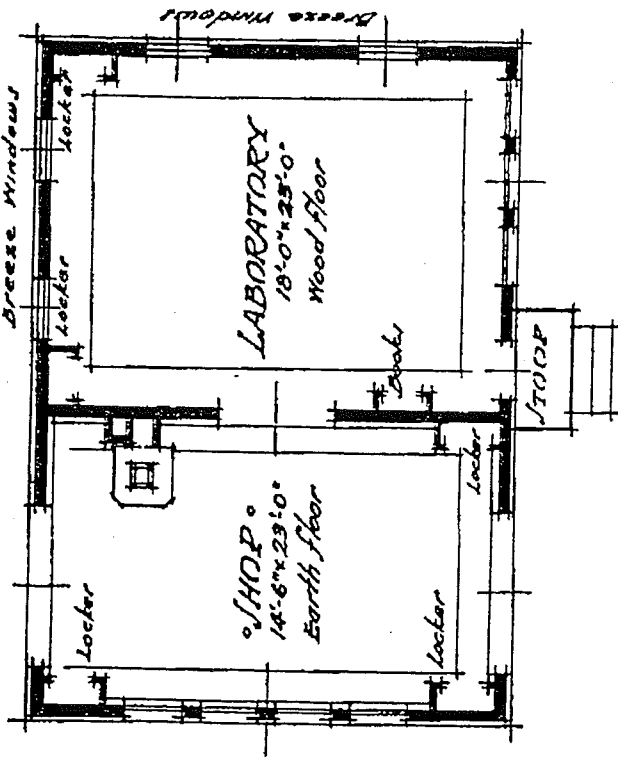
Three Room Shop



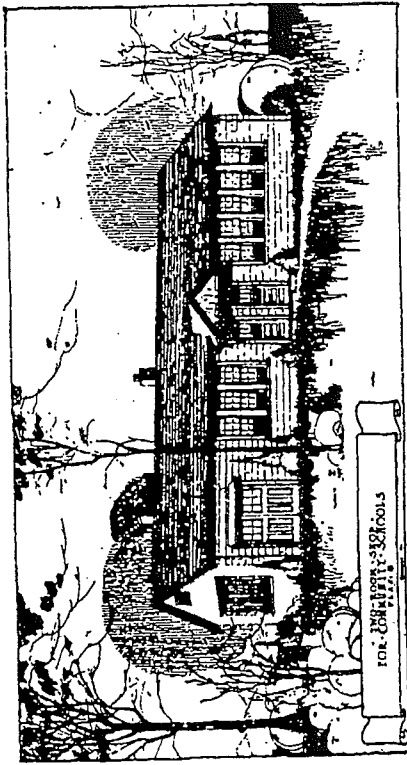
PLAN C
Three Room Shop for Community School.



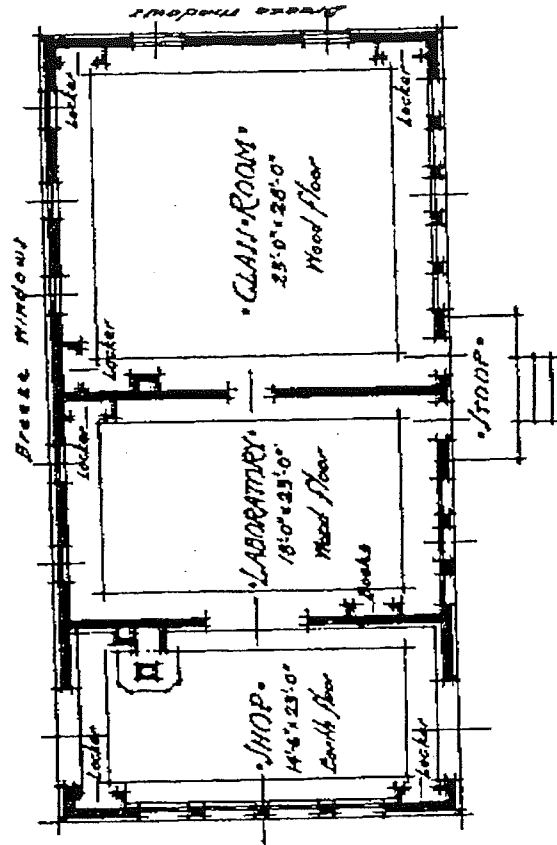
One Room Shop



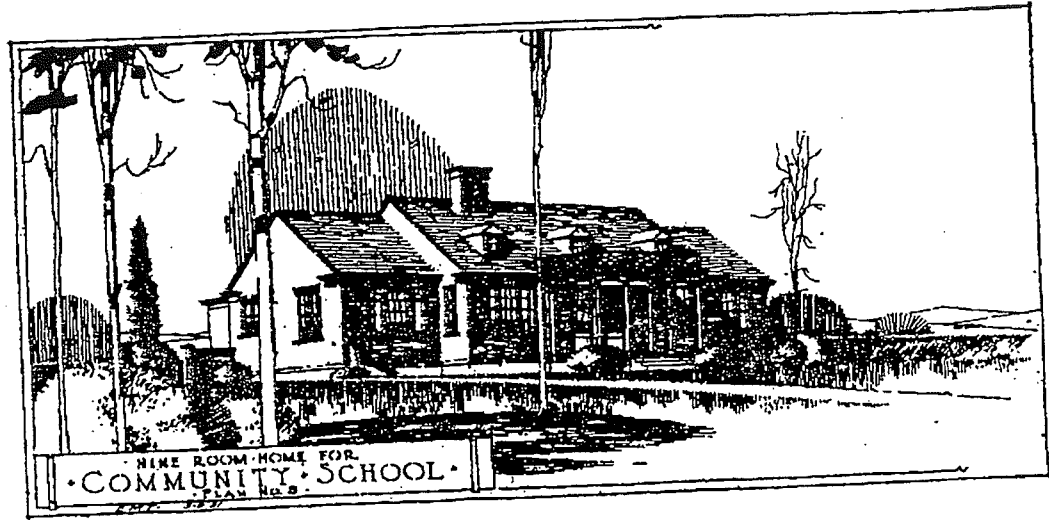
• SHOP PLAN - A •



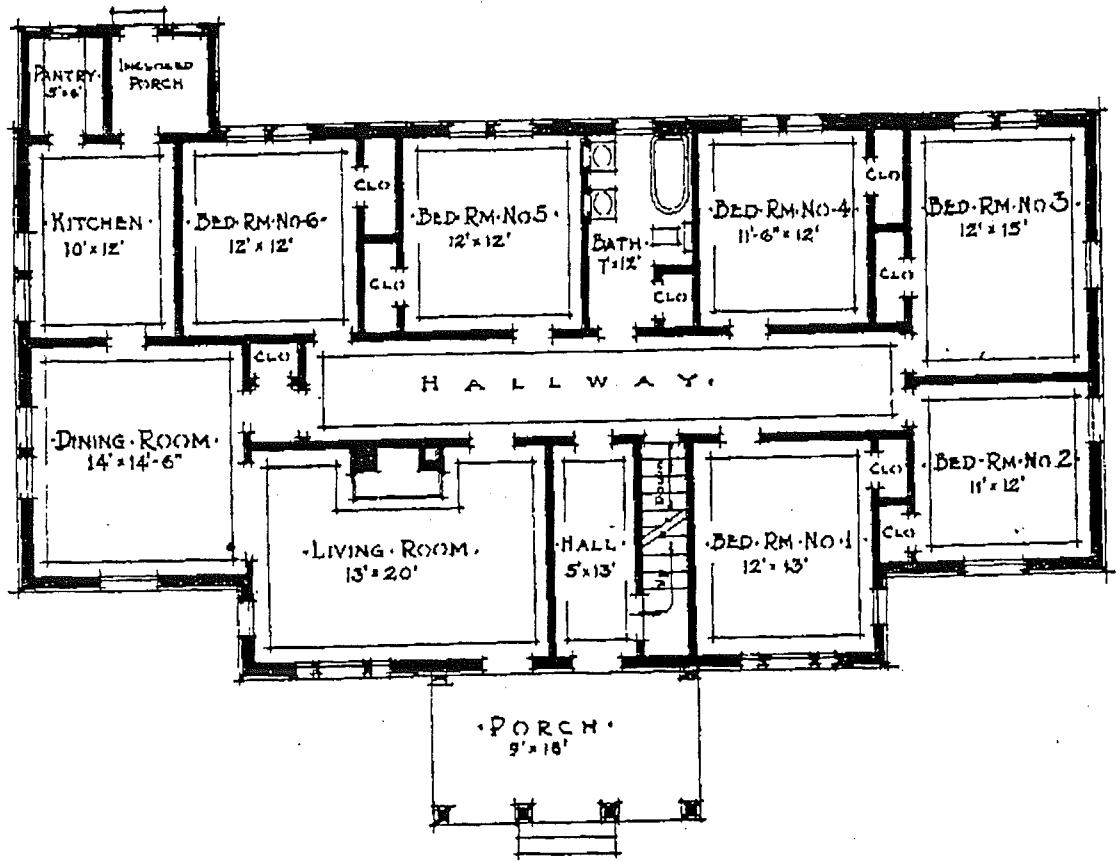
Two Room Shop



• SHOP PLAN - B •

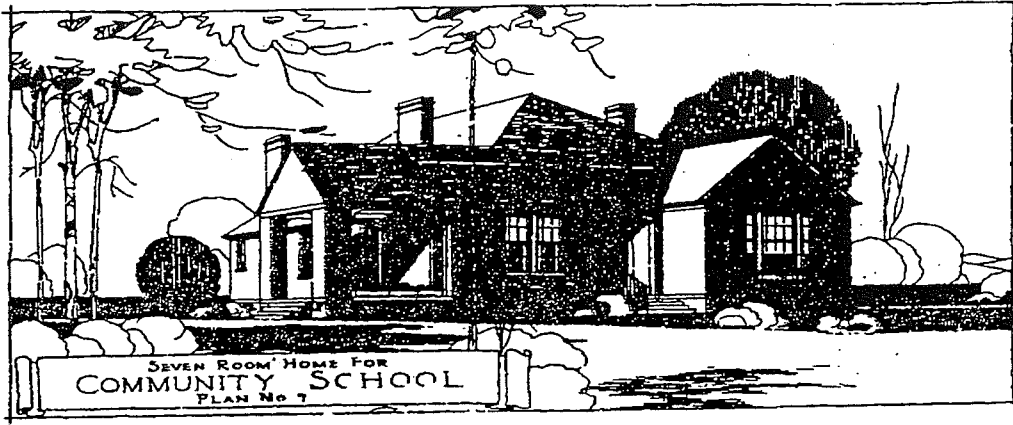


Nine Room Teachers' Home

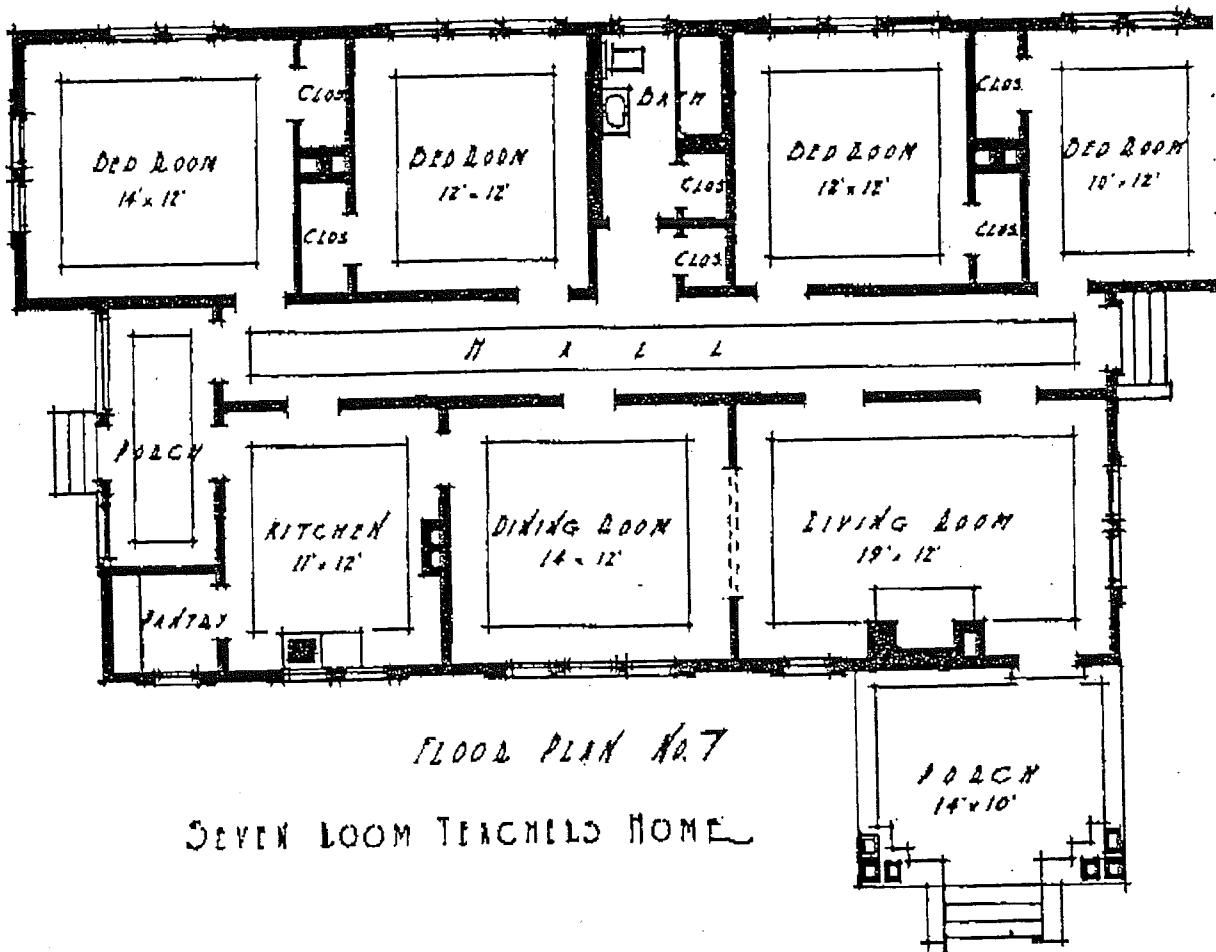


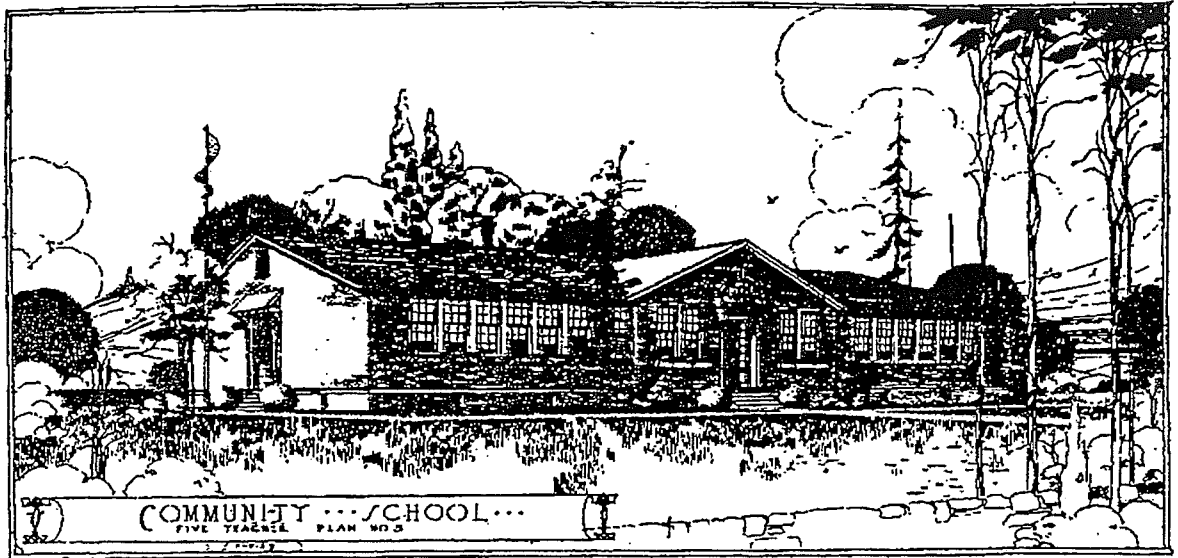
FLOOR PLAN No. 9

TEACHERS' HOME FOR COMMUNITY SCHOOLS

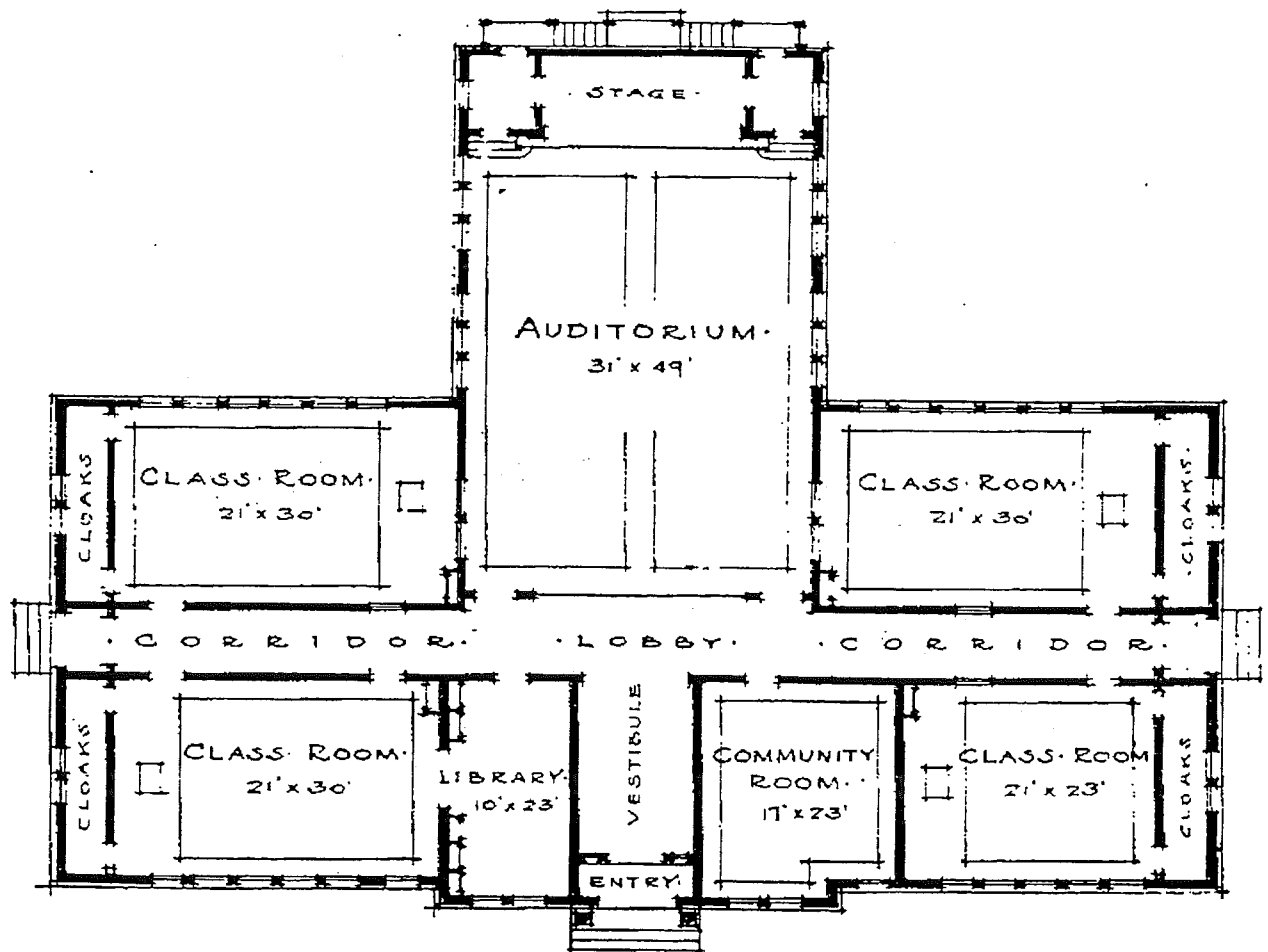


Seven Room Teachers' Home

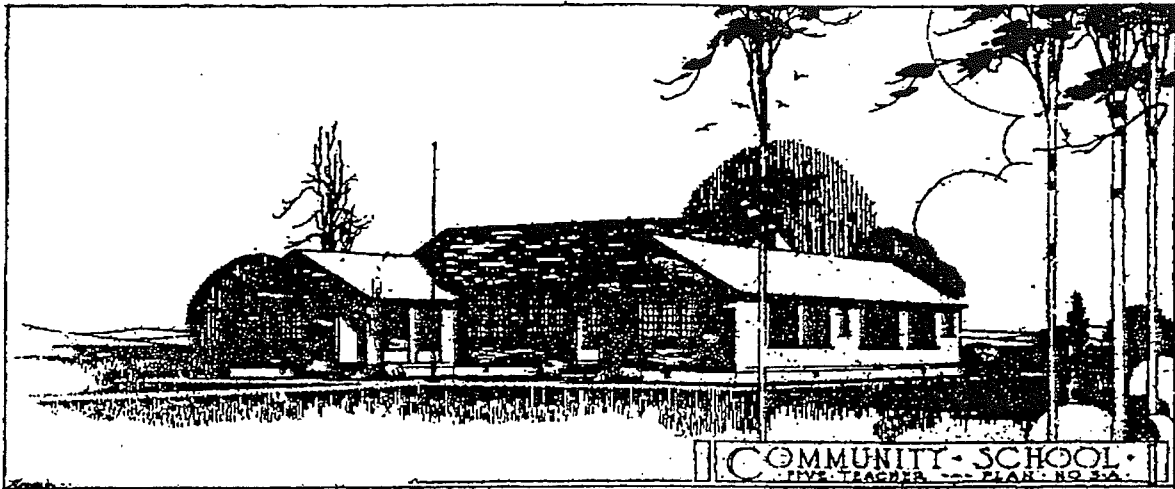




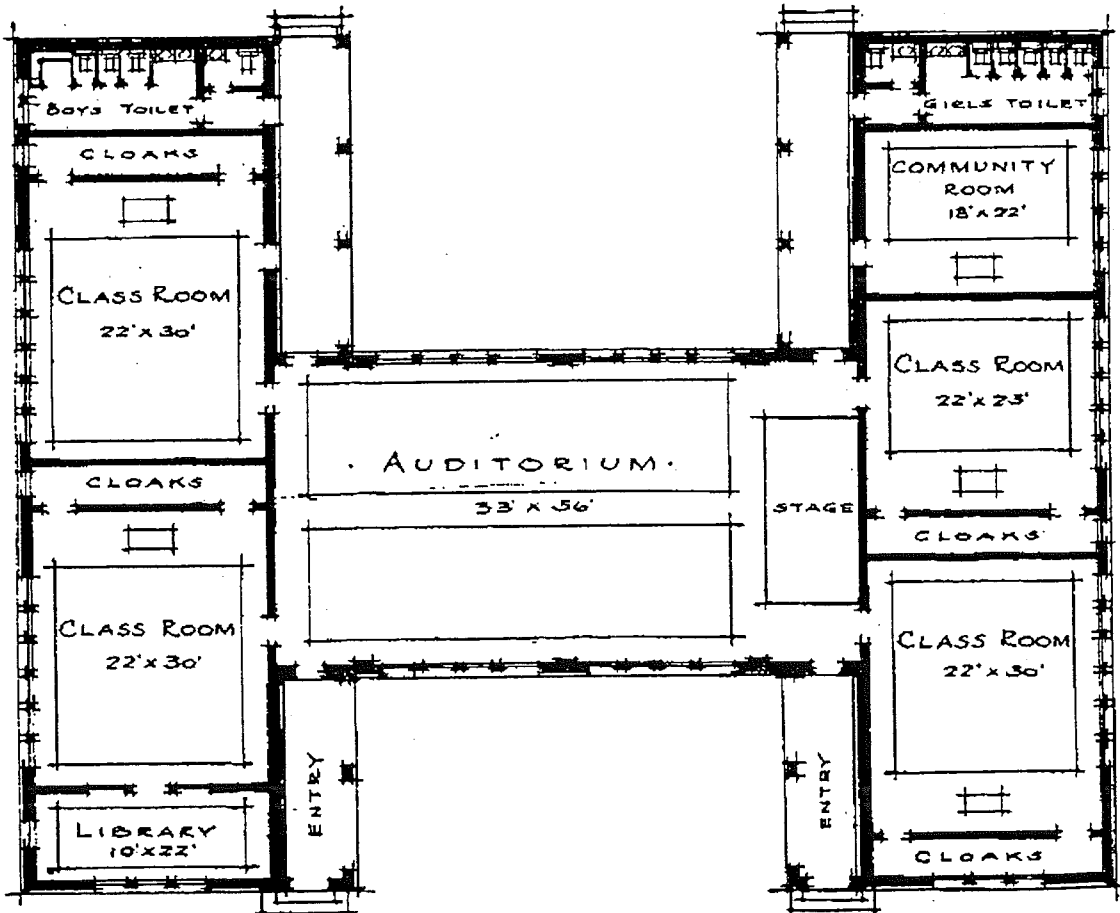
Five Teacher School



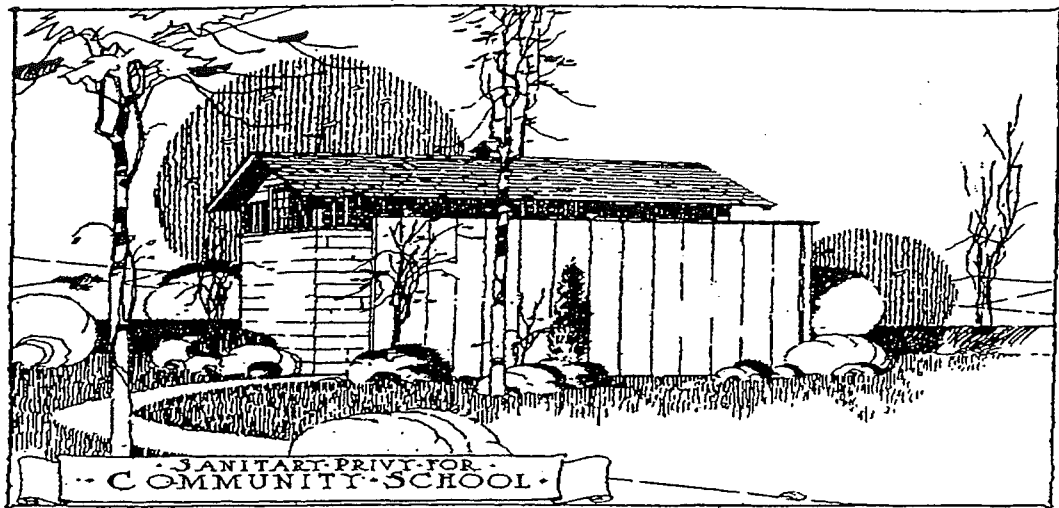
FLOOR PLAN No. 5
 COMMUNITY SCHOOL
 TO FACE EAST OR WEST ONLY.



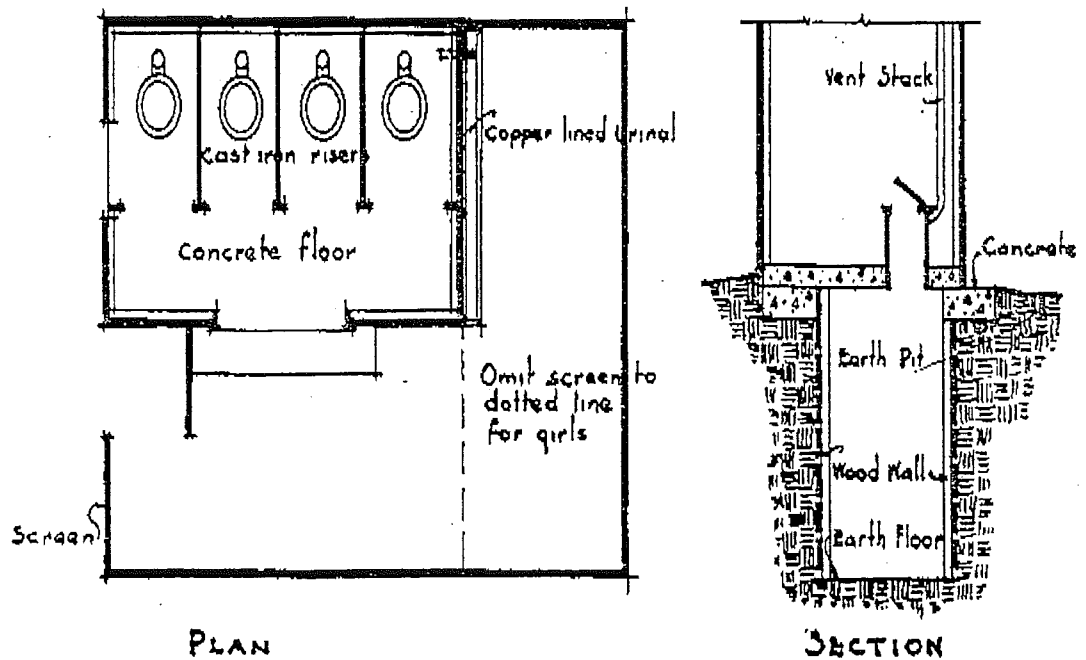
Five Teacher School



FLOOR PLAN NO. 5-A
 COMMUNITY SCHOOL
 TO FACE NORTH OR SOUTH ONLY



Pit Privy



PLAN FOR PIT PRIVY

LIST OF REFERENCES CITED

Anderson, James D., The Education of Blacks in the South, 1860-1935, University of North Carolina Press:Chapel Hill and London (1988), Table 4.1, 5.1, and 5.2.

_____, Education, Afro-American, in The Kentucky Encyclopedia, Kleber, John E., Editor, The University Press of Kentucky (1992), pp. 285-287.

Biennial Report, Superintendent of Public Instruction of Kentucky, 1908-9, Kentucky Department for Libraries and Archives, Frankfort, KY.

Dunnigan, Alice A., Kentucky Negro Education Association, in The Kentucky Encyclopedia, Kleber, John E., Editor, The University Press of Kentucky (1992), pp.507.

Embree, Edwin R., Investment in People. The Story of the Julius Rosenwald Fund, Harper & Brothers Publishers, New York (1949).

Gilbert, V. O., Report of the Superintendent of Public Instruction, December 31, 1917, Kentucky Department for Libraries and Archives, Frankfort, KY.

Hamlett, Barksdale, Biennial Report of the Superintendent of Public Instruction, June 30, 1913, Kentucky Department for Libraries and Archives, Frankfort, KY.

Kentucky Official Manual and Educational Directory, Kentucky Department of Education, Vol. III, #3, 1914.

Biennial Report, Superintendent of Public Education, June 30, 1915, Kentucky Department of Libraries and Archives. History of Kentucky Education, (1915).

Jarrette, Alfred Q., Julius Rosenwald Benefactor of Mankind, Southeastern University Press, Greenville, SC (1975).

Julius Rosenwald Fund Archives, 1917-48, Fisk University, Nashville, TN
Box 76 f1, Box 77 f3, Box 93 f1, Box 127 f16, Box 144 f23, Box #331 f1, f2, f3, f4, f7
Rosenwald School Card files and photos for the State of Kentucky, Scope Notes.

Kleber, John E., Editor, The Kentucky Encyclopedia, The University Press of Kentucky (1992).

Meece, Leonard Ephraim, Negro Education in Kentucky, Bulletin of the Bureau of School Service, Vol X, March 1938, #3, Kentucky Department for Libraries and Archives.

Taylor, L. N., Negro Education in Kentucky, Commonwealth of Kentucky Educational Bulletin, May, 1943, Kentucky Department for Libraries and Archives, Frankfort, KY.

_____, "Our Negro Schools," Kentucky Progress Magazine, Vol. IV, No. 12, August 1932.

The Educational System of Kentucky, A Report by The Efficiency Commission of Kentucky,

December 31, 1923, Kentucky Department for Libraries and Archives, Frankfort, KY.

Venable, Thomas Calvin, *A History of Negro Education in Kentucky* (1952), Ph.D. Thesis, Department of Education, George Peabody College for Teachers, Nashville, TN.

Werner, Morris R., Julius Rosenwald, *The Life of a Practical Humanitarian* (1939), Harper & Brothers Publishers: New York and London, Margaret King Library, University of Kentucky.

Wilson, Shannon and Daniel G. Stroup, *Day Law*, in The Kentucky Encyclopedia, Kleber, John E., Editor, The University Press of Kentucky (1992), pp. 258-259.



Rosenwald Elementary School, 1950: left to right, Holbert Gregory, Ralph Tinsley, Wilber Smith, Coach Albert Gregory, Curtis Johnson, Charles Morris, Milo Adams

Photo courtesy of the "Knox Countian," Vol. 7 No. 1, Spring, 1995

KENTUCKY AFRICAN-AMERICAN HERITAGE COMMISSION

Created by Governor's Executive Order 94 - 145A, February 10, 1994, it is the purpose of the Commission to advise the Education, Arts and Humanities Cabinet Secretary on matters relative to African American heritage for the State of Kentucky. The Commission members are appointed by the Governor and are attached to the Kentucky Heritage Council for administrative purposes. The Commission consists of three ex-officio members and seventeen members who derive from geographically diverse areas of the State, and represent various heritage interests as follows:

- a. Secretary of the Education, Arts and Humanities Cabinet or designee to serve ex-officio;
- b. President of Kentucky State University or designee to serve ex-officio;
- c. The Director of the Kentucky Heritage Council or designee to serve ex-officio;
- d. Four members from institutions of higher education;
- e. One member from the preservation community;
- f. One member from the arts community; and
- g. Eleven members from the public-at-large

MISSION STATEMENT:

The mission of the Kentucky African American Heritage Commission is:

To identify and promote awareness of significant African American influences upon the history and culture of Kentucky and to support and encourage the preservation of Kentucky African American heritage. Because African Americans have made significant contributions to the social and cultural life of the Commonwealth, the African American Heritage Commission will attempt to create a deeper understanding of those past accomplishments and the ongoing influence of African Americans on the heritage of the Commonwealth.

COMMISSION MEMBERS

Governor Paul E. Patton
State of Kentucky

Roy P. Peterson, Secretary*
Kentucky Education, Arts & Humanities Cabinet

David L. Morgan, Executive Director*
Kentucky Heritage Council

Mary Smith, President*
Kentucky State University

Alice Bailey, *Lexington*

Andrew Baskin, *Berea*

Carolyn Dishman Bell, *Lexington*

Olive Burroughs, *Owensboro*

Lou Virginia Graves, *Lexington*

Gladys Gray Miles, *Louisville*

Robert Douglas, *Louisville*

Helen Fisher Frye, *Danville*

Theodore Harris, *Covington*

Charles E. Bagwell, *Hopkinsville*

Clestine Lanier, *Louisville*

Isabelle Mack Overstreet, *Lexington*

Johnston Njoku, *Bowling Green*

Ann Reynolds, *Louisville*

Mary Belle Snorton, *Hopkinsville*

Doris Wilkinson, *Lexington*

*Ex-Officio

KENTUCKY HERITAGE COUNCIL

The Kentucky Heritage Council (KHC) was established in 1966 to implement the provisions of the National Historic Preservation Act. Its primary purpose as the State Historic Preservation Office is to identify, protect, and preserve the historic structures and prehistoric resources which represent the Commonwealth's heritage. Since its formation, the Council has conducted an ongoing survey of historic and prehistoric sites in Kentucky. Kentucky currently ranks fourth in the nation in the number of listings in the National Register of Historic Places.

The sixteen members of the Council are appointed by the Governor. Council programs are implemented by a staff of professional historians, architectural historians, historic architects, archaeologists, and planners. As State Historic Preservation Officer, the Executive Director of the Council directs the federal preservation program in Kentucky including the National Register of Historic Places, Historic Preservation Tax Credits, Section 106 Environmental Review, Certified Local Governments, and Preservation Grants-in-Aid.

MISSION STATEMENT:

The mission of the Kentucky Heritage Council is:

To work in partnership with Kentuckians to strengthen and expand the statewide framework for historic preservation so that our historic and prehistoric places and their landscapes are valued, understood, protected and used in appropriate ways to reinforce our unique sense of place and enhance the quality of life and economy of our communities.

KENTUCKY HERITAGE COUNCIL

David L. Morgan, Executive Director
300 Washington Street
Frankfort, Kentucky
(502) 564-7005

Virginia Alexander, *Cadiz*

Hannah Hume Baird, *Florence*

Stephen L. Collins, *Shelbyville*

Richard S. DeCamp, *Lexington*

Frank Fitzpatrick, *Prestonburg*

Michael McKinney, *Burlington*

Julie T. Martin, *Henderson*

Thomas D. Matijasic, *Prestonburg*

Sally Meigs, *Louisville*

Jacqueline P. Mylor, *Warsaw*

Charles Niquette, *Lexington*

Mary S. Northington, *Covington*

Dag Ryen, *Lexington*

Betsy Venters, *Pikeville*

Robert B. Vice, *Louisville*

ROSENWALD BUILDING – SURVEY FORM

Please return survey form and attachments to:
Kentucky Heritage Council
Kentucky African Heritage Commission
300 Washington Street
Frankfort, KY 40601
502-56-7005
502-564-5820 (FAX)

Date: _____

Name of the Person Submitting the Form: _____

Address: _____

Phone: _____

Name of the Rosenwald Building: _____

Building Location: City: _____ County: _____

Street Address: _____

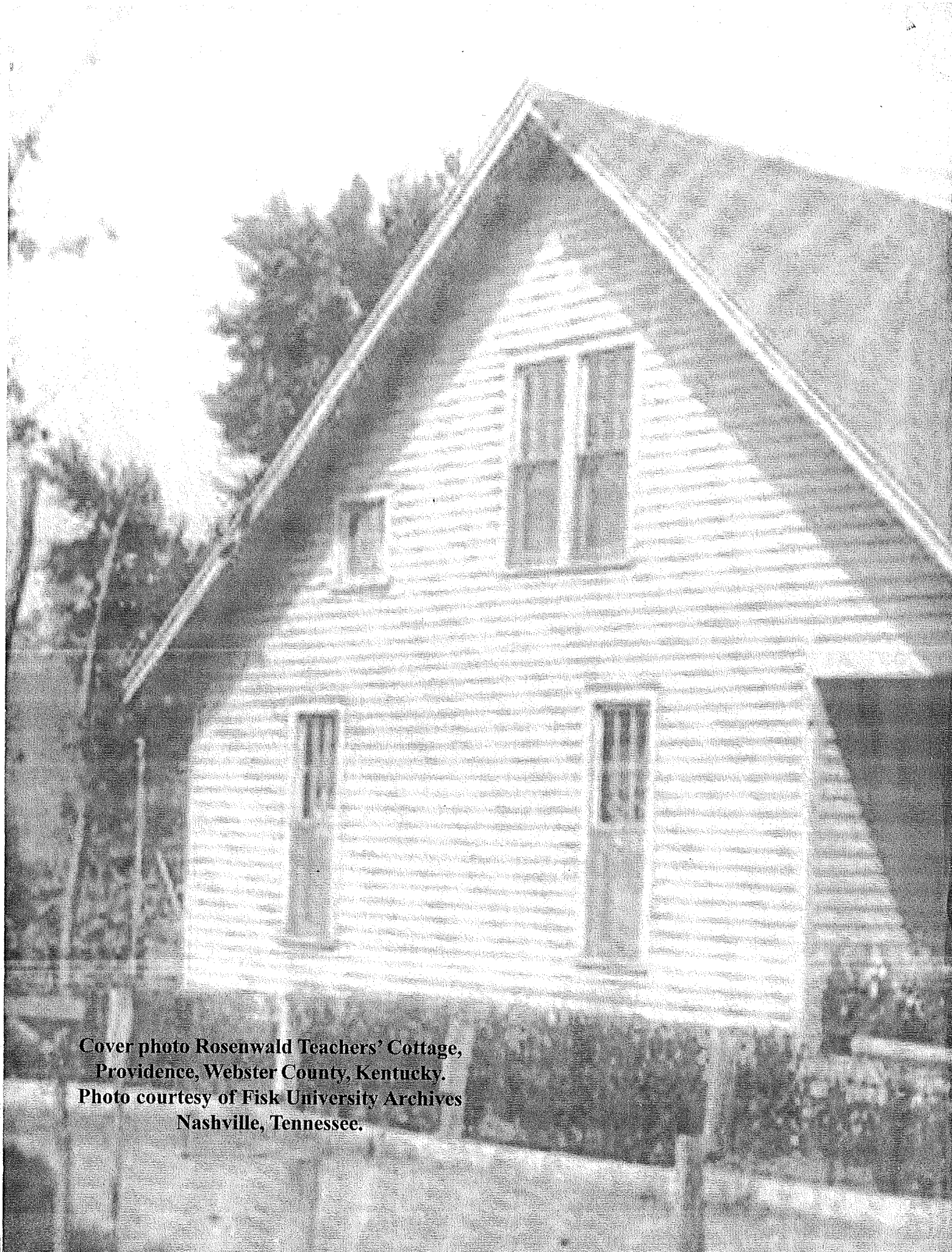
The construction of the building is: wood _____ brick _____ with _____ rooms.

The building is owned or occupied by: _____

My connection with this Rosenwald building is as a former teacher, student, supporter, etc.:

The condition of the building is: _____

Please feel free to provide us with additional history or information about your building.



**Cover photo Rosenwald Teachers' Cottage,
Providence, Webster County, Kentucky.
Photo courtesy of Fisk University Archives
Nashville, Tennessee.**