

**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 Property

Historic name: Julius Rosenwald High School

Other 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. Location

Street & number: 19602 Northumberland Highway

City or town: Reedville State: VA County: Northumberland

Not For Publication:  n/a Vicinity:  X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

<p><b>Signature of certifying official/Title:</b></p> <p><u>Virginia Department of Historic Resources</u></p> <p><b>State or Federal agency/bureau or Tribal Government</b></p>	<p><b>Date</b></p>
<p>In my opinion, the property ___ meets ___ does not meet the National Register criteria.</p>	
<p><b>Signature of commenting official:</b></p>	<p><b>Date</b></p>
<p><b>Title :</b></p>	<p><b>State or Federal agency/bureau or Tribal Government</b></p>

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

Number of contributing resources previously listed in the National Register 0

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**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

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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## 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.)

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#### 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 with financial support from the Rosenwald Fund in 1916 and served as a racially segregated, public high school until its closure in 1959. 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 non-contributing resource on the parcel, a ruinous c. 1927 frame and metal elementary school, that sits southeast of the high school. The area surrounding the property is partially wooded, with the area immediately around the school serving as agricultural fields in active use. The Julius Rosenwald School is the only Rosenwald School constructed in Northumberland County. Today the property has excellent integrity of location, setting, design, workmanship, materials, feeling, and association.

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#### Narrative Description

##### Setting

The property is located in eastern Northumberland County, in between the Beverlyville and Reedville vicinities. The former high school and non-contributing c. 1927 elementary school building are the only buildings on the parcel. The Julius Rosenwald High School is set back from

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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, 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.

Julius Rosenwald High School, 1916, 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 on file at Fisk University's Archives shows that the superstructure was a frame belfry with a steeply pitched conical roof. 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 features 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 double-hung window sits 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 south elevation has three bays with the eastern bay containing a bank of three double-hung 6-over-6 wood sash windows on the first story and what was another bank of three windows on the second story, but the westernmost window has been replaced with a half-glass, half-panel door. The central bay contains an aligned single, narrow arched window on the first and second stories. The western bay contains a pair of 6-over-6 double hung sash windows next to a shorter door with a transom on the first story. At the second story, the arrangement of windows with a door mirrors that on the eastern bay with one of the original banks of three windows having been replaced by a door. On the second story of the rear elevation are two banks of windows on either side of the same style window, with the semicircular arch, in the center. Both banks of windows are boarded, and on their interior ends, it appears that there is a door. There are no stairs leading to these entrances on the second story, nor does the building show evidence of a former staircase. The west elevation of the school contains the same pattern of windows and doors as the east.

The north elevation is similar to the south, with a central entrance bay flanked by one bay on either side. The central section contains a door without a porch and a window in line above it.

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There is no tower nor dormer on the north elevation. The central bay is flanked on either side by banks of three double-hung 6-over-6 sash windows on the first and second stories.

The name of the builder is unknown. However, the school was constructed between 1916 and 1917, according to the Virginia Superintendents Annual Report for 1916 and 1917.<sup>1</sup> Its construction was based on architectural plans produced by a pair of African American architects at Tuskegee Institute, Robert Taylor and W.A. Hazel. Examples of Tuskegee Institute rural school plans were published in 1915 in a pamphlet titled "The Negro Rural School and its Relation to the Community".<sup>1</sup> Because this plan predates the Rosenwald Fund's 1920 publication of *Community School Plans*, and was a modified version of a Tuskegee Institute plan for a rural school, it has some slight variations, particularly on the exterior of the building. One is 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 north elevation. An exterior covered porch was added to the front entrance, instead of the more commonly used interior vestibules. This building stood as one main block without any side wings or additions.

#### *Interior Description*

The interior of the 1916 building is divided into six classrooms, with a larger auditorium space, library, and a principal's office on the first story and additional classrooms on the second story.

The walls of each room are finished with flush vertical wood paneling below a heavy chair rail with plaster and thinner, more widely spaced wood strips above the chair rail. The wood strips continue up the walls and across the ceilings. Chalkboards remain above the chair rail in most rooms. The building contains wood flooring throughout.

The window and door trim is consistent throughout and features circular rosette corner blocks at the corner of each fluted trim piece, with the exception of the northwest room, which has flat panel trim around the doors and windows. All doors are wood, five-panel examples and retain period hardware.

The central entrance hall contains a straight-run staircase leading to the second story and a door to the auditorium, directly across the hall from the entry. One classroom sits on either side of the hallway at the front of the building.

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 paneling, chair rail, and thinner wood paneling and plaster above the chair rail and along the ceiling.

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<sup>1</sup> Tuskegee Institute. Extension Dept. *The Negro Rural School and Its Relation to the Community*. Tuskegee, Ala., 1915.

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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 still remain attached in each of the rooms. On the second story, there are three more classrooms that remain intact with their finishes, materials, and forms.

Electricity was added at some point, and now there are a few electric lighting fixtures in the center of the second-floor rooms. The first-floor rooms have a fire sprinkler head installed in the center of those ceilings. The Julius Rosenwald High School does not currently have electricity even though the earlier wiring remains. The coat closets are finished with wood, unpainted vertical tongue-and-groove walls and ceilings.

As the 1916 building originally lacked electricity and indoor plumbing, students and teachers had to drink water from a hand pump and utilize an outdoor privy. Because of the absence of electricity for most of its history, the school relied on daylight, so placement of the building and planning for the windows was crucial in ensuring useful daylight classrooms.

#### Elementary School Building, c. 1927, non-contributing building

At the height of its enrollment, the school's complex was arranged around the primary high school classroom building, and included four other buildings on the site: science, home economics, and agriculture buildings, as well as an elementary school building. All of these secondary resources, except for the elementary school building, are no longer extant.

The ruinous c. 1927 frame and metal elementary school is located southeast of the high school building. The one-story building has been engulfed by vegetation, leaving only 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. Two entries are centered on the west façade and each has a paneled, 6-light door. A portion of the west wall at its north end has collapsed. Exposure to the elements has damaged the interior and the building is not safe to enter.

#### **Integrity Analysis**

With the closing of the school in 1958 and subsequent lack of use, the integrity of the former high school's original plan, footprint, and most materials has been preserved. Plaster walls and ceilings, wood paneling and trim, blackboards, hardwood floors, hardware, and most window

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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 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 skeleton of the metal staircase on the left side of the building leading to the second floor which was used for fire drills remains.<sup>(11)</sup>

The property also has integrity of setting and location. The high school building occupies the original footprint as erected on the 3.75 acres of the original 7.25 acres purchased. 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.

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**

1916-1958

\_\_\_\_\_

\_\_\_\_\_

**Significant Dates**

1916

1917

1922; 1928

1932

1958

**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.)

The Julius Rosenwald High School is eligible for listing in the National Register of Historic Places and Virginia Landmarks Register under Criterion A in the areas of Education and Ethnic History: African American and under Criterion C in the area of Architecture. The school was one of only seven two-story schools in Virginia constructed utilizing Tuskegee Institute designs for buildings that offered educational opportunities in industrial education to the first generation of African Americans born after Reconstruction. Of the 306 Rosenwald-funded schools that populated the Virginia landscape, the form and architectural integrity of the Julius Rosenwald High School attests to the “industrial” training that white communities deemed acceptable for Black students. Only one training school was built per county in Virginia. As a well-preserved school first constructed under the Tuskegee Institute’s oversight in 1916, then adapted and completed with guidance and assistance from the Rosenwald Fund in 1917, the Julius Rosenwald High School fulfills the registration requirements provided in the Rosenwald Schools in Virginia (012-5041) Multiple Property Documentation Form (MPD). The two-story, wood-frame school building retains original design, workmanship, and materials that are based on Samuel L. Smith’s architectural publication *Community School Plans*. The plan conforms to specifications promulgated for educational facilities by the Rosenwald Fund. Julius Rosenwald High School retains its original location, and the rural setting has been maintained. This surviving, rare, two-story school with its unusual design is significant to the history of Rosenwald school architecture throughout state of Virginia, not just Northumberland County, and was one of only seven known two-story Rosenwald-associated schools built in Virginia. It is the only one known to remain standing. The building’s period of significance ranges from 1916 to 1958, beginning with the initial construction of the school and ending with the school closing in 1958.

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

The Julius Rosenwald High School, originally known as The Northumberland County Training School, is a large six-classroom, two-story design and stands on 3.75 acres of what was a larger 7.25-acre parcel in Reedville (Berryville), Virginia. The school is a significant local landmark and is of conspicuous historical significance to the community and the Commonwealth overall. It stands as one of few Rosenwald schools in Virginia that remains almost entirely unaltered.

Construction of the school began in 1916 with monies raised by the African American community and completed in 1917 with assistance from the Rosenwald Fund. At the time of its opening, the school provided mostly industrial educational opportunities for generations of African American students from the Reedville (Berryville) area and towns across Northumberland County as far away as 30 miles or more. Historically, four frame buildings comprised a state-of-the-art training school complex. While two of the four buildings no longer

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stand, the substantial building and surrounding property still reads as a rural early-20<sup>th</sup> century school building and site.

The building still stands on its original site and retains most of its original architectural fabric, including form, floor plan, finishes, and materials. As the only training/secondary public school for African American students in Northumberland County during the segregation era, this structure's significance in opening the world of education to the African American community cannot be overstated. The school opened as a six-teacher learning facility complete with a library. Several years later, a business teacher was hired and held classes in the main building. Later, the educational complex grew with the addition of three more buildings and three more teachers (science, home economics and agriculture).

The building is an exceptionally rare surviving Tuskegee Institute-period Rosenwald school, and one of approximately 126 surviving Rosenwald-funded schools and auxiliary buildings of the 382 that were built in Virginia. This school is one of only a few surviving two-story Tuskegee-planned and Rosenwald-adapted structures, with just seven thought to have been built in Virginia. The school served African American students during the era of Jim Crow and public school racial segregation until the *Brown v Board of Education* landmark 1954 decision by the Supreme Court that struck down the "separate but equal" doctrine long used to justify segregated public schools. Closing in 1958, the school's time of operation in Northumberland County is directly contemporary to Booker T. Washington's agreement for the Tuskegee Institute to help build 200 schools in 1916 and the landmark *Brown v. Board of Education* decision to end school segregation in 1954.

As a well-preserved Rosenwald-funded school built in 1916, and expanded in the early 1930s, the Julius Rosenwald High School meets the criteria for listing specified in the Rosenwald Schools in Virginia Multiple Property Documentation Form of 2003.<sup>1</sup>

### **Criterion A: Education and Ethnic Heritage: African American**

Julius Rosenwald High School stands alone in its history as one of the few segregation-era schools in Virginia that remains in its original state, ready to be a living history resource regarding the educational hurdles faced by African Americans as well as their grand achievements despite many systemic limitations at the time. Each county was granted only one "training" school. This "training" was to provide value-added (to the white community) education for Black students up through the tenth grade. The upper-level classes focused on technical education to equip students with skills of obtaining agricultural, industrial, and domestic jobs (the only three areas of study that were typically open to African Americans in early-twentieth-century Virginia).

In Northumberland County, prior to the construction of the Northumberland Training School (later Julius Rosenwald School), African American youth of the community went to Bridge Neck School for Blacks—a school constructed by the African American community on land owned by

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Stephen Sydnor. Census data reveals Northumberland County Virginia was a 205 square mile rural seaport, with a white population of 6,510 and a Negro population of 4,267 in 1910. Only 748 Negro youth aged 6 to 14 were attending the public graded schools <sup>(12)</sup>. The county was part of the rather isolated peninsula known as the Northern Neck. The Northern Neck, lying between the Rappahannock and Potomac rivers, was officially established by an act passed by the colonial-era House of Burgesses in Jamestown, Virginia, regarding a land grant by King Charles II and is the northernmost of three recognized peninsulas bordering the Chesapeake Bay. Educational opportunities for the “Negro” youth of the county were begrudgingly allowed by the white ruling establishment and provided by the local Negro churches and the Northern Quakers. The county, holding tight to the Virginia belief that “if we educate the Negro out of being a laborer, who is going to take his place” and, as editorialized in the *Richmond Dispatch* newspaper, “black education had been “a failure and a blunder,” a waste of tax dollars, a needless expense that made “hotbeds of arrogance and aggression” of black schools. The editorial summed up the white sentiment, saying “many families distinctly prefer nurses and cooks who cannot read and write,” similar to how the *Farmville Herald* wrote “when they learn to spell dog and cat they throw away the hoe.”<sup>(10)</sup> African American community members in Northumberland County stood in stalwart solidarity that this insult and dismissal of the Negro community would not stand. Years of struggle and tenacity held the community together and forged and cemented their desire for education. In 1916, they began the realization of their educational goals when members of the Fairfield Colored Elementary School Trustees Board lobbied the county to buy 7.25 acres of land to build a training school.

Funds and land were secured by way of a partnership with the Julius Rosenwald Foundation and construction began on a training school. Having secured the necessary funding to form a partnership, the construction plans were delivered. As mandated by the partnership, an architectural plan produced by a pair of African American architecture professors at the Tuskegee Institute – Robert R. Taylor and W.A. Hazel in a pamphlet titled “The Negro Rural School and Its Relation to the Community” <sup>(5)</sup> – was adopted. The resultant training school was able to accommodate most Black youth of the Berryville area of the Northern Neck and was located near Reedville, the wealthy fishing center of the Northern Neck.

In 1916, the Black community applied for funding for a partnership to pay for the school’s construction. Members of the Black community and the “Colored Fairfield School” Board of Trustees secured 7.25 acres from white landowner J. B. Hudnall and the following table lists the funding sources:

Total cost contracted	\$11,143.00
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 - the monies accumulated from box-dinners, egg sales, bake sales, and fees collected at social events organized by Black community members.

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With the arrival of the plans, construction began on the new ‘training school. The school’s complex, which was built to the plan, included four <sup>(3)</sup> other buildings at the site: elementary school; science building; home economics building; agriculture & cafeteria. The outdoor water pump and privy and plantings of trees and flowers were placed to specifications as well. The year 1917 ushered in a new and long-awaited dawn of educating the Northumberland County’s Black youth. Three smaller “Colored” community schools closed: (1) Cockrell’s Neck, (2) Bridge Neck, and (3) Jamestown, merging all three schools into the big new Northumberland County Training School. The doors of the new school swung open in September 1917 under the eagle eye of first headmaster John M. Ellison.

The school’s projected student population was to grow to accommodate 180 students – the opening capacity left little room for growth and 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.

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 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. This Northumberland County training school was 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.

In 1932, after the death of Julius Rosenwald, and to show gratitude and appreciation to the Rosenwald Foundation, the Northumberland Training Academy was renamed Julius Rosenwald High School to honor Julius Rosenwald.

The Negro community fashioned Julius Rosenwald High School to be more than a local “training” school. In addition to basic classes, home economics, and agriculture, biology, French, algebra, drama, and business classes were taught. Many students who 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, i.e.:

- **Philip Haynie (Haynie Farms, LLC)**  
Founded by freed slave Robert Haynie in 1867, Haynie Farms is one of the largest African American family-owned farm enterprises in Virginia. It continues as a 5<sup>th</sup> generation farming enterprise having been operated by a Julius Rosenwald student and WWII Veteran Philip Haynie, Sr. A continuous enterprise that more than one hundred years later is still feeding families, both domestically and internationally.
- **George Ralph Lewis (Secretary/Treasurer Phillip Morris).**  
A 1967 Rosenwald student was later employed by Philip Morris. In 1997 he became President and CEO of the finance and investment subsidiary, Philip Morris Capital Company

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- **Carroll Waters (First Black Pilot for Federal Express)**  
A 1957 student, he became the first Black pilot of FedEx and instrumental in launching the global shipping arm of FedEx
- **Walter C. Kelly (renowned Architect, District of Columbia)**
- **Judge William Davenport (Judge in Detroit, MI)**  
He was the first African American judge elected to the Recorder's Court for the City of Detroit, serving the bench for 20 years. Born in Folly, Virginia he attended Northern Neck "Training Academy" and received his undergraduate degree from Temple University and his JD from Howard University in 1929.
- **William A. Hudnall (First elected African American, Northumberland Board of Supervisors)**  
Mr. Hudnall described rowing across the Little Wicomico River from Ophelia to the Reedville area to walk to Rosenwald for school each day. An experienced waterman, he was hired by the Virginia Marine Resources Commission (VMRC) as a mate and eventual Captain in the VMRC patrol—the first African American to hold both titles. He was later appointed by 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 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, Virginia, 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.

Two early Principals of Northumberland County Training School were Rev. Dr. J. M. Ellison (1917 – 1941) and Rev. Dr. Henry N. Ruffin (1941 – 1946 and 1956 – 1958). The school was elevated to "high school" in 1919 with John Marcus Ellison as Principal. In 1941, he became the first Black president of Virginia Union University in Richmond. Upon recommendation of Dr. Ellison, Rev. Dr. Henry Ruffin was the second headmaster/principal of Northumberland County Training School and 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.

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In 1922, civil citizenry was put to a test as the lynching of a Shiloh Baptist Church member occurred in the nearby Fairport community, near the Shiloh church. Headmaster Dr. Ellison immediately convened the members of the victim's family and the community to the Training Academy to 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. Despite the tensions in the community, no further violence erupted.

The school grew from an unaccredited 9<sup>th</sup> grade training school with 26 students to an accredited 11<sup>th</sup> grade high school with 180 students in a matter of six years. With increased enrollment at the school came the need for more auditorium space. Space was found in the sanctuary of Shiloh Baptist Church. Principals Dr. Ellison and Dr. Ruffin had both been Pastors of Shiloh Baptist Church at the same time of their tenure at Julius Rosenwald High School. A relationship between the school and Shiloh developed.

It was during Ruffin's tenure that the school underwent a name change as well as a major program change. In 1932, after the death of Julius Rosenwald, the school was renamed in Rosenwald's memory to Julius Rosenwald High School. In 1933, the school term was lengthened to nine months. Additional property was acquired in 1935 and 1942. In 1959, when nearby Central High School was completed, the secondary school students were transferred there, and when Fairfield Elementary was completed just down the road, the primary students transferred there, and Julius Rosenwald closed its doors. Northumberland County sold the property at auction in 1962 to a local family. The complex was dismantled, leaving only the original 1916 2-story school and a c. 1927 one-story elementary school.

It was at this time that Rev. Dr. T. Wright Morris, because of the connection Shiloh had with Julius Rosenwald High School and his interest in preserving the history of the school and the Black community, began negotiations with the Slaughter family to purchase the school. On Saturday, February 17, 2001, a Virginia Historical Highway Marker regarding the school's important in the region's history was placed on the school site alongside the road. Morris joined the Julius Rosenwald Highway Marker Committee—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.) for its dedication. In 2002, the school was added to the National Trust's List of Endangered Sites.

Currently, Virginia Historical Highway Marker, 0-61 <sup>(1)</sup> identifies the school as Julius Rosenwald High School. It 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



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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.

Rev. Morris began to have Rosenwald High School reunions 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 this purpose) organized The Julius Rosenwald School Foundation and filed for non-profit status with the 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 & 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**

In 1916, the school was planned and underway before the Rosenwald Fund began in 1917. Due to the timing and its evolution, the design is unique with the slightly varied floor plan and more elaborate finishes than in the standard plans produced by the Tuskegee Institute architects.<sup>2</sup> The more design possibly began at the hand of another architect, which could account for the unusual mansard bell tower, and overall more sophisticated aesthetic and architectural finishes.

Constructed from 1917 to 1932, Rosenwald school buildings in Virginia fall into two subtypes based on their physical and associative characteristics. 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. The Julius Rosenwald High School falls into the Subtype 1 category – most closely identifying with Design No. 15, but with variations as its construction started prior to the disbursement of Rosenwald funds. Subtype 2 schools were built from 1920 to 1932 under the supervision of the Rosenwald office in Nashville according to designs and specifications prepared by Samuel L. Smith.<sup>3</sup>

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<sup>2</sup> E. Lipford correspondence. As such, the design possibly began with another architect at the helm. I noticed on the Fiske University inventory card for this school the abbreviation C.U. B., which I have since learned stands for "Clean Up Budget." Perhaps the Rosenwald Fund's involvement was in the finishing or opening of the school's primary building or the original secondary buildings - science building, home economics building, or agricultural building? It may be beneficial to explore School Board minutes, if they exist, and/or the Northumberland County's annual reports to the Department of Education. The School Board minutes should survive in the County records. The DOE annual reports are located at the Library of Virginia. This may add to the history of how the school was initiated and identify the community members involved.

<sup>3</sup> Bryan Clark Green, MPD.

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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. 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."<sup>4</sup> With the pamphlet's publication, Washington and Calloway helped standardize future Rosenwald school plans. Washington was certain that the majority of rural schools would be of the "one-teacher" type.

Indicative of the time of their design, these buildings feature minimal architectural detail, specifically echoing Craftsman trends such as wide-overhanging eaves and exposed brackets. Typically, the buildings have hipped or gable roofs, banks of double-hung sash windows, and interior chimney flues. They are clad with simple weatherboard siding and rest on brick piers. As with the later designs of Samuel L. Smith, Washington and Calloway supplied alternate designs to provide for an east-west orientation and maximum lighting. The interior room arrangement contained classrooms with small cloakrooms and an industrial room. Two teacher facilities contained classrooms with a movable partition between the rooms so that the classrooms could be used as a meeting room or auditorium.<sup>5</sup>

The Julius Rosenwald High School is a hybrid of the characteristics identified for property Subtype 1 and period architectural influence, particularly with the mansard bell tower. The original design was for six teachers and included the well-lit large classroom spaces with cloakrooms. The school design also included a library, principal's office, and auditorium. While larger than most other Rosenwald schools, the frame construction sheathed with weatherboards with two interior chimneys and banks of paired and triple sash windows, demonstrate the parallels.

No other Rosenwald schools were built in Northumberland County, and even in the region, 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 building's design, workmanship, and materials are representative of the period of construction and the conditions of the time. Given the high degree of architectural integrity, the Julius Rosenwald High School meets the Rosenwald School of Virginia MPD's registration requirements for listing under Criterion A in the areas of Ethnic Heritage: African American and Education and under Criterion C in the area of Architecture.

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<sup>4</sup> BCG, MPD

<sup>5</sup> Bryan Clark Green, MPD

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### **Historic Context of Rosenwald Schools in Virginia**

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. Despite laws prohibiting enslaved people from learning to read and write, some still managed to master this skill - either by teaching themselves or as an act of defiance by the white mistress. Facing the many obstacles that poverty and white people placed in their path, the African Americans' commitment to obtaining an education changed the landscape for the Black population of the slave-holding states. Most in the south were not given the minimal public privilege of learning until after the Emancipation Proclamation during the Civil War. This often was not the case in the other regions, i.e., northern states. Even before the Civil War, hundreds of first-person histories and stories of endurance of the journeys, captivity, aspirations and visions had been published by Black writers.

Virginia, like all southern states, had little desire to provide education for enslaved individuals. The slave holders were loudly and religiously vocal in their opposition to share any funds available for the children or any need for the enslaved to learn their numbers and to read. In the closed minds of most southern whites, educating African Americans was wasteful and taking time and money away from white owners.<sup>(7)</sup> During the period after the Civil War, 1865 to 1877, emancipated people began the work of educating themselves and establishing communities of color. During this time, hundreds of communities were created by freed people, creating a need in the newly acquired lands for schoolhouses. They wanted a better life for the generations to follow. Facing unknown challenges, the one thing they knew for certain was that a huge stumbling block to a self-controlled future and the dark rain cloud that followed overhead was the closed door to education.

Booker T. Washington, who was a student at Virginia's Hampton Institute during the Reconstruction Era (1865 -1877), felt that former enslaved African Americans were not prepared to make the most of this new freedom of choice. Most had not had the privilege of being totally in control of their livelihood and self-governance – he felt this era might be another servitude entrapment. Washington saw education as the true emancipator. He saw African Americans using industrial education as a better way to make their way out of bondage. This dilemma of how best to prepare the African American to get the most from the Reconstruction period introduced him to the Morrill Land-Grant College Act of 1862, signed into law by Abraham Lincoln. The Morrill Land-Grant law gave states public lands, provided the lands to be sold or used for profit, and the revenue from these sales to be used to establish one college per locality that would teach agriculture and the mechanical arts; however, this Act had a loophole that did not allow, yet again, the African American youth most times to be admitted. This led to the Morrill Land-Grant Act of 1890, which provided direct financial support for these newly established colleges to establish separate land-grant schools for persons of color.<sup>(6)</sup>

Armed with the dream of educating African Americans,<sup>(4)</sup> Booker T. Washington founded the Tuskegee Normal and Industrial Institute in 1881. With this success and determination under his belt, the knowledge gleaned from the Morrill Land-Grant Act, Washington mapped out yet

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another plan to educate the African American youth of the south providing elementary and industrial training.

He grappled with the pitfalls and the void he saw in the African American communities across the Southern states – the lack of the knowledge and needed education to secure economic achievement. He feared the loss of the ill-equipped facing the uncertainty of freedoms ushered in during this Reconstruction Era of self-governance. Dr. Washington knew all too well these were to be difficult and challenging times for his people, and the lack of education would continue to keep many in the south in bondage. The task, as he saw it, was to solve the problem of a people “trained and held bondage” by the cruelty of a slaved and segregated system. 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 the newly freed African American to become a productive, self-supporting, and industrious citizen chartering his own path <sup>(8)</sup>.

Washington was successful in finding philanthropists to fund his institute for the Negro. He had established the Rural Negro School Program <sup>(5)</sup> as part of his belief that the way forward for African Americans was self-improvement through an attempt to “dignify and glorify common labor.” Embracing an educational curriculum that mixed academic and vocational education.

Discussing this need of elementary schooling for the rural Negro 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 was first broached—a well-known philanthropist very generous to the Negro causes.

Washington, an already highly recognized voice for the African American people, became the first African American to be a guest at a White House dinner. On October 16, 1901, President Theodore Roosevelt extended a last-minute invitation to Booker T. Washington to join him for a simple family supper. This invitation to dinner coupled with his already credible voice concerning the African American community and its needs gave fuel to his desire to forge an educational road to success for the newly freed slave <sup>(8)</sup>.

Julius Rosenwald (1862-1932) was the President of Sears, Roebuck and Company and a very wealthy benefactor of African American causes. Rosenwald used his money to fund Progressive Era projects and causes. <sup>(2)</sup> One of these causes was Southern rural industrial education for the African Americans. The two men discovered that they had similar goals. Booker T. Washington invited Rosenwald to serve on the Board of Directors of Tuskegee. Rosenwald accepted. In 1913, at the suggestion of Dr. Washington, Julius Rosenwald contributed funds for the construction of six schools for African Americans. By 1915, Booker T., 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 which were interested in constructing a Rosenwald school. <sup>(5)</sup> This booklet supplied building plans to expand the single-room schoolhouse into a school complex, including central schools, industrial

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buildings, county training schools, teacher homes, and boys' and girls' dormitories. Also included were lesson plans for each grade as well as garden layouts and planting guidance <sup>(5p10)</sup>.

Mindful of the inhospitable welcome of many whites in providing educational opportunities, not to mention proposing building new schools, Washington and Rosenwald's construction plans were simple and absent of decorative craftsmanship so as not to upset the white community. Even with the non-descript outward appearance, the interiors were well-equipped and up-to-date buildings—often outpacing those of the white schools. The Julius Rosenwald Fund sought to use private Negro money to leverage available public funds in order to improve the education and lives of African Americans in the South.

The Rosenwald Fund required matching funds from the local communities. Contributions from African Americans in rural communities often exceeded the amount contributed by the local school system or the Rosenwald Fund, clearly demonstrating their thirst for education. The African American community had to contribute cash and in-kind donations of materials and labor to make or exceed any funds received from the Rosenwald Fund. The community formed a school army of committees to hold bake sales, lobby the local white school board, and reach out to the entire community. The Rosenwald Funds did not kick in until the African American community found and purchased the land, cleared it to the size specified by the plans for the building, and supplied all building materials. Once these requirements were met, the African American Community became partners and stakeholders in the Rosenwald Fund.

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## 9. Major Bibliographical References

**Bibliography** (Cite the books, articles, and other sources used in preparing this form.)

Anderson, James D. *The Education of Blacks in the South, 1860-1935*. Chapel Hill and London: The University of North Carolina Press, 1988. pps.96,97.

Washington, Booker T. *Working with the Hands*. New York: Doubleday, Page & Co., doi: <https://gutenberg.org/ebooks/64504>.

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The negro rural School and its relation to the community  
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Google digitized

Philosophy of Industrial Education  
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Washington, B. T. & African American Pamphlet Collection. (1904) *Negro education not a failure: address by Booker T. Washington in the Concert Hall of Madison Square Garden, New York, Lincoln's Birthday*. [Tuskegee, Ala.?: Tuskegee Institute Steam Print] [Pdf]  
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Anderson, J. D. (1988). *The Education of Blacks in the South 1860-1935*. Chapel Oaks and London: The University of North Carolina Press.

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Julius Rosenwald School: <https://encyclopediavirginia.org/11472-5650998b9cb0efc/>

United States, 1910. US census population. Accessed June 13, 2021. [www.usgovernment/census/1910](http://www.usgovernment/census/1910).

**Pictures:**

Rosenwald and Washington <https://www.immigrantentrepreneurship.org/wp-content/uploads/2018/08/336.jpg>

Various stages of Julius Rosenwald School under preservation

Photographers:

Marian Veney Ashton

Stanley Norris

Oral Histories:

The Historical Marker Database - <https://www.hmdb.org/>

“The Rosenwald Schools: Progressive Era Philanthropy in the Segregated South (Teaching with Historic Places).” *The National Park Service* (U.S. National Park Service) (nps.gov) <https://www.nps.gov/articles/000/h-our-history-lesson-booker-t-washington-julius-rosenwald-and-modernized-schools.htm>

History South. <https://www.historysouth.org/btwfiveteach/>

The Morrill Land Grant Act of 1890

<http://www.blackbottomarchives.com/blackhistory/2015/2/18/morrill-act-of-1890>

*The negro rural School and its relation to the community*

<https://babel.hathitrust.org/cgi/pt?id=osu.32435009114091&view=1up&seq=7&skin=2021>  
Google digitized

Philosophy of Industrial Education

<https://www.nps.gov/bowa/learn/historyculture/philosophy-of-industrial-education.htm>

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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

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- 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

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**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)

- |                        |                       |
|------------------------|-----------------------|
| 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



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- |          |          |           |
|----------|----------|-----------|
| 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. 1927 elementary school 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.

**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 non-contributing c. 1927 elementary school 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.

**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: November 2022

**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.

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- **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

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

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Photo 8. Aerial view of Julius Rosenwald High School and c. 1927 elementary school 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

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

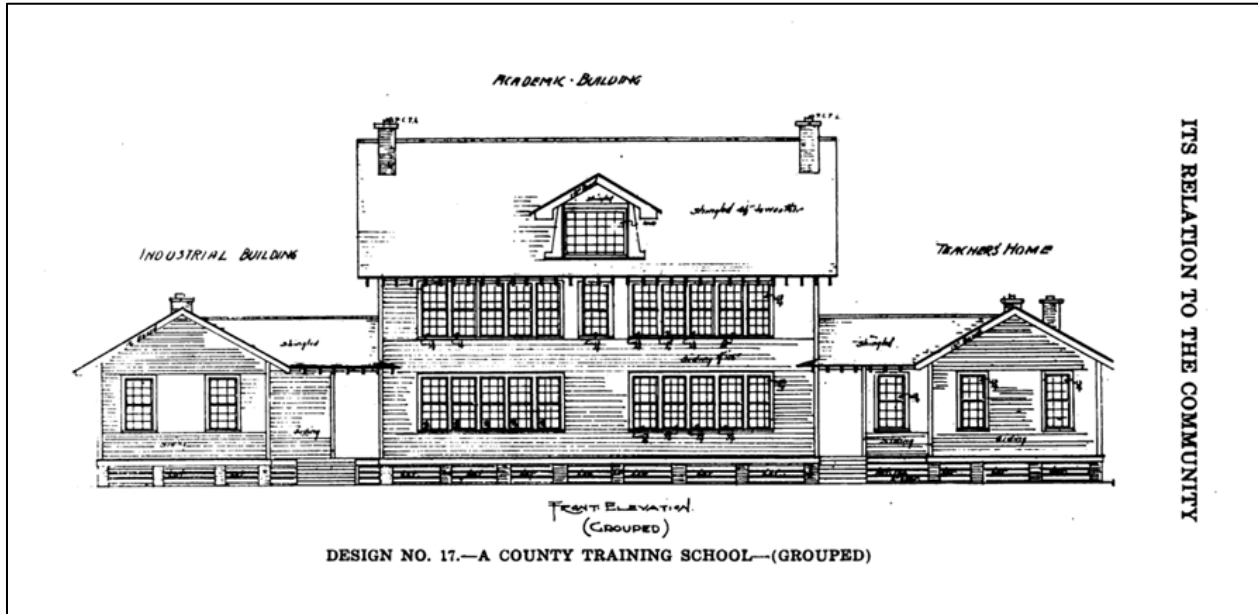
Photo 22. View of southeast classroom, second floor, camera facing southeast

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

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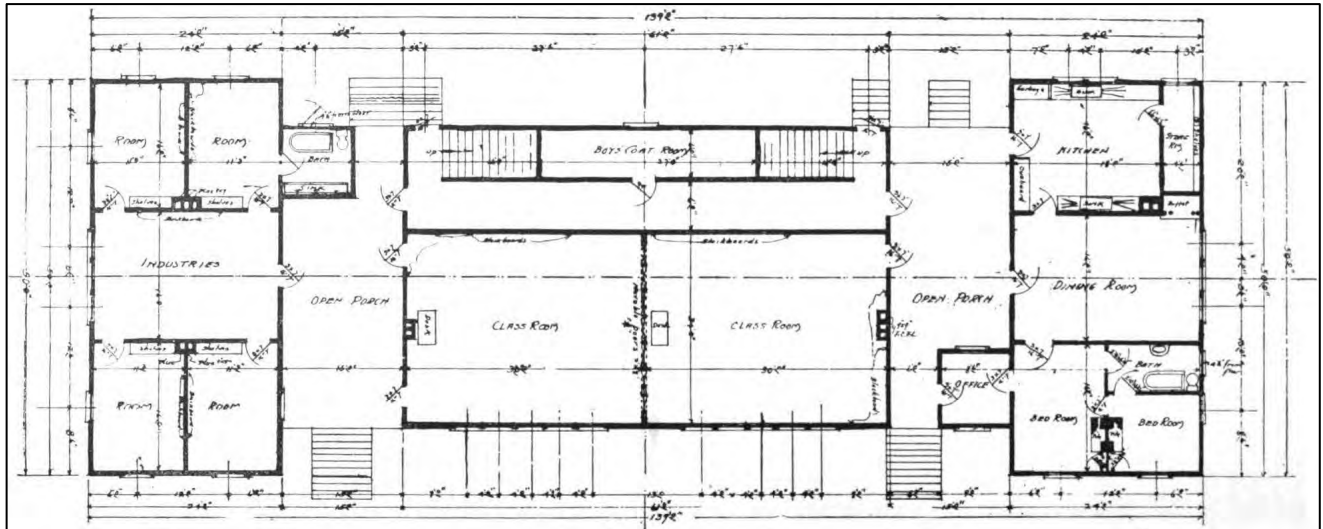


DESIGN NO. 17 – A COUNTY TRAINING SCHOOL – (GROUPED) from The Negro School, page 127.

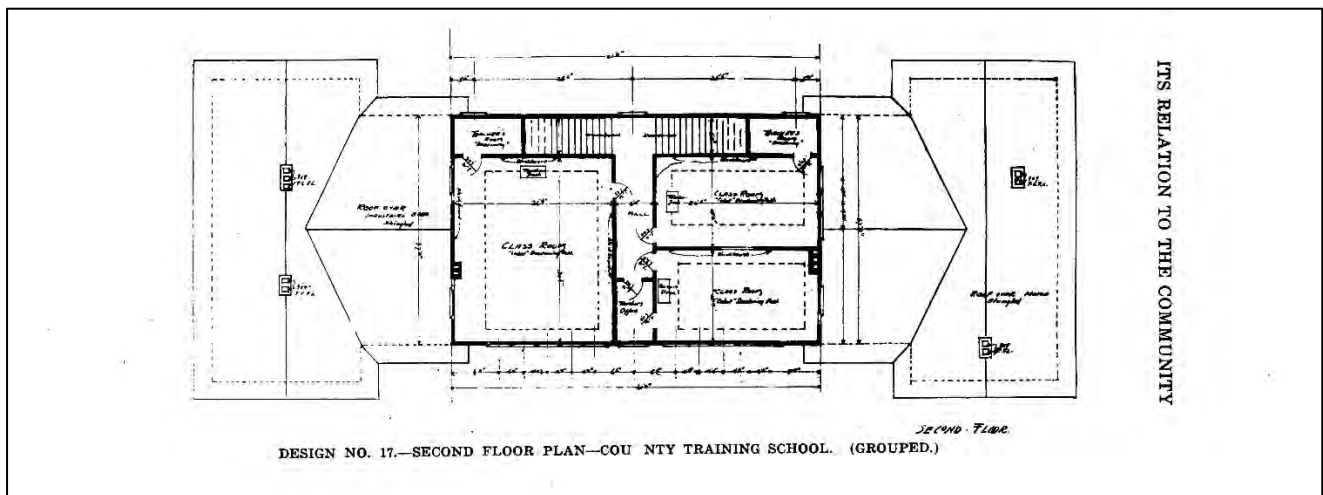
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DESIGN NO. 17 – FIRST FLOOR PLAN – COUNTY TRAINING SCHOOL (GROUPED)  
from The Negro School, page 128.



DESIGN NO. 17 – SECOND FLOOR PLAN – COUNTY TRAINING SCHOOL (GROUPED)  
from The Negro School, page 129.

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Rear [West] and Left Side [North] of Reedville School, no date. (Source: Virginia. Department of Education. Division of School Buildings. Photographs of Public Schools, 1900-1963. Accession 31032, State Records Collection, Library of Virginia. Available online at [Reedville, Northumberland Co. \(virginiamemory.com\)](http://www.virginiamemory.com)).

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2017 Picture of school during restoration  
Photographer: Marian Veney Ashton





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Installing refurbished original windows on second story south side

Photographer: Marian Veney Ashton



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Installing refurbished windows on second story north side  
Photographer Marian Veney Ashton

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Rear (west side) of building  
Photographer Marian Veney Ashton

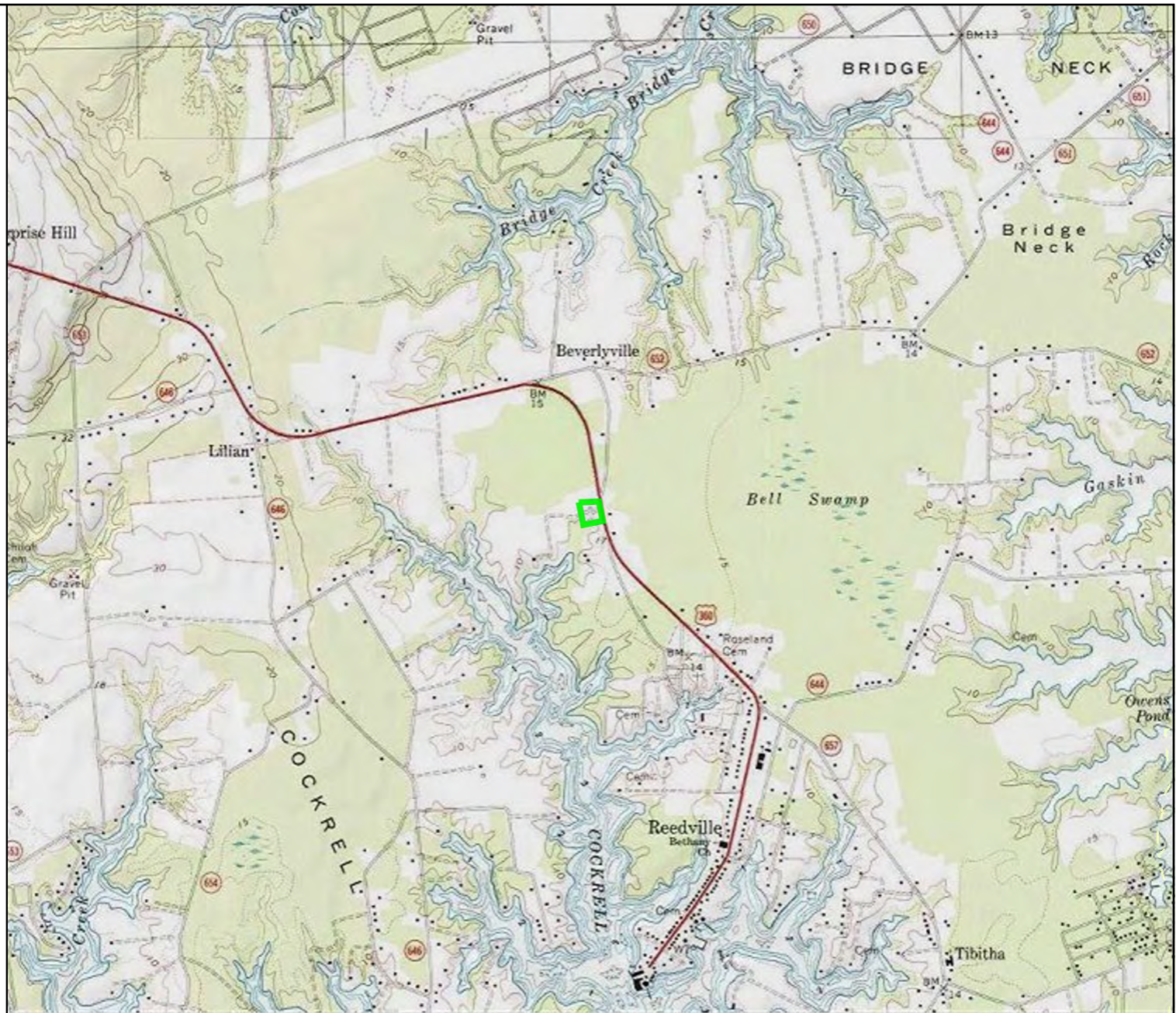




**Legend**

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 to 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  
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DHR No. 066-0075**



**Historic Boundary**



Feet

0 500 1000 1500 2000

1:18,056 / 1"=1,505 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.*



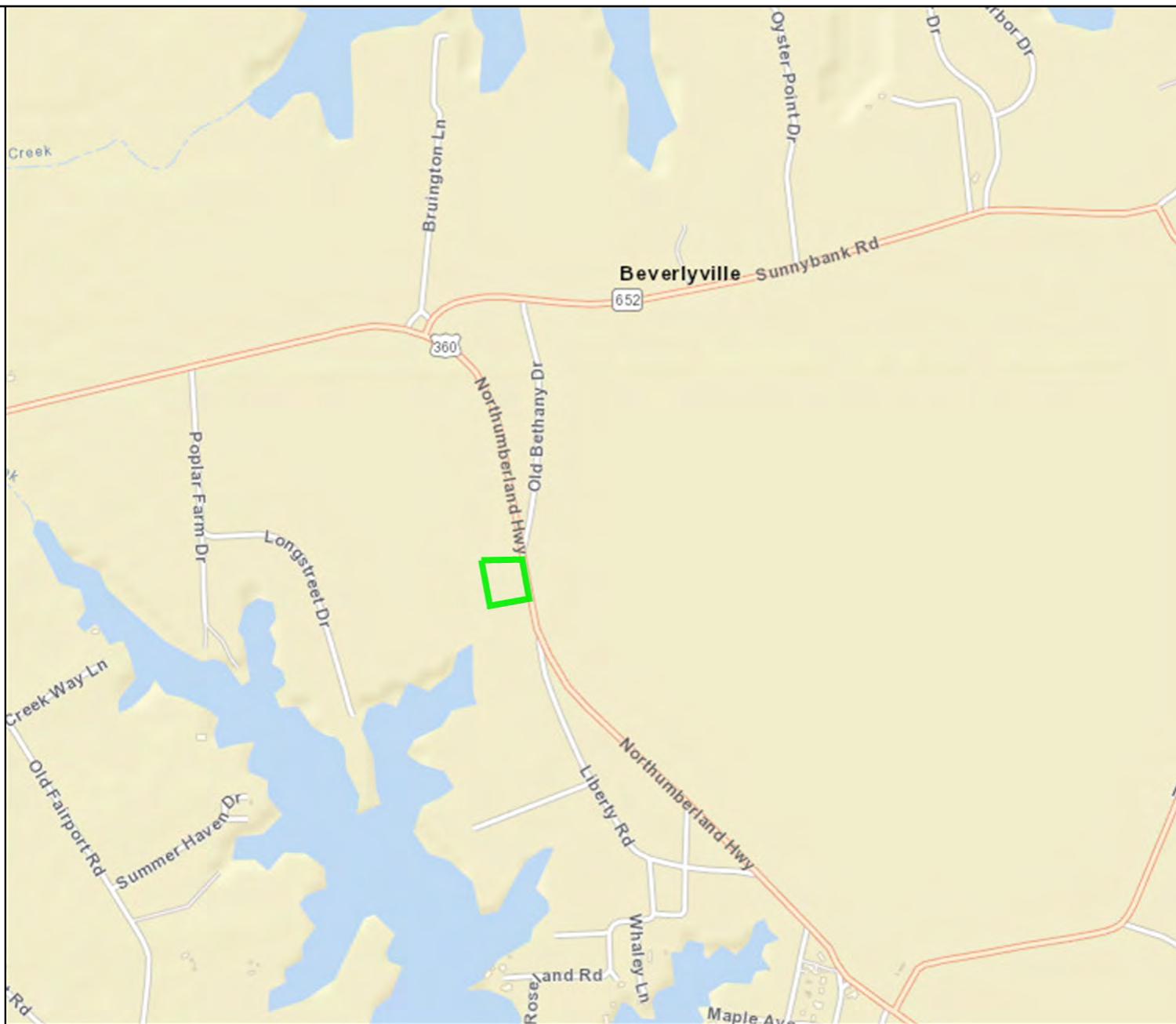


**Legend**

County Boundaries

**ROAD MAP**

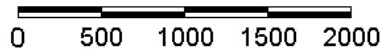
**Julius Rosenwald High School**  
**Northumberland County, VA**  
**DHR No. 066-0075**



**Historic Boundary**



Feet



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



1:9,028 / 1"=752 Feet



**Title:**

**Date: 11/16/2022**

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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, non-contributing building**

**1** Photo Locations

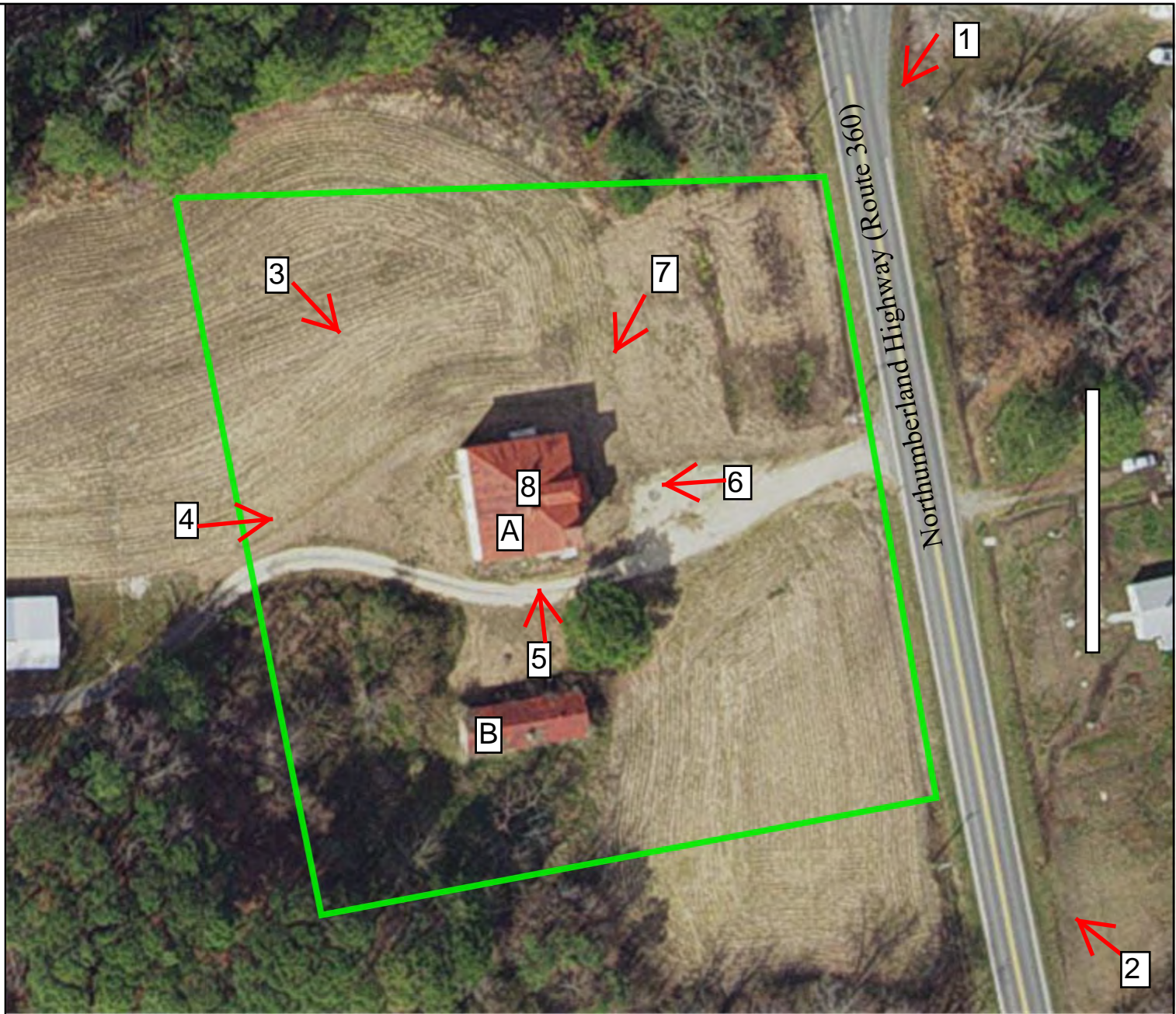
**Historic Boundary**



Feet

0 20 40 60 80

1:1,128 / 1"=94 Feet



**Title:**

**Date: 11/16/2022**

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The JULIUS ROSENBERG School

Julius Rosenberg School 2017  
1917 - 1929

















The  
**JULIUS ROSENWALD**  
School Foundation  
at  
Northhampton Road, Curran, TN  
[www.jrfoundation.org](http://www.jrfoundation.org)

1917 Julius Rosenwald School 2017  
100th Anniversary Window Raising







The  
**JULIUS ROSENWALD**  
School Foundation  
in  
Northumberland County, Inc.  
[www.jrfac.org](http://www.jrfac.org)































































