

Northern Money, Southern Schools: The Rosenwald School Fund



Lesson Plan

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South Carolina State Historic Preservation Office

Introduction

After the end of the Civil War, most Southern states began providing publicly supported education in their new constitutions. When white politicians gained control of the South at the end of Reconstruction, states provided for public schools but required the separation of the races in the schools. As the South struggled to recover economically from the war, school funding lagged. Entrenched racism and segregation ensured that African American public schools received little of the funds set aside for education.¹

As the Northern economy grew and prospered in the early twentieth century, many wealthy businessmen and industrialists turned their attention to improving society. Several businessmen focused on improving education, especially in the Southern states. Julius Rosenwald, president of Sears, Roebuck and Company, chose to establish the Julius Rosenwald Fund to build schools for African American students. The Fund built schools in fifteen Southern states, spent over \$28 million on school construction, and built almost 5,000 new school buildings. The unique requirements of the Fund, including partnerships, stock building plans, and community involvement, improved African American education in the South and provided modern school buildings for over 650,000 students.²

Few of these Rosenwald schools exist today although the school program and the buildings themselves were important to the local black communities and students. A concerted national effort to identify and record the extant schools began in 2002. As a result, communities are focusing their efforts on preserving and reusing any remaining Rosenwald schools.³

¹ Walter Edgar, *South Carolina: A History* (Columbia: University of South Carolina Press, 1998), 389-390.

² For a detailed history of the Rosenwald school program, see Mary S. Hoffschwelle, *The Rosenwald Schools of the American South* (Gainesville: University Press of Florida, 2006).

³ Mary S. Hoffschwelle, *Preserving Rosenwald Schools* (Washington, DC: National Trust of Historic Preservation, 2003), 12-19.

About This Lesson

This lesson is based on the National Register of Historic Places Nominations, "[Pine Grove Rosenwald School](#)," "[Great Branch Teacherage](#)," "[Retreat Rosenwald School](#)," and the Multiple Property Submission "[The Rosenwald School Building Program in South Carolina, 1917-1932](#)." "Northern Money, Southern Schools: The Rosenwald School Fund" was written by Rebekah Dobrasko, historian with the South Carolina State Historic Preservation Office. This lesson is based on the National Park Service's Teaching with Historic Places module.

Where it fits into the curriculum

Topics: This lesson could be used in American History or Social Studies courses in units on the history of education in the United States, or the study of African American history in the United States.

Time Period: Early-20th century

Focus Statement

In this lesson, students will learn about how philanthropy and the Progressive Era improved education in the South. Students will be able to explain the Rosenwald Fund, identify the major features of its school buildings, and show how national progressive reform worked on the state and local levels in education.

National History Standards

- Standard 1C: The student understands the limitations of Progressivism and the alternatives offered by various groups

South Carolina History Standards

- Standard 5-1.5: Explain the purpose and motivations behind the rise of discriminatory laws and groups and their effect on the rights and opportunities of African Americans in different regions of the United States.
- Standard 8-6.3: Summarize the political, social, and economic situation in South Carolina following World War I, including progress in suffrage for women, improvements in daily life in urban and rural areas, and changes in agriculture and industry.

Objectives

- To explain the role of the Rosenwald Fund in designing African American schools
- To understand the forces behind the modernization of school buildings for African American students
- To compare education in the early twentieth century to education in the early twenty-first century

Materials for students

The materials listed below can either be used directly on the computer or can be printed out, photocopied, and distributed to students.

- one historic map produced by the Julius Rosenwald Fund in 1932 showing the locations of Rosenwald schools across the South
- three readings on the beginnings of the Rosenwald School Fund, the school architecture, and the current state of Rosenwald schools
- historic photographs of the Rosenwald schools (Pine Grove and Great Branch); typical architectural drawings of Rosenwald Schools; and current school photographs

Visiting the sites

Pine Grove Rosenwald School [now Pine Grove Community Center, 937 Piney Woods Road] is located in Columbia, South Carolina. The community center is administered by the Richland County Recreation Commission and is also available for rentals. For additional information, please visit the Pine Grove Community Center's website (<http://www.richlandcountyrecreation.com/park.php?id=pine-grove-community-center>) or call (803) 213-1296.

The Great Branch Teacherage is located in rural Orangeburg County [2890 Neeses Highway, Orangeburg]. It has been restored and is available for school group tours. The building is open Thursdays from 10:00 to 4:00pm and by appointment. For additional information, please visit the Great Branch Rosenwald Teacherage's website (<http://www.greatbranchrosenwaldteacherage.com/>) or call (803) 533-1828.

The Retreat Rosenwald School is owned by the Pleasant Hill Baptist Church in Westminster, South Carolina [150 Pleasant Hill Circle, Westminster]. It is not open to the public, however access can be arranged for interested parties. For additional information and access to the school, please contact the church at (864) 647-9796 or visit their website (<http://www.pleasant-hill-baptist.com>).

Setting the Stage

A complex system of legal and societal racial segregation began in the South after the Civil War and slavery ended. The separation of the races in public spaces such as stores, restaurants, railroad depots, and schools became widespread after the end of Reconstruction in 1877 and culminated in the 1896 Supreme Court case of *Plessy v. Ferguson*. The Court's decision in *Plessy* determined that separate spaces determined by race were constitutional, provided that the separate spaces were equal in all respects. South Carolina's constitution of 1895 effectively disenfranchised black voters and required segregated schools for black and white students. The state quickly segregated the rest of its public spaces after the *Plessy* decision.¹

Education in South Carolina was poorly funded in the nineteenth century, and by 1900 only one-third of South Carolina's students were enrolled in school. Both white and black children attended school only a few months out of the year, and funding disparities between white and black schools were extreme. In the early 1900s, Dillon County spent \$22.50 for every white student and only \$1.79 for every black student. This figure was similar for school districts across the state.²

This type of economic disparity and lack of institutional interest in funding black education came to the attention of Northern philanthropists, several of whom set up funds for black education in the South.³ Julius Rosenwald, the Chief Executive Officer of Sears, Roebuck, partnered with Booker T. Washington of Tuskegee Normal and Industrial Institute to develop a grant program for school construction. Rosenwald intended his grants to be matched from both the local community and the local school district. New schools were constructed from standard building plans developed by Tuskegee staff, and the new schools became part of the local school district's responsibility to operate and maintain. The schools and buildings constructed with Rosenwald funds are known as "Rosenwald Schools."⁴

The Rosenwald fund required recipients to use standard architectural plans and building materials for the schools. An architectural *elevation* shows the exterior of the building, including the location of windows and doors, the shape of the roof, and the materials needed. A *floor plan* shows the interior layout of the building as looking down from

¹ Walter Edgar, *South Carolina: A History* (Columbia: University of South Carolina Press, 1998), 446-448.

² Edgar, 463-464.

³ Other funds created during this time included the General Education Board (GEB) created by John D. Rockefeller; the Slater Fund for secondary education and industrial school training, the Jeanes Fund for teacher salaries and training; and the Rosenwald Fund. For more information on these funds, see Lindsay Weathers, "The Rosenwald School Building Program in South Carolina, 1917-1932," National Register of Historic Places Context, on file at the South Carolina State Historic Preservation Office, South Carolina Department of Archives and History, Columbia, SC (<http://www.nationalregister.sc.gov/MPS/MPS050.pdf>)

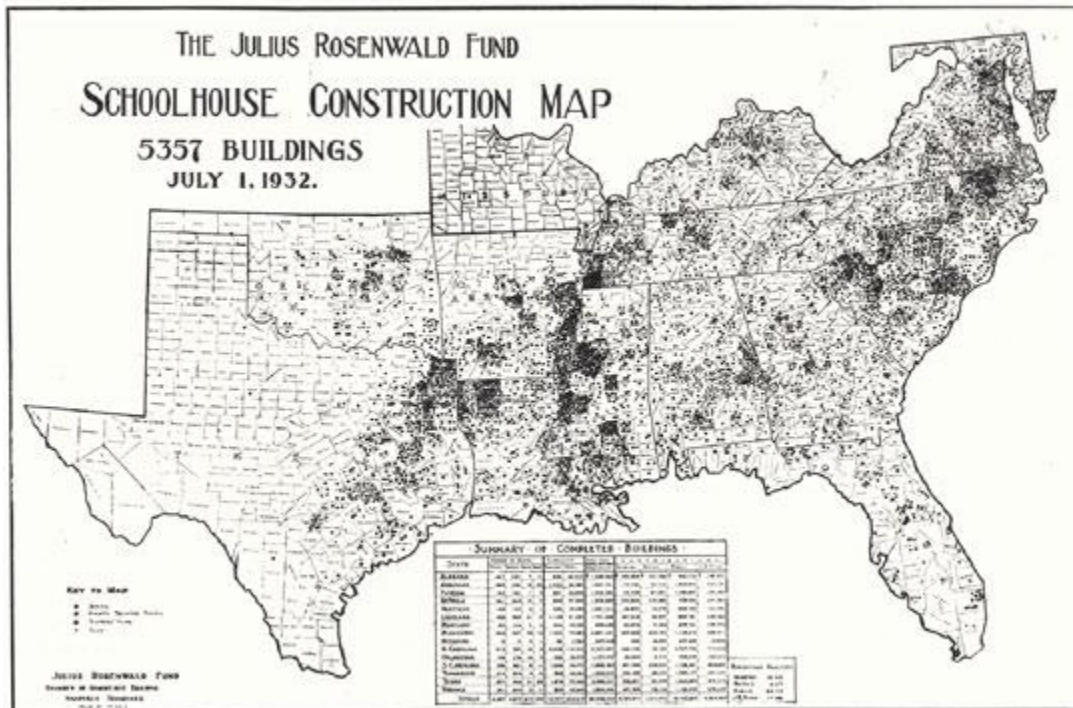
⁴ Mary S. Hoffschwelle, "Preserving Rosenwald Schools," (Washington, DC: National Trust for Historic Preservation, 2003) and Mary S. Hoffschwelle, *The Rosenwald Schools of the American South* (Gainesville: University Press of Florida, 2006).

above. The floor plans show the location and names of different rooms as well as any interior divisions. These elevations and floor plans were given to local communities to use based on the number of teachers required in the school.⁵

⁵ Hoffschwelle, "Preserving Rosenwald Schools," 5-8.

Locating the Site

Map 1: Julius Rosenwald Fund Map, 1932



(Map source: <http://www.historyouth.org/schoolmap.html>)

Questions for Map 1:

1. Why does this map only show a portion of the United States?
2. Locate your state on this map. Do you see any patterns to the schools constructed? Why do you think these patterns exist?
3. What state appears to have the most Rosenwald schools? The least? Why do you think this is?

Determining the Facts

Reading 1: The Beginnings of the Rosenwald School Fund

Prior to the Civil War, slaves across the South were denied learning reading and writing. Their white owners believed that educating slaves would lead to rebellions and dissatisfaction with slavery. After emancipation and the end of the Civil War, former slaves flocked to schools to learn the basics of reading, writing, and mathematics. The former slaves knew that these skills were important to freedom.

Publicly funded education did not become widespread in the South until after the Civil War. The Bureau of Freedmen, Refugees, and Abandoned Lands (also known as the Freedmen's Bureau) established schools for the former slaves. In South Carolina, the largest of these schools was founded on St. Helena Island in Beaufort County, the Penn Center. The South Carolina General Assembly established a system of public schools for the state with their first post-Civil War constitution of 1868. Only a handful of schools created under this constitution were racially integrated. The South Carolina Constitution of 1895 required that black and white students attend separate schools.¹

As the Southern economy tried to recover and grow after the Civil War, Southern states struggled to find funding for public services such as education. Local school boards did not feel the need to assign large portions of their limited funds to African American schools under their control. Black schools were in poor condition compared to white schools, and African American teachers made less than white teachers. African American students attended school only two or three months in a year.

By the turn of the twentieth century, the citizens of the United States responded to the Industrial Revolution by creating reforms and programs to improve their lives and the lives of others. Known now as the Progressive Era, people tackled such problems as working conditions, long work hours, and alcoholism. The women's voting movement grew during the Progressive Era, and many Progressives believed that education was the best way for the poor to improve themselves economically. Initiatives to improve government, organize labor into unions, and build schools and libraries all began during the Progressive Era at the beginning of the twentieth century.² The Progressive focus on

Reading 1 was compiled from Lindsay C. M. Weathers, *The Rosenwald School Building Program in South Carolina, 1917-1932*, National Register of Historic Places Multiple Property Documentation Form, (Washington, DC: U.S. Department of the Interior, National Park Service, 2008); Rosa M. Kennerly, *Great Branch Teacherage*, National Register of Historic Places Nomination, (Washington, DC: U.S. Department of the Interior, National Park Service, 2007); and Kevin R. Fogel, *Pine Grove Rosenwald School* (Washington, DC: U.S. Department of the Interior, National Park Service, 2008).

¹ Walter Edgar, *South Carolina: A History* (Columbia: University of South Carolina Press, 1998), 386-392, 448.

² For more information on the Progressive Era, see <http://www.digitalhistory.uh.edu/modules/progressivism/index.cfm>. A detailed history on Progressive education programs for African Americans can be found in John Hope Franklin and Alfred A. Moss, Jr.,

improving society and helping those less fortunate led some people to look toward improving the quality of education in the South. Based on the lack of public funding, the lack of teacher training, and the lack of appropriate school buildings, several Northern organizations began to work with African American public schools.³

Julius Rosenwald started one of these funds, focusing on the construction of new schools for African American students in the South. Rosenwald was approached by Booker T. Washington, a well-known African American educator and speaker. Washington believed that education was critical for African Americans to improve their economic status, and he realized that students needed safe and clean schools to learn. Julius Rosenwald, president of Sears, Roebuck and Company, was interested in supporting Southern education, and Washington convinced him to donate money to rural public schools.⁴

In 1912, Rosenwald gave a small amount of money to Washington. As president of Tuskegee Institute in Alabama, Washington used the funds to build six rural schools in Alabama. Although the funding was minimal, classes were able to move into purpose-built schools and out of churches and other buildings.⁵ In 1914, Rosenwald donated \$30,000 for one hundred schools and followed with a commitment to build 200 more schools in 1916.

By 1920, the Rosenwald Fund had grown to a point where it broke away from Washington and Tuskegee and opened an independent office in Nashville, Tennessee. This new office set strict standards for schools. The grants required matching funds, and the local African American community, school district, and “white friends” had to donate at least the amount of the grant to the new school. Many African American communities contributed building materials and labor as their match, in addition to holding fish fries, bake sales, and other events to raise funds.⁶

The Fund also required new schools to follow set building plans. Architects employed by Tuskegee designed the first Rosenwald schools, and when the Fund moved to Nashville, it hired Fletcher Dresslar from the George Peabody College of Teachers to design more school buildings. The Rosenwald Fund built the majority of its schools between 1920 and 1928, when it funded 400 to 500 schools annually and spent over \$350,000 a year.⁷

From Slavery to Freedom: A History of African Americans, 7th ed. (New York: McGraw-Hill, Inc., 1994), 264-277.

³ These programs include the General Education Board, the Peabody Education Fund, the John F. Slater Fund, the Anna T. Jeans Fund, the Phelps-Stokes Fund, Andrew Carnegie/Carnegie Libraries, and the Rosenwald Fund.

⁴ Mary S. Hoffschwelle, “Preserving Rosenwald Schools,” (Washington, DC: National Trust for Historic Preservation, 2004), 1.

⁵ <http://www.preservationnation.org/travel-and-sites/sites/southern-region/rosenwald-schools/history/origins-at-tuskegee.html>

⁶ Mary S. Hoffschwelle, *The Rosenwald Schools of the American South* (Gainesville: University Press of Florida, 2006), 230-238.

⁷ <http://www.preservationnation.org/travel-and-sites/sites/southern-region/rosenwald-schools/history/reorganization-of-the.html>

Questions for Reading 1

1. Who were Julius Rosenwald and Booker T. Washington? How did each contribute to African American education?
2. Why do you think the Rosenwald Fund required a match to its grants?
3. Why did Progressives choose to improve education in the South?

Determining the Facts

Reading 2: Rosenwald School Architecture

From the beginning, the Rosenwald Fund provided standard building plans for its schools. The first schools funded under the Rosenwald program were designed by staff in the architectural program with Tuskegee Institute in Alabama. The types of school building plans available in 1915 included a school designed for one teacher, a larger central/county school, and a county training school. Between 1917 and 1920, fourteen Rosenwald schools were built in South Carolina and used these early architectural plans.¹

Architectural plans are drawings and measurements used by builders to construct buildings. Plans can show many aspects of a building. An *elevation plan* shows the side of a building as it would appear to a person standing in front of the building. An *oblique elevation* shows two sides of the building. *Floor plans* show the porches, stairs, rooms, walls, fireplaces/stoves, and doors and the building's layout as it would appear if a person was above the building looking down. *Site plans* show the location of the building and its surroundings, which may include wells, privies, landscaping, or roads. Site plans are like maps of a particular property. The Rosenwald program provided all types of these plans to its grant recipients.

After the Rosenwald Fund program moved to Nashville, it partnered with Fletcher Dresslar of the Peabody College for Teachers to revise, update, and design the architectural plans for Rosenwald schools. These new plans required better lighting and air flow in the classrooms. These new plans only provided for one-story schools, which were cheaper and easier to build. Dresslar designed buildings for one teacher up to seven teacher schools, and advised local communities of site location and size, paint colors, and landscaping.

Because the Rosenwald Fund provided these architectural plans, the majority of the schools built looked very similar. The schools were one story and raised off the ground on brick piers. Most of the schools were built of wood and had wood siding, but a few larger schools were constructed in brick. The schools all had brick chimneys. A visible and distinctive feature of the Rosenwald schools is the large windows. Each classroom had very tall windows that almost covered the interior wall. The windows were wooden with multiple panes of glass, and opened to allow fresh air into the classrooms. The site

¹ Reading 2 was compiled from Lindsay C. M. Weathers, *The Rosenwald School Building Program in South Carolina, 1917-1932*, National Register of Historic Places Multiple Property Documentation Form, (Washington, DC: U.S. Department of the Interior, National Park Service, 2008); and Rosa M. Kennerly, *Great Branch Teacherage*, National Register of Historic Places Nomination, (Washington, DC: U.S. Department of the Interior, National Park Service, 2007).
<http://www.preservationnation.org/travel-and-sites/sites/southern-region/rosenwald-schools/development-of-rosenwald-plans/>

plans for Rosenwald schools required specific locations to take advantage of natural light.²

The school plans also specified paint colors for the buildings that would increase the natural light. Very few Rosenwald schools had electricity, so sunlight was critical to using the schools. Walls were painted gray or beige, and ceilings were light cream or ivory. Paint on the exterior of the school was either brown with white trims around the windows or doors or white with gray trim.

The Rosenwald Fund did not just build schools. Larger communities could also request a teacher's home, or teacherage, that provided housing for the school's teachers. In the early twentieth century, most teachers were unmarried and moved into communities specifically to teach. These homes provided housing for three to five teachers and were usually adjacent to the schools. The Fund built 217 teacherages across the South. Other buildings funded included shop buildings, where students practiced carpentry, metal smithing, and other vocational activities, and wells and privies.³ These other buildings used similar materials to the schools, such as wood siding and large windows. The majority of the Rosenwald schools, however, just contained the school itself.

Questions for Reading 2

- What are some reasons for using a standard architectural plan for a Rosenwald school?
- How did the school designers address the lack of electricity and water at most Rosenwald schools?
- List some of the important architectural characteristics of a Rosenwald school.
- Why did the Fund build teacherages? Why do you think the Fund didn't build more?

² <http://www.preservationnation.org/travel-and-sites/sites/southern-region/rosenwald-schools/development-of-rosenwald-plans/community-school-plans.html>

³ Mary S. Hoffschwelle, "Preserving Rosenwald Schools," (Washington, DC: National Trust for Historic Preservation, 2004), 6-7.

Determining the Facts

Reading 3: Lasting Effects of Rosenwald Schools

In many communities, a Rosenwald school was the first purpose-built school for African American students. Getting a Rosenwald school enabled students and teachers to move out of churches, barns, mills, or fields and hold class in a new building. The Rosenwald schools were designed to assist teachers in managing multiple grades in one classroom, maximize natural light in the classrooms, and provide clean water and sanitation facilities for teachers and students. Some larger Rosenwald schools had auditoriums and gymnasiums that were used by both students and by the community. Rosenwald schools became a center of learning and a center for community gathering and activities.¹

In addition to building schools, the Rosenwald Fund worked to improve local education for African Americans. After a few years in existence, the Fund required a minimum school term for grant recipients, allowing students to receive more education (like white students) and for teachers to receive more money. After 1927, the Fund offered a small library to each school that requested one, and began offering buses for transportation in 1929. Despite the assistance provided by the Rosenwald Fund, African American students and teachers bore the responsibility for maintaining their school and grounds, as the local school boards often refused to pay for repairs, wood for heat, or for cleaning services. The community would gather annually on Rosenwald School Days to paint the buildings, clean, and listen to the students present songs and speeches.²

By 1930, the Rosenwald Fund began to withdraw from granting money to new schools. Rosenwald became concerned that the local school districts would not pay to build any African American schools if Rosenwald continued to fund them. Rosenwald also became interested in social issues larger than school construction, such as vocational education, higher education, and public health. In 1929, the United States stock market crashed, beginning the period known as the Great Depression. As a result of the stock market crash, Sears, Roebuck and Co. stock lost a lot of value and could no longer support a school building fund. The Rosenwald Fund announced its closing in 1932.³

The Rosenwald Fund had a lasting impact on African American education in the South. The Fund helped build almost 5,000 new schools, 217 teacher homes, and 163 shop buildings and spent millions of dollars in fifteen different states. These schools continued to be used for education into the 1940s, 1950s, and sometimes into the 1960s, when they were replaced by larger schools. Schools were often demolished after they closed, or sat vacant for many years.⁴

¹ Mary S. Hoffschwelle, "Preserving Rosenwald Schools," (Washington, DC: National Trust for Historic Preservation, 2004), 10.

² Hoffschwelle, "Preserving Rosenwald Schools," 10.

³ Hoffschwelle, "Preserving Rosenwald Schools," 11.

⁴ <http://www.preservationnation.org/travel-and-sites/sites/southern-region/rosenwald-schools/history>

Many communities, along with former students and teachers, are highlighting the history of their Rosenwald schools today. The field that is dedicated to saving and maintaining old buildings is known as historic preservation. Historic preservation involves finding grant funds to repair these old schools, researching and writing the history of these schools, and finding new uses for schools. Rosenwald schools are important to historic preservation because they are a physical piece of history that can tell a story of segregated education, the Progressive Era, and changes in school architecture in the early twentieth century.

Questions for Reading 3

- Why did the Rosenwald Fund end?
- How did the Rosenwald Fund work to improve education outside of building new schools?
- How many schools were built under the Rosenwald Fund? Why do you think many of these schools no longer exist?
- Should Rosenwald schools be preserved today? Why or why not?

Visual Evidence

Photo 1: Pine Grove Rosenwald School, Columbia, South Carolina. Historic condition.



(Photograph courtesy of the South Carolina Department of Archives and History, Sinking Fund Commission School Insurance Photographs)

Pine Grove Rosenwald School was built in 1923 with two classrooms and two cloakrooms. A chalkboard was located on the partition between the two rooms, and students' desks faced the chalkboard with the teachers' desks located off to the side. Each classroom had a wood-burning stove that shared the chimney visible in the photograph. The wall between the classrooms could be moved to open a large space in the school. Students from the first through seventh grades attended the school. Over forty students attended the first school year.

Questions for Photo 1

- Describe the important characteristics of this school. What are the materials used in building?
- What characteristics of this school are similar to yours? What are different? Why?
- Name some of the important spaces in your school. Do you think the students at this school had any of these spaces? What did they do instead?

Photo 2: Pine Grove Rosenwald School, Columbia, South Carolina. Students.



(Photograph courtesy Richland County Recreation Commission)

The last class of students attended the Pine Grove School for the school year 1949-1950. The school served the community throughout its history, including classes for adult students, such as the sewing class shown here. Rosenwald schools were often community centers for all residents, not just children. Pine Grove closed when Richland County consolidated several of its school districts and closed smaller African American schools. The school sat vacant until 1968 when the school district sold it to the Pine Grove Community Development Center, which used it as a community center. The school is currently owned by the Richland County Recreation Commission.

Questions for Photo 2

- What are the students doing in this photograph? Are similar classes taught today?
- What do you notice about the building? How are the students getting heat? How are they controlling the light in the room?

Photo 3: Great Branch Rosenwald School Teacherage. Historic condition.



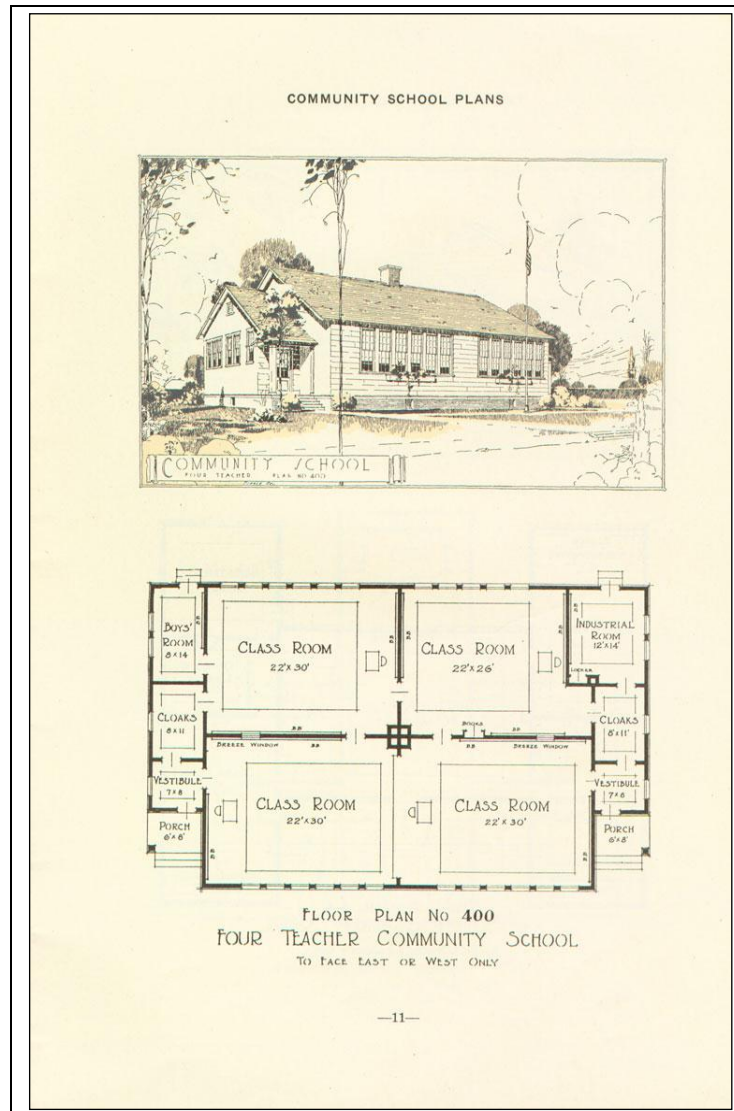
(Photograph courtesy of South Carolina Department of Archives and History, Sinking Fund Commission School Insurance Photographs)

The Great Branch Teacherage, or home for teachers at the Great Branch School, was built in 1924 as part of the expansion of the school to accommodate more students. The expanded school had classrooms for five teachers, and the home had room for three teachers.

Questions for Photo 3

- Why were teacherages needed?
- Does this teacherage look like the school in Photos 1 and 2? Why or why not?
- Why do we not have teacherages today?

Photo 4: Standard Rosenwald School Plans



Questions for Photo 4

- What type of architectural plans are shown in this photograph?
- Label the significant architectural features in the plans.

Photo 5: Interior of Rosenwald school classroom



This photograph shows the interior of Drew Rosenwald school in Drew, Mississippi. Some of the interior paint colors are visible in this classroom. Notice the desks, tables, and other furniture in the classroom.

- What are the students doing in this photograph?
- What is similar to your classroom? Different?
- How many grades do you believe are in this classroom? How can you tell?

Putting It All Together

The following activities will help students better understand the Progressive movement, how it affected education, and the architecture of Rosenwald schools.

Activity 1: You are the Architect

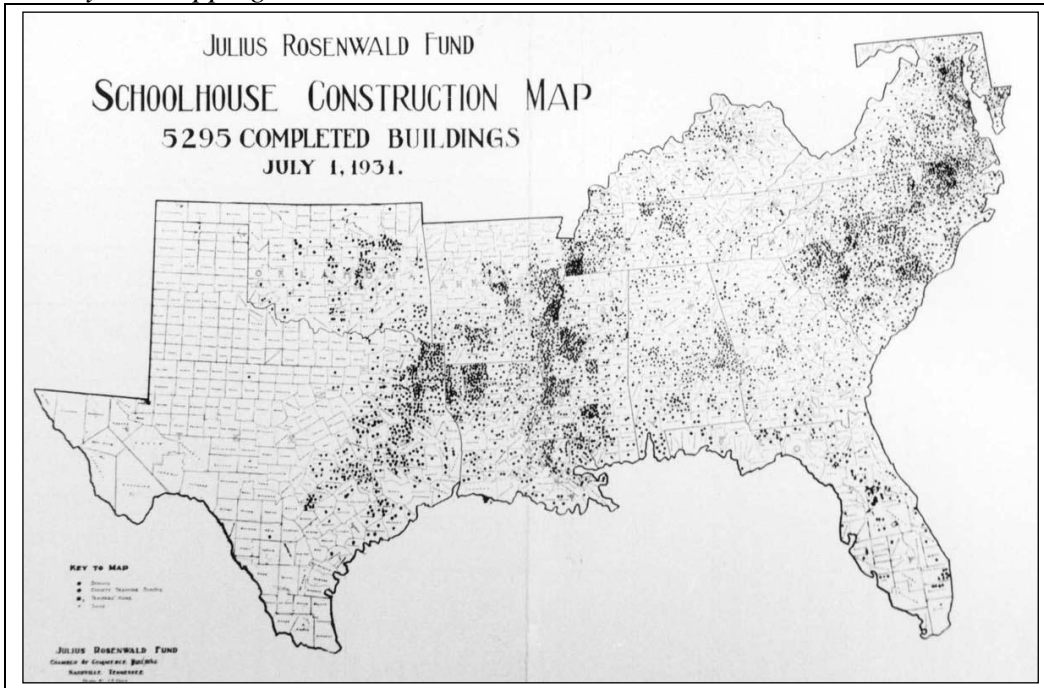
Visit the South Carolina Rosenwald Schools Database (<http://shpo.sc.gov/res/Pages/rosenschdata.aspx>). Pick your county from the list on the left-hand side of the website. Choose a Rosenwald School from that list. Read the information provided on the school and view the photograph of the school if provided). If no image is provided, note the number of teachers in the school. Visit <http://www.historysouth.org/schoolplans.html> to see sample school elevations and floor plans for Rosenwald schools.

Working in teams, draw the elevation (outside appearance) of the school and the floor plan of the school as you imagine it from the photograph. Don't forget to draw in the desks, chalkboards, closets, wood stove, and teacher's area.

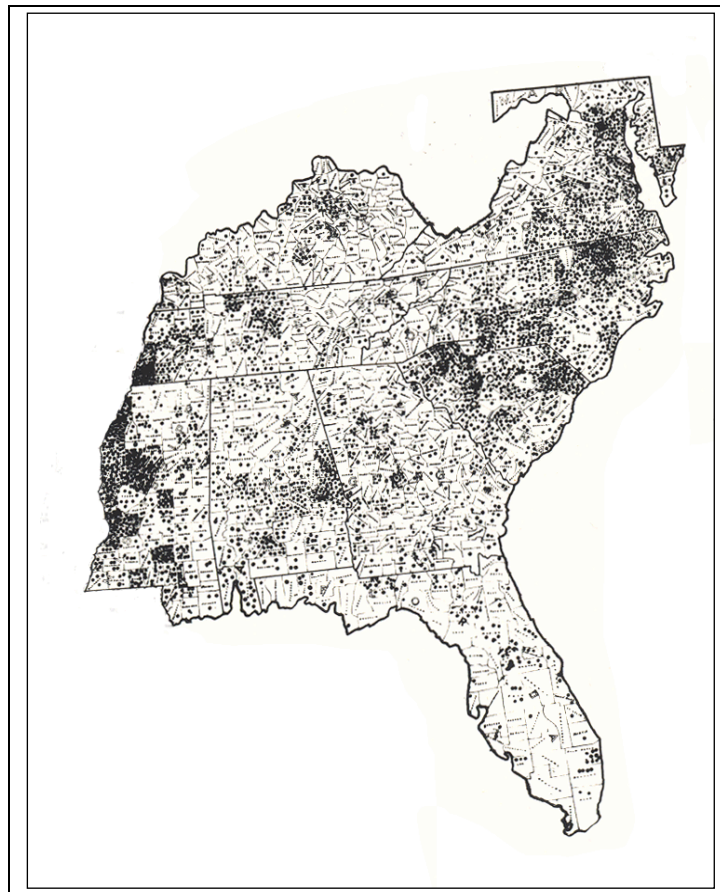
Questions for Activity 1:

- Why did you pick this school?
- How many teachers did this school have? How many students did they teach?
- Compare the school you drew to your school. What is the same? What is different?

Activity 2: Mapping Rosenwald Schools



(Map courtesy of Fisk University, Rosenwald Fund Archives, Nashville, Tennessee)



The Rosenwald Fund (Rosenwald schools) published maps showing the locations of the schools funded.

Questions for Activity 2:

- Locate your state on the Rosenwald Fund map. Where were most of the Rosenwald schools constructed? Why were they concentrated there?
- What patterns do you see in the Rosenwald Fund map? Why do you think some states had more schools than other states?
- Why do you think the Rosenwald Fund produced these maps? How would you use them as a historical document? What can this map tell us about Rosenwald schools?

Activity 3: Progressive Era Educational Funds

Research other early twentieth century philanthropies that funded education. Compare and contrast these other funds with the Rosenwald Fund. Why do you think that the fund you researched was needed? How did it fit with the Rosenwald Fund program? Present your research to the class.

Activity 4: Rosenwald Schools in Your Community

Using the South Carolina Rosenwald Schools online database or the Fisk University Rosenwald School database, make a list of all the Rosenwald schools built in your community. Take a county highway map and map the locations of the Rosenwald schools (use historic county highway maps, school district information, historical societies, and libraries to find the locations of these schools). Why were the schools located in these areas? Are any of the schools left? Why or why not?

Activity 5: Preserving Rosenwald Schools

Many Rosenwald schools were demolished or allowed to fall apart after school districts closed the schools. A national movement began in 2002 to identify, document, and preserve the remaining Rosenwald schools. Search on the internet to identify Rosenwald schools that still exist and that are open to the public. Prepare a travel brochure to one of these schools. Information in the brochure should include: the name of the Rosenwald school, the location, a map/directions to the property, name of the owner, current use of the building, a short history of the school, and photographs if available. Tell your class why they should visit this school!

Examples of Rosenwald schools open to the public:

Drew Rosenwald School, Drew, MS: <http://www.drewrosenwaldschool.org/>

Great Branch Teacherage, Orangeburg County, SC:

<http://www.greatbranchrosenwaldteacherage.com/>

Hiram Rosenwald School, Hiram, GA: <http://hiram-ga.gov/index.aspx?nid=136>

Jarvisburg Colored School, Currituck County, NC:

<http://www.historicjarvisburgcoloredschool.com/>

Rosenwald High School, Harlan County, KY: <http://www.rosenwaldharlanites.org/>

Scrabble School, Rappahannock County, VA: <http://www.scrabbleschool.org/>

Rosenwald Schools Supplementary Resources

The National Trust for Historic Preservation maintains a website on its [Rosenwald School Initiative](#). This website provides in-depth information on the Rosenwald program, examples of school architecture and building plans, and case studies on the preservation of Rosenwald schools across the South.

Fisk University in Nashville, Tennessee holds the records of the Rosenwald Fund. It has an [online database](#) that searches all the schools in its records, and has maps, photographs, correspondence, and other papers related to the funds. This database can be used for some of the activities in the lesson plan.

The South Carolina State Historic Preservation Office maintains detailed information on the [Rosenwald schools in South Carolina](#), including a list of the 500 Rosenwald-funded buildings in South Carolina. Other State Historic Preservation Offices may have information on Rosenwald schools in that particular state.

Historian Tom Hanchett developed a website focused on the [Rosenwald school building plans](#). This website also provides a detailed bibliography for learning more about Julius Rosenwald, the Rosenwald Fund, and existing schools.