

VLR 12/7/5  
NHP 3/8/6

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 Greensville County Training School

other names/site number Greensville County Learning Center ( DHR# 109-5001)

**2. Location**

street & number 105 Ruffin Street not for publication N/A  
city or town Emporia vicinity N/A  
state Virginia code VA county Independent City code 595 Zip 23847

**3. State/Federal Agency Certification**

As the designated authority under the National Historic Preservation Act of 1986, 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.)

*McCart Husser*  
Signature of certifying official  
Virginia Department of Historic Resources  
State or Federal agency and bureau

January 19, 2006  
Date

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

\_\_\_\_\_  
Signature of commenting or other official Date  
\_\_\_\_\_  
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.  
     determined eligible for the National Register Signature of Keeper \_\_\_\_\_  
     See continuation sheet.  
     Determined not eligible for the National Register  
     removed from the National Register Date of Action \_\_\_\_\_  
     other (explain): \_\_\_\_\_

United States Department of the Interior  
National Park Service

Greensville County Training School  
Emporia, Virginia

**5. Classification**

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

\_\_\_ private  
X public-local  
\_\_\_ public-State  
\_\_\_ public-Federal

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

1 building(s)  
0 district  
0 site  
0 structure  
0 objects  
1 total

**Number of Resources within Property**

Contributing	Noncontributing
<u>1</u>	<u>1</u> buildings
<u>0</u>	<u>0</u> sites
<u>0</u>	<u>0</u> structures
<u>0</u>	<u>0</u> objects
<u>1</u>	<u>1</u> Total

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 (012-5041)

**6. Function or Use**

**Historic Functions** (Enter categories from instructions)

Cat: Education Sub: High School/vocational training school  
Education: Related County School Board Administration/Superintendent's Office

**Current Functions** (Enter categories from instructions)

Cat: Vacant Sub: \_\_\_\_\_  
Education: Related County School Board Administration/Superintendent's Office

**7. Description**

**Architectural Classification** (Enter categories from instructions)

Early 20<sup>th</sup> Century American Movements

**Materials** (Enter categories from instructions)

foundation Brick  
roof metal: standing seam  
walls Brick  
other \_\_\_\_\_

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

United States Department of the Interior  
National Park Service

Greensville County Training School  
Emporia, Virginia

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### 8. Statement of Significance

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**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.

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**Areas of Significance** (Enter categories from instructions)

Education; Ethnicity: African-American

**Period of Significance** 1929-1955

**Significant Dates** 1929; 1933; 1934; 1954;

**Significant Person** (Complete if Criterion B is marked above)

**Cultural Affiliation**

**Architect/Builder** Unknown

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

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### 9. Major Bibliographical References

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#### Bibliography

(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 # \_\_\_\_\_

**United States Department of the Interior  
National Park Service**

**Greensville County Training School  
Emporia, Virginia**

**Primary Location of Additional Data**

- State Historic Preservation Office
- Other State agency
- Federal agency
- Local government
- University
- Other

Name of repository: \_\_\_\_\_

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**10. Geographical Data**

**Acreeage of Property** 5.5 acres

**UTM References** (Place additional UTM references on a continuation sheet)

Zone Easting	Northing	Zone Easting	Northing
1 18	4064287N	273457E	2 _____
_____ See continuation sheet.			

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**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.)

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**11. Form Prepared By**

name/title: Jacqueline Taylor (Architectural Historian), updated by Jean McRae at VDHR

Organization: \_\_\_\_\_ date October 11, 2005, updated January 2006

street & number: \_\_\_\_\_ telephone \_\_\_\_\_

city or town Charlottesville state VA zip code 22902

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**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)

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**Property Owner**

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

name Greensville County School Board

street & number 105 Ruffin Street telephone \_\_\_\_\_

city or town Emporia state VA zip code 23847

=====  
**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.).

**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 the Chief, Administrative Services Division, National Park Service, P.O. Box 37127, Washington, DC 20013-7127; and the Office of Management and Budget, Paperwork Reductions Project (1024-0018), Washington, DC 20503.

United States Department of the Interior  
National Park Service

National Register of Historic Places  
Continuation Sheet

Greensville County Training School  
Emporia, VA

Section 7 Page 1

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**7. Summary Description:**

The Greensville County Training School is located at 105 Ruffin Street, Emporia, Virginia in a residential neighborhood within close vicinity of major roads and an overpass. Constructed in 1929, the present school is a single-story brick building with a front gable standing seam metal roof. The U-shaped plan has a front hyphen that connects two wings containing classrooms, while an auditorium, office space, and a library form the interior central space. In 1933, the school received accreditation from the State of Virginia Department of Education when an industrial building with a concrete floor was added to the site at the north end of the main building, and the high school program was extended to four years. This later addition to the building has since been demolished. In 1934, an 8 by 12 foot addition containing classrooms was built onto the rear west wing of the building. The original six-teacher building was based on S.L. Smith's *Community School Plans*.<sup>1</sup>

The current school building is in poor condition, windows are boarded up and the roof has fallen in, partially destroying the rear of the east wing. The property directly surrounding the school is fenced and not easily accessible. There is also a non-contributing building located on the property which is attached to the original school building via a tin covered walk-way.

**Detailed Description**

The U-shaped brick building comprises two wings and a hyphen connecting them across the front. Each side of the west wing of the building comprises five bays of five bands of nine-over-nine sash windows that reach to the eaves of the roof. A single bay containing a band of two nine-over-nine sash windows and a step up window beside a deeply recessed single entryway connects three of the bays at the rear of the wing on the west side, with the two bays at the front. The two bays to the rear of the wing comprise the classroom addition constructed in 1934. The rear of the wing has no windows, except a single square attic vent. The east wing of the building comprises two bays of five nine-over-nine sash windows followed by two nine-over-nine sash windows and a single small casement window. The original wood frames of the windows are still intact. There are no windows on the end of this wing either. Walls of floor to ceiling windows punctuate the interior of the U-form between the two wings at the rear of the building lighting the auditorium and library within.

The front façade has a small central gable at the entrance with a wide, deeply recessed, entryway accentuated with Colonial Revival wood pilasters and a heavy lintel. The central space connects the two wings that have central gables but no openings except a small attic vent. The building is crafted

Section 7 Page 2

**United States Department of the Interior  
National Park Service**

**National Register of Historic Places  
Continuation Sheet**

**Greensville County Training School  
Emporia, VA**

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of handsome brickwork laid in Flemish bond and pointed; brick quoins provide decorative detailing at the corners of the front façade.

The building currently is unstable. Although the majority of the walls are still standing they have buckled and are in a deteriorated state. The windows on the east and west sides of the wings are boarded up although their banding and character is still discernible in some of them. The roof has fallen in and destroyed the rear side of the east wing, making the interior no longer accessible. The form, original plan, materials, and much of the workmanship, in the brickwork, for example, is still visible, providing some degree of integrity. The interior is in poor condition but retains elements indicative of an educational institution.

The large lot on which the building sits is located in a residential neighborhood within close proximity to significant circulation routes. It is bounded by Ruffin Street to the south; lots 123-A-0-9, 10, 11 to the north; the rear lots along Main Street to the west; and Halifax Street to the east. The site comprises approximately 5.5 acres with the building comprising 14,800 square feet. Set within a large expanse of unkempt lawn and overgrown vegetation including deciduous trees and shrubs that possibly comprise remnants of a former agricultural production area, the building faces rows of residential housing. Concrete pathways run parallel to the building on either side of each wing leading pedestrian traffic to rear entrances.

West of the original school building, attached via a tin covered walk-way, is a ca. 1950's brick and concrete block building which houses the County School Board Administration and Superintendent's Offices. This one-story building was built in three sections each with a tar and gravel covered flat roof. Along the north side of this office-use building is a paved parking lot. Though constructed within the period of significance, this building is considered non-contributing due to its lack of integrity from its initial construction and its lack of connection to the African-American Education theme of the Greensville County Training School building.

**United States Department of the Interior  
National Park Service**

**National Register of Historic Places  
Continuation Sheet**

**Greensville County Training School  
Emporia, VA**

**8. Statement of Significance**

The Greensville County Training School is representative of efforts undertaken by Julius Rosenwald, a philanthropist of the early twentieth century who worked towards improving education for African Americans. The property is eligible for listing in the National Register under Criterion A for its long-term association with the education of African-Americans in Greensville County and for its association with Julius Rosenwald.

A Multiple Property Documentation (DHR File #012-5041) for Rosenwald Schools in Virginia has been developed and previously accepted in both the Virginia Landmarks Register and the National Register of Historic Places. This MPD document provides detailed information regarding the Rosenwald Fund and school plans.<sup>2</sup>

The Greensville County Training School is located on a site known as the City and County Center for African-American education for over fifty years. An earlier school was constructed on the property in 1912-13 and subsequently added to as the number of students and grades offered increased. This building was later demolished, and it is said the current building was not built over this site. Later archaeological investigation may indeed provide information on African-American education and community life in the area, and may thusly expand the period of significance to begin with the 1912 date. However, for now the period of significance starts with the construction of the Rosenwald building at 1929 and ends with the fifty year limit of 1955.

**Detailed Statement of Significance**

The site of the Greensville County Training School has long been associated with the education of African American in Emporia and the surrounding counties. In Emporia, public African-American education likely began in a frame building but soon moved into a two-story, four-room brick building facing Powell Street on the south side of the railroad tracks lying on the periphery of the city. In 1912, Lucy Magee, widow of Isham Magee, and her children, sold land comprising 2 acres and called the 'Magee tract' to the school board of Belfield, District no.1 in the county of Greenville for \$1,000. The land was on the corporate limits of Emporia on what was then called Powell Road, now Halifax Street.<sup>3</sup>

In 1912-13 a four-room brick building was built to house a graded school. Local African-American community members contributed \$500 to the construction of this four-room brick building, the

**United States Department of the Interior  
National Park Service**

**National Register of Historic Places  
Continuation Sheet**

**Greensville County Training School  
Emporia, VA**

School Board contributed \$2,450, and \$1,900 was borrowed from the Literary Fund.<sup>4</sup>

Within three to four years enrollment had outgrown the school's original capacity and in 1916 four new classrooms were constructed to the west side of the building. According to Sanborn maps a frame building also existed at the site dating to the early twentieth century. This was possibly the earliest elementary school mentioned in some secondary sources and oral history accounts.<sup>5</sup>

The area around the school continued to develop; between 1919 and 1925 Powell Road was widened, and became Halifax Street.

Education for African Americans remained inadequate, however, and Principal Revered J.H. Waller and Blanch Harrison, a teacher, organized the County School League, an African-American organization composed of friends and patrons of the school to provide funding for further facilities.<sup>6</sup>

In 1929, a six-teacher plan school, with a seating capacity of 240 was constructed on three acres adjacent to the site on which the eight-room brick graded school sat. The African American community contributed \$1,000, the Rosenwald Fund contributed \$1,700, and the public contribution amounted to \$12,419. By 1933, the school received accreditation for a full four-year curriculum when an additional building was constructed for manual training. In 1934-35 a three-room wing with additional classrooms was added. The first school, constructed ca. 1912-13, continued to be used for a time in conjunction with the new school but it was demolished some time in the 1930s, most likely when the addition to the new school occurred. In the 1940s, an addition was constructed on land to the west of the new building connected by a covered walkway to the Rosenwald building. This structure now houses the School Board offices<sup>7</sup>

Between 1912-13 and 1953 Greensville County Training School functioned as the center of the African American community. Not only was it located in the heart of the African American commercial district where Halifax Street housed many African American businesses in close proximity to local and regional circulation routes, the school generated further business opportunities with venues that provided lunch and snacks to students, as well as boarding to teachers and students commuting to the school from the surrounding county. Children in the county were eager to attend the new school and parents pooled their resources to pay for their transportation. Those who could contributed \$1.50 per student. By 1933, two county parents purchased school buses to transport children from the surrounding area to the Greensville County



**United States Department of the Interior  
National Park Service**

**National Register of Historic Places  
Continuation Sheet**

**Greensville County Training School  
Emporia, VA**

Training School in Emporia.<sup>8</sup> In addition to providing much-needed education in a well-designed building the school was the only location available to African Americans for large gatherings. It housed activities such as the local chapter meetings of the NAACP beginning in ca. 1940, a 4-H club, theater productions, and sports activities.<sup>9</sup>

In 1954, a new high school for African Americans was constructed closer to the center of the city. It was reportedly constructed to the same standards and with the same equipment as the new white high school built at the same time.<sup>10</sup> After the high school students moved to the new building closer to the center of town, the Greensville County Training School was used as a Learning Center for African American elementary grades. In the 1960s, following desegregation, the school closed, but was used by the Greensville County School Board for storage. Since that time the building and grounds have suffered deterioration due to lack of maintenance. In 2000, a community organization, the Citizens for the Preservation of the Greensville County Training School formed to advocate preservation of the building and seek funding for its adaptive re-use.

**Ethnic and African American history:**

Like many African-American communities, public education suffered from lack of committed funding and attention during reconstruction and well into the twentieth century. Organized philanthropy, in particular the Peabody Fund, the John F. Slater Fund, the General Education Board, and the Jeanes Fund provided the necessary capital to establish schools. However, control of African American education by these funding bodies often meant certain types of curricula were emphasized over others. Julius Rosenwald was one of a few northern philanthropists who believed in the necessity of educating the African-American population to their full potential. His support of industrial training schools was considered by some to be a way of supporting higher education under the guise of vocational training as these schools soon developed an academic curriculum in addition to continuing to provide the industrial arts that often paved the way to immediate employment opportunities. Training schools were also intended to provide some high school training, after which many were able to secure teacher's certificates.<sup>11</sup>

The State Department of Health, the Cooperative Education Association, the Negro Organization Society and the Colored State Teacher's Association all worked to improve schools for African American children. However, the first published guidance for improved facilities came from Booker T. Washington's Tuskegee Institute. Professors R.R. Taylor, Director of the Department of Mechanical Industries and W.A. Hazel of the Division of Architecture created the designs, which

**Section \_\_8\_\_ Page \_\_6\_\_**

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were published in 1915 as *The Negro Rural School and its Relation to the Community*. Julius

**United States Department of the Interior  
National Park Service**

**National Register of Historic Places  
Continuation Sheet**

**Greensville County Training School  
Emporia, VA**

Rosenwald worked with Washington building on these plans and developing new standards that focused on lighting, ventilation, heating, sanitation as well as aesthetics, all intended to create a positive, orderly, and healthy environment for learning.

Rosenwald understood the importance of building in the community and accordingly developed principles that stated the schools were to be constructed as near the center of population as possible, provided there was a good site large enough and well drained, where satisfactory arrangements could be made for an ample supply of pure water on the school grounds. In an attempt to move away from the isolation that rural schools had once suffered, it was deemed necessary that the school be located near the public highway even if it meant locating it somewhat removed from the center of population.<sup>12</sup>

Community schools according to Rosenwald plans were also designed to serve the entire community for twelve months a year. Hence in all larger buildings at least a room for industries and for the use of the adult members of the community was important. Wherever possible, a good auditorium large enough to seat the entire community should be erected in connection with every community school. Plans were intended to be flexible enough to allow easy addition of further classrooms and facilities without marring the beauty of the building. The building was also to be located on the plot as to give the maximum space for playgrounds, gardens etc. Furthermore, Rosenwald Community building plans stipulated that the building should always be set with the points of the compass and the plan so designed that every classroom could receive east or west light.<sup>13</sup>

The majority of schools built in Virginia with the assistance of the Rosenwald Fund were modest, one- or two-teacher buildings constructed on the requisite two acres. Out of a total of 365, only fifteen six-teacher schools were built in Virginia. In general, Rosenwald provided \$200 per teacher, in the case of the Greensville County Training School this amount was actually exceeded, resulting in a total of \$1,700 for a six-teacher school. The Greensville County Training School is one of the largest of Rosenwald schools constructed in Virginia, with a six-teacher building on a three-acre site.

The land surrounding the school is open and spacious with a rear overgrowth of vegetation that could have been the experimental agricultural ground often used to demonstrate agricultural skills. Pathways run parallel to the building on either side of each wing leading pedestrian traffic to rear

**Section   8   Page   7**

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entrances. These pathways also conform to Rosenwald principles of the building program, providing an orderly element to the landscape.<sup>14</sup>

**United States Department of the Interior  
National Park Service**

**National Register of Historic Places  
Continuation Sheet**

**Greensville County Training School  
Emporia, VA**

Fine brickwork, the large size of the school and lot, the generous Rosenwald Fund contribution towards construction of the school and the community's continual financial contributions suggest the value and strength of commitment this community placed on education. Schools were constructed with Rosenwald funding only when strong financial and social commitment existed in the African American community. Then Rosenwald agreed to pay one-third of the cost of building. Each community seeking a school had to agree to provide enough land for playgrounds and agricultural production, and also to equip, furnish, and maintain the schools after they were built.

Because of the existence of earlier buildings devoted to African American education, the land on which the County Training School was constructed is also potentially significant for archeological resources likely to provide information on African-American education and community life in the area, and with further investigation could start the period of significance at 1912.

A great deal of interest exists in protecting and preserving existing Rosenwald structures, led by the National Trust for Historic Places, which has developed an initiative to preserve Rosenwald Schools and has dedicated a website to providing historic context and case studies.<sup>15</sup> The Virginia Department of Historic Resources Multiple Property Documentation for Rosenwald Schools developed by Bryan Green describes registration requirements for properties nominated solely under Criterion A for Education and Ethnic History as not needing to possess a high degree of integrity.<sup>16</sup> The Rosenwald building known as the Greensville County Training School is nominated to the National Register for Historic Places under Criterion A for its association with African American education.

The Greensville County Training School has suffered from neglect over the years and most recently from the ravages of hurricane related storms, nevertheless, it continues to display a degree of integrity of setting, design, floor plan, workmanship, and materials that evoke their period of construction and the conditions of the time.

**Section   9   Page   9**

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**Bibliography**

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United States Department of the Interior  
National Park Service

National Register of Historic Places  
Continuation Sheet

Greensville County Training School  
Emporia, VA

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National Trust for Historic Preservation, "The Rosenwald Schools Initiative," online at: <http://www.rosenwaldschools.com/architecture.html>

Reid, Lota Spence. *A Story of the Development of Education in Greensville County, Virginia, 1781-1980*, Lawrenceville: Edmonds Printing Company, 1981.

Sanborn Maps, Located on Microfilm, University of Virginia, Alderman Library.

State Board of Education, *Annual Report of the Superintendent of Public Instruction 1912-1913*, Richmond, VA: Superintendent of Pubic Printing, 1913.

Section 9 Page 10

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State Board of Education, *Annual Report of the Superintendent of Public Instruction 1920-1921*, Richmond, VA: Superintendent of Pubic Printing, 1921.

State Board of Education, *Annual Report of the Superintendent of Public Instruction 1928-1935*,

**United States Department of the Interior  
National Park Service**

**National Register of Historic Places  
Continuation Sheet**

**Greensville County Training School  
Emporia, VA**

Richmond, VA: Superintendent of Pubic Printing, 1936.

State Board of Education, *Annual Report of the Superintendent of Public Instruction 1940-1945*,  
Richmond, VA: Superintendent of Pubic Printing, 1946.

State Board of Education, *Annual Report of the Superintendent of Public Instruction 1953-1955*,  
Richmond, VA: Superintendent of Pubic Printing, 1956.

State Board of Education, *Annual Report of the Superintendent of Public Instruction 1953-1955*,  
Richmond, VA: Superintendent of Pubic Printing, 1956.

State Board of Education, *Annual Report of the Superintendent of Public Instruction 1958-1961*,  
Richmond, VA: Superintendent of Pubic Printing, 1962.

United States Department of the Interior  
National Park Service

National Register of Historic Places  
Continuation Sheet

Greensville County Training School  
Emporia, VA

Section 10, Photographic Data Page 11

**Verbal Boundary Description**

The Greensville County Training School sits on a parcel of land that is bounded by Ruffin Street to the south; lots 123-A-0-9, 10, 11 to the north; the rear lots along Main Street to the west; and Halifax Street to the east. In the larger context, it is bounded by the railroad tracks to the south, route 301 to the north, and highway 58 to the west and east. The site comprises 3 acres that were originally dedicated to the Rosenwald building and two acres from the original tract purchased for construction of the first graded school in 1912. The building comprises 14,800 square feet. The nominated parcel #123-A-0-12 comprises approximately 5.5 acres.

**Boundary Justification**

The boundary for nomination was chosen as the existing parcel (123-A-0-12) on which the current 1929 Rosenwald school building and later administration building stand, as well as the property which originally held the 1912 school building.

**Photographic Data**

The following Photographic Information is the same for all digital photos.  
Greensville County Training School, Emporia, Virginia (DHR File #109-5001)  
Digital photographs taken in August 2005 by Jacqueline Taylor

Photo 1 of 7: Looking NE at side and front corner elevation

Photo 2 of 7: Looking SE at side and rear corner elevation

Photo 3 of 7: Looking ENE at side elevation

Photo 4 of 7: Looking E at side elevation

Photo 5 of 7: Looking N at front façade

Photo 6 of 7: Looking W at side elevation

Photo 7 of 7: Looking SSW at rear courtyard area

United States Department of the Interior  
National Park Service

National Register of Historic Places  
Continuation Sheet

Greensville County Training School  
Emporia, VA

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Section 8 Page 8

**Endnotes**

<sup>1</sup> Bryan Green, Rosenwald Schools in Virginia (012-5041) National Register of Historic Places Multiple Property Documentation Form, Appendix One: Rosenwald School Plans, Richmond, Virginia, 2003. Figure 20.

<sup>2</sup> Bryan Green, Rosenwald Schools in Virginia (012-5041) National Register of Historic Places Multiple Property Documentation Form, Richmond, Virginia 2003.

<sup>3</sup> Greensville County Court House Archives, Emporia, Greensville County, Virginia, DB 31:72.

<sup>4</sup> See the Jackson Davis Collection at the Small Special Collections Library, University of Virginia, Negative # 1484, online at <http://mcgregor.lib.virginia.edu/davis/FMPro> (accessed 8/10/2004).

<sup>5</sup> Lota Spence Reid, *A Story of the Development of Education in Greensville County, Virginia, 1781-1980* (Lawrenceville: Edmonds Printing Company, 1981, 13-14.

<sup>6</sup> Lota Spence Reid, *A Story of the Development of Education in Greensville County, Virginia, 1781-1980* (Lawrenceville: Edmonds Printing Company, 1981, 13-14.

<sup>7</sup> State of Virginia, Superintendent's Report, 1932-33. Richmond: Superintendent of Pubic Printing, 1921.

<sup>8</sup> Lota Spence Reid, *A Story of the Development of Education in Greensville County, Virginia, 1781-1980* (Lawrenceville: Edmonds Printing Company, 1981.

<sup>9</sup> Oral history interviews with alumni held at Royal Baptist Church, Emporia, October 22, 2004.

<sup>10</sup> Lota Spence Reid, *A Story of the Development of Education in Greensville County, Virginia, 1781-1980* (Lawrenceville: Edmonds Printing Company, 1981, 13-14.

<sup>11</sup> Eric Anderson and Alfred A. Moss, Jr., *Dangerous Donations: Northern Philanthropy and Southern Black Education, 1902-1930* (Columbia, Mo.: London: University of Missouri Press, 1999) 19; see also, Virginia Superintendent's Reports, April 1921, Richmond: Superintendent of Pubic Printing, 1921, page 124.

<sup>12</sup> National Trust for Historic Preservation, Rosenwald School Initiative, online at <http://www.rosenwaldschools.com/architecture.html>, page 2 of 9.

<sup>13</sup> Bryan Green, Rosenwald Schools in Virginia (012-5041) National Register of Historic Places Multiple Property Documentation Form, Richmond, Virginia 2003, Figure 25: Introduction to Community School Plans.

<sup>14</sup> National Trust Rosenwald School Initiative online at <http://www.rosenwaldschools.com/architecture.html> page 6 of 9 (accessed 8/10/2004).

<sup>15</sup> National Trust for Historic Preservation, The Rosenwald Schools Initiative online at: <http://www.rosenwaldschools.com/architecture.html>

<sup>16</sup> Bryan Green, Rosenwald Schools in Virginia (012-5041) National Register of Historic Places Multiple Property Documentation Form, Richmond, Virginia, Section F page 17.



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