

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 National Register Bulletin, *How to Complete the National Register of Historic Places Registration Form*. If any item does not apply to the property being

1. Name of PropertyHistoric name: Julius Rosenwald High SchoolOther names/site number: Northumberland County Training School; DHR No. 066-0075

Name of related multiple property listing:

Rosenwald Schools in Virginia (012-5041)

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

2. LocationStreet & number: 19602 Northumberland HighwayCity or town: Reedville State: VA County: NorthumberlandNot For Publication: ☐ n/aVicinity: ☒ X**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 at the following level(s) of significance:

 national X statewide local

Applicable National Register Criteria:

X A B X C D

Signature of certifying official/Title:

Date

Virginia Department of Historic Resources

State or Federal agency/bureau or Tribal Government

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

Signature of commenting official:

Date

Title :

State or Federal agency/bureau
or Tribal Government

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4. National Park Service Certification

I hereby certify that this property is:

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

Signature of the Keeper

Date of Action

5. Classification

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 ☐

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Number of Resources within Property

(Do not include previously listed resources in the count)

| Contributing | Noncontributing | |
|--------------|-----------------|------------|
| <u>2</u> | <u>0</u> | buildings |
| <u>0</u> | <u>0</u> | sites |
| <u>0</u> | <u>0</u> | structures |
| <u>0</u> | <u>0</u> | objects |
| <u>2</u> | <u>0</u> | Total |

Number of contributing resources previously listed in the National Register 0

6. Function or Use

Historic Functions

(Enter categories from instructions.)

EDUCATION/School

SOCIAL/Meeting hall

Current Functions

(Enter categories from instructions.)

VACANT/NOT IN USE

WORK IN PROGRESS

7. Description

Architectural Classification

(Enter categories from instructions.)

OTHER: Rosenwald School

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Materials: (enter categories from instructions.)

Principal exterior materials of the property: WOOD: Weatherboard; BRICK; CONCRETE;
METAL: Tin

Narrative Description

(Describe the historic and current physical appearance and condition of the property. Describe contributing and noncontributing resources if applicable. Begin with a **summary paragraph** that briefly describes the general characteristics of the property, such as its location, type, style, method of construction, setting, size, and significant features. Indicate whether the property has historic integrity.)

Summary Paragraph

Julius Rosenwald High School is located on Route 360 (Northumberland Highway) near the intersection with Route 703 in the Reedville vicinity in Northumberland County, Virginia. The school sits on a roughly level 3.74-acre partially wooded, partially agricultural lot. The Julius Rosenwald High School was constructed from 1916 to 1919, with financial support from the Rosenwald Fund, and served as a racially segregated public school until its closure in 1958. The building retains most of its original fabric, including the exterior weatherboards, interior wood cladding on walls and ceilings, wood flooring, door moldings, wood window sash, and metal roofing. The two-story, six-classroom, frame school was built based on rural school plans designed by architects at the Tuskegee Institute. There is one additional contributing building on the parcel, a deteriorated c. 1928 frame elementary school/shop building, that sits southeast of the high school. The area surrounding the property is partially wooded, with the area immediately around the school serving as active agricultural fields. The Julius Rosenwald High School is the only two-story Rosenwald school constructed in Northumberland County. The property has excellent integrity of location, setting, design, workmanship, materials, feeling, and association.

Narrative Description

Setting

The property is located in eastern Northumberland County, between the Beverlyville and Reedville vicinities. The former high school and contributing c. 1928 elementary school/shop building are the only extant buildings on the parcel. The Julius Rosenwald High School is set back from Route 360 and features a one-lane dirt driveway leading up to the east side of the building. The parcel is mostly cleared and level, with fields around the building and wooded areas on the perimeter. A state historical highway marker, O-61, identifies the building as Julius Rosenwald High School. A power line stretches across the property to the former elementary school/shop building, to the left of the dirt driveway, east of the high school building. A dirt road cuts through the property for ingress to agricultural fields.

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Julius Rosenwald High School, c. 1916-1919, contributing building

Exterior Description

The three-bay, two-story, wood frame building features what appears to be the original hipped standing seam metal roof and rests upon a brick foundation with ventilation holes. The exterior frame walls are clad in painted weatherboard siding. The east roof slope has a central dormer with arched window, and further east, the mansard base of a bell tower. The tower's superstructure was removed at an unknown date. An undated historic photo of the school shows that the superstructure was a frame belfry with a steeply pitched conical roof (see Figure 1, below). Two small brick interior chimneys rise from either side of the central ridgeboard.

On the east façade, the central bay contains a hipped front entrance porch supported by four wood piers with concrete decking accessed by four concrete steps. At the center of the porch, the main entry features five-stacked-panel, wood, double doors surmounted by a semicircular transom with a single light. On either side of the entry bay, the building has matching banks of three double-hung 6-over-6 wood sash windows centered within the respective sections. At the second story of the front elevation, a single arched window with double-hung sash is aligned directly above the entrance porch with banks of three double-hung 6-over-6 wood sash windows on either side, matching the fenestration of the first story. The round-arched window is boarded over; on the interior, the three-light, arched transom survives while the double-hung sash has been removed.

The south (side) elevation has three bays. On the first story, the eastern and western bays contain a bank of three double-hung 6-over-6 wood sash windows. The central bay contains an aligned single, narrow, arched window on the first and second stories. On the second-story, banks of three openings flank the central window. One original sash from each bank of windows was replaced by a door when a fire escape was installed on this elevation. Each of the second-story entries retains a stacked-panel door with three lights. The west bank of windows is boarded over; the historic sash are onsite but are in the process of being repaired and have been removed temporarily from their openings. There are no stairs leading to these entrances on the second story, nor does the building still show evidence of a former staircase; however, the historic photo above shows how the fire escape historically was configured.

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Figure 1. Undated image of Julius Rosenwald High School

The west (rear) elevation of the school contains the same pattern of windows and doors as the east façade. All of the window and door openings on the west elevation are boarded over. Most, if not all, of the historic sash and doors are onsite, but have been removed from the openings to allow for repairs.

The north (side) elevation is similar to the south, with a central entrance bay flanked by one bay on either side. The central bay's first story contains a door without a porch and on the second story, a window is aligned above the entry. There is no tower nor dormer on the north elevation. The central bay is flanked on either side by banks of three window openings on the first and second stories. All of these openings are boarded over; and the historic, 6-over-6 wood sash are stored onsite in anticipation of repairs and reinstallation.

The architect and builder of the Julius Rosenwald High School are unknown. The school was constructed between 1916 and 1919, with its cornerstone laid on November 30, 1916, and doors

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opened for its first term in January of 1919.¹ Its design may have been based on architectural plans produced by two African American architects at Tuskegee Institute, Robert Taylor and W.A. Hazel and promulgated in the 1915 publication entitled "The Negro Rural School and its Relation to the Community". The building's two-story, slightly rectangular form bears some resemblance to the exterior drawing of Design No. 13, but the interior plans are not similar.

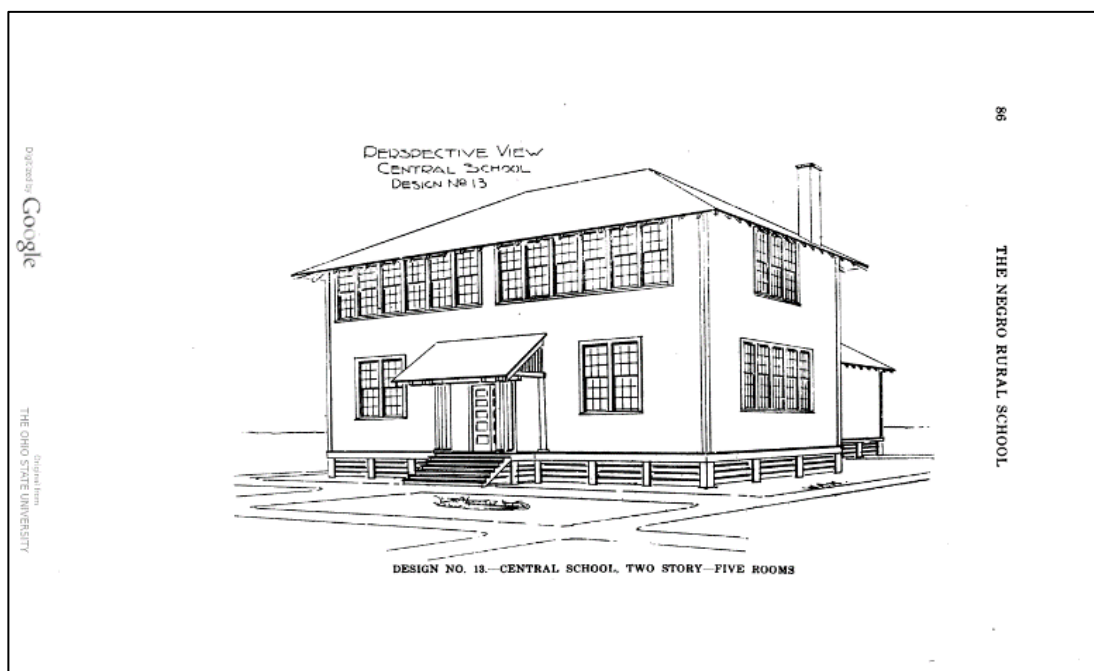


Figure 2. Design 13, The Negro Rural School

Because the Julius Rosenwald High School building predates the Rosenwald Fund's 1920 publication of *Community School Plans*, it does not resemble any of those standardized plans; however, it bears striking similarity in form and fenestration pattern to the nearby c. 1911 Reedville High School (demolished), designed by J. Walker Henley, Jr. for White students in the area. Among the nominated building's notable variations in design are the use of a hipped roof instead of a gable roof, as well as the unique mansard-roofed bell tower at the corner of the façade and south elevation. An exterior covered porch is centered on the façade instead of the more commonly used interior vestibules on standardized Rosenwald school plans. The Julius Rosenwald High School has always stood as one main block without any side wings or additions.

¹ Eleanor Robinson Morris, "The Julius Rosenwald High School of Northumberland County, Virginia," *The Bulletin of the Northumberland County Historical Society* 29 (1992): 61-68; Commonwealth of Virginia, "Annual Report of the Superintendent of Public Instruction of the Commonwealth of Virginia, School Year 1917-1918" (1921).

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Figure 3. Aerial view, The Julius Rosenwald High School.

Interior Description

The interior of the building is divided into six classrooms total, in addition to a large, partitioned auditorium space on the first story, and library and principal's office on the second story.

The walls of each room are finished with flush vertical wood wainscoting below a heavy chair rail with plastered upper walls. Widely spaced wood strips are placed at regular intervals on the walls and across the ceilings. Chalkboards remain above the chair rail in most rooms. The building retains original wood flooring throughout.

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Figure 4. Southeast classroom, 2022.

The window and door trim are consistent throughout and features circular rosette corner blocks at the corner of each fluted trim piece, except for the northwest room, which has flat panel trim around the door and windows. All doors are wood, five-stacked-panel and retain period hardware. Single-light transoms above each door enhance the flow of natural light into interior spaces.

The central entrance hall contains a straight-run, paneled staircase leading to the second story. The staircase features original square newel posts, molded hand railings, and turned balusters, all of which have been painted. A door to the auditorium is located directly across the entrance hall (to the west) from the main entry. One classroom sits on either side of the hallway at the front of the building.

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Figure 5. Central hall and staircase, 2022.

The auditorium is accessed by a short set of stairs through the east classroom, a door in the central hall, or through the connected room at the rear of the building. An elliptical stage extends from the east wall of the auditorium space. The rest of the room is finished like the others, with vertical wood wainscoting, chair rail, and plaster on the upper walls and ceilings, with widely spaced wood strips regularly spaced across these areas.



Figure 6. Auditorium and Auxiliary Room, 2022.

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An additional room that served as a student assembly and community meeting room is separated from the auditorium by a partition wall that has the same finishes and molding. Original, bi-fold doors that ran the entire length of the partition wall remain intact; the door jamb and fluted molding with rosette corner blocks has been replaced by flat trim on both sides of the wall – the only replacement door trim in the building.

Between the central hall and northern pair of rooms is a gap between the walls that contains two interior brick chimneys. The building was originally heated only by those chimneys with connected wood stoves, for which the locations and chimney pipes remain attached in each of the rooms.

On the second floor, there are four classrooms that remain intact with their finishes and materials matching those on the first floor. Each classroom entry has a single-light transom and five-panel stacked doors. At the west end of the central hall, a rear entry with transom leads into a small room and the boarded-over rear window (or door) opening. The historic function of this opening is unknown, but it is likely to have been a window, similar to the one of the east façade. At the east end of the stair hall, an entry with a stacked-panel door and transom leads into a storage room that is lit by the round-arched window on the façade. Each room was finished with vertical, tongue-and-groove, wood wainscoting and plaster walls and ceilings. The west end room appears to have thin wood veneer panels nailed to the walls and ceilings.

Electrical wiring was added to the building at some point, and now there are a few electric lighting fixtures centered on the ceilings of the classrooms and stair hall. The Julius Rosenwald High School does not currently have electrical service even though the earlier wiring and remnants of some fixtures remain.

As the building originally lacked electricity and indoor plumbing, students and teachers had to drink water from a hand pump and utilize outdoor privies. Because of the absence of electricity for most of its history, the school relied on daylight, so placement of the building and its windows were crucial in ensuring useful daylight classrooms.

Elementary School/Shop Building, c. 1928, contributing building

At the height of its enrollment, the school's complex was arranged around the primary high school building and reportedly included four other buildings on the site: science, home economics, and agriculture buildings, as well as an elementary school/shop building.² All of these secondary resources, except for the elementary school/shop building, are no longer extant. The extensively deteriorated c. 1928 frame elementary school/shop building is located south of the high school building. The one-story building has been almost engulfed by vegetation, while leaving its red, standing-seam metal roof visible above the tree line. A brick chimney rises from the east slope of the roof and two circular vents rise from the ridgeline. The walls are clad with weatherboard siding and the windows appear to be boarded over. Sheltered by a pent roof with knee braces two entries are centered on the west façade. The east entry has a stacked-panel door

² Morris, "Julius Rosenwald," 61-68.

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like those in the high school building, while the west entry has a paneled, four-light door. A pair of vertical-board doors are east of the two entries. The doors' size and materials indicate that most likely they accessed an interior "shop" or other instructional space for industrial and/or agricultural training. A few references to a cafeteria of some kind also have appeared in some records; therefore, it is possible that this area contained a modest cafeteria or dining area where students had lunch. A portion of the building's west wall at its north end has collapsed. Exposure to the elements has damaged the interior and the building is not safe to enter.



Figure 7. North Elevation, Shop Building/Elementary School, 2022.

Although Rosenwald Fund records indicate that a \$3,200 project was undertaken at the "County Training School" in 1928-1929, it is not known if the elementary school and/or one (or more) of the other educational buildings were constructed at this time. Similar to the high school building, the elementary school/shop building's form and fenestration do not match any published standardized Rosenwald school plans but is similar in both to the auxiliary building at the c. 1911 Reedville High School (demolished). The origin of this building's design is not known at this time. Archival information about the demolished resources has yet to be discovered.

Integrity Analysis

Even with the closing of the school in 1958 and subsequent lack of use, the property's integrity of design, workmanship, and materials is excellent. Both buildings retain their original plan, footprint, and historic materials. The high school building's plaster walls and ceilings, wood paneling and trim, blackboards, hardwood floors, hardware, and most window sash and doors remain intact. The auditorium and its elliptical raised stage platform remain in place, as do its adjoining room and movable dividing doors. The original door and window sash and frames are being restored. The school stands with the signature Rosenwald banked windows on all sides, designed to maximize natural light within the building. The majority of the exterior trim remains, and most of the architectural elements are fully intact. The bell tower no longer exists but the

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mansard platform base remains viable and integral to the structure. The two interior brick chimneys located in the center of the building, which served as the central heating system, are intact. The former elementary school/shop building's interior integrity is not known because its advanced deterioration and a partially collapsed wall make it unsafe to enter.

The property also has moderate integrity of setting and location. Although the property's larger rural setting is intact, the setting within the property itself has been eroded by the loss of the home economics, agricultural, and science buildings. Historic photographs that show the locations and design of these buildings have yet to be discovered. The high school and elementary school/shop buildings stand at their original locations on the 3.75 acres that remain of the original 7.25 acres purchased for the school in March of 1916. The descendants of the Slaughter family, who purchased the property at auction, donated the school building and 3.75 acres to The Julius Rosenwald School Foundation of Northumberland County, Inc. for the purpose of its restoration. Although the property has not been subject to professional archaeological investigation, its undisturbed character suggests that it may have archaeological potential for cultural deposits associated with the school's construction and active use from c. 1916-1958.

The Julius Rosenwald High School possesses integrity of feeling and association for the community. It historically functioned first as the Northumberland County Training School, and later as the Julius Rosenwald High School, the only high school for Black students available in Northumberland County during the segregation era. The integrity of feeling is expressed by the property's overall rural setting and the building's design, workmanship, and materials. The school is also an important, tangible cultural resource representative of the resilience of African Americans in Northumberland County facing the return from World War I and the scourge of Jim Crow.

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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 grave
- ☐ D. A cemetery
- ☐ E. A reconstructed building, object, or structure
- ☐ F. A commemorative property
- ☐ G. Less than 50 years old or achieving significance within the past 50 years

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Areas of Significance

(Enter categories from instructions.)

ETHNIC HERITAGE: African American

EDUCATION

ARCHITECTURE

Period of Significance

c. 1916-1958

Significant Dates

1922

1932

Significant Person

(Complete only if Criterion B is marked above.)

N/A

Cultural Affiliation

N/A

Architect/Builder

Taylor, Robert (Tuskegee Institute)

Hazel, W.A. (Tuskegee Institute)

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Statement of Significance Summary Paragraph (Provide a summary paragraph that includes level of significance, applicable criteria, justification for the period of significance, and any applicable criteria considerations.)

Julius Rosenwald High School, historically also known as Northumberland County Training School, is eligible for listing in the National Register of Historic Places and Virginia Landmarks Register with significance at the statewide level under Criterion A in the areas of Education and Ethnic Heritage: African American, and under Criterion C in the area of Architecture. The school is one of only seven two-story schools known to have been built in Virginia, out of approximately 382 Rosenwald-funded schools across the state. The Northumberland County school is the only two-story example known to remain standing. As a “training school,” the curriculum originally focused on the “industrial and agricultural” courses that White educational officials deemed acceptable for Black students, but expanded to include academic courses in biology, French, algebra, drama, and business as well. Only one training school was built per county in Virginia.

Construction of the school began in November of 1916 and was completed after its opening in January of 1919, with guidance and assistance from the Rosenwald Fund.³ The two-story, wood-frame school building’s original design, workmanship, and materials are likely based on architectural plans produced by two African American architects, Robert Taylor and W. A. Hazel, that were published in 1915 in a pamphlet entitled “The Negro Rural School and Its Relation to the Community.” As a rare survivor from the earliest years of the Rosenwald program, the Julius Rosenwald High School is significant to the history of Rosenwald school architecture throughout Virginia, not just Northumberland County.

The building’s period of significance ranges from c. 1916 to 1958, beginning with the initial construction of the school and ending with the school’s closure in 1958. The significant date of 1922 corresponds to a gathering at the school after county resident William Page was lynched. In 1932, the school’s name was changed to honor Julius Rosenwald after his death. The Julius Rosenwald High School fulfills the registration requirements provided in the Rosenwald Schools in Virginia (012-5041) Multiple Property Documentation Form (MPD).

Narrative Statement of Significance (Provide at least **one** paragraph for each area of significance.)

The Julius Rosenwald High School, historically known as the Northumberland County Training School, is a large, six-classroom, two-story building and stands on 3.75 acres of what historically was a larger 7.25-acre parcel in Reedville (Berryville), Virginia. The school is of statewide

³ Morris, “Julius Rosenwald,” 61-68; “Northern Neck Building Negro Training Schools,” *Richmond Times-Dispatch*, August 16, 1919, <https://chroniclingamerica.loc.gov/lccn/sn83045389/1919-08-16/ed-1/seq-10/> - in this Richmond Times Dispatch article, the “new negro school at Reedville” was in a “present state of incompleteness” at the time of publishing; however, John Malcus Ellison founded the school and served as its first principal starting in 1918, based on information listed in his auto-biographical resume.

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significance and stands today in almost entirely unaltered condition. Construction of the school began in c. 1916 with primary contributions by the local African American community, the General Education Board, Julius Rosenwald Fund, and “private subscriptions.”⁴ The Northumberland County school provided educational opportunities for generations of African American students from the Reedville (Berryville) area and towns across the county as far away as thirty miles or more. Over time, the school campus grew to include four more frame buildings: an extant c. 1928 elementary school/shop building, and home economics, science, and agricultural workshop buildings that were demolished at an unknown date. The agricultural building also included a cafeteria. Together, these resources made the Julius Rosenwald High School a state-of-the-art academic complex for Black students during the Jim Crow era of segregation. While three of the five buildings no longer stand, the property’s two extant buildings and surrounding property still convey their association with rural, early 20th century educational facilities in Virginia. Both the main building and elementary school/shop building stand at their original sites and retain most of their original architectural fabric, including form, floor plan (possibly for the shop building – unknown), finishes, and materials; the elementary school/shop building is considerably more physically deteriorated than the main building due to its collapsed roof.

As the only training/secondary public school for African American students in Northumberland County during the segregation era, the property’s importance in opening the world of education to the African American community cannot be overstated. The main school building opened as a six-teacher learning facility, complete with a library. As enrollment grew and the curriculum expanded, a business teacher was hired and held classes in the main building. Elementary-age schoolchildren eventually were moved to the c. 1928 one-story, frame, elementary school/shop building, while older students remained in the c. 1916-1919 two-story building. By the early 1930s, three more buildings and three more teachers (for science, home economics, and agriculture courses) were added to the campus. In 1932, the main building was renamed Julius Rosenwald High School in honor of philanthropist Julius Rosenwald. The school closed in 1958.

The c. 1916-1919 two-story school building and the c. 1928 one-story building are among approximately 126 Rosenwald-funded schools and auxiliary buildings that were found to be extant during a 2017-2019 statewide survey cosponsored by the Virginia Department of Historic Resources and Preservation Virginia. The two-story building is an exceptionally rare surviving example of a Tuskegee Institute-period design.

Historic Context of Rosenwald Schools in Virginia

Northumberland County is part of the coastal peninsula in Virginia known as the Northern Neck. Lying between the Rappahannock and Potomac rivers, the Northern Neck was officially established by an act passed by the colonial-era House of Burgesses in Jamestown, Virginia, regarding a land grant by England’s King Charles II. It is the northernmost of three recognized peninsulas bordering the Chesapeake Bay. From the colonial era through the Civil War,

⁴ “Northern Neck Building Negro Training Schools,” p. 10.

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educational opportunities for Black people in Virginia were restricted by White elites. Teaching enslaved African Americans to read and write was outlawed during the early-19th-century through “Black Codes” passed by the General Assembly; these laws also limited the rights of free people of color. Those African Americans who attained formal education typically did so through their churches and the private efforts of antislavery Northerners. A statewide public school system was not established in Virginia until the state’s Reconstruction Era 1869 constitution was ratified; inclusion of a free public school system was a requirement for Virginia to be readmitted to the United States.

Believing that education was the road to freedom and self-governance, free African Americans in Northumberland County, Virginia, established “primer” schools as early as 1807 where basic reading, writing, and math skills were taught. Despite laws prohibiting enslaved people from learning to read and write, some still managed to master this skill – either by teaching themselves, being taught by other Black individuals, or occasionally in an act of defiance by a slaveowner. The high artisanal skills possessed by some enslaved African Americans and free people of color could be enhanced by such instruction. Although most Black people in the slaveholding American South, could not obtain formal education until after the Civil War, in Northern states hundreds of first-person memoirs, stories of endurance, journey, and captivity, and aspirations had been published by Black writers. Their contributions shed light on the difficult circumstances endured by most African Americans through the Civil War. As the nineteenth century advanced, most slaveholders grew increasingly vocal in their opposition to education of enslaved people. In the closed minds of southern White elites, educating African Americans was wasteful as well as dangerous, due to their fears of insurrections and rebellions among those who were enslaved.

During the Reconstruction Era (commonly defined as 1865-1877), emancipated people began the work of educating themselves and establishing self-sustaining communities. During this time, hundreds of rural and urban enclaves were created by freed people, creating a need in the newly acquired lands for schoolhouses. Facing the many obstacles that poverty and White people placed in their path, the African Americans’ commitment to obtaining an education changed the trajectory of Black culture and livelihoods in the South. One of the best known, visionary leaders of this period was Booker T. Washington.

Born into slavery in Virginia in 1856, Washington became a student at Virginia’s privately-operated Hampton Institute (today’s Hampton University) during Reconstruction. He believed that emancipated African Americans were not prepared to make the most of their new freedoms due to their lack of experience with autonomy and self-determination, which could create a trap for re-enslaving them by another name. Washington saw formal education as the true emancipator and argued that vocational education would lay the foundation for Black people to earn livelihoods as farmers, industrial laborers, and domestic workers. With their ability to sustain themselves and their families established, African Americans would be able to improve circumstances for themselves and future generations. Washington’s work to prepare the African American for independence was inspired in part by the Morrill Land-Grant College Act of 1862,

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signed into law by President Abraham Lincoln. The Morrill Land-Grant law gave states ownership of public lands that could be sold to raise funds for building schools and used for profit to provide a revenue stream for school operations. Under the law, each state could establish one college to teach agriculture and mechanical arts; however, the 1862 law permitted Whites-only colleges to be established, thereby shutting this opportunity to African Americans. The situation was not remedied until passage of the Morrill Land-Grant Act of 1890, which provided direct financial support for establishing separate land-grant schools for persons of color. In Virginia, the two land-grant institutions are Virginia Polytechnic Institute and State University (more often known as Virginia Tech) in Blacksburg and Virginia State University in Petersburg.

Possessed of the dream of educating African Americans, in 1881, Booker T. Washington became the first instructor at the newly created Tuskegee Normal and Industrial Institute (today's Tuskegee University) in Alabama. Washington went on to serve as the school's principal until his death in 1915 (he was succeeded by another Virginian, Robert Russa Moton, who headed the school from 1913-1935). With this success, determination, and knowledge gleaned from the Morrill Land-Grant Act, Washington mapped out a plan to educate the African American youth of the American South by providing elementary and industrial training. As the aspirations of the Reconstruction Era gave way to the harsh realities of Jim Crow segregation (starting with the U.S. Supreme Court's *Plessy v. Ferguson* decision in 1896 that enshrined the "separate but equal" doctrine in American law), Washington's plan took on more urgency. Knowing all too well that the success of this bold idea hinged heavily on the philanthropic community, he set out from Tuskegee Institute on a mission to assist Black southerners with becoming productive, self-supporting, and independent by embracing an educational curriculum that mixed academic and vocational education in a way that would "dignify and glorify common labor."

By the turn of the twentieth century, Washington had become a widely recognized, authoritative advocate for the improvement of African Americans' lives. He became the first African American person to be a guest at a White House dinner when, on October 16, 1901, President Theodore Roosevelt extended a last-minute invitation for Washington to join him for a simple family supper. Through astute diplomacy and persuasive communication skills, Washington expanded his reach among White elites, especially in the American North. As he discussed the need of elementary schooling for rural Black youth with Paul Sachs, a founding partner of Goldman-Sachs who was on the Tuskegee Institute's Board of Directors, the name of Julius Rosenwald, a well-known philanthropist who had already been generous to Black causes, was raised.

As the President of Sears, Roebuck and Company, Julius Rosenwald (1862-1932) had become quite wealthy and used his money to fund Progressive Era projects and causes. One of these interests was developing industrial education programs for rural African Americans. Washington and Rosenwald soon discovered that they had similar goals, and Washington invited Rosenwald to serve on the Board of Directors of Tuskegee Institute. Rosenwald accepted. In 1913, at the suggestion of Dr. Washington, Julius Rosenwald contributed funds for the construction of six

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schools for African Americans. By 1915, Booker T. Washington and Clinton J. Calloway, Director of Tuskegee's Extension Department, had published *The Rural Negro School and Its Relation to the Community* to serve as a guide for southern communities that sought construction of new schools. This publication included guidance on selecting building sites, important design features to maximize interior light and ventilation, and standardized plans for a variety of building types such as central schools, industrial buildings, county training schools, teacher homes, and boys' and girls' dormitories. The architectural drawings were produced by two African American architects, Robert Taylor and W. A. Hazel, at Tuskegee. Also included were lesson plans for each grade as well as garden layouts and planting guidance by Tuskegee professor G.W. Carver.

Mindful of the inhospitable attitude that many White southerners had toward providing educational opportunities to Black children, as well as the practical cost of building new schools, the 1915 plans were straightforward in massing, plan, and materials, with unobtrusive designs that would not attract hostile attention. Although Rosenwald schools generally had unadorned exteriors, on the interior they were well-equipped and up-to-date buildings.

In 1917, the Julius Rosenwald Fund was officially established. The fund's purpose was to use money raised among Black communities to leverage the scarce public funds for schools in order to maximize educational opportunities for African Americans children. The program required matching funds from local communities to demonstrate sufficient support for a school. The unequal distribution of taxpayer money, with the majority going to White children's schools, meant that Black community members had to be willing to use their private funds to augment the tax dollars so that schools could continue operating. Contributions from African Americans in rural communities often exceeded the amount contributed the Rosenwald Fund, clearly demonstrating their thirst for education, while local governments often refused to provide more than cursory support for Black schools. In addition to cash contributions, Black community members made in-kind donations of materials and labor to build the schools as well as holding bake sales and other fundraisers to generate funds and carefully lobbying local government officials to increase their commitment to public school education for all children. In addition to all of this, the Rosenwald program required that the African American acquire a lot of at least two acres, clear it as specified by the standardized building plans, and provide construction materials. Upon fulfillment of these requirements were met, the Rosenwald Fund released its cash contribution. Thus did African American communities became partners and stakeholders in the Rosenwald Fund's efforts.

Criterion A: Education and Ethnic Heritage: African American

As Virginia's only known surviving example of a two-story frame Rosenwald school building, the Julius Rosenwald High School is a testament to the educational hurdles overcome by African Americans as well as their grand achievements despite many systemic limitations at the time. Beginning during Reconstruction, Northumberland County had several noteworthy schools for Black students. The first of these was Howland Chapel School (NRHP 1991; 066-0110), built in 1867 through the philanthropic work of Emily Howland (1827-1929), a New York educator and

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reformer. The frame, front gable, one-story building has board-and-batten siding and groups of windows on all elevations. The building's simple design anticipated the one-room schoolhouses that were built across rural Virginia between the 1860s and early 1900s.



Figure 8. Howland Chapel School (066-0110) c. 1986.

A similar schoolhouse, Shiloh School (NRHP 1992; 066-0034) is a one-story, side gable, frame building with a centered entry flanked by two windows and groups of windows along the remaining three elevations. Jessie Ball (later DuPont) taught at the school during its first two years. She donated much of her wealth toward educational project through her eponymous Religious, Charitable, and Educational Fund. Sallie Holly, another New York-born abolitionist, worked with a group of emancipated African Americans to build another school in Northumberland County in 1869. This building was replaced c. 1914 with a frame, one-story side-gable schoolhouse with four classrooms.

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Figure 9. Holly Graded School (066-0112), 2001.

Named in Holly's honor, the Holly Graded School (NRHP 1990; 066-0112) has a projecting front gable entry bay, weatherboard siding, and paired and single windows with 6-over-6 wood sash. In terms of size and style, the building's design is more elaborate than the Rosenwald schools later erected in the county, while its windows are notably larger than the Howland Chapel School's, reflecting the continued reliance on natural lighting for interior spaces.

In comparison to these three schools is the Bluff Point Graded School #3 (NRHP 2009; 066-5052), built for White students in 1912, the one-story, hip-roofed, frame building has two classrooms. The exterior features an engaged front porch that distinguishes it from the simpler forms of the Howland Chapel, Shiloh, and Holly Graded schools, but the twelve large, double-hung, multiple-pane sash that punctuate the walls are in keeping with the fenestration found on other rural schools in the county.

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Figure 10. East Façade, Bluff Point Graded School #3 (066-5052), 2008.

Possibly most similar in design to the Julius Rosenwald High School, Reedville High School was constructed in 1911 for White students in the area, likely designed by J. Henley Walker, Jr. Demolished in 1961, Reedville High School featured an engaged front porch, central entrance flanked by pairs of double-hung windows, and a hipped roof pierced in the center of the front slope by a decorative dormer. While the form and many architectural features were similar, the Julius Rosenwald High School possessed a greater degree of ornamentation with its elaborate bell tower, which might have been added as a reflection of the “unusually fine” late-Victorian architecture built by wealthy townspeople associated with the Menhaden industry in Reedville.⁵ Due to the striking similarities between the two buildings with their symmetrical form and massing; window banks; hipped roof with central dormer; and central entry portico, Walker’s design could have influenced the design and finishes at what would later become Julius Rosenwald High School.

⁵ Miriam Williams Haynie, *Reedville, 1874-1974* (Reedville, VA: Men’s Club of Bethany United Methodist Church, 1974).

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Figure 11. Reedville High School c. 1911.



Figure 12. Reedville High School, undated.

Prior to the construction of the Northumberland County Training School, Black students in Northumberland County attended Bridge Neck School, which had been constructed c. 1885 by the local African American community on land owned by Stephen Sydnor, a Black farmer who lived in the Fairfield area, or one of the other schools in the area.⁶ Census data reveals Northumberland County was a 205-square-mile, rural seaport, with a White population of 6,510 and a Black population of 4,267 in 1910. At this time, just 748 Black youths aged 6 to 14 were attending the segregated public graded schools.⁷ According to Eleanor Haynie Morris, Deputy

⁶ T. Dickerson, "It's Fairfield's Turn to Celebrate Area Schooling," *Rappahannock Record*, February 8, 1996, Virginia Chronicle. <https://virginiachronicle.com/?a=d&d=RR19960208.1.19&e=-----en-20--1--txt-txIN----->

⁷ "13th Census, 1910: Population: Virginia," United States Bureau of the Census, 1982. <https://archive.org/details/13thcensus1910po1639unit>.

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Clerk of Northumberland County Circuit Court, “the planning process of the formation of a new school was a long one. During the 1900s, each “neighborhood” – Cockrell’s Neck, Bridge Neck, and Blackberry* - had a one-room or a two-room school.”⁸ At that time, Northumberland County did not have a high school facility for African American students; once students completed seventh grade, they had the option of attending boarding schools out of the county – Virginia Industrial Institute in Petersburg, Manassas, or Hampton, or Cappahosic High School in Gloucester; the Northern Neck Industrial Academy in Downings; or moved in with relatives in larger cities with greater educational opportunities, typically in Baltimore, Philadelphia, Washington D.C., and even New York City.⁹

White people at all levels, held tight to the question, “if we educate the Negro out of being a laborer, who is going to take his place?” editorialized in newspapers such as the *Richmond Dispatch* that their education had been “a failure and a blunder,” a waste of public resources, and a needless expense that made “hotbeds of arrogance and aggression” of Black communities. One writer summed up the White sentiment, saying “many families distinctly prefer nurses and cooks who cannot read and write;” a similar belief in the *Farmville Herald* posited, “when they learn to spell dog and cat they throw away the hoe.”¹⁰ During the early twentieth century, African American community members in Northumberland County stood in stalwart solidarity that this insult and dismissal of their community would not stand uncontested. Throughout the Northern Neck region, and Northumberland County specifically, African American residents were part of a “Practical Education Movement,” where they showed “splendid co-operation” in contributing “liberally to meeting costs of construction” with privately donated funds to encourage the improvement of the public education of children in their community.¹¹

Years of struggle and tenacity held the community together and forged their desire for education. On March 1, 1916, they began the realization of their educational goals when the Fairfield Colored [sic] Elementary School trustees board and the Black community worked together to raise \$325 to purchase 7.25 acres from White landowner J. B. Hudnall and pay for construction of a new school.¹² On November 30, 1916, community members of Cockrell’s Neck, between Lilian and Fairport, Bridgeneck, between Beverlyville and Sunnybank, and Jamestown, near Reedville and Beverlyville, assembled at the Masonic Hall on Route 360 between Reedville and Beverlyville, to lay the cornerstone of what would be the foundation of the new consolidated Northumberland County Training School, later Julius Rosenwald High School.¹³ As shown in the Rosenwald Schools of Virginia MPD, the following table lists the funding sources for the Julius Rosenwald High School:

Total cost contracted

\$11,143.00

⁸ Morris, “Julius Rosenwald,” 61.

⁹ Ibid.

¹⁰ James D. Anderson, *The Education of Blacks in the South, 1860-1935* (Chapel Hill and London: The University of North Carolina Press, 1988).

¹¹ Ibid.

¹² Morris, “Julius Rosenwald,” 62.

¹³ Morris, “Julius Rosenwald,” 61.

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| | |
|--|-------------------|
| African American Community Contributions | \$ 8,943.00 (80%) |
| White Community Contribution | \$0.00 |
| Public Contribution* | \$700.00 (6%) |
| Rosenwald Fund Contribution | \$ 1,500.00 (13%) |

*Public contribution – this category denoted the monies accumulated from box-dinners, egg sales, bake sales, and fees collected at social events organized by Black community members; taxpayer funds are not part of this category.

The construction dates of and historic names used for Rosenwald schools can be difficult to track. According to the Rosenwald Schools of Virginia MPD, the expenses listed above concerned the “Bridge Neck School”, but little information about a school of this name, scale, and funding has been located to date. While there was a “Bridge Neck School” in Northumberland County, based on the six teachers reportedly assigned to this school, it appears likely that the above list of costs went to the Northumberland County Training School (later renamed Julius Rosenwald High School) instead of Bridge Neck, which was constructed c. 1885.¹⁴ Appendix Two, page three of the MPD notes that Bridge Neck School was built between 1917-1920, which is close to the actual construction dates for the Northumberland County Training School. Few details regarding the school’s construction remain, but in the Superintendent’s Annual Report, the Northumberland County Training School was one of thirty-three schools in Virginia and one of three in Northumberland County (Bridge Neck and Cockrell’s Neck being the other two) to receive monies from the Rosenwald Fund’s “Clean-Up Budget” or “C.U.B.”, according to Fisk University’s database.¹⁵

The Julius Rosenwald Fund created the C.U.B. to help smooth the transition of rural school building from the final Tuskegee appropriations of the 1919-20 budget year to the first year of the Julius Rosenwald Fund’s School Building Program in Nashville, Tennessee, in 1920. According to the Annual Report from the 1920 – 1921 school term, up until 1918, “the Rosenwald fund was operated by an out-of-state agency, which necessarily meant that there were many delays and much dissatisfaction on the part of superintendents because of these circumstances. A good many schools were begun but were never finished because of war conditions and high prices. Within the last year [1920 – 1921] a good many of these schools have been “cleaned up” by Rosenwald authorities; these are paid for, because they have finally been completed.”¹⁶ This “C.U.B.” accounting designation allowed the Rosenwald Fund to pay out grants to schools that had been approved under Tuskegee’s administration but were not yet fully completed or paid out by the time Tuskegee had to close its Rosenwald accounts in 1919-1920. This allowed the Rosenwald Fund to shut down the Tuskegee school building program and still

¹⁴ Dickerson, “Fairfields.”

¹⁵ Virginia Department of Education, “Virginia School Report: Annual Report of the Superintendent of Public Instruction,” Richmond: Supt. of Public Printing, 1922, p. 74.

¹⁶ Ibid, p. 73.

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honor their commitments, yet those grants did not count against the first year's budget for the new Nashville office.¹⁷

| CLEAN-UP BUDGET, 1920-1921 | | | |
|------------------------------------|----------------|-----------|--------------|
| SCHOOL | COUNTY | TYPE | Amount Paid |
| Five Forks | Amelia | 2-teacher | \$ 500 00 |
| Parish Hill | Charles City | 2-teacher | 500 00 |
| Germantown | Charlotte | 2-teacher | 500 00 |
| Ellerson | Hanover | 2-teacher | 500 00 |
| Georgetown | Hanover | 1-teacher | 400 00 |
| Finchley | Mecklenburg | 2-teacher | 500 00 |
| Bridge Neck | Northumberland | 2-teacher | 500 00 |
| Cockrell's Neck | Northumberland | 2-teacher | 500 00 |
| Reedville (county training school) | Northumberland | | 500 00 |
| Indian Rock | Botetourt | 1-teacher | 300 00 |
| Chickahominy | James City | 2-teacher | 500 00 |
| Clareville | Greensville | 2-teacher | 400 00 |
| Diamond Grove | Greensville | 2-teacher | 350 00 |
| Independence | Greensville | 2-teacher | 350 00 |
| Orion | Greensville | 2-teacher | 400 00 |
| Rylands | Greensville | 2-teacher | 350 00 |
| Cedar Grove | Brunswick | 2-teacher | 500 00 |
| Warfield | Brunswick | 2-teacher | 500 00 |
| St. Paul's Chapel | Brunswick | 1-teacher | 300 00 |
| Cassia | Caroline | 2-teacher | 500 00 |
| Ammon | Amelia | 1-teacher | 200 00 |
| Saint James | Amelia | 2-teacher | 300 00 |
| Beulah | Chesterfield | 2-teacher | 400 00 |
| Piney Branch | Chesterfield | 2-teacher | 400 00 |
| Union Grove | Chesterfield | 2-teacher | 400 00 |
| County Training School | Halifax | 6-teacher | 500 00 |
| Chatham | Pittsylvania | 2-teacher | 500 00 |
| Accomac | Accomac | 2-teacher | 500 00 |
| Masons Mo. | Dinwiddie | 2-teacher | 500 00 |
| Elkhorn | Halifax | 2-teacher | 500 00 |
| Ruther Glen | Caroline | 2-teacher | 500 00 |
| Sycamore | Caroline | 2-teacher | 500 00 |
| Bellevue | Franklin | 1-teacher | 400 00 |
| Total | | | \$ 14,450 00 |

Figure 13. "Clean-up Budget," 1920-1921 Table; 1920-1921 report, p. 74.

Construction dates for other Rosenwald schools in the county are as follows: Mt. Olive School (1921-1922), Hygeia School (1923-1924; 066-0127), Branch Chapel School (066-5159) and Avalon School (both in 1925-1926), and County Training School (1928-1929). The 1928-1929 expenditure for the County Training School most likely pertains either to construction of the elementary school/shop building, or to one or more of the other three buildings added to the campus by the early 1930s. According to the MPD, the 1928-1929 expenditure was \$3,200, of which \$2,400 came from the Black community, \$200 from "public" contributions, and \$600 from the Rosenwald Fund.¹⁸ Expenditures for other elementary Rosenwald schools in the county are comparable: \$4,700 for Avalon School; \$3,800 for Branch Chapel; \$4,500 for Hygeia; and

¹⁷ Claudia Brown and Kyle Obenauer, "The Rosenwald School Building Program in North Carolina: 1915-1932," Multiple Property Documentation Form, National Register of Historic Places (Washington, D.C.: National Park Service, 2015) 29.

¹⁸ This was likely for the construction of an "agriculture and shop" building, as cited in the School Board Minutes of 1927, p. 86, stating that the "agriculture and shop building [was] to be erected at colored training school," and in the 1929 Minutes, pg. 134, the "shop has been built at Training School by League" found in Bryan Clark Green, "Rosenwald Schools in Virginia (012-5041)," Multiple Property Documentation Form, National Register of Historic Places (Washington, D.C.: National Park Service, 2004).

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\$2,700 for Mt. Olive. Branch Chapel and Hygeia schools each had three teachers, while Avalon and Mt. Olive each had two. The two-story Northumberland County Training School's total expenses, at \$11,143, are in keeping with this building's larger size, six classrooms, six teachers, additional functionality provided through the small auditorium and library, and quality and types of exterior materials and interior finishes.

According to Eleanor Morris's account of the day the cornerstone was laid, parents gave serious thought to the size of the school and that it should be expanded to include classrooms for older students in order to avoid sending them away to boarding schools. During that meeting, guest speaker "Lawyer Walker" advised the parents to "go back to your school board and ask for financial help to raise the new school to include a second story for three or four classrooms." It was the thought that during the time it would take to complete the building, two to three years, the school would be large enough to include high school students, and when it opened for the January 1919 school term, this is how the consolidated school originated, although the building remained unfinished at that time.¹⁹ As mandated by the partnership, the school's design appears to have been based at least in part on architectural plans produced by Robert Taylor and W. A. Hazel in a pamphlet entitled "The Negro Rural School and Its Relation to the Community," published in 1915. Samuel L. Smith's 1920 architectural publication *Community School Plans*, which superseded the 1915 publication, does not include any design that resembles the two-story school building. A well with an outdoor water pump, a privy, and plantings of trees and flowers were placed to specifications as well. The resultant school was able to accommodate most Black youth of the Berryville area of the Northern Neck and was located near Reedville, the Northern Neck's wealthy fishing center. Following the training school's opening, three smaller "Colored" community schools closed: (1) Cockrell's Neck, (2) Bridge Neck, and (3) Jamestown. Cockrell's Neck was a frame, one-story, side gable building with a rear gabled addition. Bridge Neck was a one-story, frame, one-room schoolhouse. The student bodies at all three schools merged into the large, newly constructed school near Reedville, which appears to have included upper grades, at least through eighth or ninth, when classes began in January of 1919 under the first headmaster John M. Ellison.²⁰

The new school opened with approximately 180 students enrolled, but even quickly after opening, there was little room for growth, which was of no surprise to the community who built this very prestigious school for their youth. Soon this building would be bursting at the seams. First through fourth grade classrooms were located on the first floor and fifth through seventh grade classrooms were on the second floor. Sixth and seventh grades were taught by the principal at the time of opening, John M. Ellison. According to Morris, "the age and grade levels in the principal's room presented a problem in 1919, perhaps in other rooms as well, because there was no set guidelines for county and grade requirements. Thus, it took much time for grade adjustments."²¹ Teachers and students followed the very detailed lesson plans that were sent with the construction plans. Each school day opened with the Pledge of Allegiance and the National

¹⁹ Morris, "Julius Rosenwald," 62.

²⁰ John M. Ellison, "Biographical Data Letter" (Richmond: Virginia Union University Archives, 1956) 2.

²¹ Morris, "Julius Rosenwald," 63.

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Anthem before following the Tuskegee-style “industrial” curriculum focusing on basic reading, writing, math skills, agricultural and trade programs for boys, and home economics for girls. Over the course of the first three years, parents, teachers, and school board members collaborated to improve the efficiency of teaching and learning the curriculum.²²

By the 1919-1920 school term, it was included as one of Virginia’s sixteen county training schools.²³ During the 1910s-1930s, rural counties in Virginia were permitted to have just one “training” school with classes offered through tenth grade. Because ninth or tenth typically was the highest grade a student could complete at a training school, these were not accredited high schools; the lack of four full years of high school education hampered Black students’ aspirations to attend college. The purpose of training schools, as far as White officials were concerned, was to provide technical education to equip students with skills to work in agricultural, industrial, and domestic jobs (the only three types of work that were typically open to African Americans in early-twentieth-century Virginia). Morris states, “at the end of the 1921-22 school year, eight girls aged fifteen to twenty graduated from Northumberland County Training School, having completed all requirements of the eight[h] grade.”²⁴

Two early principals of Northumberland County Training School were the Rev. Dr. John Malcus Ellison (c.1918-1926) and Rev. Dr. Henry N. Ruffin (1926-1946 and 1956-1958). In 1941, Ellison became the first Black president of Virginia Union University in Richmond. Upon recommendation of Dr. Ellison, the Rev. Dr. Henry Ruffin was the second headmaster/principal of Julius Rosenwald High School. In 1926, he was installed as third pastor of Shiloh Baptist Church. Like Dr. Ellison, Dr. Ruffin was a graduate of Virginia Union University with a Bachelor of Arts and Bachelor of Divinity Degree. He had experience as an educator and a pastor. With increased enrollment at the school came the need for more auditorium space, which was found in the sanctuary of nearby Shiloh Baptist Church. The relationship between the school and church was enhanced by the fact that Drs. Ruffin and Ellison both pastored at the church while serving as school principals. Such mutually supportive activities also reflected the communal spirit of African Americans in rural Northumberland County.

On August 15, 1917, the lynching of Black farm laborer William Page, who also was a Shiloh Baptist Church member, occurred in the nearby Lilian community. A mob of 500 White people wrested Page from the local sheriff’s custody and hanged him at a schoolyard.²⁵ During the Jim Crow era of segregation, lynchings were often used in Virginia and other states as a means of racial terror to reinforce the second-class citizenship of African Americans. White mobs who committed lynchings rarely were brought to justice. Black communities had few options when it came to responding to these events. Agitated White vigilantes were unpredictable and multiple acts of violence could follow a lynching for an indefinite amount of time, depending on whether,

²² Morris, “Julius Rosenwald,” 63.

²³ Virginia Department of Education, “Virginia School Report: Annual Report 1919-1920,” p. 124-125.

²⁴ Morris, “Julius Rosenwald,” 63.

²⁵ “William Page in Northumberland County,” Racial Terror: Lynching in Virginia, James Madison University. <https://sites.lib.jmu.edu/valynchings/va1917081501/>.

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when, and how White elites reimposed order. In Northumberland County, after Page's lynching, Dr. Ellison immediately convened the members of Page family and local Black residents at the Northern Neck Industrial Academy, where he was principal, to organize an appeal for a civil response to this uncivil act. Dr. Ellison sought and was granted a meeting with some "fair minded" men of Fairfield's Baptist Church, but no substantive action to investigate Page's lynching followed.²⁶ Despite continued tensions in the weeks after Page's murder, no further violence erupted. Dr. Ellison's use of the school as a place to organize was not unusual. During the Jim Crow era, Black schools and churches served as community centers and places of reprieve in addition to their educational and religious functions. During the earliest years of the Civil Rights Movement, these community institutions often hosted meetings, letter-writing campaigns, and fundraising events. Tucked into Black communities, and generally beyond the view of hostile White residents, rural schools and churches offered some safety for Black residents seeking to loosen the restrictions of Jim Crow. After World War II, as the Movement picked up steam, Black schools and churches also began to serve as staging grounds for voter education and registration drives, ad hoc schools for adult learners, health clinics, agricultural improvement workshops, and other programs.

Between 1918 and the early 1930s, the Northumberland County Training School's campus grew to include four more frame buildings: a c. 1928 elementary school/shop building that was likely originally constructed as an "agriculture and shop building" is still extant, and home economics, science, and workshop buildings that were demolished at an unknown date.²⁷



Figure 14. Northumberland County Training School students in the 1930-31 school year.

²⁶ Ibid.

²⁷ Morris, "Julius Rosenwald," 67.

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During the 1923-24 school term, the Commonwealth of Virginia required that home economics and agriculture were included in curriculum, thus additional space was needed.²⁸ The agricultural building also included a cafeteria. At the time of the classroom expansion, more land was purchased for the addition of a playground and baseball diamond.²⁹ Under Dr. Ellison's leadership, the subjects taught at the school even from an early date include math, English, history, geography, the classics, both secular and biblical, and expanded to include biology, French, algebra, drama, and business classes. Industrial education was required by the county and consisted of students partaking in arts and crafts activities every Friday with the assistance of an "industrial supervisor." The training school served as the focal point and showcase of the African American community—tangible proof of accomplishment and the vision they had for the betterment of their youth, despite the systemic stumbling blocks placed in their way. Needing additional funding, Dr. Ellison applied for a grant from the Julius Rosenwald Fund, and "sure enough, Julius Rosenwald, philanthropist, sent a large sum to Northumberland that took care of the new cottage for home economics and a building for shop and agriculture, thus enabling the school to raise the grade level from eight to ten."³⁰

In 1932, after the death of Julius Rosenwald, and to show gratitude and appreciation to the Rosenwald Foundation, the Northumberland County Training School was renamed the Julius Rosenwald High School. The year of the name change also marked the school's first year of being fully accredited. The school's enrollment continued to increase, with students attending from more distant neighborhoods such as Lottsburg, Wicomico Church, Callao, Howland, and Brown's Store, transportation was an issue, as were teacher compensation and the length of the school year.³¹ At that time, some parents paid for their children to ride privately-operated school buses to the Julius Rosenwald School. Concerned community members organized a county-wide Parent-Teacher Association, out of which grew the area's NAACP chapter. In an attempt to reach a compromise and good solution for all, parents drove and parked buses in front of the school board building and demanded change that would allow the students to ride the bus at taxpayers' expense, like the White students in the county. Additionally, parents raised enough funding to pay increased teachers' salaries, and in 1933, the school term was lengthened from six to nine months. Additional property was acquired in 1935 and 1942. In 1955, the twelfth grade was added, which further underscored the lack of classroom space and facilities for such a large student body and parents requested that the school board construct a new, larger school.³² In 1959, when nearby Central High School was completed, the secondary school students at Julius Rosenwald High School were transferred there, and in 1961, upon completion of Fairfield Elementary School, the primary students were transferred and the Julius Rosenwald School closed its doors. In 1962, Northumberland County sold the property at auction to the local Slaughter family. Parts of the school's academic complex were dismantled, but the original c.

²⁸ Ibid., 64.

²⁹ Ibid.

³⁰ Ibid.

³¹ Ibid., 65.

³² Ibid.

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1918 two-story school and c. 1928 one-story elementary school/shop building remained intact and unaltered.

Many students graduated from Julius Rosenwald High School pursued and obtained successful careers. These students would excel, make a lasting impact, and change the social fabric for the better, including, but not limited to the following:

- **Philip Haynie (Haynie Farms, LLC)**
Founded by emancipated farmer Robert Haynie in 1867, Haynie Farms is one of the largest African American family-owned farm enterprises in Virginia. It continues as a 5th generation farming enterprise, having been operated by a Julius Rosenwald alumnus and World War II veteran Philip Haynie, Sr. This continuous enterprise more than one hundred years later is still feeding families, both domestically and internationally.
- **George Ralph Lewis (Secretary/Treasurer, Phillip Morris).**
A 1967 graduate, Lewis was later employed by Philip Morris. In 1997, he became President and CEO of the finance and investment subsidiary, Philip Morris Capital Company.
- **Carroll Waters (First Black Pilot for Federal Express)**
A 1957 student, he became the first Black pilot at FedEx and was instrumental in launching the global shipping arm of FedEx.
- **Walter C. Kelly (renowned Architect, District of Columbia)**
A 1955 graduate, Kelly served two years in the military before beginning work at the Washington, DC, Department of Public Works. Over a thirty-year career, he rose to become comptroller of the department.
- **Judge William Davenport (Judge in Detroit, Michigan)**
He was the first African American judge elected to the Recorder's Court for the City of Detroit, serving on the bench for 20 years. Born in Folly, Virginia, he attended the Northumberland County Training School (aka Northern Neck "Training Academy") and received his undergraduate degree from Temple University and his law degree from Howard University in 1929.
- **William A. Hudnall (First elected African American member, Northumberland County Board of Supervisors)**
Mr. Hudnall described rowing across the Little Wicomico River from Ophelia to the Reedville area to walk to Julius Rosenwald High School each day. An experienced waterman, he was hired by the Virginia Marine Resources Commission (VMRC) as a mate and eventual rose to Captain in the VMRC patrol—the first African American to hold both titles. He was later appointed by

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the Virginia Governor to serve on several state-level committees, most notably the VMRC board after his retirement. A 26-year charter member of the Northumberland Planning Commission, he was elected for multiple terms on the Northumberland County Board of Supervisors, serving later as its first and only (to date) African American chairman.

- **John Otis Peterson (Former Pastor, Historic Alfred Street Baptist Church, Alexandria, Virginia)**

Born in Horse Head, Northumberland County, he was ordained at the age of 19 in 1953 and became a teacher and vice-president of the Baptist World Alliance (BWA). He pastored the oldest African American congregation in Alexandria, Virginia, for 42 years.

On Saturday, February 17, 2001, a Virginia Historical Highway Marker regarding the school's importance in the region's history was placed at the school site alongside US Route 360. Members of the Julius Rosenwald Highway Marker Committee included John Fulton Lewis (of the Community Forum), William A. Hudnall (Rosenwald alumnus and fundraiser), Arvell Curry (Rosenwald alumnus and Fundraiser), Jean Boothe McKenney (Research Historian and liaison to Virginia Department of Historic Resources); and Emily Lawson and William Blackwell (board of directors Northumberland Preservation, Inc.) and this group organized the marker's dedication. Joining their efforts, and thereby continuing the relationship between school and church, was Rev. Dr. T. Wright Morris, pastor at Shiloh Baptist Church, who had an interest in preserving the history of the Julius Rosenwald School and the Black community. Erected in 2000, Virginia Historical Highway Marker, 0-61 identifies the school as Julius Rosenwald High School and reads:

Originally known as Northumberland County Training School, this institution opened in 1917, under principal John M. Ellison. Local African Americans raised more than \$7,000 to build the school and received additional funding from the Rosenwald Fund. Julius Rosenwald, chairman of the board of directors of Sears Roebuck and Co., created this fund in 1917 to finance the building of rural southern schools for blacks. Some 5,000 Rosenwald schools were built in 15 states, including 308 in Virginia. On 12 Nov. 1932, under its principal the Reverend Dr. Henry Ruffin, the school was renamed the Julius Rosenwald High School. It closed in 1958.

In 2002, the school was added to the National Trust for Historic Preservation annual List of Endangered Sites. After many years of vacancy, both the c. 1918 and ca. 1928 school buildings were becoming deteriorated. Dr. Morris began negotiations with the Slaughter family to purchase the school. He also started organizing Julius Rosenwald High School reunions on the first Saturday in November beginning in 2003. These reunions occurred the Saturday before Shiloh's Homecoming every two years until 2007. The purpose was to generate funds to purchase the school from the Slaughter family. In 2010, The Tribute Fund (original organization formed for

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this purpose) organized The Julius Rosenwald School Foundation and filed for non-profit status with the Internal Revenue Service (IRS). Approval was received from the IRS in April 2010 and negotiations continued for purchase of the school. In 2014, descendants of the Slaughter family (Tom and Jude Kelly and Betty Nuckols) donated the school and 3.75 acres to The Julius Rosenwald School Foundation of Northumberland County, Inc., with the purpose of restoring the school as a focal point of the Northumberland community and a museum dedicated to the premise of accepting its past.

Criterion C: Architecture

By 1915, Booker T. Washington, Principal of Tuskegee Normal and Industrial Institute, and Clinton J. Calloway, Director of Tuskegee's Extension Department, had published "The Rural Negro School and Its Relation to the Community" to serve as a guide for communities that wished to construct a new school to modern, standardized plans. The booklet provided plans for schools, industrial buildings, county training schools, teacher's homes, and boys and girls dormitories. Seventy-nine of the 382 Rosenwald schools constructed in Virginia (20.68%) were built between 1917 and 1920, and a number of those remaining resemble the elevations and plans that appear in "The Rural Negro School." With the pamphlet's publication, Washington and Calloway helped standardize future Rosenwald school plans. Although Washington reportedly was certain that the majority of rural schools would be of the "one-teacher" type, numerous examples of other plan types have been identified in Virginia.

Indicative of the time of their design, standardized Rosenwald school plans featured minimal architectural detail but for some references to Craftsman stylistic trends such as wide-overhanging eaves and exposed brackets or rafter tails. Typically, the buildings had hipped or gable roofs, banks of double-hung sash windows, and interior chimney flues. They were clad with simple weatherboard siding and stood atop brick piers. As with the later designs of Samuel L. Smith, Washington and Calloway supplied alternate designs to provide for an east-west orientation or north-south orientation to maximize natural light in interior spaces. The interior room arrangement contained classrooms with small cloakrooms and an industrial room.

Due to the timing and its evolution, the building's architectural ornamentation is unique in Virginia among the Rosenwald schools that have been surveyed to date. The school's design likely was based on architectural plans produced by Robert Taylor and W. A. Hazel in a 1915 pamphlet entitled "The Negro Rural School and Its Relation to the Community," but does not follow any of them exactly. Due to its slightly varied floor plan and the presence of more elaborate finishes than in the standardized plans, it is possible that another architect or builder had a hand in the two-story building's design. This could account for the unusual mansard bell tower and overall more sophisticated aesthetic and architectural finishes at the training school compared to elementary schools built over the next decade in the county, including the ca. 1928 building that stands a short distance south of the c. 1916-1919 building.

Constructed from 1917 to 1932, Rosenwald school buildings in Virginia fall into two subtypes based on their physical and associative characteristics as explicated in the Rosenwald Schools of

Julius Rosenwald High School

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Virginia MPD. Subtype 1 school buildings were constructed from 1917 to 1920 under the supervision of the Tuskegee Institute according to plans and specifications drawn up by Robert R. Taylor, Director of Mechanical Industries, and W.A. Hazel, Division of Architecture and published in the 1915 pamphlet, "The Negro Rural School and Its Relation to the Community" and Subtype 2 school buildings were constructed between 1920 and 1932, designed under the supervision of the Rosenwald Fund office in Nashville, Tennessee, according to specifications prepared by Samuel L. Smith. However, it is evident that not all Rosenwald-funded schools strictly followed Tuskegee or Nashville Community School designs. School plans in many cases, seemingly so with the Northumberland County Training School, only needed to be "approved" by the Rosenwald Fund to qualify for funding. While some schools strictly followed the plans and specifications published by the Tuskegee and Nashville offices, others blended elements of designs developed by other parties, such as the Virginia Department of Public Instruction and local architects, builders, and craftsmen.³³

Due to the start of construction date, the Julius Rosenwald High School falls into the Subtype 1 category and is most similar to the 1915 Design No. 13 for "county training schools," but with the aforementioned variations in its design. The Julius Rosenwald High School building is a hybrid of the characteristics identified for a Subtype 1 building and the architectural influence of the period, particularly with the mansard bell tower. The original design was for six teachers and included well-lit, large classrooms and at least two cloakrooms. The school design also included a library, principal's office, and auditorium. While larger than most other Rosenwald schools, the building's frame construction sheathed with weatherboards with two interior chimneys and banks of paired and triple sash windows, demonstrate its parallels to Rosenwald schools built elsewhere.

The interior of the c. 1928 elementary school/shop building on the Julius Rosenwald High School property was not accessible due to its deteriorated condition, but it appears to be an example of a two-classroom, two-teacher building. Such facilities contained two classrooms with a movable partition between the rooms so that the combined space could function as a meeting room or auditorium. As schools expanded their curriculum and student populations, auxiliary buildings were frequently constructed near the primary school building to provide specialized spaces for the growing number of students.

No other two-story Rosenwald schools were built in Northumberland County, and very few of all county Rosenwald schools remain – as such, the Julius Rosenwald High School stands as a unique resource, as it is a remarkably intact example of a two-story Subtype 1 design blended with more elaborate architectural elements. The design, workmanship, and materials of both extant buildings at Julius Rosenwald High School are representative of the period of construction and the conditions of the time.

Registration Requirements

³³ Mary S. Hoffschwelle, *Preserving Rosenwald Schools* (Washington, D.C.: National Trust for Historic Preservation, 2003) 7.

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Julius Rosenwald High School meets the Registration Requirements set forth in the Rosenwald Schools of Virginia MPD. The two-story building is a modified example of a Subtype 1 plan, those buildings that followed designs for training schools as promulgated in the 1915 *The Rural Negro School and Its Relation to the Community* publication. The six-classroom, six-teacher c. 1916-1919 building served the functions and possessed the architectural and physical characteristics called for by the Tuskegee Institute (and later expanded upon by the Rosenwald Fund). Both the frame two-story building and the ca. 1928 elementary school/shop building date to the period that the Rosenwald Fund was active (1917-1932). The Julius Rosenwald High School also has significance under Criterion C in the areas of Ethnic Heritage: African American and Education and under Criterion C in the area of Architecture. The property retains its original location in a rural setting and the design, floor plans, workmanship, and materials of both buildings evoke their period of construction and the conditions of the time. Both buildings retain a high degree of architectural integrity and bolstered by their rural integrity, also have integrity of association and feeling as rural schools for Black students during the Jim Crow era of segregation.

Julius Rosenwald High School

Northumberland County,
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9. Major Bibliographical References

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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 # _____
- ☐ recorded by Historic American Landscape Survey # _____

Primary location of additional data:

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

Name of repository: Virginia Department of Historic Resources, Richmond; Northumberland County, Virginia, clerk's office; University of Virginia Special Collections, Charlottesville

Historic Resources Survey Number (if assigned): DHR No. 066-0075

10. Geographical Data

Acreage of Property 3.75

Use either the UTM system or latitude/longitude coordinates

Latitude/Longitude Coordinates

Datum if other than WGS84: _____

(Enter coordinates to 6 decimal places)

Julius Rosenwald High School

Northumberland County,
VA
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Name of Property

- | | |
|------------------------|-----------------------|
| 1. Latitude: 37.858820 | Longitude: -76.282170 |
| 2. Latitude: | Longitude: |
| 3. Latitude: | Longitude: |
| 4. Latitude: | Longitude: |

Or

UTM References

Datum (indicated on USGS map):

☐ NAD 1927 or ☐ NAD 1983

- | | | |
|----------|----------|-----------|
| 1. Zone: | Easting: | Northing: |
| 2. Zone: | Easting: | Northing: |
| 3. Zone: | Easting: | Northing: |
| 4. Zone: | Easting: | Northing: |

Verbal Boundary Description (Describe the boundaries of the property.)

Julius Rosenwald High School is located on the west side of Route 360 (Northumberland Highway) near the intersection with Route 703 in the Reedville vicinity in Northumberland County, Virginia. The school sits on a roughly level 3.74-acre lot that includes dense vegetation on the south side where the c. 1928 elementary school/shop building is located and agricultural fields to the west (rear) and north of the main building. The true and correct historic boundary is shown on the attached Sketch Map/Photo Key, which has a bar scale of 1" = 94'.

Boundary Justification (Explain why the boundaries were selected.)

The historic boundary encompasses the portion of the original, larger parcel on which the Julius Rosenwald High School was constructed. In addition to the Julius Rosenwald High School building, the boundary includes the contributing c. 1928 elementary school/shop building as well as the dirt driveway and historic vehicular access patterns from the highway. The western 3.25-acre portion of the original parcel is excluded from the historic boundary because it is under active cultivation and a warehouse building unrelated to the school's history. The historic boundary includes the property's historic setting as well as all known associated historic resources.

Julius Rosenwald High School

Northumberland County,
VA
County and State

Name of Property

Form Prepared By

name/title: Mary Jackson (Pres.), Marian Veney Ashton (VP), Lena Downing-Handy (Director),
Charles R. Lawson (Photographer/Copy Editor)

organization: The Julius Rosenwald School Foundation of Northumberland Co., Inc.

street & number: P.O. Box 17

city or town: Reedville state: VA zip 22539

e-mail: mjackson34_2@msn.com or info@jrshnc.org

telephone: (410) 598-5748

date: August 5, 2023

Additional Documentation

Submit the following items with the completed form:

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

Photographs

Submit clear and descriptive photographs. The size of each image must be 1600x1200 pixels (minimum), 3000x2000 preferred, at 300 ppi (pixels per inch) or larger. Key all photographs to the sketch map. Each photograph must be numbered and that number must correspond to the photograph number on the photo log. For simplicity, the name of the photographer, photo date, etc. may be listed once on the photograph log and doesn't need to be labeled on every photograph.

Photo Log

Name of Property: Julius Rosenwald High School

City or Vicinity: Reedville

County: Northumberland State: VA

Photographer: Charles R. Lawson, CPP, AFP – The Highlander Studios

Julius Rosenwald High School

Northumberland County,
VA
County and State

Name of Property

Date Photographed: July 2022

Description of Photograph(s) and number, include description of view indicating direction of camera:

Photo 1. View of Julius Rosenwald High School and setting, camera facing southwest

Photo 2. View of east façade and south (side) elevation, camera facing northwest

Photo 3. View of north (side) and west (rear) elevations, camera facing southeast

Photo 4. View of west (rear) elevation, camera facing east

Photo 5. View of south (side) elevation, camera facing north

Photo 6. View of east façade, camera facing west

Photo 7. View of roof and dormer, camera facing southwest

Photo 8. Aerial view of Julius Rosenwald High School and c. 1928 elementary school/shop building

Photo 9. Central stair hall looking toward main entry, camera facing east

Photo 10. Central stair hall looking toward entry that leads into the northwest classroom/auditorium, camera facing west

Photo 11. Southeast classroom, first floor, camera facing southwest

Photo 12. Southeast classroom, first floor, camera facing northeast

Photo 13. Northeast classroom, first floor, camera facing southeast

Photo 14. View from southeast classroom across stair hall into northeast classroom, camera facing north.

Photo 15. Northwest classroom/auditorium, first floor, camera facing northwest

Photo 16. View from northwest classroom/auditorium toward southwest classroom/auditorium and stage, camera facing south/southeast

Photo 17. Dividing walls with movable doors between northwest and southwest classrooms/auditorium, camera facing south

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Photo 18. View of elliptical stage in southwest classroom/auditorium, camera facing south/southwest

Photo 19. View from stage in southwest classroom/auditorium looking toward northwest classroom/auditorium, camera facing north

Photo 20. View of second-floor stair hall, camera facing west

Photo 21. View of second-floor stair hall, camera facing east

Photo 22. View of southeast classroom, second floor, camera facing southeast

Photo 23. View of northeast classroom, second floor, camera facing northeast

Photo 24. View of northwest classroom, second floor, camera facing northwest

Photo 25. View of window in gable dormer on east façade, camera facing east

Photo 26. View of space between central staircase and south classrooms, camera facing west

Photo 27. View of storage space in Auditorium, camera facing southwest

Photo 28. View of storage space in Auditorium, camera facing northeast

Photo 29. View of c. 1928 elementary school/shop building, camera facing northwest. April 22, 2019; *Preservation Virginia* photo located in VCRIS database

Photo 30. View of c. 1928 elementary school/shop building, camera facing south

Embedded Images/Figures

Figure 1. Undated image of Julius Rosenwald High School (image obtained from <https://juliusrosenwaldschoolfoundation.tumblr.com/>; also available at <https://theclio.com/entry/54013>).

Figure 2. Design 13. Tuskegee Institute. Extension Dept. *The Negro Rural School And Its Relation to the Community*. Tuskegee, Ala., 1915. Accessed through HathiTrust on May 25, 2022. <https://catalog.hathitrust.org/Record/100108535>.

Julius Rosenwald High School

Northumberland County,
VA
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Figure 3. Aerial view, The Julius Rosenwald High School. Photographed by Charles Lawson, Highlander Studios, July, 2022.

Figure 4. Southeast classroom, The Julius Rosenwald High School. Photographed by Charles Lawson, Highlander Studios, July, 2022.

Figure 5. Central hall and staircase, The Julius Rosenwald High School. Photographed by Charles Lawson, Highlander Studios, July 2022.

Figure 6. Auditorium and Auxiliary Room, The Julius Rosenwald High School. Photographed by Charles Lawson, Highlander Studios, July 2022.

Figure 7. North Elevation, Shop Building/Elementary School. Photographed by Charles Lawson, Highlander Studios, July 2022.

Figure 8. Howland Chapel School (066-0110) c. 1986. Unknown photographer. Accessed through VCRIS database.

Figure 9. Holly Graded School (066-0112), 2001. Photographed by Elizabeth Lipford. Accessed through VCRIS.

Figure 10. East Façade, Bluff Point Graded School #3 (066-5052), 2008. Unknown photographer. Accessed through VCRIS on May 23, 2022.

Figure 11. Reedville High School, c. 1911. Miriam Haynie, *Reedville: 1874-1974*, Reedville, VA: The Bethany United Methodist Men, 1974.

Figure 12. Reedville High School, undated. Miriam Haynie, *Reedville: 1874-1974*, Reedville, VA: The Bethany United Methodist Men, 1974.

Figure 13. "Clean-up Budget," 1920-1921 Table; 1920-1921 report, p. 74. Accessed through Google Books.

Figure 14. Northumberland County Training School students in the 1930-1931 school year. Archie G. Richardson Papers, Special Collections/University Archives, Virginia State University – image obtained from Phyllis McClure, "Rosenwald Schools in the Northern Neck," *The Virginia Magazine of History and Biography*, Vol. 113, No. 2 (2005), p. 123. https://www.jstor.org/stable/4250250?seq=1&cid=pdfreference#references_tab_contents. Accessed on March 23, 2023.



Legend

County Boundaries

TOPOGRAPHIC MAP

Julius Rosenwald High School
Northumberland County, VA
DHR No. 066-0075



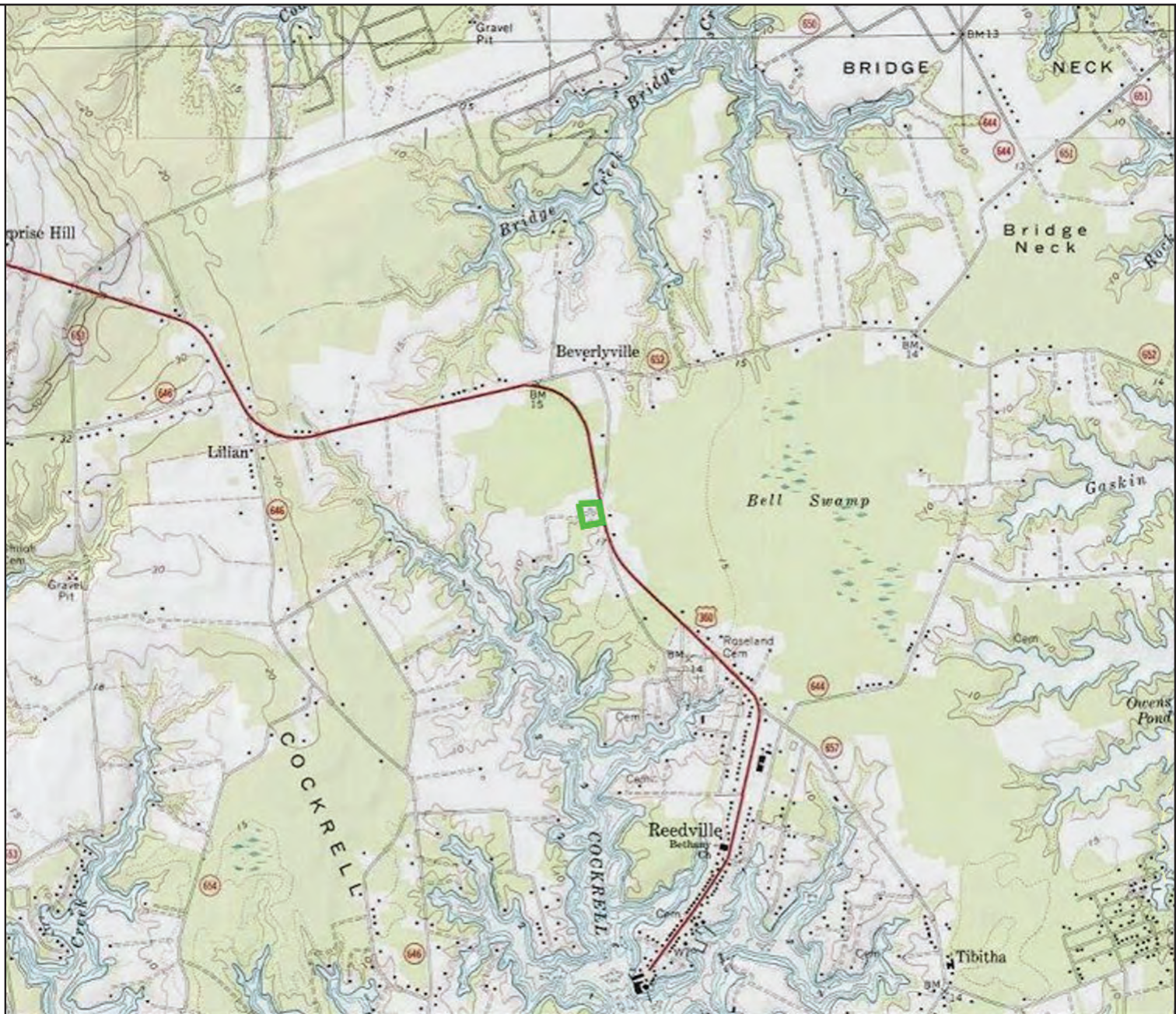
Historic Boundary



Feet

0 600 1200 1800 2400

1:36,112 / 1"=3,009 Feet



Title:

Date: 11/4/2022

DISCLAIMER: Records of the Virginia Department of Historic Resources (DHR) have been gathered over many years from a variety of sources and the representation depicted is a cumulative view of field observations over time and may not reflect current ground conditions. The map is for general information purposes and is not intended for engineering, legal or other site-specific uses. Map may contain errors and is provided "as-is". More information is available in the DHR Archives located at DHR's Richmond office.

Notice if AE sites: Locations of archaeological sites may be sensitive the National Historic Preservation Act (NHPA), and the Archaeological Resources Protection Act (ARPA) and Code of Virginia §2.2-3705.7 (10). Release of precise locations may threaten archaeological sites and historic resources.



Legend

 County Boundaries

AERIAL VIEW - VICINITY
Julius Rosenwald High School
Northumberland County, Va
DHR No. 066-0075



Historic Boundary



Feet

0 500 1000 1500 2000
1:18,056 / 1"=1,505 Feet



Title:

Date: 11/4/2022

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Legend

 County Boundaries

LOCATION MAP

Julius Rosenwald High School
Northumberland County, VA
DHR No. 066-0075

Location Coordinates:

Latitude: 37.858820

Longitude: -76.282170



Historic Boundary



Feet

0 200 400 600 800

1:9,028 / 1"=752 Feet



Title:

Date: 11/16/2022

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Legend

 County Boundaries

ROAD MAP

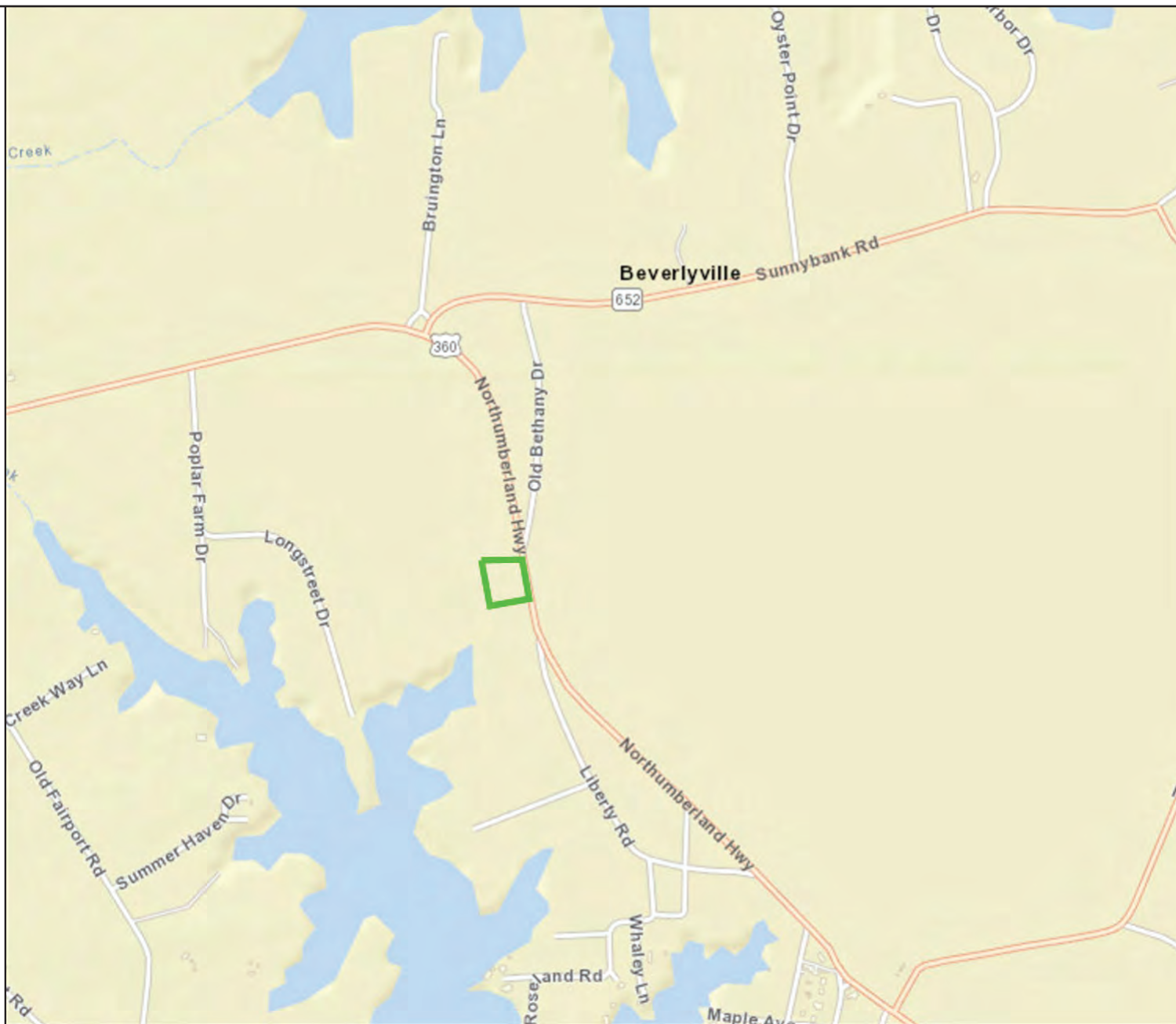
Julius Rosenwald High School
Northumberland County, VA
DHR No. 066-0075

 **Historic Boundary**



Feet

0 500 1000 1500 2000
1:18,056 / 1"=1,505 Feet



Title:

Date: 11/4/2022

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Legend

 County Boundaries

SKETCH MAP/ PHOTO KEY (exterior views)

Julius Rosenwald High School
Northumberland County, VA
DHR No. 066-0075

List of Resources:

- A. Julius Rosenwald High School,**
contributing building
- B. Ca. 1927 elementary school/
shop building,**
contributing building

 **1**

Photo Locations



Historic Boundary



Feet

0 20 40 60 80

1:1,128 / 1"=94 Feet



Title:

Date: 11/16/2022

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