

VLR 6/8/06
NRHP 9/19/06

United States Department of the Interior
National Park Service

**NATIONAL REGISTER OF HISTORIC PLACES
REGISTRATION FORM**

This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in *How to Complete the National Register of Historic Places Registration Form* (National Register Bulletin 16A). Complete each item by marking "x" in the appropriate box or by entering the information requested. If any item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classification, materials, and areas of significance, enter only categories and subcategories from the instructions. Place additional entries and narrative items on continuation sheets (NPS Form 10-900a). Use a typewriter, word processor, or computer, to complete all items.

I. Name of Property

historic name: King William Training School (VDHR # 050-5010)
other names/site number: Pamunkev Baptist Association Building

2. Location

street & number: 18627 King William Road Not for Publication N/A
city or town: King William vicinity _____
state: Virginia code: VA county: King William County code: 101 zip code: 23086

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act, as amended, I hereby certify that this X nomination request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60. In my opinion, the property X meets _____ does not meet the National Register Criteria. I recommend that this property be considered significant _____ nationally _____ statewide X locally. (See continuation sheet for additional comments.)

Signature of certifying official _____ Date _____

Virginia Department of Historic Resources
State or Federal Agency or Tribal government

In my opinion, the property _____ meets _____ does not meet the National Register criteria. (See continuation sheet for additional comments.)

Signature of commenting official/Title _____ Date 7/31/06

State or Federal agency and bureau _____

4. National Park Service Certification

I, hereby certify that this property is:
entered in the National Register
See continuation sheet.
d e t e r m i n e d eligible for the National Register Signature of the Keeper _____
See continuation sheet.
determined not eligible for the National Register
_____ removed from the National Register Date of Action _____
other (explain): _____

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King William County, Virginia
Submitted under the Rosenwald Schools of Virginia MPD

5. Classification

Ownership of Property (Check as many boxes as apply)

- private
- public-local
- public-State
- public-Federal

Category of Property (Check only one box)

- building(s)
- district
- site
- structure
- object

Number of Resources within Property

Contributing	Noncontributing	
<u> 2 </u>	<u> 0 </u>	buildings (contributing school; contributing home economics building)
<u> 2 </u>	<u> 0 </u>	sites (contributing shop building, built 1923; contributing Girl's privy ca. 1946)
<u> 0 </u>	<u> 0 </u>	structures
<u> 0 </u>	<u> 0 </u>	objects
<u> 4 </u>	<u> 0 </u>	<u>Total</u>

Number of contributing resources previously listed in the National Register 0

Name of related multiple property listing (Enter "N/A" if property is not part of a multiple property listing.)
Rosenwald Schools in Virginia Multiple Property Document, VDHR# 012-5041

6. Function or Use

Historic Functions (Enter categories from instructions)

Cat: Education Sub: School

Current Functions (Enter categories from instructions)

Cat: Social Sub: Meeting Hall (Pamunkey Baptist Recreation Center)

7. Description

Architectural Classification (Enter categories from instructions)

Other

Materials (Enter categories from instructions)

Foundation: Stone (Piers only)
 Roof: Metal (Tin)
 Walls: Wood (Weatherboard); vinyl siding cladding over wood

Narrative Description (Describe the historic and current condition of the property on one or more continuation sheets.)

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=====
8. Statement of Significance
=====

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

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

Criteria Considerations (Mark "X" in all the boxes that apply.)

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

Areas of Significance (Enter categories from instructions)

Education; Ethnic Heritage (African American); Architecture

Period of Significance: Ca. 1922-1951

Significant Dates: Ca. 1922, 1951

Significant Person (Complete if Criterion B is marked above): NA

Cultural Affiliation: African-American

Architect/Builder: Unknown

Narrative Statement of Significance (Explain the significance of the property on one or more continuation sheets.)

=====
9. Major Bibliographical References
=====

(Cite the books, articles, and other sources used in preparing this form on one or more continuation sheets.)

Previous documentation on file (NPS)

- preliminary determination of individual listing (36 CFR 67) has been requested.
- previously listed in the National Register
- previously determined eligible by the National Register
- designated a National Historic Landmark
- recorded by Historic American Buildings Survey # _____
- recorded by Historic American Engineering Record # _____

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Primary Location of Additional Data

- State Historic Preservation Office
- Other State agency
- Federal agency
- Local government
- University: Rosenwald Archives, Fisk University
- Other: _____
- Name of repository: _____

10. Geographical Data

Acreeage of Property: 6.5 acres

UTM References (Place additional UTM references on a continuation sheet)
USGS King William Quad

Zone	Easting	Northing	Zone	Easting	Northing
1 UTM 18	320769E	4173976N	2		

Verbal Boundary Description (Describe the boundaries of the property on a continuation sheet.)

Boundary Justification (Explain why the boundaries were selected on a continuation sheet.)

11. Form Prepared By

name/title: Bryan Clark Green, Architectural Historian
 organization: Commonwealth Architects date: 15 March 2006
 street & number: 101 Shockoe Slip, Third Floor telephone: (804) 648-5040 x135
 city or town: Richmond state: VA zip code: 23219

Additional Documentation

Submit the following items with the completed form:

Continuation Sheets

Maps

A USGS map (7.5 or 15 minute series) indicating the property's location.

A sketch map for historic districts and properties having large acreage or numerous resources.

Photographs: Representative black and white photographs of the property.

Additional items (Check with the SHPO or FPO for any additional items)

Property Owner

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

name: Mr. John Gresham
 street & number: 973 Jacks Creek Road telephone: (804) 769-4652
 city or town: Richmond state: VA zip code: 23112-3709

Paperwork Reduction Act Statement: This information is being collected for applications to the National Register of Historic Places to nominate properties for listing or determine eligibility for listing, to list properties, and to amend existing listings. Response to this request is required to obtain a benefit in accordance with the National Historic Preservation Act, as amended (16 U.S.C. 470 et seq.). A federal agency may not conduct or sponsor, and a person is not required to respond to a collection of information unless it displays a valid OMB control number.

Estimated Burden Statement: Public reporting burden for this form is estimated to average 18.1 hours per response including the time for reviewing instructions, gathering and maintaining data, and completing and reviewing the form. Direct comments regarding this burden estimate or any aspect of this form to Keeper, National Register of Historic Places, 1849 "C" Street NW, Washington, DC 20240.

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7. Summary Description:

The King William Training School is located at the northeast present-day state routes 30 and 269. The complex consists of the school, a home economics building, a shop building (ruin), and the girls' privy (ruin). Constructed in 1922-23, the school was funded by a combination of private funds, public support, and the all-important funding from the Rosenwald Foundation. The King William Training School stands as an important surviving example of the work of the early years of the Rosenwald Fund to provide educational facilities for African-Americans in the rural South.

Detailed Description

The King William Training School was built in 1922-23. The complex consists of the school, a home economics building, a shop building (ruin), and the girls' privy (ruin). The school is approached from state route 30 by way of a curved drive planted with cedars, apparently dating to the early days of the school. The home economics building is sited on state route 30, to the northwest of the school, and the ruins of the shop building are located to the north of the school, and behind the home economics building. The rest of the site was given over to a baseball field (to the east of the school), privies (to the northwest of the school), and other fields used for recreation (to the north and east of the school).

The King William Training School was built to "Floor Plan No. 4-A, Four Teacher Community School" in S.L. Smith's *Community School Plans*, provided by the Rosenwald Foundation. The school was entered by way of the front porch with doors entering into the two classrooms at the front of the school, as well as directly into the auditorium. The plan provided four classrooms with cloakrooms, a central auditorium with stage, and a large porch. In a slight departure from the Rosenwald plan, the space shared by "Industries" and "Office and Library" were used as a single classroom space; separate spaces for a library and principal's office were built behind the auditorium. An additional classroom was added in 1926-27 at the northwest corner of the building, continuing the line of the two classrooms already in place, and similar in plan, scale, materials, windows, and interior finishes.

In 1946, the school expanded again, adding grades 10-12, and building a pair of classrooms to the building, extending from the 1926-27 addition. (Although the 1946 additions were removed ca. 1975-80, the foundations remain visible.) Around 1946 a shop building and home economics building were added. (The shop building survives as a ruin, and the home economics building is rented to tenants.) Probably around this time the Girls' privy was rebuilt; it survives as a ruin, the boys' privy does not survive. This period marks the greatest physical expansion of the King William Training School.

Originally there was no electricity, running water or sanitary facilities in the building. The school was electrified, and, in the 1990s, restrooms were added at the rear of the auditorium, between the library and the principal's office. To the northwest of the school, two wood-framed privies were built – one for girls and one for boys. The girls' privy was replaced by one built of cinderblock; it survives as a ruin. The boys' privy has long since disappeared.

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Integrity Statement

The building survives in a remarkable state of interior integrity, given the fact that it has remained in constant use since it was first constructed. All interior walls (which remain in their original positions) are covered with horizontal, pine beaded board. All ceilings are covered with the same pine, beaded boards. All floors are of pine, tongue-and-groove boards. In all rooms (except for the classroom added in 1926-27, the library, and the closets) modern paneling, drop ceilings, and carpeting cover the original surfaces. All original spaces (classrooms, offices, and library), volumes, doorways, and doors survive. Details including windows, chalkboards (in the 1926-27 addition), hooks in the cloakrooms, and shelves in the library survive. Particularly notable is the auditorium, in which the original stage, lectern, folding doors to the two classrooms to the west, and a very early public address system survive. In addition, the 1926-27 addition and all cloakrooms have only two coats of paint; in many places, the first coat (a cream-colored paint, as specified in Community School Plans) is visible.

The exterior of the building survives in a good state of integrity. The front porch is intact, as are the original tin roof and chimneys. The original wood cladding, although covered by vinyl siding installed in 1988, is also intact. The site survives in a particularly remarkable state of integrity. Rows of cedars flanking the curved drive to the school still stand; these were likely planted at or shortly after the completion of the school. The playing fields, though never formally laid out, remain open, with the pitcher's mound clearly visible even after decades of disuse.

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8. Statement of Significance:

Applicable Criteria

The King William Training School meets Criterion A and is significant in the areas of African-American heritage and education for its close association with the history of King William County and its African-American community. The King William Training School also meets Criterion C as a significant example of a Rosenwald School in Virginia. The period of significance covers the dates from construction (ca. 1922) until the final school year during which African-American students graduated (1950-51).

Introduction

Prior to Reconstruction, schools were generally private institutions or sponsored by religious organizations. These amenities were not available to most children in Virginia, much less so for African-American children. The concept of universal public education did not take root in Virginia until the ratification of the new Virginia constitution of 1869, which mandated a universal, but segregated, system of public education. Provisions for this education, however, were far from adequate, as the mandate carried little associated funding, especially for African-Americans.¹ In spite of this impediment, former slaves actively pursued universal education, establishing hundreds of schools throughout the South. They viewed literacy and formal education as a path to liberation and freedom. In unprecedented support of this goal, the Julius Rosenwald Fund sought to use private money to leverage available public funds in order to improve the education and lives of African-Americans in the South.

Julius Rosenwald and the Rosenwald Fund

Julius Rosenwald (1862-1932) was the president of Sears, Roebuck and Company and a benefactor of African-American causes. A self-made man, in 1917 he established the Julius Rosenwald Fund, the chief purpose of which was to improve educational possibilities for African-Americans. Augmented by local taxes and private gifts, the fund paid for the construction of more than 5,000 schools in 15 southern states.

The Julius Rosenwald Fund traces its origins to May 1911, when Rosenwald first met Booker T. Washington. Rosenwald, aware of Washington's work, hosted a luncheon in Chicago for him, with the aim of raising funds for his Tuskegee Institute in Alabama. During that meeting, the two men found they shared many beliefs, including the idea that individuals were better off starting life without too many advantages. Both men wanted to enable institutions to help people raise themselves from poverty, so long as that assistance could be administered without destroying a person's self-reliance. Both understood, and had endured, the effects of racial and ethnic prejudice.²

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After meeting Rosenwald, Washington convinced him to fund his educational efforts. In 1912, Rosenwald funded six rural Alabama schools and donated an additional \$25,000 to mark his 50th birthday, the additional donation to be distributed as matching building grants for other African-American schools.³ This system of matching grants became the cornerstone of the Rosenwald Fund. The Alabama school-building program became the responsibility of Clinton Calloway in the Extension Department of Tuskegee Institute, under the close supervision of Booker T. Washington.

After several years of ill health, Washington died in 1915. The collaboration between Washington, Tuskegee Institute, and Rosenwald had created 300 African-American schools in rural Alabama, Tennessee, and Georgia, in addition to the original six, direct-funded schools. After Washington's death, Rosenwald endowed a memorial fund in Washington's name to pay the Institute's debts and add to its endowment.

The work begun by Washington and Rosenwald continued after Washington's death, on a much larger scale than either man had initially envisioned. Together Rosenwald, the General Education Board, the Slater and Jeanes Funds, and the new head of Tuskegee Institute, Mrs. Booker T. Washington, sought to develop a systematic plan for rural African-American schools in the South. Rosenwald's new plan included provisions for the housing and training of teachers. To this end, Rosenwald agreed to pay one-third of the cost of building schools where strong financial and social commitment existed for the education in the local African American community. Each community seeking a school had to provide enough land for playgrounds and agricultural production; two acres was the minimum. Labor, land, and materials furnished locally counted as a cash contribution at current market value. Each community had to guarantee to equip, furnish, and maintain schools after they were built.

The project soon became too great for Tuskegee Institute to manage alone. On October 30, 1917, Rosenwald incorporated the Julius Rosenwald Fund in Chicago as a non-profit corporation, having as its purpose the promotion of "the well-being of mankind."⁴ During the first phase of the Fund's operation (1917-1928), Rosenwald himself maintained control of the Fund. By 1920, administration of the building project was transferred from Tuskegee Institute to the Fund's new offices in Nashville. Also, for the first time, construction came under the management of a white man, Samuel L. Smith, who was named director of the Rosenwald Fund Southern Office. (Previously, Smith had been State Agent for Negro Schools at the Tennessee Board of Education from 1914-1920.) Smith's responsibilities included cooperating with the departments of public instruction in 14 southern states (Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia), and later West Virginia. Under Rosenwald's plan, Smith would see that African-American State Building Agents were hired, with half of their salaries 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.

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Rosenwald's advancing age and failing health led to a major reorganization of the Fund on January 1, 1928. After that reorganization, the Fund embraced new mandates, transitioning from private to corporate giving. Edwin Rodgers Embree replaced Rosenwald as president of the Fund. Embree employed a full-time Chicago headquarters staff that answered to a newly created board of trustees. Programs of the fund, which had originally focused on building rural African-American schools, 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.

Julius Rosenwald believed that the generation that contributed to the making of wealth should be the one to witness the fruits of it. Accordingly, he stipulated that the Fund expend its interest and principle within 25 years of his death. (Rosenwald died in 1932.) Therefore, Embree discontinued the Rosenwald school building program in 1937 and closed the Fund completely in 1948. Until the past decade, the Rosenwald Fund was the largest philanthropic fund in the United States designed to fully expend itself in the name of the services it was established to provide.

By the end of the Rosenwald Fund's school-building program in 1932, the Fund had aided in the construction of 5,357 new schools in 883 counties across 15 southern states. The Fund also occasionally supported construction of workshops and teacher's homes. The largest numbers of Rosenwald schools (813) were built in North Carolina. In addition, Mississippi had 637, Texas 527, South Carolina 500, Louisiana 435, Alabama 407, Arkansas 389, Virginia 381, Tennessee 373, Georgia 261, Oklahoma 198, Kentucky 158, Maryland 153, Florida 125, and Missouri 4. The total cost of the entire project was \$28,408,520. This includes \$4,364,869 (15.36% in Rosenwald funds), \$18,105,805 (63.73%) in public funds, \$4,725,891 (16.64%) from African-Americans, and \$1,211,975 (4.27%) from the white community.⁵

In Virginia, Rosenwald schools were built in 79 of 95 counties – fully 83% of all counties in Virginia had at least one Rosenwald school. Since the overwhelming majority of Rosenwald schools were built in rural areas, when one discounts the more urbanized parts of Virginia, it is fair to say that virtually every rural county in Virginia had at least one Rosenwald school. Most Rosenwald schools in Virginia built in Virginia were of the smaller designs, specifically the one- or two-teacher types. 20% of Rosenwald schools in Virginia (73) were designed for one teacher, while some 50% (184) were designed for two teachers. Of the larger designs, only the three-teacher designs (45 schools, or 12%) and four-teacher designs (33 schools, or 9%) were built with any frequency. Of the six-teacher types, only 15 (4%) were built, while 3 five-teacher schools, 4 seven-teacher, and 5 eight-teacher schools were built in Virginia. Of the very largest types, there were no nine-teacher schools, and only one each of the ten- and eleven-teacher schools.

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The temporal distribution of Rosenwald school construction in Virginia was fairly even. On average, 24 Rosenwald schools were built each year, beginning in 1917 and ending in the budget year 1931-32. (Construction figures for the years 1917-20 are combined, as the Tuskegee records did not record school construction by year. After the program was transferred to Nashville, the figures were kept by budget year.) The most active construction spanned the budget years 1922-23 to 1926-27. Construction ranged from a low of 7 schools constructed in the final budget year of the program (1931-32), to a high of 45 during 1923-24. The next most productive single budget years were 1926-27 (38 schools) 1922-23 and 1924-25 (35 schools each), and 1925-26 (32 schools). During the Tuskegee years from 1917-21, school construction averaged just over 15 schools per year.

The Architecture of Rosenwald Schools

One of the distinguishing characteristics of the Rosenwald Fund was the mandatory standards that had to be met in order to receive funding. These standards dictated that the proposed lot for school construction must consist of at least two acres. In addition, the architecture of the school was required to follow one of the designs outlined in guidance. The schools varied in size from small one-teacher schools up to multiple-teacher facilities that offered instruction from first-grade through high school. In the Fund's early years, wood-framed two- and three-teacher schools were the most common. In later years, larger schools constructed of brick were built with greater frequency.

The Fund first published architectural plans produced by a pair of African-American architecture professors at Tuskegee Institute, Robert R. Taylor and W.A. Hazel, in a 1915 pamphlet titled "The Negro Rural School and Its Relation to the Community." Taylor and Hazel created plans for a one-teacher school and two variations on a five-teacher school, as well as plans for an industrial building, a privy, and two homes for teachers.

In 1920, control of the school-building program shifted to the new Rosenwald Fund office in Nashville. There, director Samuel L. Smith created new designs. The Fund soon built on those foundations with the publication of *Community School Plans*, which was reprinted twice, once in 1929 in *For Better Schoolhouses* and again in *Community Units* in 1941. Smith produced plans for schools that ranged in size from one to seven teachers, with separate designs for buildings that faced east-west and buildings that faced north-south. Smith also produced plans for privies, industrial buildings, and residences for teachers. The plans were eventually distributed by the Interstate School Building Service, and reached an audience far beyond the South.⁶

The most recognizable architectural features of Rosenwald schools were large banks of windows, an important feature in an era where rural schools seldom had the benefit of electricity. Samuel Smith's plans specified room size and height, blackboard and desk placement, paint colors, window shades, all in order to make the most of available light. Smith insisted that windows be

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placed so that light came only from the students' left, and included alternative plans depending upon the orientation of the school.

The King William Training School

The origins of the King William Training School reach back to 1902. It was in that year that Rev. Samuel B. Holmes appealed to the Pamunkey Baptist Association to support the education of African-American children of King William County. In response, in 1903, the Pamunkey Baptist Association constructed a two-room school on the property of Rev. Holmes. The school was called the King William Academy.

In anticipation of an expansion onto larger facilities, the Pamunkey Baptist Association purchased fourteen acres of land from Mrs. Ella Grey in 1902. The land, located at the northeast corner of present-day state routes 30 and 269, was purchased for \$260. The following year the King William Academy was moved from Rev. Holmes's property to the Association's new site. Rev. Holmes continued as the principal of the school, and funding was provided by the Pamunkey Baptist Association Literary Union, the Women's Missionary Society, and private citizens. From 1913 to the present, the Pamunkey Baptist Association has maintained a continuous educational presence on this site.

One of the requirements for funding by the Rosenwald Foundation was the requirement that the school be owned and maintained by the applicable government, the premise being that the best long-term hope for the success of the schools was for the local government to take some share of the responsibility for staffing and maintenance, and the best way to achieve this was to require public ownership. Accordingly, in 1919, the Pamunkey Baptist Association gave to King William County 6 ½ acres of the fourteen acre tract.

The new King William Training School was built in 1922-23. The school was built to "Floor Plan No. 4-A, Four Teacher Community School" in S.L. Smith's *Community School Plans*, provided by the Rosenwald Foundation. The plan provided four classrooms with cloakrooms, a central auditorium with stage, and a large porch. In a slight departure from the Rosenwald plan, the space shared by "Industries" and "Office and Library" were used as a single classroom space; separate spaces for a library and principal's office were built behind the auditorium.

The only four-teacher school of the three schools constructed in King William County with Rosenwald Fund support, the King William Training School by far the largest. The King William Training School was built with a total budget of \$10,000, a significant sum. Of that total, the local African-American community raised \$7,900; the Rosenwald Foundation contributed \$1,100, and King William County a scant \$100. By comparison, the other Rosenwald schools constructed in King William County (Mount Olive and Rucker schools) were smaller and much less expensive. The Rucker School was the smallest and also the earliest, built

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during the 1917-20 period when the school building program was still administered out of Tuskegee (records do not allow schools to be assigned to individual years). The Rucker School was single-teacher school, located on a single acre of land, and built at a total cost of \$1,200. Of that total, \$500 was contributed by the local-African American community, \$400 by the Rosenwald Foundation, and \$300 by King William County. The larger of the two, the Mt. Olive School, was a three teacher school, sited on two acres and built during the budget year 1926-27 (the same year as the additional classroom was added to the King William Training School) with a total budget of \$3,250. Of that total, the local African-American community raised \$1,550; the Rosenwald Foundation contributed \$900, and King William County \$800.

Initially, the King William Training School consisted of the school itself, along with such functional buildings as boys' and girls' privies. Grades 1-9 were taught in this four-classroom building. Prior to the opening of the school in 1922, there were no high schools in King William County that would accept African-American students. When the school opened, Mrs. M.F. Clements was assigned by county as the Supervisor of the training school. The Philadelphia-based Jeanes Fund assigned Ms. India Hamilton as the school's first Jeanes Supervisor; she would teach at the King William Training School for thirty years. The school's first graduating class graduated in 1934.

In 1946, the school expanded, adding grades 10-12, and building a pair of classrooms to the building, extending from the 1926-27 addition. (Although the 1946 additions were removed ca. 1975-80, the foundations remain visible.) Around 1946 a shop building and home economics building were added. (The shop building survives as a ruin, and the home economics building is rented to tenants.) Probably around this time the Girls' privy was rebuilt; it survives as a ruin, the boys' privy does not survive. This period marks the greatest physical expansion of the King William Training School.

The mission of the school began to change around 1950, the last year that high school students would graduate from the institution. The following year all area schools educating African-American students were consolidated at the King William School. In that same year, the county built a new high school across the street, naming it the Hamilton-Holmes High School. This arrangement continued until 1962, when the county built a new elementary school next to the Hamilton-Holmes High School, and abandoned the former King William Training School.

In that year, at a cost of \$3,2000, the Pamunkey Baptist Association purchased from the county the former King William Training School and 4.45 acres of the land they originally gave to the county, and for which they raised the overwhelming majority of the money to build the school in the first place. Four years later, the Association purchased the remaining two acres from the county, and thus reunited the original 6 ½ acres that they gave to King William County in 1919. The Association renamed the building the Pamunkey Baptist Recreation Center, and have operated it as a recreation center for senior citizens ever since.

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Endnotes

¹ Louis R. Harlan, Separate and Unequal, Public School Campaigns and Racism in the Southern Seaboard States, 1901-1915, (Chapel Hill, North Carolina: The University of North Carolina Press, 1958), 5.

² Alicestyne Thurley-Adams, Rosenwald Schools in Kentucky, 1917-1932. (Frankfort: The Kentucky Heritage Council and the Kentucky African American Heritage Commission, 1997), 8, and M. R. Werner, Julius Rosenwald: The Life of a Practical Humanitarian (New York: Harper & Brothers, 1939), 114.

³ Mary S. Hoffschwelle, Rebuilding the Rural Southern Community: Reformers, Schools and Homes in Tennessee, 1900-1930. (Knoxville: University of Tennessee Press, 1998), 4.

⁴ Fisk University Special Collections, Rosenwald Fund Archives, Box 331:f4.

⁵ Thurley-Adams, 21-22.

⁶ Mary Hoffschwelle, Rosenwald School Conference: Resource Guide (Murfreesboro, Tennessee: Middle Tennessee State University, 1995), 3-6.

9. Bibliography

Alexander, Fred M. Education for the Needs of the Negro in Virginia. Washington, D.C.: The Southern Education Foundation, Inc., 1943.

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Buck, J.L. Blair. The Development of Public Schools in Virginia, 1607-1952, Vol. XXXV, No. 1. Richmond, Virginia: State Board of Education, 1952.

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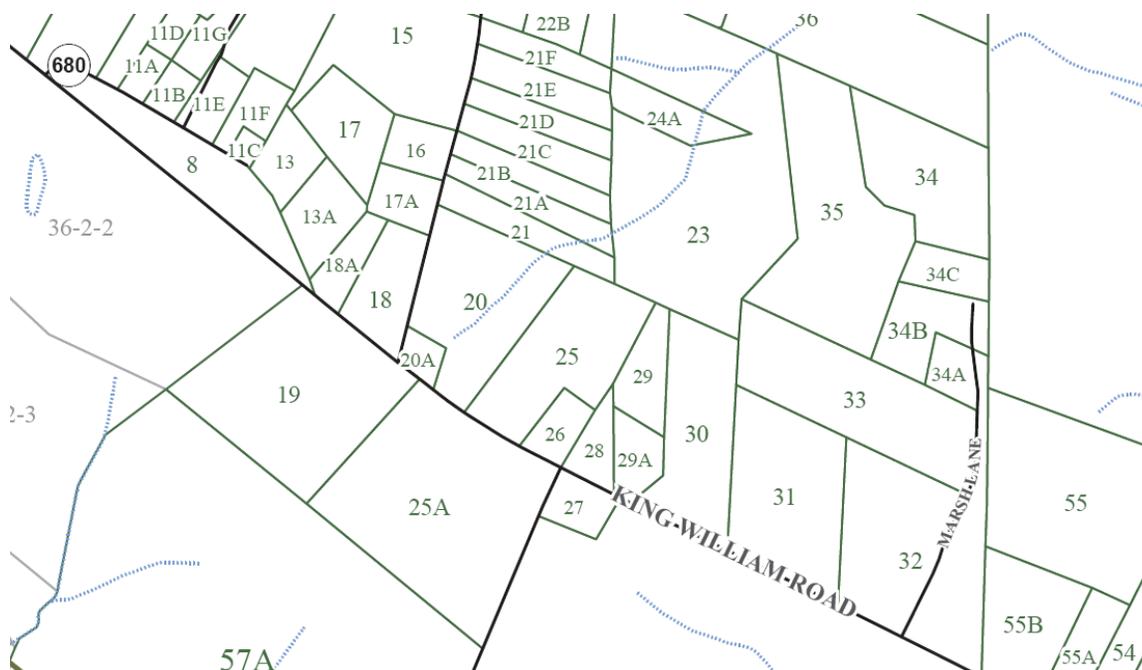
King William Training School
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Verbal Boundary Description

Boundaries for the King William Training School are the entire 6.5-acre lot as shown on the King William County, Virginia tax map, Parcel 37-25.

The boundaries extend for 200 feet along state route 30. From the northwestern corner of the lot, the boundary extends 458 feet to the northeast. At that point, the northernmost corner of the lot, the property line extends 268 feet to the south east. From that point, the property extend 337 south to a post, from which point it turns slightly, extending 135 feet to the south west, at the corner of a fence. From that corner, the property line runs 151 feet to the northeast, to another fence corner. From that point, it turns again, extending 268 feet to the southwest, where it reaches state route 30.



King William County, Virginia tax map, Parcel 37-25

Boundary Justification

The 6.5 acre parcel owned by the Pawmunkey Baptist Association represents the 4.4 acres purchased by the Association in 1962, and the 2 acres purchased in 1966, which brought back to the Association the 6.5 parcel given to King William County in 1919 for the construction of the King William Training School. This 6.5 acre parcel has always been historically associated with the King William Training School.

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All photographs are of:
King William Training School, King William Co., Virginia
VDHR File Number: 050-5010
VDHR Negative Number: 22843, 22844
Bryan Clark Green, photographer
All negatives are stored with the Virginia Department of Historic Resources

DATE: March 2006
VIEW OF: King William Training School
VIEW: General view – overall site
NEG. NO.: 22844 – Frame 12
PHOTO: 1 of 18

DATE: March 2006
VIEW OF: King William Training School
VIEW: General view –site entrance
NEG. NO.: 22844 – Frame 10
PHOTO: 2 of 18

DATE: March 2006
VIEW OF: King William Training School
VIEW: School – rear elevation
NEG. NO.: 22844 – Frame 5
PHOTO: 3 of 18

DATE: March 2006
VIEW OF: King William Training School
VIEW: School – side elevation
NEG. NO.: 22843 – Frame 32
PHOTO: 4 of 18

DATE: March 2006
VIEW OF: King William Training School
VIEW: Auditorium
NEG. NO.: 22843 – Frame 8
PHOTO: 5 of 18

DATE: March 2006
VIEW OF: King William Training School
VIEW: Auditorium
NEG. NO.: 22843 – Frame 16
PHOTO: 6 of 18

DATE: March 2006
VIEW OF: King William Training School
VIEW: Classroom
NEG. NO.: 22843 – Frame 21
PHOTO: 7 of 18

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DATE: March 2006
VIEW OF: King William Training School
VIEW: Classroom
NEG. NO.: 22843 – Frame 19
PHOTO: 8 of 18

DATE: March 2006
VIEW OF: King William Training School
VIEW: Classroom
NEG. NO.: 22843 – Frame 12
PHOTO: 9 of 18

DATE: March 2006
VIEW OF: King William Training School
VIEW: Classroom
NEG. NO.: 22843 – Frame 9
PHOTO: 10 of 18

DATE: March 2006
VIEW OF: King William Training School
VIEW: Cloakroom
NEG. NO.: 22843 – Frame 14
PHOTO: 11 of 18

DATE: March 2006
VIEW OF: King William Training School
VIEW: Cloakroom
NEG. NO.: 22843 – Frame 13
PHOTO: 12 of 18

DATE: March 2006
VIEW OF: King William Training School
VIEW: Cloakroom
NEG. NO.: 22843 – Frame 22
PHOTO: 13 of 18

DATE: March 2006
VIEW OF: King William Training School
VIEW: Cloakroom
NEG. NO.: 22843 – Frame 11
PHOTO: 14 of 18

DATE: March 2006
VIEW OF: King William Training School
VIEW: Girls Privy
NEG. NO.: 22843 – Frame 36
PHOTO: 15 of 18

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King William County, Virginia
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DATE: March 2006
VIEW OF: King William Training School
VIEW: Shop Building
NEG. NO.: 22843 – Frame 31
PHOTO: 16 of 18

DATE: March 2006
VIEW OF: King William Training School
VIEW: Home Economics Building - front
NEG. NO.: 22843 – Frame 30
PHOTO: 17 of 18

DATE: March 2006
VIEW OF: King William Training School
VIEW: Home Economics Building - rear
NEG. NO.: 22843 – Frame 34
PHOTO: 18 of 18

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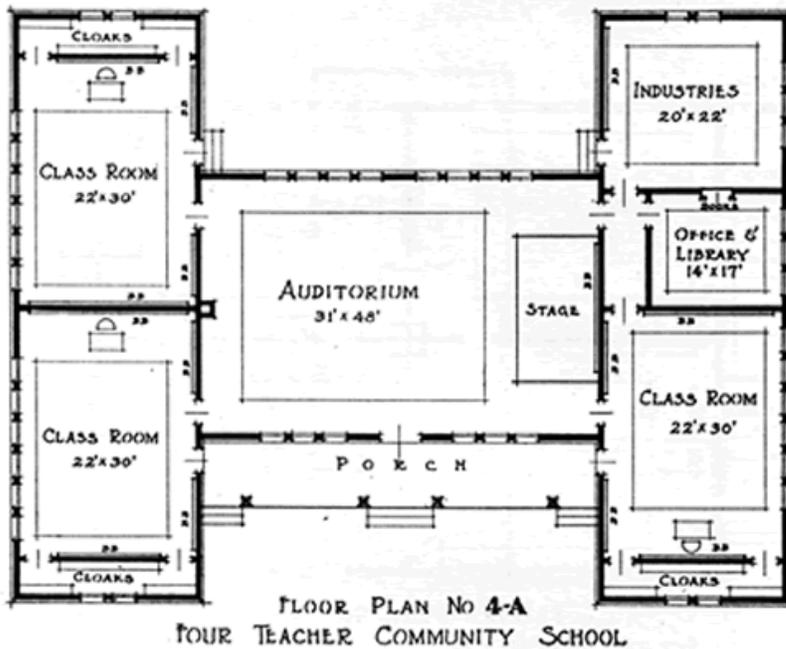
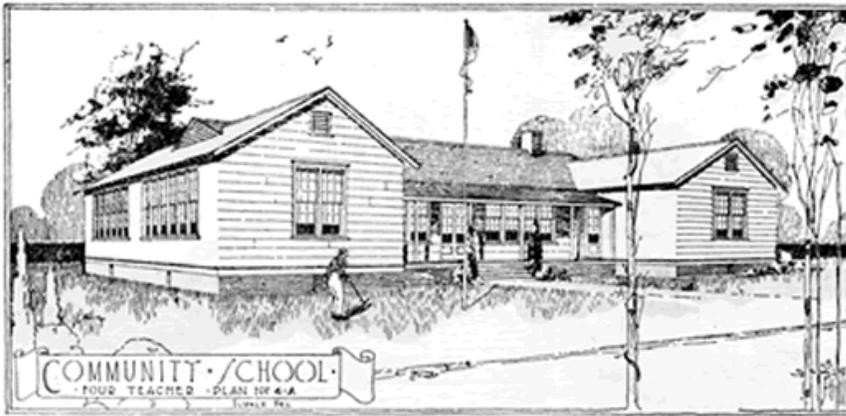


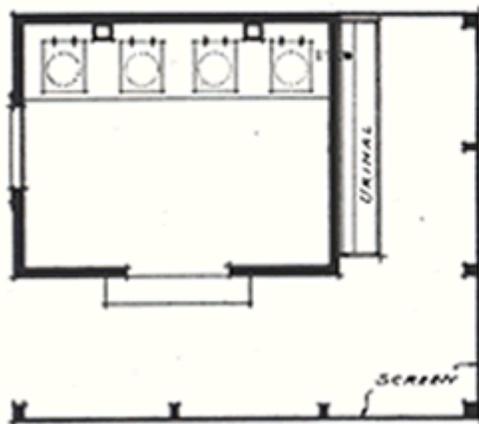
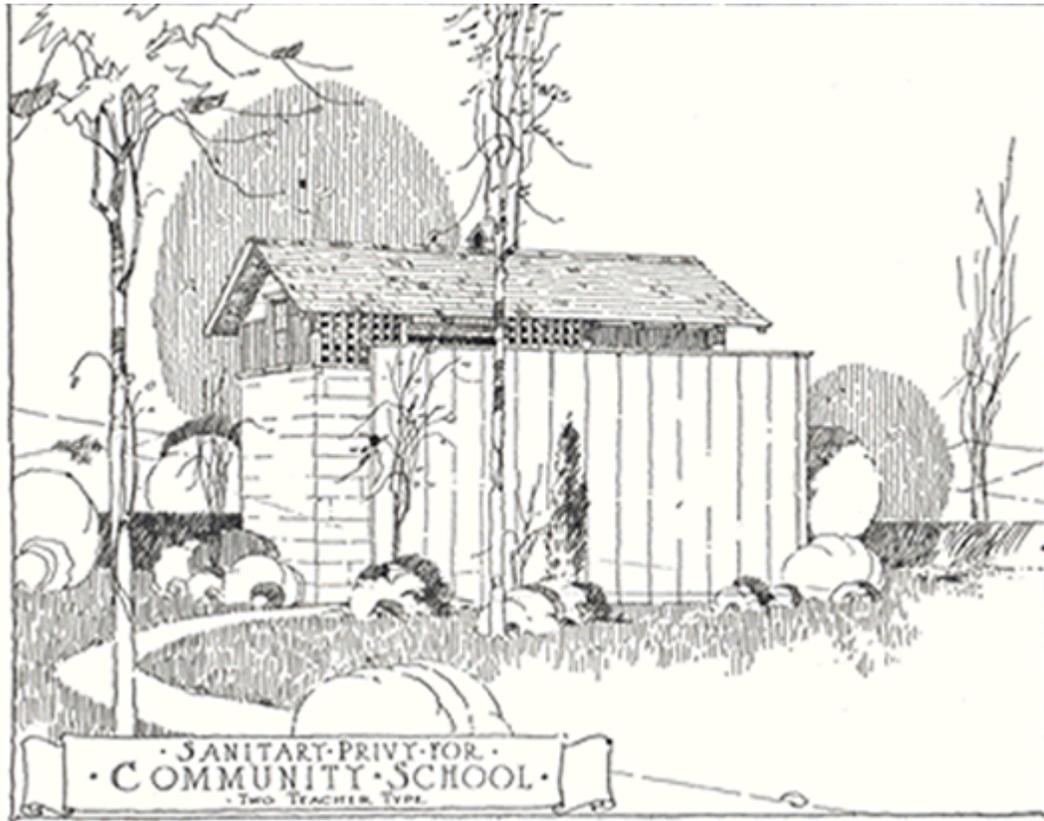
Figure 1: Four-Teacher Plan, with Auditorium, North or South Facing. This is the plan used, with slight modification, for the King William Training School. S.L. Smith's Community School Plans.

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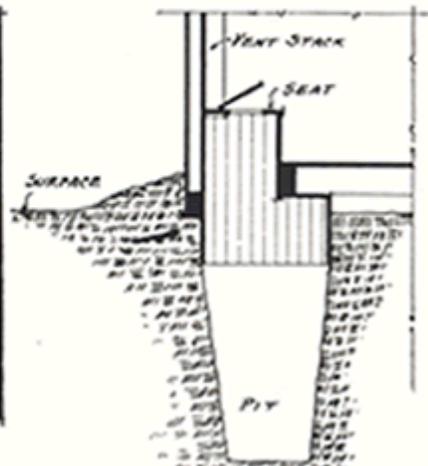
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PLAN



SECTION

Figure 2: Sanitary Privy for Two-Teacher School.

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Community School Plans

THE SCHOOL GROUNDS

The school should be erected as near the center of population as is possible, provided there can be found at this point a good site large enough and well drained, where satisfactory arrangements can be made for an ample supply of pure water on the school grounds. It is necessary, too, that the school be located near the public highway, even if by so doing it is removed somewhat from the center of population.

The site must contain at least two acres of land for a one-teacher or two-teacher school. Larger schools should have more. This will give ample space for the schoolhouse, two sanitary privies, a teachers' home, playgrounds for the boys and girls, a plot for agricultural demonstrations, and proper landscaping. Wherever a two acre site is selected it would be well to have it 210 feet wide and 420 feet deep, or if more convenient and suitable, 420 feet wide and 210 feet deep. This proportion seems more desirable than a square or a triangular site. The same proportion would be satisfactory for a larger plot. In a consolidated school community where they expect to have a four-teacher building or larger, a teachers' home, hitching stalls or parking sheds, playgrounds, agricultural plots, trees, shrubs, vines, and flowers, FIVE ACRES would make a very desirable school site.

THE BUILDING

1. Service to Community

In planning the schoolhouse it should be kept in mind that the best modern school is one which is designed to serve the entire community for twelve months in the year. Hence in all larger buildings at least a room for industries and for the use of the adult members of the community is important. Wherever possible a good auditorium, large enough to seat the entire community, should be erected in connection with every community school. If there are not sufficient funds for an auditorium, two adjoining classrooms with a movable partition may be made to serve this purpose. While movable partitions are not always satisfactory, they are much preferred to no assembly facilities.

2. Size of the Schoolhouse

Most buildings are made too small to accommodate the additional pupils that a new, modern school is sure to attract and hold. This should be considered in selecting the plans. A plan that may be added to without affecting the sanitary conditions or marring the beauty of the building is much preferred over one offering no such opportunity for enlargement. In determining the number of rooms necessary for a particular locality, officials should take into consideration the total number of children of school age in the community and grades to be served rather than the number attending the old school. The new school will generally attract larger numbers than the old. A one-teacher community school will accommodate not more than 45 pupils, a two-teacher not more than 90, a three-teacher about 115 to 125, etc.

3. Location on the Plot

The building should be so located on the plot as to give the maximum space for playgrounds, gardens, etc., and with due regard for their accessibility. Generally, if the plot is rectangular, it is best to locate the schoolhouse near one corner at a distance of sixty to seventy-five feet from the front road, and about forty feet from one side of the lot, depending on which side is the most desirable from the standpoint of drainage and convenience. This location will furnish a maximum proportion for ball grounds and other major games in the rear, and for minor games at one side of the building. THE BUILDING SHOULD ALWAYS BE SET WITH THE POINTS OF THE COMPASS, AND THE PLAN SO DESIGNED THAT EVERY CLASS ROOM WILL RECEIVE EAST OR WEST LIGHT. A PLAN DRAWN TO FACE EAST OR WEST COULD NOT PROPERLY BE USED TO FACE NORTH OR SOUTH, AND VICE VERSA. In the larger buildings it is generally best to employ a competent school architect, to adapt the plan to the location and particular needs of the community. (See elsewhere in this bulletin a "bird's eye" view of the lay-out for a two acre plot and also the article on beautifying the school grounds.)

Figure 3: Introduction to Community School Plans.

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General Specifications and Directions for
"Community School Plans"

Footings
Footings for a good site, containing no cracks or seams, well drained, but level surface, shall be provided for the foundation of the building. The footings shall be constructed of concrete or masonry, and shall be designed to carry the weight of the building and its contents, and to resist the lateral forces of wind and water. The footings shall be placed on a firm, level surface, and shall be so constructed as to prevent any settlement or shifting of the building. The footings shall be placed on a firm, level surface, and shall be so constructed as to prevent any settlement or shifting of the building.

General Conditions
The board reserves the right to reject any work and to require satisfactory work from the contractor or persons for the faithful execution of the contract. The contractor shall be required to comply with all laws and regulations of every kind necessary for the construction of the building in strict accordance with the plans and specifications. It is the responsibility of the contractor to see that the building and equipment is finished in accordance with the plans and specifications. The contractor shall be held responsible for any errors or omissions.

All materials must be of the best of their respective kinds, as herein specified. The workmanship shall be of the best, and shall be subject to the inspection of the architect. The contractor shall be held responsible for the cost of any materials or workmanship which may be rejected by the architect. The contractor shall be held responsible for the cost of any materials or workmanship which may be rejected by the architect. The contractor shall be held responsible for the cost of any materials or workmanship which may be rejected by the architect.

Workmanship
The contractor shall be held responsible for the cost of any materials or workmanship which may be rejected by the architect. The contractor shall be held responsible for the cost of any materials or workmanship which may be rejected by the architect. The contractor shall be held responsible for the cost of any materials or workmanship which may be rejected by the architect.

Estimation
Estimate for the basement, foundation walls, piers and chimneys to be shown above on the plans. Estimate workmanship and material for other parts of the building. The estimate shall be in accordance with the plans and specifications. The estimate shall be in accordance with the plans and specifications. The estimate shall be in accordance with the plans and specifications.

Foundations
The foundation, basements and piers shall be built of brick, stone or concrete, as directed by the architect. The foundation, basements and piers shall be built of brick, stone or concrete, as directed by the architect. The foundation, basements and piers shall be built of brick, stone or concrete, as directed by the architect.

Walls
The exterior walls shall be built of brick, stone or concrete, as directed by the architect. The exterior walls shall be built of brick, stone or concrete, as directed by the architect. The exterior walls shall be built of brick, stone or concrete, as directed by the architect.

Floors
The floors shall be built of concrete, as directed by the architect. The floors shall be built of concrete, as directed by the architect. The floors shall be built of concrete, as directed by the architect.

Framing Timber
All framing timbers, including sills, girders, joists, studs, plates, rafters, etc., shall be of the best quality, as directed by the architect. All framing timbers, including sills, girders, joists, studs, plates, rafters, etc., shall be of the best quality, as directed by the architect.

Roofing
The roof shall be built of shingles, as directed by the architect. The roof shall be built of shingles, as directed by the architect. The roof shall be built of shingles, as directed by the architect.

Weatherboarding
The exterior walls shall be weatherboarded with weatherboard, as directed by the architect. The exterior walls shall be weatherboarded with weatherboard, as directed by the architect. The exterior walls shall be weatherboarded with weatherboard, as directed by the architect.

Exterior Finish
The exterior finish shall be as directed by the architect. The exterior finish shall be as directed by the architect. The exterior finish shall be as directed by the architect.

Color
The color of the building shall be as directed by the architect. The color of the building shall be as directed by the architect. The color of the building shall be as directed by the architect.

Interior Finishes
The interior finishes shall be as directed by the architect. The interior finishes shall be as directed by the architect. The interior finishes shall be as directed by the architect.

Windows
The windows shall be built of wood, as directed by the architect. The windows shall be built of wood, as directed by the architect. The windows shall be built of wood, as directed by the architect.

Doors
The doors shall be built of wood, as directed by the architect. The doors shall be built of wood, as directed by the architect. The doors shall be built of wood, as directed by the architect.

Chimneys
The chimneys shall be built of brick, as directed by the architect. The chimneys shall be built of brick, as directed by the architect. The chimneys shall be built of brick, as directed by the architect.

Basement
The basement shall be built of concrete, as directed by the architect. The basement shall be built of concrete, as directed by the architect. The basement shall be built of concrete, as directed by the architect.

Roof
The roof shall be built of shingles, as directed by the architect. The roof shall be built of shingles, as directed by the architect. The roof shall be built of shingles, as directed by the architect.

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Figure 4: General Specifications from "Community School Plans."

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Section Figures Page 20

General Directions for Painting Community Schools

Every schoolhouse should be attractively painted on the inside and outside.

The priming coat should be put on as early as possible to preserve the lumber.

The interior of the building should be painted for the four following reasons, any one of which will fully justify the outlay:

- (1) It will materially increase the amount of light in the classroom.
- (2) It will add beauty to the interior and will be more pleasing and restful to the eyes.
- (3) It will better the sanitary conditions.
- (4) It will increase the durability of the building.

As one of the reasons for painting the interior of the school is to increase the amount of light, great care should be given to see that nongloss paint is selected and that the color and character of the paint are such as not to injure the eyes of the teacher and pupils who must remain inside the classrooms for six hours or more each day.

The floors should be oiled when the building is completed and as often thereafter as is needed. This will make the school more sanitary and increase the life of the floors. None but high grade light oil should be used.

One of the approved color schemes shown on the opposite page should be selected and the colors matched exactly in every "Community School" if aid is expected. The Fund will not aid in the construction of any building improperly lighted and painted.

COLOR SCHEME NO. 1—Cream ceiling, buff walls and walnut wainscoting or dado—is very desirable for the interior of a classroom, as it is pleasing to the eye and reflects an abundance of light.

COLOR SCHEME NO. 2—Ivory cream ceiling, light gray walls and walnut stain wainscoting or dado—if the paint is properly mixed and applied, is generally satisfactory.

Unless a skilled painter can be employed who understands thoroughly well how to mix paint, it is generally better to buy a good quality of paint already mixed. The painter should be cautioned not to mix lamp black with white paint in order to make a gray for the interior walls, as such a mixture will reflect very little light. A warm gray, prepared by mixing red and green with white, has high reflective properties and should be used instead of the lamp black mixture.

For the exterior, white trimmed in gray or gray trimmed in white would be attractive. If it is desired to use a wood preservative stain, a nut brown trimmed in white or cream would be satisfactory.

Wherever wood shingles are used it is best to dip them in a green preservative stain. This will add to the life of the roof and the beauty of the building.

Figure 5: "General Directions for Painting," from Community School Plans. Color Scheme No. 2 appears to have been selected for the King William Training School.

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Suggestions for Beautifying School Grounds

Leaflet No. 2, July, 1923

In selecting a site for a schoolhouse, care should be taken to secure a plot with a gentle slope, containing rich, black loam soil that can be plowed readily. But if the building is already constructed on a site containing poor soil, it should be well manured before beginning to beautify the grounds.

Grading and Surfacing

As soon as the building is completed the surface must be cleared of all building debris, rubbish, rocks, or other materials which would interfere with plowing. Grade the top by plowing and scraping off any high bumps and filling in low places so as to leave the surface of a gentle, harmonious appearance. Carefully measure and stake off the walks leading from the public road to the building, from the school to the privies and the well, etc. Plow all the area which is to be planted to grass, shrubs, trees, and vines.

Principles in Laying Out Roads and Walks

Very short walks should usually be straight. Longer ones should have gentle, graceful curves. Make walks wide enough so that two persons can comfortably walk side by side on them. Driveways should be wide enough so that two vehicles can pass if necessary. Definite edgings should be made for walks and driveways. These may be of rocks, bricks, or concrete curbs. Place the walks and roads where they will be most convenient and usable. Make the surfaces of the most durable materials available, considering economy and funds: cinders, broken stone, gravel, sand-clay, brick, or concrete.

Starting Lawns

Grass should be started on all areas not to be used for agricultural purposes or particular parts of playgrounds where it would be objectionable. Tennis courts and basketball courts should be left free from sod. Grade the edgings near roads and walks to blend harmoniously with the grades of said roads and walks. Hand rake the surface and clear away any litter left by the plowing. Any steep slope or terrace should be sodded with blue grass sod or Bermuda grass sod, carefully placed, tamped, and pegged. If such sod is not too expensive, it may be used on much of the surfaces; but usually seedling is satisfactory and economical. Seed at the rate of about one pound of good grass seed per square rod. The grass mixture for most Southern States should include perennial rye grass. The mixture should consist of three pounds of perennial rye grass, one pound of Kentucky blue grass, one-half pound of white clover, and one-half pound of lespedeza. Mix the seeds together before sowing. Rake the grass seed in with a hand rake as soon as it is sown. Never cover it very deep. When the grass is up six inches or so, mow it with a hand blade and after the finer grasses have established themselves use the lawn mower frequently to prevent seeding. Spread top dressing of well-rotted manure on lawns every winter, and let that remain until early spring.

Planting of Shrubs

Shrubbery of a number of kinds should be chosen for planting at suitable places. Among the best kinds for Southern school grounds are the following: Native—raspberries, blackberries, roses, shumac, dogwood, holly-bush, small cedars or pines, hazelnut or elderberry. Common shrubs from home yards—lilac, sweet syringa (mock orange), bush roses, Japanese barberry, hydrangea, snowball, hibiscus (Aithea), golden bell (Forsythia), dentzia, privet, spirea, weigela, bush honeysuckle, azalea, rhododendron, laurel, small arbor vitae, small spruces, and other smaller evergreens.

Places for Planting Shrubs

They should be planted at the angles and curves and near the ends of walks and roads; along foundations and corners of the building; as borders or screens to hide shop buildings, privies, wood houses, etc., and in the corners of the grounds, suiting the shrubs to the places.

Plant low shrubs along low foundations, near the ends of walks, and under windows, and higher shrubs to serve as a screen or to occupy a conspicuous place in the back corners of the grounds. Always mass the shrubs in a natural way, never in formal manner. Imitate nature in this regard.

Flowers may often be planted around clumps of shrubbery. There are so many varieties of flowers suitable for all parts of the South that no teacher will have any trouble in selecting several beautiful kinds in any community.

Uses of Vines

Perennial vines which will endure many years should be planted where their growth will add to the beauty of the situation. Grape, honeysuckle, clematis, wisteria, Virginia creeper, and bitter sweet grow best on fences and trellises.

Quick effects are secured by planting annual vines for a single season, but perennials should eventually be used. Good annuals are morning-glory, cypress, Japanese bean, and other flower beans—gourds, etc.

Tree Planting

Avoid the destruction of large shade trees as far as possible, unless they obstruct the light in classrooms, or needed space in playgrounds, etc. Walks or roads may be curved around them to save them.

Plant rows of trees along the public road 20 to 40 feet apart; along the outer lines of the school ground, and scatter a few in places where shade will be desirable, as on the sunny side of the main building, near edges of the playgrounds and near the sides of the front lawn. Never plant trees close enough to classroom windows to cut off the sky light.

Along the roads plant permanent trees, such as native oaks, hackberry, elm, gum, ash, spruce, pine, cedar, magnolia, etc. For quick effects, good kinds are walnut, pecan, hickory, maple, etc.

Transplanting Trees

When native trees are to be transplanted, select those which have no other trees near them. More roots can then be secured. When a tree is dug with an abundance of root, it should be replanted as quickly as possible. Dig a hole larger than the expanse of the roots and deep enough so the tree may be planted a few inches deeper than before. Trim the top of the tree abundantly, so as to more than balance the pruning of the roots caused by the digging. Fit the roots into the hole nicely. Then place plenty of good rich dirt next to the roots and tramp it in well. Proceed to fill the hole with other dirt, tramping it firmly. The surface should be well dressed with loose soil.

Trees of all kinds may be planted in late fall, winter, or early spring, but not during the growing season.

For further information, consult the Farm Demonstration Agent, the State Agricultural College, Hampton Institute, Tuskegee Institute, or your State Department of Education. (See bird's eye view on front cover.)

Figure 6: Suggestions for Beautifying School Grounds,” from Community School Plans. The section titled “tree planting” includes in its recommended species cedars, as were planted flanking the approach to the King William Training School.

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Lighting the Classroom

After a modern schoolhouse is built with sufficient window area to furnish ample light and ventilation, too often the value of such arrangement is practically nullified by the improper installation and use of shades.

A dark green roll shade fastened at the top of the window and pulled down just half way shuts out more than three-fourths of the light on the dark side of the classroom, and at the same time prevents ventilation from the top of the window—the only means of getting rid of the hot air which naturally arises to the ceiling. While a light tan roll shade fastened at the top of the window will not obstruct so much light as the green shade, it affects the ventilation just the same.

A child needs more light by which to read or study than an adult. When a child studies from day to day with an insufficient amount of light the tendency is to draw the book too close to the eyes. If this condition is allowed to exist long enough, the muscular adjustment of the eyes is so changed that the child becomes “near sighted.” It is said that more than two million school children in the United States have defective eye sight, due in a large measure to improper lighting in the school room. An insufficient amount of light decreases the child’s rapidity and accuracy in doing its task, and causes unnecessary fatigue that tends to produce nervousness.

Where shades are installed, either an adjustable tan shade should be used, or two roll shades so fastened in the middle of the window that the lower one will roll downward and the other upward. In either case, care should be taken to see that at least one foot at the top of the window is never covered. If one piece green roll shades are already purchased, they should be fastened 10 to 12 inches below the tops of the windows to allow the high sky light to reach the desks on the dark side of the classrooms. One foot at the top of a window that reaches 11½ feet above the floor will give more light on the last row of desks opposite the window than would be received from the whole lower half of the window. To protect the eyes of those seated on the light side of the classroom the windows should be set 4 feet above the floor to prevent outside reflection. If the windows are lower, then window boards should be used at the bottom. Sash curtains or adjustable tan shades covering part of the lower sash, leaving the upper sash clear will protect the eyes of the children near the windows and will not impair the light for those on the dark side.

Since we now have instruments that will measure daylight illumination in the classroom just as accurately as a thermometer registers the heat and since the approximate amount of light in foot candles needed for a child to do its best work without injury to the eyes is known, there is no longer any reason for this gross neglect which is handicapping so many children for life. The first commandment in the Bible—“Let there be light”—should be religiously kept by every teacher and school official.

Figure 7: “Lighting the Classroom,” from Community School Plans. Roller shades described here were installed at the King William Training School.

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King William County, Virginia
Submitted under the Rosenwald Schools in Virginia MPD**

Endnotes:

¹ Louis R. Harlan, Separate and Unequal, Public School Campaigns and Racism in the Southern Seaboard States, 1901-1915, (Chapel Hill, North Carolina: The University of North Carolina Press, 1958), 5.

² Alicestyne Thurley-Adams, Rosenwald Schools in Kentucky, 1917-1932. (Frankfort: The Kentucky Heritage Council and the Kentucky African American Heritage Commission, 1997), 8, and M. R. Werner, Julius Rosenwald: The Life of a Practical Humanitarian (New York: Harper & Brothers, 1939), 114.

³ Mary S. Hoffschwelle, Rebuilding the Rural Southern Community: Reformers, Schools and Homes in Tennessee, 1900-1930. (Knoxville: University of Tennessee Press, 1998), 4.

⁴ Fisk University Special Collections, Rosenwald Fund Archives, Box 331:f4.

⁵ Thurley-Adams, 21-22.

⁶ Mary Hoffschwelle, Rosenwald School Conference: Resource Guide (Murfreesboro, Tennessee: Middle Tennessee State University, 1995), 3-6.



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