

AN INVENTORY AND ANALYSIS OF EXTANT COUNTY TRAINING SCHOOL
BUILDINGS IN GEORGIA ORIGINALLY ESTABLISHED WITH PHILANTHROPIC
FUNDS DEVOTED TO AFRICAN AMERICAN EDUCATION (1911–1937)

by

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(Under the Direction of John C. Waters)

ABSTRACT

The segregated, publicly-funded County Training School was the antecedent of the segregated, publicly-funded Negro High School. It is an underappreciated significant historic property type that merits recognition and preservation. This thesis examines the inception of the industrial education model for African American schools, the development of the County Training School in the rural South, and the history and organization of the principal private philanthropic foundations that were most influential in the establishment of these schools. This thesis further presents the results of an effort to identify all County Training Schools established in Georgia with the use of funds from those philanthropic foundations devoted to African American education in the South between 1911 and 1937. An inventory and analysis of extant former County Training School buildings in Georgia are provided, as are recommendations for further study and for the documentation and recognition of this significant resource.

INDEX WORDS: African American--Education, County Training Schools, Education--African American, Education--Negro, Historic Buildings--Georgia, Historic Preservation, Negro--Education, Philanthropy--Education, School Buildings--Architecture, School Buildings--Georgia, School History--Georgia.

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A.B., University of Georgia, 1991

A Thesis Submitted to the Graduate Faculty of The University of Georgia in Partial Fulfillment
of the Requirements for the Degree

MASTER OF HISTORIC PRESERVATION

ATHENS, GEORGIA

2006

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ACKNOWLEDGEMENTS

I would like to thank my major professor, John C. Waters, for his humor and enthusiasm and for his encouragement to complete my degree requirements. His advice, assistance, and constructive criticism during the development and completion of this thesis were invaluable and are greatly appreciated. I would like to thank the members of my Reading Committee, comprising Wayde Brown, Mary Anne Alabanza Akers, and Jeanne Cyriaque, for their time and efforts in reviewing and critiquing this thesis and helping to make it the best work it could be. Finally, I would like to acknowledge the friends, family, and colleagues who have encouraged me to complete my thesis and fulfill my degree requirements and to especially thank my wife, Sabine, for her support and encouragement during this process.

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CHAPTER 1

INTRODUCTION

Overview

The segregated, publicly-funded County Training School was a specific type of school established across the South to provide secondary school level course work for African American students and was the antecedent of the segregated, publicly-funded Negro High School. It is an underappreciated historic property type that merits recognition and preservation. This thesis examines (1) the inception of the industrial education model for African American schools and the development of the County Training School movement in the rural South and (2) the history and organization of the principal private philanthropic foundations that were most influential in the establishment of the County Training Schools. This thesis further presents the results of an effort to identify all County Training Schools established in Georgia between 1911 and 1937 with the use of funds from those principal philanthropic foundations devoted to African American education in the South during the period. In addition, this thesis provides an inventory and analysis of extant former County Training School buildings in Georgia, with recommendations for the documentation and recognition of this significant resource type.

Need and Purpose

The County Training School is a property type that is not well documented in existing literature or in the nominations for properties currently listed in the National Register of Historic Places from Georgia. The need for this study is indicated by the relatively small number of public schools devoted to African American secondary education in Georgia in the first part of

the twentieth century that are currently listed in the National Register of Historic Places. The study is also warranted by the lack of a detailed examination of the industrial education model of African American secondary education and the County Training School movement from the historic contexts of the Nominations of County Training Schools that are currently listed in the National Register. There is an incomplete understanding of the level of cooperation and collaboration among the principal philanthropic foundations that influenced the course of African American education in the first part of the twentieth century, nor is there currently a full accounting of the extant school buildings and educational support facilities that were established with the aid and assistance of those philanthropic foundations.

The primary purpose of this study is to highlight the significance of the County Training School movement within the context of African American public secondary education in the first part of the twentieth century and to encourage the documentation and recognition of the extant County Training School buildings through the National Register nomination process. A secondary purpose of this effort is to present recommendations for further research and action on topics and issues identified during course of this investigation.

Research Approach

The period of school construction that was explored in this thesis extends from 1911 to 1937. The beginning of this period is marked by the construction of the first County Training Schools established with the aid of the John F. Slater Fund and the first established with financial assistance from Julius Rosenwald (prior to the formal establishment of the Julius Rosenwald Fund) and the appointment of the first Supervising Industrial teacher supported by the Negro Rural School Fund (Anna T. Jeanes Foundation) to a Georgia school. Each of these events occurred in 1911. The end of this period of investigation is marked by the construction of the last

school established with the aid of funds from the Julius Rosenwald Fund (the Eleanor Roosevelt School constructed in Warm Springs, Georgia) and the merger and consolidation of the Peabody Education Fund, the John F. Slater Fund, the Negro Rural School Fund, and the Virginia Randolph Fund into the Southern Education Foundation. These events occurred in 1937.

This thesis reviews the industrial education model of African American secondary education, which the County Training School was established to implement and propagate, and examines the history and organization of the four most influential and active philanthropic foundations that worked cooperatively and systematically to establish County Training Schools throughout the rural South. Primary source records and annual reports of these philanthropic foundations were analyzed to develop an inventory of all public secondary schools devoted to African American education that were aided and supported by the various funds and to statistically quantify the importance of the County Training School initiative within the larger context of African American secondary education in the first part of the twentieth century. Primarily examined were the Southern Education Foundation records held in the Archives and Special Collections section of the Robert W. Woodruff Library at the Atlanta University Center in Atlanta Georgia. The Southern Education Foundation was the successor to the George Peabody Fund (established in 1867), the John F. Slater Fund (established in 1882), the Negro Rural School Fund (established in 1907), and the Virginia Randolph Fund (established in 1937). The Southern Education Foundation was formed in 1937 when those four entities merged and consolidated to continue the mission of advancing educational opportunities for African Americans and other citizens of need in the South. Most closely examined were the applications from the institutions and Southern states seeking support from the funds. These applications provided information about student populations, faculty and administrators, salaries, budgets,

conditions of schools, curricula, and educational programs. The records of the Julius Rosenwald Fund archive held in the Special Collections section of the John Hope and Aurelia Franklin Library at Fisk University in Nashville, Tennessee were not available to be examined in detail.¹ However, a copy of the master list of schools and educational support buildings constructed in Georgia with the financial assistance of the Julius Rosenwald Fund was obtained through the African American Programs Coordinator of the Georgia State Historic Preservation Office and that information was subsequently incorporated into the findings of this study.

After all properties previously determined to be significant in the area of African American education and listed in the National Register of Historic Places and all County Training School buildings known to have been constructed were identified, field surveys were conducted to determine the significant characteristics and features of this property type. This information was used to develop recommendations for further study and for the documentation and recognition of this resource type.

Concurrent Research

The National Trust for Historic Preservation identified the historical importance, the public interest in, and the declining number of remaining schools in the rural South that were established with the assistance of the Julius Rosenwald Foundation and placed those schools in its 2002 list of America's 11 Most Endangered Historical Sites. The National Trust also launched the Rosenwald Initiative with the goal of "developing and publishing educational materials; developing and launching a website on Rosenwald schools; developing a network of organizations working toward the documentation and preservation of Rosenwald schools and

¹ The records of the Julius Rosenwald Fund Archives have not been available for the last year because they are being digitized to facilitate widespread Internet access to the collection in support of the goals of the Rosenwald Initiative.

continued fundraising to meet the goals of the initiative.”² The Rosenwald Initiative of the National Trust for Historic Preservation is centered in the Southeast Regional Office of that organization. The first Rosenwald Initiative conference was hosted by Fisk University in Nashville, Tennessee, in 2004. Subsequent conferences have been held and several independent grassroots efforts by individuals and organizations have emerged. In Georgia, the Georgia State Historic Preservation Office's African American Programs Coordinator has been actively engaged in developing a comprehensive inventory of extant school buildings and educational support buildings originally established with the aid of the Julius Rosenwald School Fund.

²Mary S. Hoffschwelle, *Preserving Rosenwald Schools* (Washington: National Trust for Historic Preservation, 2004), 19.

CHAPTER 2
THE INCEPTION OF INDUSTRIAL EDUCATION
AND THE COUNTY TRAINING SCHOOL

Overview of African American Education in the Rural South
at the Turn of the Twentieth Century

After the Constitutional Conventions provided for under the military Reconstruction Act of 1867, every Southern state enacted provisions to ensure state funding of a public school system.¹ However, as late as 1900, public education for most African Americans and for many White Southerners existed on paper only. In many Southern communities, only half of all school-age children attended school, and only half of those children who actually enrolled in a school attended regularly.² During the early part of the twentieth century, approximately two-thirds of all African American school-age children did not attend any school and 85 percent of those children who did were concentrated in grades one through four.³ Because there was little change in the geographical distribution of the African American population in the United States between 1860 and 1910, these statistics may be inferred to represent the condition of virtually the entire African American population of the United States at this time.

¹Edwin O. Knox, "The Origin and Development of the Negro Separate School," *The Journal of Negro Education* 16, no. 3 (summer, 1947): 274.

²James D. Anderson, *The Education of Blacks in the South, 1860-1935* (Chapel Hill: The University of North Carolina Press, 1988), 110.

³Knox, "Origin and Development of the Negro Separate School," 276.

Table 1. African American Population by State from 1910 United States Census (State Population Order)

State	African American Population
Georgia	1,176,987
Mississippi	1,009,487
Alabama	908,282
South Carolina	835,843
Louisiana	713,874
North Carolina	697,843
Texas	690,049
Virginia	671,096
Tennessee	473,088
Arkansas	442,891
Florida	308,669
Kentucky	261,656
Maryland	232,250
Pennsylvania	193,919
Missouri	157,452
Oklahoma	137,612
New York	134,191
Ohio	111,452
Illinois	109,049
New Jersey	89,760
West Virginia	64,173
Indiana	60,320
Kansas	54,030
Massachusetts	38,055
Delaware	31,181
California	21,645
Michigan	17,115
Connecticut	15,174
Iowa	14,973
Colorado	11,453
Rhode Island	9,529
Nebraska	7,689
Minnesota	7,084
Washington	6,058
Wisconsin	2,900
Wyoming	2,235
Arizona	2,009
Montana	1,834
New Mexico	1,628
Vermont	1,621
Oregon	1,492
Maine	1,363
Utah	1,144
South Dakota	817
Idaho	651
North Dakota	617
New Hampshire	564
Nevada	513
TOTAL	9,733,317

Table 2. African American Population by State from 1910 United States Census (State Name Order)

State	African American Population
Alabama	908,282
Arizona	2,009
Arkansas	442,891
California	21,645
Colorado	11,453
Connecticut	15,174
Delaware	31,181
Florida	308,669
Georgia	1,176,987
Idaho	651
Illinois	109,049
Indiana	60,320
Iowa	14,973
Kansas	54,030
Kentucky	261,656
Louisiana	713,874
Maine	1,363
Maryland	232,250
Massachusetts	38,055
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South Carolina	835,843
South Dakota	817
Tennessee	473,088
Texas	690,049
Utah	1,144
Vermont	1,621
Virginia	671,096
Washington	6,058
West Virginia	64,173
Wisconsin	2,900
Wyoming	2,235
TOTAL	9,733,317

Of the nearly ten million (9,733,313) African Americans living in the United States in 1910, fully 90 were living in the South, and over 60 percent were living in the states of Georgia, Mississippi, Alabama, South Carolina, Louisiana, and North Carolina (see Tables 1 and 2).

Although antebellum common schools had excluded free African Americans and slaves, post-Civil War Reconstruction-era Republican governors and state legislatures supported public schools for both African Americans and Whites. The Freedmen's Bureau, created by Congress in 1865, played the major role in establishing schools for African American education immediately following the Civil War. However, after only five years, the federal government discontinued its support and supervision of African American schools and transferred that responsibility to the reconstructed Southern states. During the Reconstruction period, a system of universal, public education for both White and African American Southerners had been established, but the level of local control needed to support this system was lacking in the rural South and thus had significant negative consequences for the quality of educational opportunity available to African Americans in the region. The small state school bureaucracies in the Southern states at the close of the nineteenth century were all-White, as were the local-level county superintendents and school trustees. Local and state school officials and White populations in the Southern states tended not to support African American education. Other factors that severely limited the quality of educational opportunity in the South for both Whites and African Americans during this period were a lack of funds (due to insufficient tax revenue) to devote to public education and public opposition to compulsory school attendance and laws strengthening the constitutional basis for public education.⁴ For these reasons, the types of early schools available for

⁴ Southern Education Foundation, *The Jeanes Story: A Chapter in the History of American Education, 1908-1968* (Atlanta: 1979), 7.

African Americans in the South following Reconstruction were primarily established under the auspices of northern missionary aid societies and by churches and secular organizations.⁵

At the close of the nineteenth century, as White Southerners gradually regained the political supremacy that had been lost during Reconstruction, the period of Redemption that ensued resulted in the disfranchisement of African American voters and the enactment of policies of inadequate and inequitable public expenditures that further damaged African American educational opportunity and infrastructure.⁶ During the early years of the twentieth century, White schools that received public financial support enjoyed an era of an expanding physical plant, developing curricula, an emerging high school system, and a newly created corps of education officials at the state and local levels.⁷ The attitude of most local and state school officials during this period could be characterized as being either indifferent or hostile to the interests of African Americans. Many of these school officials saw little need to educate African Americans beyond what one Georgia school superintendent described as "that sort of training which will make him respect law and fit him for vocations open to him."⁸ The features and characteristics of early twentieth-century Southern school reform that resulted in longer school terms, higher teacher pay, and the consolidation and rehabilitation of the physical plant were generally not realized in Southern rural African American schools. The school term length for White schools was longer than that for African American schools; White teachers in White schools were better paid than African American teachers in African American schools; and

⁵Ibid., 99.

⁶Ibid.

⁷Edwin O. Knox, "The Origin and Development of the Negro Separate School," *The Journal of Negro Education* 9, no. 3 (summer, 1940): 445.

⁸Anderson, *Education of Blacks in the South*, 82.

African American school facilities were generally inferior. These disparities were the predictable outcome of Jim Crow laws and policies.⁹

In the late nineteenth and early twentieth centuries, both White and African American rural schools in the South were dependent upon a partnership between the state superintendents of public instruction and the county superintendents of the new education bureaucracies and the local communities served by the schools. The education officials, even though they lacked any real power to compel behavior on the part of the local communities, were charged with dispersing the small amounts of state funds devoted to public education for the salaries of teachers. The local communities had the greater role in the partnership and were responsible for establishing and maintaining the school facilities. Property taxes and private contributions supported the building of community schools. In addition, local funds were required to supplement the limited state funds devoted to public education, and local communities were expected to support the schools by ensuring adequate enrollment and regular attendance.¹⁰

The major limiting factors that prevented substantial progress in African American education in the early years of the twentieth century were the lack of school buildings and seating capacity and the shortage of African American teachers. Schools for African Americans could not be developed until there were enough African American teachers, but most Southern White educators generally would not teach African American students. The primary source of African American teachers in 1900 was private normal schools, which supplied approximately 80 percent of graduating teachers, but they could neither meet the demand for teachers nor

⁹The term Jim Crow comes from the minstrel show song “Jump Jim Crow” written in 1828. Jim Crow laws were a series of laws enacted primarily in Southern states in the latter half of the nineteenth century that restricted most of the new privileges granted to African Americans after the Civil War. By 1937, Jim Crow was being used to refer to racial segregation.

¹⁰Edward E. Redcay, *County Training Schools and Public Secondary Education for Negroes in the South* (Washington D.C.: The John F. Slater Fund, 1935), 31.

address the need for increased seating capacity and new school buildings.¹¹ Ultimately, since Southern Whites possessed absolute control over public education, the key to improving public education for African Americans in the rural South lay in persuading Whites to support reform.

Inception of Industrial Education

In the early twentieth century, northern philanthropic foundations initiated a major intervention in the education of African Americans in the South. Philanthropies and African Americans who desired better schools began to espouse the concept of "industrial education."¹² While its precise meaning remained vague, industrial education generally was understood among most northern and Southern Whites as a minimal form of education better suited to the "limited" capacities of the African American population in the rural South.¹³ Industrial education, as opposed to a broad liberal arts curriculum, was viewed by many as an appropriate field of study for African Americans. The style of schooling pioneered by Samuel Chapman Armstrong at the Hampton Normal and Agricultural Institute in Hampton, Virginia, and replicated by Booker T. Washington at the Tuskegee Normal and Industrial Institute in Tuskegee, Alabama, would fulfill the needs of rural African Americans in the South by teaching them basic skills, habits of thrift and discipline, and values of Victorian morality.¹⁴ Southern Whites, particularly the poorer Whites, who were content for young African American men to be trained as farmers or mechanics and for young African American women to learn the basics of good housekeeping or "domestic science." The debate over the appropriateness of industrial education courses versus the traditional school curriculum for African American children deeply

¹¹Ibid., 55.

¹²Anderson, *Education of Blacks in the South*, 98.

¹³Ibid.

¹⁴Ibid., 99.

divided not only the African American community in the late nineteenth and early twentieth centuries, but also the educational philosophies of Booker T. Washington and W. E. B. DuBois.

Notwithstanding its ideological value and the premise upon which Southern support for it was marshaled, industrial education was an acceptable cause to which White supporters of African American education both within and outside the South could contribute financial resources. Industrial education provided not only political cover for Southern Whites who supported minimal African American schooling, but also a moderately conservative path toward improved race relations. However, this program of modernizing rural African American schools was advanced within the context of segregated education. None of the principal advocates of this gradual and incremental method of educational reform saw integration and the disassembling of the Jim Crow system as a realistic model for educational change.

The emergence of the Hampton-Tuskegee model of industrial education for African Americans in the rural South coincided with the general trend in the era toward technical, trade, and manual instruction. This movement resulted in the establishment of (1) schools of applied science and technology to train architects, engineers, chemists, etc., for professional work; (2) trades schools to train workers in industry and to prepare them for individual occupations; and (3) manual instruction to supplement the traditional academic curriculum, which promoted habits of thrift and morality. It was believed that society would run more efficiently as a result of this emphasis on technical, trade, and manual instruction.¹⁵ Moreover, with the right schooling, laborers (whether they be White or African American) could be trained to become better citizens

¹⁵Anderson, "Northern Foundations and the Shaping of Southern Black Education," 381.

and more efficient workers. Thus, this education model was viewed as a sound investment in social stability and economic prosperity.¹⁶

The ability to implement industrial education on a large scale depended upon the availability of sufficiently trained and educated teachers and modernized school facilities.¹⁷ As a part of the larger effort to promote industrial education through a modernized education infrastructure, the principal backers and proponents of industrial education also hoped that the physical improvement of rural African American schools would lead to a larger pattern of community uplift.¹⁸ The movement toward industrial education and the provision of school facilities adequate to support the curriculum was married with an effort to improve and strengthen the overall well-being of the African American community. These arguments were ultimately persuasive to many African Americans in the rural South, and there was general consensus that such upgrades would stimulate public and private support for African American schools and benefit the African American community in areas beyond education.

The County Training School

To redress the lack of African American teachers needed to implement the industrial education curriculum on a large scale, the principal philanthropic foundations supporting African American education launched various initiatives, such as County Training Schools, with the cooperation of state departments of education. James Hardy Dillard, the general agent for the John F. Slater Fund, purposely chose the term "county training school," rather than "high school," because he felt that when the program started in 1911, White Southerners were not

¹⁶Michael Fultz, "Teacher Training and African American Education in the South, 1900-1940," *Journal of Negro Education* 64 (1995): 203.

¹⁷Redcay, *County Training Schools and Public Secondary Education for Negroes in the South*, 31.

¹⁸Anderson, *Education of Blacks in the South*, 129.

ready to accept African American high schools. Emphasizing industrial education and an industrial teacher training curriculum under the Country Training School name would solve the problem of a shortage of higher level educational opportunities for African Americans without alarming White Southerners. The segregated, publicly funded County Training School was the antecedent of the segregated, publicly funded Negro High School, and many County Training Schools did eventually become Negro High Schools in the late 1920s and early 1930s as was envisaged—though not publicized—when the program was established.¹⁹

Dillard explained the need and the purpose of County Training Schools as follows:

One of the greatest immediate needs is for even fairly competent teachers in small public schools. It is a fact that a very large majority of the teachers in the small rural schools for Negroes have got what they have of education and training in their own or a neighboring county... [There is] interest in the improvement of some central school in the county which may serve the purpose of supplying a somewhat better grade of teachers. Such is the origin of the so-called County Training School.²⁰

Industrial education was a core feature of the County Training Schools movement, but it was only one aspect of the overlapping purposes that the program attempted to accomplish.²¹ County Training Schools included provisions for better training for African American teachers in rural schools than was available previously. Much of the efforts of the industrial education program concentrated on the physical modernization of the dilapidated school facilities that existed for African American children. Citing the "steady migration" of African Americans out of the South after World War I and a "serious shortage of farm labor," Jackson Davis, general field agent of the General Education Board, declared that the Great Migration was at least partly the result of inferior rural school facilities.²²

¹⁹Knox, "Historical Sketch of Secondary Education for Negroes," 448.

²⁰Fultz, "Teacher Training and African American Education in the South," 203.

²¹Knox, "Historical Sketch of Secondary Education for Negroes," 449.

²²William A. Link, *Jackson Davis and the Lost World of Jim Crow* (Charlottesville: The University of Virginia Press, 2000), 21.

County Training Schools were designed primarily to train efficient agricultural and domestic workers for the rural South. The limited and narrowly defined curriculum often consisted of instruction in home economics for girls, practical agriculture for boys, and teacher training for both. The Suggested Course of Study for County Training Schools, developed in 1916 by a committee charged with the evaluation of the County Training School program, recommended for grades five and six (which denoted the end of schooling for most rural African American students) that County Training School teachers devote half of their time teaching academic subjects and the other half to industrial education.²³ Academic courses consisted primarily of reading, writing, arithmetic, spelling, and history. Industrial subjects included practical agriculture, cooking, woodwork, and drawing or creating simple designs for objects to be made in a shop.²⁴

Studies and annual reports of the various philanthropic foundations that were involved in supporting the County Training School program indicate that virtually all boys and girls over fourteen years of age spent from 180 to 750 minutes a week in practical agriculture, the shop, the home economics "laboratory" or in some industrial pursuit.²⁵ In the more rural schools, one-third to half of the school day was devoted to vocational subjects.²⁶ Even in the teacher training program, significant time was allotted to instruction in practical agriculture, gardening, cooking, sewing, housekeeping, canning, and similar subjects.²⁷ The academic subjects in the teacher training curriculum did not go beyond what was required for a first-grade county teacher's license, which was little more than basic common school course work.

²³Anderson, "Northern Foundations and the Shaping of Southern Black Education, 390.

²⁴Ibid.

²⁵Redcay, *County Training Schools and Public Secondary Education for Negroes in the South*, 38.

²⁶Ibid.

²⁷Ibid.

Local communities and school authorities had to meet certain minimum requirements to obtain a County Training School. It was necessary for the school property to belong to the state, county, or district and for the institution to be part of the public school system. Each state, county, or district had to levy taxes for an annual appropriation for teachers' salaries of not less than \$750. A school term of at least eight months was encouraged. Moreover, it was required that the course work extend through the eighth year and two years beyond that for the training of teachers for the first seven grades.

It was the policy of the John F. Slater Fund that following the establishment of a County Training School, \$500 per year would be appropriated for a minimum of three years, \$250 per year for the next two years, and \$100 per year for needed equipment thereafter.²⁸ Aid to purchase industrial and other equipment usually amounted to \$500.²⁹ County school boards were required to match the amount given by the philanthropy for purchasing blackboards, desks, and similar supplies. Philanthropic financial support was also contributed for the erection of industrial buildings, teachers' homes, and dormitories for boarding students. Industrial buildings and teachers' homes were projects that were considered on an individual basis and funded in proportion to the local authority's contributions. In 1920, the amount of philanthropic assistance to County Training Schools was increased by the appropriation of funds to raise teachers' salaries to a minimum annual salary of \$1,000 for principals and of \$500 for assistant teachers. This appropriation was made on a diminishing scale, with the original amount being decreased by one-fifth each year and disappearing entirely at the end of the fifth year.³⁰ It was assumed that the state, county, or district school boards would compensate for the amounts withdrawn each year.

²⁸Anderson, "Northern Foundations and the Shaping of Southern Black Education," 384.

²⁹Ibid.

County Training Schools quickly became the dominant institution for African American secondary education in the South. The County Training School movement began with the construction of the Tangipahoa Parish Training School in Louisiana in 1911. In that year, philanthropic funds supported four County Training Schools. By 1921, the number of County Training Schools had multiplied from four to 142, the teaching corps from twenty to 848 teachers, and the amount expended annually for salaries from \$5,344 to \$478,334.³¹ By 1933, the number of County Training Schools had increased to 356, and these schools were located in 293 of 912 counties in fifteen Southern states and border states. Further, 44.2 percent of all African American pupils of high school age in the South lived in counties where County Training Schools were either the only secondary school or the one with the most number of grades.³² For most African American youth between the ages of fifteen and nineteen, the County Training School was the only source of public secondary education available.³³ The rapid growth in the number of the County Training School, fueled by a much-needed infusion of funds from philanthropic foundations devoted to promoting industrial education in the region, is indicative of their importance to these organizations, whose reform agenda was furthered as a result.

³⁰Ibid.

³¹Knox, "Historical Sketch of Secondary Education for Negroes," 450.

³²Redcay, *County Training Schools and Public Secondary Education for Negroes in the South*, 98.

³³Ibid.

CHAPTER 3
PRINCIPAL PHILANTHROPIC FOUNDATIONS DEVOTED TO
AFRICAN AMERICAN EDUCATION IN THE RURAL SOUTH

The Need for Philanthropic Assistance.

African American public education suffered from a lack of committed funding and attention from the period of Reconstruction to well into the twentieth century. As late as 1947, per capita wealth in the south was only approximately 40 percent of the national per capita average.¹ Despite their poor fiscal situation, Southern states were engaging in a dual system and structure of public schools at a time when they could not have financially supported a single education system had their education expenditures been equivalent to the national average.

In contrast to the condition of African American educational infrastructure during the same time period, the late nineteenth century was a golden age in America characterized by the creation of extensive transportation and communications networks, the exploitation of an abundance of natural resources, the influx of millions of immigrant laborers, and the implementation of mechanization and mass production. Numerous philanthropic foundations grew out of the very large fortunes amassed during the rapid expansion of the United States in the late nineteenth and early twentieth centuries, and many wealthy industrialists established foundations to oversee the distribution of private funds for a variety of social causes and projects.

Several philanthropic foundations that dispersed grant money to support various aspects of African American education were established during the late nineteenth and early twentieth

¹Knox, "Origin and Development of the Negro Separate School," 276.

centuries. The four principal philanthropic foundations involved in funding public education for African Americans in the rural South were the John F. Slater Fund, the Anna T. Jeanes Fund, the General Education Board, and the Julius Rosenwald Fund. These funds worked both individually and cooperatively to leverage private and public funds. Their efforts led to the establishment and construction of several hundred schools and support facilities for African American education in the rural South.

The concept of industrial education, reviewed in Chapter 2, had attracted considerable interest among northern philanthropists of the period. Both Booker T. Washington and his White mentor, Samuel Chapman Armstrong, a northern missionary and founder of the Hampton Normal and Agricultural Institute, had skillfully cultivated northern patronage during the late decades of the nineteenth century, and both the Hampton Institute and Tuskegee Normal and Industrial Institute had many wealthy northerners as trustees and supporters. The northern reformers who effectively shaped the policies and programs of the most influential philanthropic organizations of the period were originally involved in Southern education reform through their connections with the Hampton and Tuskegee Institutes.

At the beginning of the twentieth century, many initiatives were undertaken by the principal private philanthropic foundations devoted to African American education in the rural South to improve teacher skills and knowledge and the overall quality of African American education. These initiatives consisted of the Jeanes Fund program of hiring African American "supervising teachers" in selected Southern counties to promote industrial education and to aid and support rural classroom teachers; the County Training School movement and the establishment of summer schools for teachers of the industrial education curriculum by the Slater Fund; and the large school-building program of the Rosenwald Fund. Another objective was to

stimulate the involvement, financial commitment, and public tax support for African American schools on the part of the White officials in the local and state governments and education bureaucracies—albeit within the constraints of Jim Crow policies. In many ways, the philanthropic foundations were mediators between African Americans seeking to improve their schools and Southern Whites, whose attitudes ranged in from outright hostility to cautious support for limited improvements.

John F. Slater Fund

The John F. Slater Fund was the first philanthropic foundation devoted entirely to the promotion of African American education. George Peabody, a native of Massachusetts and successful entrepreneur and merchant, established the first philanthropy for education in the United States in 1867 with a \$1 million fund "for the promotion and encouragement of intellectual, moral, and industrial education among the young of the more destitute portions of the South and South Western States of our Union."² John Fox Slater, a member of a Connecticut textile family, was inspired by the efforts of Peabody and the Peabody Education Fund and established a separate fund for the development of industrial education for African Americans in the South in 1882. In some respects similar to the Peabody Education Fund, the Slater Fund was established specifically for "the uplifting of the lately emancipated population of the Southern states and their posterity by conferring on them the blessings of a Christian education."³ Slater Fund monies were earmarked for schools that "give instruction in trades and other manual occupations simultaneously with mental and moral instruction."⁴ While the Peabody Fund dealt with education for both races, its policy of dispersing funds for struggling, but already-

²Redcay, *County Training Schools and Public Secondary Education for Negroes in the South*, 46.

³Ibid., 35

⁴Ibid.

established schools significantly limited the amount of contributions that could be made to African American education.

The disbursement of funds for the establishment of new schools was one of the primary missions of the John F. Slater Fund. Under the auspices of the Fund, the County Training School program was originated and promoted with the aim training teachers in the industrial education curriculum and developing leaders in the African American community by way of advanced educational opportunity.⁵ Another important aim of Slater Fund programs and policies was fostering cooperation between the community served by the schools and the local and state officials involved in their establishment and maintenance. By design, the Slater Fund aid only partially supported the operation of County Training Schools, the remainder of the cost was provided by local public school officials from local revenues. It was the intent that the policy of partial funding would stimulate interest and change the attitudes of those officials responsible for the distribution of public money.⁶

By the turn of the twentieth century, the work of the Peabody Fund and the John F. Slater Fund had converged to the point that in 1914 the trustees of the Peabody Fund felt the foundation's work would be more effective if it operated in conjunction with the John F. Slater Fund. After making a large grant to Peabody College in Nashville, Tennessee, the trustees of the Peabody Fund voted to transfer control of its remaining assets of the John F. Slater Fund.

General Education Board

The General Education Board was established in 1902 by John D. Rockefeller to administer his contributions to schools and to promote his educational philosophy. William H. Baldwin Jr., who was the first chairman of the General Education Board and an inspiration to

⁵Ibid., 44.

Julius Rosenwald, had urged school campaigners and northern capitalists at the second Conference for Education in the South held in 1899 to establish such a board to support schools engaged in industrial work.⁷ Attendees at that and subsequent annual conferences concluded that private philanthropy was the best vehicle by which to spread industrial education throughout the South because Southern states were too resistant or too poor to appropriate additional funds for African American education. The proposed name of the new foundation established by Rockefeller was initially to be the Negro Education Board, but it was determined that such an obvious emphasis would alienate White Southerners and lessen the chance of establishing a clearinghouse for all philanthropic funds earmarked for Southern education. Largely through the efforts of U.S. Senator Nelson W. Aldrich, the father-in-law of John D. Rockefeller Jr., the General Education Board was incorporated by an act of Congress in 1903.

The charter of the General Education Board gave it the authority to possess limitless capital and to act in any way to further its educational objectives in the United States.⁸ The programs of the General Education Board included endowment grants; general budgetary support for colleges, universities, and special programs; fellowship and scholarship assistance to state school systems at all levels; and the development of social and economic resources as a means of improving educational systems.⁹ Major colleges and universities across the United States, as well as many small institutions in every state, received aid from the General Education Board. Despite the large number of varied and diverse initiatives, the emphasis of the efforts of

⁶Ibid.

⁷Knox, "Historical Sketch of Secondary Education for Negroes," 448.

⁸Anderson, "Northern Foundations and the Shaping of Southern Black Rural Education," 379.

⁹Ibid.

the General Education Board was on the South in general and the education of African Americans in the South in particular.¹⁰

The General Education Board quickly became a powerful philanthropic trust, as John D. Rockefeller, Sr. supplemented his initial \$1 million endowment with another amounting to \$53 million by 1909; by 1929, he had personally donated \$123 million.¹¹ Equally as impressive and important as the financial strength of the General Education Board was its success in securing the cooperation of the Peabody Education Fund and the John F. Slater Fund and establishing itself as the coordinator and director of the principal philanthropic funds concerned with education in the South. The influence of the General Education Board and its effectiveness in marshalling the efforts of previously independent and autonomous foundations was most apparent in its support for African American education. After securing the Peabody and Slater Funds, the General Education Board later gained the cooperation of the Negro Rural School Fund (Anna T. Jeanes Foundation), established in 1907, and the Julius Rosenwald Fund, incorporated in 1917. Thus, as historian Louis Harlan observed, the General Education Board had acquired “virtual monopolistic control of educational philanthropy for the South and the Negro.”¹²

Beginning around 1910, the General Education Board (through its allies and cooperating philanthropies) sought to implement three major programs in the African American educational systems of the Southern states: the (1) establishment of State Supervisors for Negro Rural Schools in all Southern states, (2) placement of County Supervising Industrial teachers (commonly know as Jeanes teachers) in hundreds of Southern counties, and (3) development of County Training Schools, which was the most important mechanism for translating the General

¹⁰Ibid.

¹¹Ibid.

Education Board's efforts into institutional action at the local level. These programs, which were funded by the General Education Board, the John F. Slater Fund, and the Negro Rural School Fund, significantly determined the forms of education available to African Americans in the South in the first half of the twentieth century.

Through the State Supervisors of Negro Rural Schools, the General Education Board hoped to appoint an administrator in each Southern state who would attend to developing and systematizing industrial training. Southern states generally welcomed State Supervisors because the states shared the General Education Board's belief in African American industrial training and because they needed outside funding to help sponsor a dual education system.¹³ By 1920, all Southern states had Supervisors of Negro Rural Schools, and Jackson Davis had been appointed general field agent by the General Education Board to coordinate the Supervisors' work. Horace Mann Bond, one of the most respected and influential African American educators and intellectuals of the mid twentieth century, described the State Supervisors' offices as "central clearing houses for practically all of the activities, state as well as philanthropic, intended to benefit Negro schools on a statewide basis."¹⁴ The State Supervisors spent most of their time systematizing industrial education where it was practiced and advocating its introduction where it was not in place. They also sought to organize African American principals and teachers in each state and to gain popular support for the industrial education movement.

¹²Ibid., 380.

¹³Ibid., 383.

¹⁴Ibid.

Negro Rural School Fund (Anna T. Jeanes Foundation)

Following a \$5,000 contribution to support the Fort Valley Normal and Industrial Institute in Fort Valley, Georgia, and two \$10,000 contributions to promote the establishment of rural elementary schools for African Americans in the vicinity of Hampton and Tuskegee Institutes, Anna T. Jeanes set up a fund, referred to as the Negro Rural School Fund, consisting of income-bearing securities for “the furthering and fostering of rudimentary education in small Negro rural schools” in 1907.¹⁵ Between 1902, when her contribution to the Fort Valley Normal and Industrial Institute was made, and the endowment of the fund in 1907, Jeanes had given \$1.2 million toward the establishment of a program for the training of African American teachers in the methods of industrial schooling.

James Hardy Dillard, a classics professor and dean of Tulane College, became the first general agent of the Jeanes Fund, and in 1908, he hired the first County Supervising Industrial Teacher, Virginia Randolph. Randolph and Dillard began training a number of County Supervising Industrial Teachers, more commonly known as Jeanes teachers, first in Virginia and then throughout the South. Whereas the State Supervisors of Negro Rural Schools established under the Slater Fund were to organize African American industrial training at the state level, the County Supervising Industrial Teachers were expected to assist local superintendents in making schools conform to the industrial curriculum. The State Supervisors tended to be White and male, all of the County Supervising Industrial Teachers were African American, usually female.

A primary duty of the County Supervising Industrial Teachers was to visit schools within their county and give lessons in sewing, cooking, canning, housework, laundering, basketry, shuck work, chair-caning, woodwork, broom-making, and gardening. The introduction and

¹⁵Arthur D. Wright, *The Negro Rural School Fund, Inc. (Anna T. Jeanes Foundation) 1907-1933* (Washington: The Negro Rural School Fund, Inc., 1933), 31.

promotion of simple industries in the course of their visits to schoolhouse is the most well-known of the Jeanes teachers' duties, but stimulating community interest and support for schools and improvement of instruction and physical features were other priorities of the program from the beginning.¹⁶ A report commissioned by the John F. Slater Fund observed, "It is significant to note the evolution of the Jeanes supervisor from model teacher, to community organizer using the schools and teachers as centers of activity, to a supervisor of vocational work, especially home industries, to the present status of a supervisor of instruction."¹⁷

Jeanes teachers never entered a county without authorization and assurances of goodwill, yet the growth in the number of Jeanes teachers throughout the South was dramatic. The number of County Supervising Industrial Teachers increased from two in 1908 to 272 in 1920. By 1927, there were 313 Jeanes teachers in 311 counties in fourteen states, and in 1937, there were 474 supervisors in 505 counties in thirteen states and the U.S. Virgin Islands.

Julius Rosenwald Fund

In the early 1900s, Booker T. Washington and his staff at the Tuskegee Normal and Industrial Institute conceived an ambitious program to improve African American rural school infrastructure. Initially focused on communities around Tuskegee, Alabama, the school building program eventually expanded to include communities throughout the South. Washington secured initial funding for the rural school building program from Anna T. Jeanes and from Henry H. Rogers, a vice president of the Standard Oil Company. To widen the scale of the program, Washington approached Julius Rosenwald, then president of Sears Roebuck and Company

¹⁶Fultz, "Teacher Training and African American Education in the South," 202.

¹⁷Ibid.

and a trustee of Tuskegee Institute, to divert a portion of a previously earmarked gift to build rural schoolhouses near Tuskegee Institute.¹⁸ Rosenwald agreed to the new use for the funds already held by Washington, and the first Rosenwald-supported rural schools were constructed. Though there is some debate as to which was the first Rosenwald School, the two earliest schools were the single-room school in Loachapoka in Lee County, Alabama, and the two-room building in Notasulga in Macon County, Alabama.

In 1914, Rosenwald visited the first school buildings constructed and soon gave an additional \$30,000 for the construction of 100 school buildings in Alabama. After consulting with the Executive Council at Tuskegee, Washington drafted a complex plan of operation for the construction of schoolhouses. In February 1915, Rosenwald assured Washington that funds for an additional 100 schools would be forthcoming when the first 100 schools were completed. Later the same year, Washington expanded the program to five additional counties in Alabama.

At the time of Booker T. Washington's death on November 14, 1915, eighty school buildings had been completed in Alabama, Tennessee, and Georgia, and twelve more were under construction. A year-end financial statement showed that ninety-two buildings had cost \$103,784.61.¹⁹ African Americans had contributed \$47,204.72 of that total; Whites had contributed \$6,208.50; and public funds amounted to \$16,550. Julius Rosenwald's total contribution was \$33,621.39. The estimated cost of a school was \$1,128.10, and the average contribution per school by Rosenwald was \$367.62. After the death of Washington, the extension department at the Tuskegee Institute continued to administer the Rosenwald Fund, primarily under the direction of Clinton J. Calloway. In 1916, Rosenwald offered to pay one-third of the cost of an additional 300 rural schoolhouses in the South, an offer he made again in 1917 and

¹⁸Alabama Historical Commission. 1997. *National Register Multiple Property Documentation Form for the Rosenwald School Building Fund and Associated Buildings (1913-1937)* (Montgomery, 1997), 3.

1918.²⁰ Due in part to Rosenwald's commitment to fund 300 more schools and because the program had spread to almost all Southern states, the small staff at Tuskegee was overwhelmed and did not appear able to properly administer the fund. Field agents complained that more supervision of the construction of buildings was needed to ensure conformity with specifications. Rosenwald called for an audit and suggested that a careful survey of the system be made with a view toward improving methods and procedures. Dr. F. B. Dresslar, Professor of Hygiene at Peabody Teachers College in Nashville, was engaged to make a survey of the system. The Dresslar survey showed the need for closer administration and more efficient planning.²¹

Realizing the need for an extensive, orderly plan for the construction of such a large number of schools, Rosenwald called for a conference on schoolhouse construction. Other states in the South had begun applying for Rosenwald money, and in time, fifteen Southern states were participating in the work. In 1917, Rosenwald formally established the Julius Rosenwald Fund to administer his philanthropic and charitable giving, and it was proposed that the Rosenwald Fund take over the rural school building program.

In February 1920, having considered Dresslar's report and the recommendations of the audit, Rosenwald held a conference at Tuskegee with all the rural school supervisors, state superintendents, and others interested in African American education. Rosenwald had authorized the construction of 350 schools in 1920 but following the conference, he postponed approval of the new budget until a plan was developed that could ensure more satisfactory buildings than those mentioned in Dresslar's report. On May 18, 1920, the question of change in the administration was again raised. The following June, a plan for the future development of rural schools was drafted in the form of a letter to be submitted to the state Superintendents of Public

¹⁹Ibid., 18.

²⁰Ibid., 25.

Instruction. The Julius Rosenwald Fund took over administration in connection with the central office and issued a revised plan that remained in effect for the next seventeen years. The state Departments of Education officially assumed responsibility for the school funds expended in each state. Rosenwald hoped to achieve a lasting commitment to African American education at the state level by creating a network of knowledgeable, dedicated administrators.

Samuel L. Smith became the director of the Southern Office of the Julius Rosenwald Fund in 1920 and his greatest contribution to the building fund was the development of definite floor plans and specifications for a variety of schools. The plans incorporated the most up-to-date innovations and techniques for educational facilities. Smith determined that stock blueprints would allow any community to build a quality facility without having to incur architects' fees. He published his designs one at a time in four-page pamphlets which were made available to White and African American schools alike. Demand proved so great that Smith published a booklet titled *Community Schools Plans* in 1924 that included plans for seventeen schools in addition to designs for "teacherages" (or teachers' homes) and sanitary privies. The booklet contained contractors' specifications and recommendations on siting, painting, and landscaping. Once a community chose a design, detailed blueprints could be obtained from the Rosenwald Fund through the state's education office.

In order to receive Rosenwald Fund support, African American schools were required to follow strict architectural standards; schoolrooms had to include space for practical training and industrial education.²² Equally important, was that a "common effort" by state and county school authorities, along with local Whites and African Americans be demonstrated. Despite what the Fund's president described as the "continuing inadequacies of provisions for Negro schools," the

²¹Ibid., 26.

²²Ibid., 27.

accomplishments of the Rosenwald school building program were quantifiable and its legacy significant. By 1932, the Rosenwald Fund had participated in the construction of more than 5,300 schools, costing more than \$4.2 million in public and private funds and accommodated more than 650,000 African American children and 15,000 teachers.²³ According to the Fund's estimates, these schools exceeded the numbers of all African American schools in existence in 1913 and were worth more than twice their value.

Although the Trustees of the Julius Rosenwald Fund had decided to close the school building fund in 1928, Edwin Embree, who was president of the Fund, continued the school construction grant program as long as Julius Rosenwald was alive. After Rosenwald's death in 1932, the school-building fund officially closed in July of that year. Samuel Smith kept the Southern Office in Nashville open until 1937, distributing school plans and overseeing the construction of the Warm Springs, Georgia, school. It was determined that the program had become a crutch rather than a catalyst and that the public-private partnership was not enough to solve the South's educational problems. Embree therefore used Rosenwald Funds to push for federal aid for African American education.

The Rosenwald Fund included aid to high schools and colleges, fellowships to enable African Americans to advance in their careers, assistance to segregated African American hospitals and health agencies, the development of county library systems, and the distribution of medical services to persons of moderate means. While the programs of the Fund were many, it was the school building program for which it is best known.

The Rosenwald School Building Fund represented a watershed in the history of African American education. It was a carefully conceived and well-executed effort of massive scope. As a result of the Rosenwald Fund initiatives, more African American children went to school

²³Ibid., 38.

longer and with better trained teachers in better constructed and equipped schools. Rosenwald Fund money helped stimulate increases in public tax money for African American education. Moreover, Rosenwald schools served as community centers and often set neighborhood standards in regard to architecture, sanitation, and maintenance.

When the Rosenwald Fund shut down its school building program in July 1932, 5,357 Rosenwald schools, shops, and teachers' homes had been constructed in 833 counties of fifteen Southern states at a cost of \$28.4 million.²⁴ The Rosenwald Fund donated \$4.3 million and African American citizens contributed \$4.7 million.²⁵ Local governments contributed \$18.1 million (or 64 percent of the total) and private White contributions made up the remaining 4 percent.²⁶ The Southern states that were positively affected were Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, Missouri, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, and Virginia.

Cooperation Among the Foundations

Each year for the three years from 1898 to 1900, a Conference for Education in the South was held in Capon Springs, West Virginia, and from 1901 to 1914, these conferences were held at various locations across the South. These meetings were attended by northern industrialists and Southern education reformers, and they frequently resulted in the establishment of new philanthropic foundations and the implementation of new programs or initiatives to be carried out by the philanthropic foundations supporting African American education in the South.

It was at the second conference in Capon Springs in 1899 that William H. Baldwin Jr. proposed the creation of a "general education board," and it was shortly after the fourth

²⁴Ibid.

²⁵Ibid.

²⁶Ibid.

conference in Winston-Salem, North Carolina, in 1901 that both the Southern Education Board and the General Education Board were formed. The Southern Education Board was a research-oriented investigative entity that also promulgated the aims of the conferences. The General Education Board (described in more detail previously) was a philanthropic foundation established to provide funds to implement the initiatives and programs of the education reformers who attended the conferences. Many original members of the Southern Education Board were the original trustees of the General Education Board. George Foster Peabody, for example, was a founder of the Southern Education Board and the General Education Board and served as treasurer of the former from 1901 to 1914 and of the latter from 1902 to 1909.

Robert C. Ogden, who had helped to establish the Hampton Institute in 1868 as the original industrial education school for African Americans, held positions as president of the Conference for Education in the South, the Southern Education Board and the General Education Board, and both the Hampton and Tuskegee Institutes' respective Board of Trustees from 1900 to 1913. In 1906, Ogden was president of all these organizations.

The northern reformers who effectively shaped the policies and programs of the most influential philanthropic organizations of the period were originally involved in Southern education reform through their nineteenth century connections with the Hampton and Tuskegee Institutes. The key reformers shared personal histories and their organizations often shared administrators, officers, and trustees. As the increased effectiveness and the synergy that could be achieved through cooperation among the funds became evident, more formalized cooperation and outright mergers to facilitate the advancement of the various programs devoted to African American education in the rural South were implemented as needs became evident.

The Peabody Education Fund and the John F. Slater Fund acted largely through the General Education Board. After securing the cooperation of the Peabody Fund and the Slater Fund, the General Education Board later gained the cooperation of the Anna T. Jeanes Fund and the Julius Rosenwald Fund.

In expanding the Rosenwald Fund school building program, the Rosenwald Fund cooperated with the General Education Board and the Anna T. Jeanes Fund. Although the Rosenwald Fund had no formal connection with the General Education Board, the two agencies worked closely in helping Southern states to hire administrators to oversee rural school issues. In the early 1910s, the General Education Board provided matching money to states to hire two agents for rural schools. One grant was for the administrator for White facilities, the other for the administrator for African American facilities, commonly referred to as the Negro agent. After the formation of the Rosenwald Fund in 1917, that entity built upon the foundation established by the General Education Board and offered each state a grant to hire an African American administrator to assist the White "Negro agent." By 1918, African American assistants were working in North Carolina, Alabama, Arkansas, Kentucky, Louisiana, Tennessee and Virginia. The General Education Board, in turn, eventually provided funds to hire White assistants for the Negro agent. These White assistants were usually trained in special education, curriculum development, and schoolhouse planning and sanitation. These White assistants brought professionalism to the development of African American schools, but only they and not their African American co-workers were eligible to succeed the Negro agent.

Also, to emerge from the collaborative relationship among the various foundations was the key role that Jeanes Supervisors played in successful fund raising efforts necessary for a community to provide the required match for Rosenwald Fund aid. Grassroots fund raising was a

key component of Rosenwald efforts and Jeanes Supervisors were at the forefront of fund raising drives often times spearheading “Rosenwald Rallies.” A large part of the credit for the success of the Rosenwald Fund school building program has been attributed to the Jeanes teachers. They organized communities, encouraged teachers, stimulated industrial instruction, and created a sense of community pride.

During the course of the effort to reform and improve the existing education system for African Americans in the rural South, the northern reformers found that they worked best with native White Southerners who could represent their interests and communicate effectively with the Southern power structure. Therefore, beginning in 1911, the General Education Board began supporting a Supervisor who was attached to State Superintendents' offices but supported by northern philanthropy. The role of this Supervisor was to coordinate the Jeanes, General Education Board, and Rosenwald efforts and to solidify state support for African American education.

CHAPTER 4

SIGNIFICANCE OF THE COUNTY TRAINING SCHOOL WITHIN THE CONTEXT OF AFRICAN AMERICAN SECONDARY EDUCATION

Rapid Growth and Widespread Distribution of the County Training School

The widespread geographic distribution and rapid growth in the number of County Training Schools indicate the value and importance that the advocates and sponsors of the industrial education movement placed on the County Training School as the mechanism for the implementation and propagation of that model of African American education in the rural South. The County Training School movement began in 1911 with four schools in Arkansas, Mississippi, and Louisiana. Four years later in 1915, twenty-nine schools in ten Southern states had been established. By 1920, 142 counties in fourteen Southern states were served by a County Training School.¹ In 1933, 356 schools in 352 counties in fourteen Southern states were identified as County Training Schools.² Over 170,000 pupils were enrolled in these schools, and 16,389 of them were enrolled in the secondary grades of those schools.³

The total number of schools established and maintained under the County Training School movement between 1911 and 1933 was 612 in 517 counties in fifteen Southern states.⁴ The number of counties served by a County Training School in 1933 was approximately 57 percent of all counties in the South that provided some public secondary education for African

¹Redcay, *County Training Schools and Public Secondary Education for Negroes in the South*, 85.

²Ibid.

³Ibid., 87.

⁴Ibid.

American students.⁵ Seventy-five percent of these schools were located in the eight Southern states having the largest African American secondary school age population. These states were Alabama, Georgia, Louisiana, Mississippi, North Carolina, South Carolina, Texas, and Virginia. These are the same seven states with the largest African American populations from the 1910 United States Census depicted previously on Tables 1 and 2. These states still possessed 77 percent of the total African American population of the South at the time. Out of the total number of 612 schools established under the County Training School movement by 1933, 399 offered four years of secondary work and 181 of these schools were fully accredited.⁶ Thus, a significant percentage of the County Training Schools were developing into public secondary schools as was originally intended.

There was a great reliance among Southern states with high African American populations on the County Training School to provide secondary educational facilities for the African American students in those states. With the exception of Tennessee and Virginia, these states had a large number of counties with a high African American secondary school age population that provided very few secondary school facilities and a very low percentage of the secondary school age African American population of these states were enrolled in a school.

In 1933, there were at least 190 counties in the South entirely without public secondary educational facilities for African American students.⁷ In 293 counties in fifteen states, the only schools providing any public secondary facilities for African Americans were County Training Schools. In 198 counties, the County Training School provided four years of secondary work. In 105 additional counties, the County Training School was not the only public school offering secondary course work, but it provided the most advanced secondary course work available in

⁵Ibid., 88.

⁶Ibid.

the county. Therefore, approximately 44 percent of all African American youth aged fifteen to nineteen years of age were residing in counties where the only or most advanced secondary education was provided by County Training Schools.⁸ The percentage of each state's total secondary population enrolled in County Training Schools varied greatly, from 28.6 percent in Louisiana to 2.7 percent in Oklahoma.

County Training Schools provided new and unprecedented access to secondary education for African American students in the South. The early goal of the movement, as denoted by the County Training School name, was the training of African American teachers for rural African American elementary schools. In this respect, the County Training School advanced the quality of instruction for and preparation of African American teachers.⁹ The work of County Training Schools continued until the mid 1930s when, as certification standards continued to rise, most Southern states (with the exception of Louisiana) phased out teacher training work in public secondary schools and therefore in the County Training Schools as well.¹⁰ Many former County Training Schools located in urban areas or areas that became urban after the school's establishment became high schools and lost their identity as schools adapted and designed for the needs of rural African American children. Most, however, continued to represent an unusual type of consolidated school that offered regular high school subjects and a variety of courses and community services adapted to the needs of rural African Americans. County Training Schools represented an original cooperative effort within a county to develop at least one school with secondary status or to encourage a school to offer more advanced secondary school work.

⁷Ibid.

⁸Anderson, "Northern Foundations and the Shaping of Southern Black Rural Education," 391

⁹Fultz, "Teacher Training and African American Education in the South," 204.

¹⁰Ibid.

Compilation and Analysis of Data

The compelling statistics and data that attest to the rapid growth and the extent to which the County Training School became a principal provider of public secondary educational opportunity for African American students were primarily compiled in annual and special reports of the Trustees of the John F. Slater Fund. Data pertaining specifically to the state of Georgia were analyzed to understand the importance and relevance of the County Training School within the context of African American public secondary education in the state.

A 1935 report of the Trustees of the John F. Slater Fund provided an inventory of all public schools in every county of each Southern state. This report identified the African American school age population of each county and the number of students enrolled in each secondary grade of each public school, if applicable. During the early part of the twentieth century, the eleventh grade was the highest secondary grade offered. Therefore, the eighth, ninth, tenth, and eleventh grades constituted the four years of secondary education available to both White and African American students. The raw data from the John F. Slater Fund report are presented in Table A1 in Appendix A titled, "Public Schools Offering Secondary Course Work for African American Students in Georgia Counties on October 1, 1933." Data obtained on private schools offering secondary course work were compiled separately and are presented in Table A2 in Appendix B titled, "Private Schools Offering Secondary Course Work for African American Students in Georgia Counties on October 1, 1933."

Additional data from the Southern Education Foundation archives, held in the Archives and Special Collections section of the Robert W. Woodruff Library at the Atlanta University Center in Atlanta, Georgia, were also analyzed. These sources of data include applications for financial aid made by institutions and states to the Slater Fund and the Negro Rural School Fund

(Anna T. Jeanes Foundation). These applications contained information about the student population, faculty and administrators, salaries, budgets, conditions of schools, curricula and educational programs.

The data from individual applications for aid from the Julius Rosenwald Fund Archives was obtained from the Georgia State Historic Preservation Office in the form of a comprehensive list of school buildings and educational support buildings constructed in the state of Georgia with financial assistance from the Julius Rosenwald Fund. The data from that list have been incorporated into the findings of this study and are presented in the Table A3 in Appendix C titled, "School and Educational Support Buildings in Georgia Constructed With Aid From the Julius Rosenwald Fund."

The information in the tables, figures, and maps in this study is based on the current political boundaries of Georgia counties and the 159 Georgia counties that have been in effect since January 1, 1932. In 1911, there were 146 counties in the state of Georgia. Fifteen counties were added to the state either by acts of the state legislature or by voter-ratified amendments to the state Constitution between 1912 and 1924. The total number of counties in the state from 1925 until 1931 was 161. Since January 1, 1932, when both Campbell County and Milton County were absorbed by Fulton County, the state of Georgia has comprised 159 counties. All tables that contain lists of counties and all figures with a state map and that depict county boundaries utilize the state's post-1931 and current county list and political boundaries.

The County Training School in Georgia

In 1933, thirty-seven counties in Georgia had no public schools that offered secondary course work for African American students. Eighteen counties maintained public schools that offered only one year of secondary school course work. Thirty-five counties maintained public

schools that offered two years of secondary school course work. Nineteen counties maintained public schools that offered three years of secondary school course work. Thirty-seven counties maintained public schools that offered four years of secondary school course work with no accredited secondary school in the county. Thirteen counties maintained public schools that offered four years of secondary school course work and had at least one accredited secondary school in the county. These data are presented in greater detail in Tables 3 through 14, which list the counties from each category of public secondary school course work offering in order of both African American secondary school age population and county name.

Based on an analysis of the data on Georgia public schools compiled in Tables 3 through 14, the thirty-seven counties in Georgia, that offered no public secondary course work for African American students identified in Tables 3 and 4 contained 9 percent of the African American secondary school age population of the state and represented 23 percent of the total number of counties in the state. The eighteen counties offering one year of public secondary course work for African American students identified in Tables 5 and 6 contained 7 percent of the African American secondary school age population of the state and represented 11 percent of the total number of counties in the state. The thirty-five counties offering two years of public secondary course work for African American students identified in Tables 7 and 8 contained 18 percent of the African American secondary school age population of the state and represented 22 percent of the total number of counties in the state. The nineteen counties offering three years of public secondary course work for African American students identified in Tables 9 and 10 contained 11 percent of the African American secondary school age population of the state and represented 12 percent of the total number of counties in the state. The thirty-seven counties offering four years of public secondary course work for African American students with no

Table 3. Thirty-Seven Counties in Georgia Offering No Public Secondary School Course Work for African American Students on October 1, 1933 (African American Secondary School Age Population Order)

County	African American Population Aged 15 to 19
Richmond	3,243
Harris	975
Twiggs	754
Baker	637
Taliaferro	550
Crawford	490
Bleckley	440
Madison	409
Wheeler	387
Quitman	354
Bryan	339
Glascoek	321
Heard	297
Douglas	296
Chattahoochee	258
Lanier	239
Long	239
Haralson	161
Brantley	144
Banks	137
Bacon	118
Charlton	105
Habersham	103
Echols	96
Catoosa	66
White	49
Murray	37
Lumpkin	26
Rabun	24
Dade	19
Dawson	11
Union	10
Fannin	3
Forsyth	2
Gilmer	1
Towns	0
Oglethorpe	Not Available

Table 4. Thirty-Seven Counties in Georgia Offering No Public Secondary School Course Work for African American Students on October 1, 1933 (County Name Order)

County	African American Population Aged 15 to 19
Bacon	118
Baker	637
Banks	137
Bleckley	440
Brantley	144
Bryan	339
Catoosa	66
Charlton	105
Chattahoochee	258
Crawford	490
Dade	19
Dawson	11
Douglas	296
Echols	96
Fannin	3
Forsyth	2
Gilmer	1
Glascoek	321
Habersham	103
Haralson	161
Harris	975
Heard	297
Lanier	239
Long	239
Lumpkin	26
Madison	409
Murray	37
Oglethorpe	Not Available
Quitman	354
Rabun	24
Richmond	3,243
Taliaferro	550
Towns	0
Twiggs	754
Union	10
Wheeler	387
White	49

Table 5. Eighteen Counties in Georgia Offering One Year of Public Secondary School Course Work for African American Students on October 1, 1933 (African American Secondary School Age Population Order)

County	African American Population Aged 15 to 19
Crisp	1,028
Calhoun	1,023
Upson	924
Talbot	815
Pike	736
Wilkinson	690
Jackson	544
Miller	467
McIntosh	450
Webster	427
Fayette	394
Appling	345
Oconee	339
Walker	318
Jeff Davis	205
Whitfield	164
Gordon	154
Paulding	150

Table 6. Eighteen Counties in Georgia Offering One Year of Public Secondary School Course Work for African American Students on October 1, 1933 (County Name Order)

County	African American Population Aged 15 to 19
Appling	345
Calhoun	1,023
Crisp	1,028
Fayette	394
Gordon	154
Jackson	544
Jeff Davis	205
McIntosh	450
Miller	467
Oconee	339
Paulding	150
Pike	736
Talbot	815
Upson	924
Walker	318
Webster	427
Whitfield	164
Wilkinson	690

American students with no accredited secondary school in the county identified in Tables 11 and 12 contained 33 percent of the African American secondary school age population of the state and represented 23 percent of the total number of counties in the state. The thirteen counties offering four years of public secondary course work with at least one accredited secondary school for African American students in the county identified in Tables 13 and 14 contained 22 percent of the African American secondary school age population of the state and represented 8 percent of the total number of counties in the state.

Table 7. Thirty-Five Counties in Georgia Offering Two Years of Public Secondary School Course Work for African American Students on October 1, 1933
(African American Secondary School Age Population Order)

County	African American Population Aged 15 to 19
Sumter	2,310
Mitchell	1,587
Meriwether	1,526
Early	1,370
Warren	978
Walton	919
Houston	904
Lee	805
Liberty	728
Jones	721
Coffee	711
Columbia	708
Wilcox	706
Johnson	675
Montgomery	633
McDuffie	571
Bartow	568
Lincoln	564
Clay	555
Turner	533
Schley	491
Effingham	452
Camden	446
Tattnall	445
Gwinnett	442
Candler	437
Pierce	405
Wayne	368
Treutlen	354
Rockdale	336
Evans	332
Clinch	317
Berrien	289
Stephens	284
Cherokee	109

Table 8. Thirty-Five Counties in Georgia Offering Two Years of Public Secondary School Course Work for African American Students on October 1, 1933
(County Name Order)

County	African American Population Aged 15 to 19
Bartow	568
Berrien	289
Camden	446
Candler	437
Cherokee	109
Clay	555
Clinch	317
Coffee	711
Columbia	708
Early	1,370
Effingham	452
Evans	332
Gwinnett	442
Houston	904
Johnson	675
Jones	721
Lee	805
Liberty	728
Lincoln	564
McDuffie	571
Meriwether	1,526
Mitchell	1,587
Montgomery	633
Pierce	405
Rockdale	336
Schley	491
Stephens	284
Sumter	2,310
Tattnall	445
Treutlen	354
Turner	533
Walton	919
Warren	978
Wayne	368
Wilcox	706

Table 9. Nineteen Counties in Georgia Offering Three Years of Public Secondary School Course Work for African American Students on October 1, 1933 (African American Secondary School Age Population Order)

County	African American Population Aged 15 to 19
Terrell	1,679
DeKalb	1,543
Worth	1,262
Hancock	1,235
Spalding	1,089
Stewart	1,055
Morgan	1,003
Putnam	736
Taylor	696
Irwin	693
Telfair	665
Butts	580
Marion	509
Hall	428
Franklin	378
Chattooga	286
Barrow	267
Atkinson	211
Pickens	106

Table 10. Nineteen Counties in Georgia Offering Three Years of Public Secondary School Course Work for African American Students on October 1, 1933 (County Name Order)

County	African American Population Aged 15 to 19
Atkinson	211
Barrow	267
Butts	580
Chattooga	286
DeKalb	1,543
Franklin	378
Hall	428
Hancock	1,235
Irwin	693
Marion	509
Morgan	1,003
Pickens	106
Putnam	736
Spalding	1,089
Stewart	1,055
Taylor	696
Telfair	665
Terrell	1,679
Worth	1,262

In 1915, four years after the first County Training Schools were established in Alabama, Louisiana, and Mississippi, only one public school offering secondary course work for African American students existed in Georgia. In 1933, fifty-one public schools offered one year of secondary school work, seventy-one offered two years of secondary course work, thirty offered three years of secondary course work, and fifty-four offered four years.

Table 11. Thirty-Seven Counties in Georgia Offering Four Years of Public Secondary School Course Work for African American Students With No Accredited School in County on October 1, 1933
(African American Secondary School Age Population Order)

County	African American Population Aged 15 to 19
Bibb	3,699
Burke	2,864
Thomas	2,054
Troup	2,030
Washington	1,767
Laurens	1,721
Jefferson	1,628
Macon	1,507
Screven	1,450
Dougherty	1,424
Dooley	1,361
Emanuel	1,262
Wilkes	1,248
Baldwin	1,197
Carroll	1,084
Colquitt	1,083
Dodge	1,069
Elbert	1,024
Newton	947
Monroe	943
Jenkins	933
Grady	922
Ware	873
Greene	812
Jasper	696
Polk	671
Toombs	643
Pulaski	625
Tift	598
Lamar	577
Hart	568
Ben Hill	559
Chatham	538
Clayton	441
Seminole	438
Cook	391
Coweta	391

Table 12. Thirty-Seven Counties in Georgia Offering Four Years of Public Secondary School Course Work for African American Students With No Accredited School in County on October 1, 1933
(County Name Order)

County	African American Population Aged 15 to 19
Baldwin	1,197
Ben Hill	559
Bibb	3,699
Burke	2,864
Carroll	1,084
Chatham	538
Clayton	441
Colquitt	1,083
Cook	391
Coweta	391
Dodge	1,069
Dooley	1,361
Dougherty	1,424
Elbert	1,024
Emanuel	1,262
Grady	922
Greene	812
Hart	568
Jasper	696
Jefferson	1,628
Jenkins	933
Lamar	577
Laurens	1,721
Macon	1,507
Monroe	943
Newton	947
Polk	671
Pulaski	625
Screven	1,450
Seminole	438
Thomas	2,054
Tift	598
Toombs	643
Troup	2,030
Ware	873
Washington	1,767
Wilkes	1,248

Table 13. Thirteen Counties in Georgia Offering Four Years of Public Secondary School Course Work for African American Students With One or More Accredited Secondary Schools on October 1, 1933 (African American Secondary School Age Population Order)

County	African American Population Aged 15 to 19
Fulton	11,311
Muscogee	2,475
Lowndes	1,713
Randolph	1,557
Decatur	1,554
Brooks	1,491
Bulloch	1,452
Clarke	1,386
Floyd	1,096
Henry	1,081
Peach	912
Glynn	910
Cobb	845

Table 14. Thirteen Counties in Georgia Offering Four Years of Public Secondary School Course Work for African American Students With One or More Accredited Secondary Schools on October 1, 1933 (County Name Order)

County	African American Population Aged 15 to 19
Brooks	1,491
Bulloch	1,452
Clarke	1,386
Cobb	845
Decatur	1,554
Floyd	1,096
Fulton	11,311
Glynn	910
Henry	1,081
Lowndes	1,713
Muscogee	2,475
Peach	912
Randolph	1,557

Based on a review of data from the Slater Fund, a total of sixty-seven County Training Schools located in sixty-two of Georgia's 159 counties are known to have been established. In twenty-nine of those counties, the County Training School was the sole provider of secondary school course work. In the thirty-three counties where the County Training School was not the sole provider of public secondary course work, it equaled or exceeded the highest grade level offered by any other school in twenty-seven of those counties. Therefore, in fifty-eight of Georgia's 159, counties the County Training School offered the highest level of secondary level education available to African American students.

Table 15 presents a comprehensive summary of the sixty-seven schools in the sixty-two counties known to have established a County Training School. The table indicates the school enrollment in each secondary school grade level, total African American secondary school age population for the county in which the school was located, whether the school received Julius Rosenwald Fund financial assistance, and whether the county sponsored a County Supervising Industrial Teacher supported by the Negro Rural School Fund (Anna T. Jeanes Foundation). The locations of County Training Schools are shown on Figure 1.

Table 15. County Training Schools Established in Georgia

Record Number	County	Name of School	Location Within County	First Secondary School Year Enrollment (8 th Grade)	Second Secondary School Year Enrollment (9 th Grade)	Third Secondary School Year Enrollment (10 th Grade)	Fourth Secondary School Year Enrollment (11 th Grade)	Total Secondary School Enrollment	Total Enrollment in All Grades for School	Julius Rosenwald Fund Assistance	County Supervising Industrial Teacher in County
1	Baldwin	County Training School	Milledgeville	25	27	18	10	80	578	7-Teacher (1926)	YES
2	Bartow	Summer Hill School	Cartersville	22	17	--	--	39	329	6-Teacher	YES
3	Ben Hill	County Training School	Fitzgerald	31	14	16	5	66	632	7-Teacher (1926)	YES
4	Brooks	County Training School	Dixie R.F.D.	11	10	6	2	29	203	--	YES
5	Bulloch	Statesboro High and Industrial	Statesboro	21	16	16	20	73	402	4-Teacher (1922) Replaced by 8-Teacher (1926)	YES
6	Burke	Waynesboro High and Industrial	Waynesboro	33	20	16	16	85	114	--	YES
7	Camden	County Training School	St. Marys	14	4	--	--	18	186	4-Teacher	--
8	Carroll	County Training School	Carrollton	20	4	9	12	45	354	--	--
9	Chattooga	County Training School	Holland	2	3	1	--	6	176	4-Teacher (1927)	--
10	Clarke	Teacher Training and Industrial School	Athens, Route 1	7	7	--	--	14	169	4-Teacher	--
11	Coffee	County Training School	Douglas	10	10	--	--	20	362	5-Teacher	--
12	Colquitt	County Training School (Moultrie Colored)	Moultrie	33	30	16	18	97	685	8-Teacher and 2-Room Shop (1926)	YES
13	Columbia	Rose Mount School	Appling	5	2	--	--	7	96	--	--

Table 15 - Continued

Record Number	County	Name of School	Location Within County	First Secondary School Year Enrollment (8 th Grade)	Second Secondary School Year Enrollment (9 th Grade)	Third Secondary School Year Enrollment (10 th Grade)	Fourth Secondary School Year Enrollment (11 th Grade)	Total Secondary School Enrollment	Total Enrollment in All Grades for School	Julius Rosenwald Fund Assistance	County Supervising Industrial Teacher in County
14	Cook	Adel Negro High School	Adel	22	15	4	12	53	337	11-Teacher and Teachers' Cottage (1922)	--
15	Coweta	County Training School (Grantville Colored)	Grantville	4	3	--	--	7	183	5-Teacher	YES
16	Crisp	County Training School	Cordale	23	--	--	--	23	275	6-Teacher (1929)	--
17	Decatur	County Training School	Bainbridge	69	48	31	30	178	633	6-Teacher	--
18	DeKalb	Chamblee Colored School	Chamblee	3	6	--	--	9	128	--	YES
19	Dooly	County Training School	Vienna	22	12	10	7	51	286	7-Teacher (1926)	YES
20	Dougherty	County Training School	Albany	47	26	28	25	126	1,493	8-Teacher (1931)	YES
21	Early	County Training School	Blakely R.F.D.	5	9	--	--	14	163	4-Teacher (1926) and Teachers' Cottage (1927)	YES
22	Elbert	Elberton Colored	Elberton	24	14	23	8	69	478	--	YES
23	Emanuel	Swainsboro Colored	Swainsboro	17	15	7	5	44	258	4-Teacher	--
24	Floyd	County Training School (Rome High and Industrial School)	Rome	39	35	35	17	130	1,154	3-Teacher	--
25	Glynn	Memorial High School	Brunswick	62	30	32	35	171	1,000	10-Teacher (1922)	--
26	Grady	County Training School	Cairo	20	15	11	7	53	444	--	--

Table 15 - Continued

Record Number	County	Name of School	Location Within County	First Secondary School Year Enrollment (8 th Grade)	Second Secondary School Year Enrollment (9 th Grade)	Third Secondary School Year Enrollment (10 th Grade)	Fourth Secondary School Year Enrollment (11 th Grade)	Total Secondary School Enrollment	Total Enrollment in All Grades for School	Julius Rosenwald Fund Assistance	County Supervising Industrial Teacher in County
27	Hall	Gainesville Colored	Gainesville	21	25	22	--	68	512	3-Teacher and Teachers' Cottage (1921)	--
28	Hancock	East End School	Sparta	29	13	16	--	58	282	4-Teacher (1930)	YES
29	Hancock	County Training School	Springfield	15	10	--	--	25	164	3-Teacher and 1-Room Shop (1922)	YES
30	Hart	County Training School	Hartwell	12	15	20	18	65	270	5-Teacher and Teachers' Cottage (1930)	--
31	Henry	County Training School	McDonough	22	15	7	9	53	293	6-Teacher and Teachers' Cottage	YES
32	Houston	County Training School	Perry	9	8	--	--	17	200	5-Teacher (1926)	--
33	Jasper	County Training School	Monticello	18	11	9	13	51	196	6-Teacher and Teachers' Cottage (1921)	YES
34	Jefferson	County Training School	Louisville	14	--	--	--	14	222	4-Teacher (1928)	YES
35	Jenkins	County Training School	Millen	8	17	9	7	41	286	5-Teacher (1926)	YES
36	Laurens	Washington Street School	Dublin	37	23	22	8	90	796	--	--
37	Liberty	Dorchester Academy	McIntosh	91	35	10	7	143	--	--	--

Table 15 - Continued

Record Number	County	Name of School	Location Within County	First Secondary School Year Enrollment (8 th Grade)	Second Secondary School Year Enrollment (9 th Grade)	Third Secondary School Year Enrollment (10 th Grade)	Fourth Secondary School Year Enrollment (11 th Grade)	Total Secondary School Enrollment	Total Enrollment in All Grades for School	Julius Rosenwald Fund Assistance	County Supervising Industrial Teacher in County
38	Liberty	County Training School	Riceboro	5	9	--	--	14	216	4-Teacher (1928) and 2-Room Shop (1931)	--
39	Lowndes	Dasher Colored High School	Valdosta	52	43	32	21	148	1,057	8-Room 1929	YES
40	Lowndes	Hahira Colored	Hahira	9	7	10	--	26	150	--	YES
41	Macon	County Training School	Montezuma	22	12	16	10	60	304	6-Teacher (1926) and 1-Room Shop (1926)	YES
42	Macon	Oglethorpe Colored	Oglethorpe	3	5	--	--	8	154	2-Teacher (1922)	YES
43	McIntosh	Todd-Grant Industrial	Darien	25	--	--	--	25	81	4-Teacher 1931	--
44	Meriwether	County Training School	Manchester	4	18	--	--	22	250	5-Teacher (1928)	--
45	Mitchell	County Training School	Pelham	10	5	--	--	15	275	7-Teacher	YES
46	Mitchell	Camilla Colored	Camilla	4	8	--	--	12	324	6-Teacher 1931	YES
47	Monroe	Forsyth Colored High School	Forsyth	28	36	41	28	133	483	11-Teacher (1928) and Teachers' Cottages (1928, 1931)	YES
48	Paulding	Dallas Colored	Dallas	5	--	--	--	5	72	--	--
49	Peach	Fort Valley High and Industrial School	Fort Valley	30	51	35	40	155	229	10-Teacher (1927)	YES
50	Polk	Cedar Hill Colored	Cedartown	22	23	22	--	67	408	--	--
51	Pulaski	County Training School	Hawkinsville	17	14	4	10	45	330	6-Teacher	--

Table 15 - Continued

Record Number	County	Name of School	Location Within County	First Secondary School Year Enrollment (8 th Grade)	Second Secondary School Year Enrollment (9 th Grade)	Third Secondary School Year Enrollment (10 th Grade)	Fourth Secondary School Year Enrollment (11 th Grade)	Total Secondary School Enrollment	Total Enrollment in All Grades for School	Julius Rosenwald Fund Assistance	County Supervising Industrial Teacher in County
52	Randolph	County Training School	Cuthbert	48	19	15	18	100	495	6-Teacher	YES
53	Screven	County Training School	Sylvania	22	11	8	8	49	354	4-Teacher (1931)	YES
54	Seminole	County Training School	Bainbridge	6	9	10	8	33	262	--	YES
55	Stewart	Richland Colored	Richland	10	8	8	--	26	210	5-Teacher (1922) and Teachers' Cottage	--
56	Sumter	McCay Hill School	Americus	67	47	--	--	114	958	--	--
57	Thomas	Douglass High School	Thomasville	52	35	31	33	151	1,136	5-Teacher (1926)	YES
58	Tift	Tifton Industrial School	Tifton	20	12	11	11	54	432	8-Teacher (1916)	YES
59	Toombs	County Training School	Vidalia	26	9	7	9	51	337	3-Teacher	--
60	Treutlen	County Training School	Soperton	30	20	--	--	50	231	--	YES
61	Troup	West Point Colored	West Point	14	6	7	--	27	309	9-Teacher (1931)	YES
62	Upson	Starr School	Thomaston	15	--	--	--	15	600	--	--
63	Ware	Waycross Colored High School	Waycross	59	58	30	31	178	1,516	--	YES
64	Washington	T. J. Elder High and Industrial School	Sandersville	26	26	15	10	77	335	6-Teacher	--
65	Wayne	County Training School	Jesup	11	7	--	--	18	207	5-Teacher	YES
66	Webster	Shiloh Rosenwald School	Preston	5	--	--	--	5	144	3-Teacher (1926)	--
67	Wilkes	County Training School	Washington	30	35	16	10	91	516	--	--

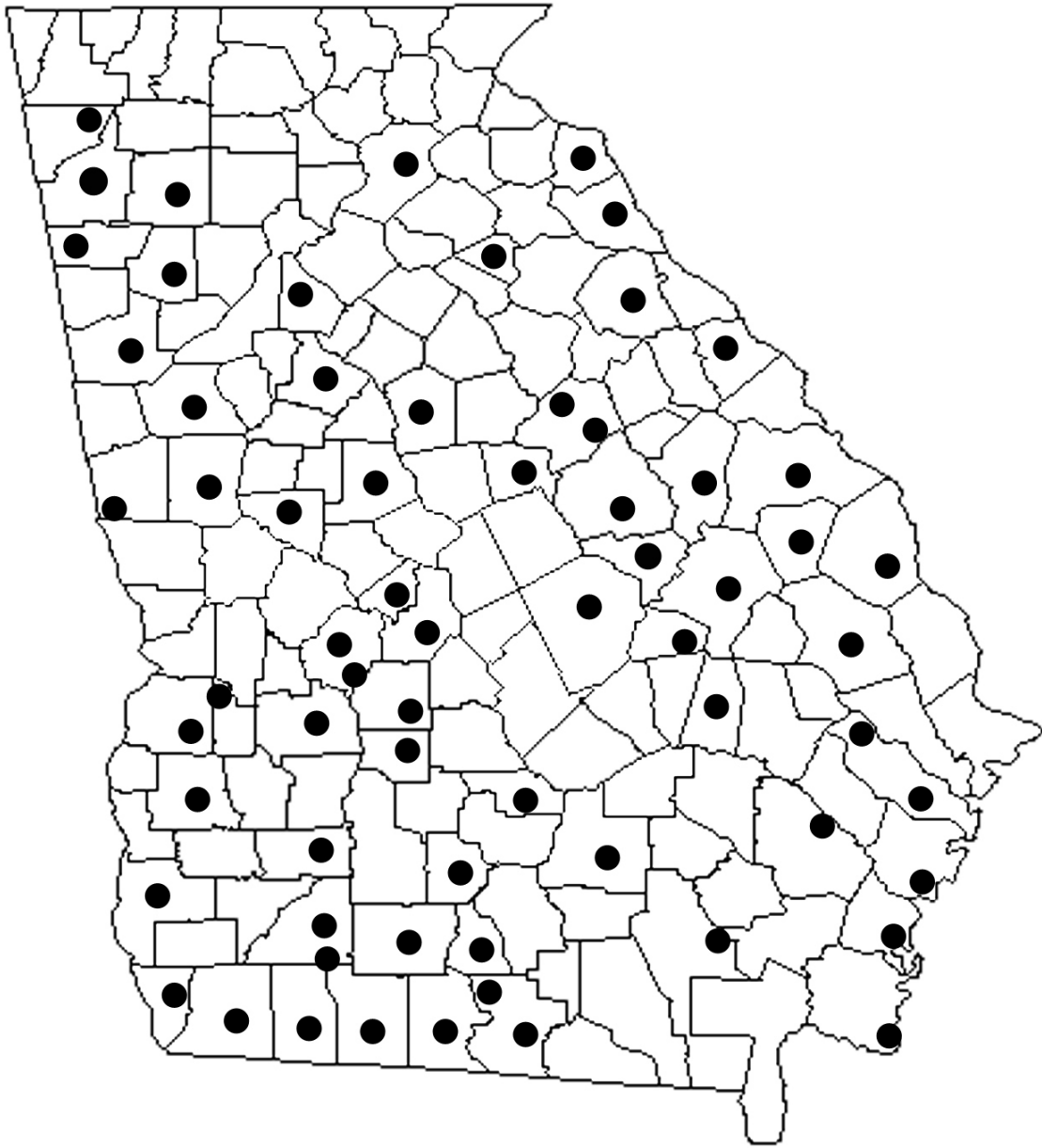


Figure 1. Location of County Training Schools Established in Georgia

CHAPTER 5

GEORGIA SCHOOLS ASSOCIATED WITH AFRICAN AMERICAN SECONDARY EDUCATION LISTED IN THE NATIONAL REGISTER OF HISTORIC PLACES

Examination of National Register Listed Properties

In order to determine the extent to which County Training Schools and other public schools devoted to African American secondary education in Georgia in the first part of the twentieth century had previously been evaluated and determined to possess a local or state level of significance, the inventory of Georgia properties listed in the National Register of Historic Places was examined. Five properties containing school buildings or educational support buildings devoted to African American education dating from the period under study were identified and are listed in the National Register of Historic Places.

These listed properties include the former Thomas Jefferson Elder High and Industrial School in Sandersville, Washington County; the Fort Valley State College Historic District, which encompasses the campus of the former Fort Valley High and Industrial School in Fort Valley, Peach County; the former Dasher High School in Valdosta, Lowndes County; the former Colored Memorial School and Risely High School in Brunswick, Glynn County; and the State Teachers and Agricultural College Women's Dormitory and Teachers' Cottage in Forsyth, Monroe County. Each of these listed properties was at one time identified as a County Training School, and each is associated with a County Training School listed in Table 15.

Several additional school properties were determined to be significant at a local or state level for their association with African American secondary education in the first part of the

twentieth century that were not a part of the County Training School initiative in Georgia. These properties, also listed in the National Register of Historic Places, include the former Hiram Colored School in Hiram, Paulding County and the former Noble Hill School in Cassville, Bartow County.

The National Register nomination forms for these listed properties were examined, and several were identified for a subsequent site visit and physical inspection. The properties are examples of various school building types, sizes, and construction materials and rare examples of educational support buildings. The listed properties that were the subject of field investigations were the Thomas Jefferson Elder High and Industrial School, the Fort Valley State College Historic District, the State Teachers and Agricultural College Women's Dormitory and Teachers' Cottage, the Hiram Colored School, and the Noble Hill School.

Thomas Jefferson Elder High and Industrial School

The Thomas Jefferson Elder High and Industrial School is located in Sandersville, Washington County. This school was originally called the Sandersville High and Industrial School and served as a County Training School for most of its service. The school was listed in the National Register of Historic Places on May 12, 1981, and was the first school constructed with the assistance of the Julius Rosenwald Fund to be listed in the National Register from Georgia.

The school was founded by Thomas Jefferson Elder and his wife, Lillian Phinizy, in 1889. The school building is a Seven Teacher Community School plan Rosenwald School in an "H" plan shape. The building is of wood frame construction with brick veneer siding and features a front porch, ribbon windows, an auditorium, two classrooms on each side of the building with another pair of classrooms behind, a stage with curtains, and tongue-and-groove

flooring. A domestic science building was built with the assistance of the Julius Rosenwald Fund, which also provided monetary assistance from 1927 to 1928 for the completion of a brick dormitory building. It was the only school for African American students in Sandersville, and it provided dormitories where students from nearby farms could reside during the school year. Six classrooms with restrooms were added to the rear wings in 1938. The school was renamed to honor Professor Elder in 1933 and was the first school in rural central Georgia to offer industrial training as a part of its curriculum. The students also studied math, Latin, social studies and other academic subjects.

The Thomas Jefferson Elder High and Industrial School was listed in the National Register for a local and state level of significance under Criteria A and C in the areas of architecture, education, and ethnic heritage: African American (See Appendix D for definitions of Criteria). In 1960, the Thomas Jefferson Elder High and Industrial School was converted into an elementary school when a new high school was built. In 1980, plans to expand the size of the elementary school threatened the Thomas Jefferson Elder School. Members of the local community responded by approving community development block grants and other funds. Subsequently, the T. J. Elder Community Center was established.

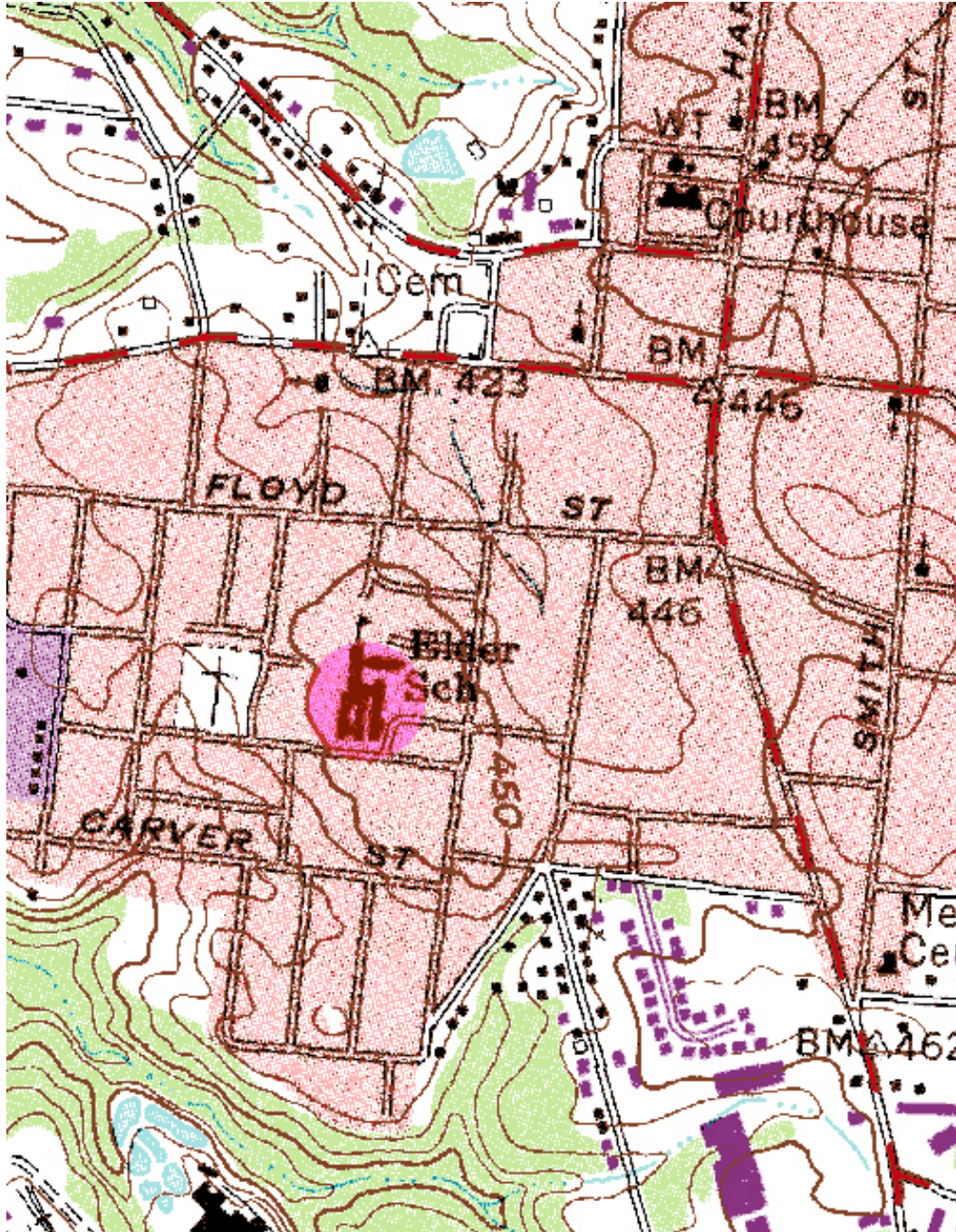


Figure 2. Location of the Former Thomas Jefferson Elder High and Industrial School
7.5 Minute Series USGS Topographic Map
Sandersville, GA Quadrangle
UTM 17 330319E 3650269N



View of façade of the former Thomas Jefferson Elder High and Industrial School facing north from the south side of Hall Street.



Oblique view of the façade of the former Thomas Jefferson Elder High and Industrial School facing northeast from the north side of Hall Street.



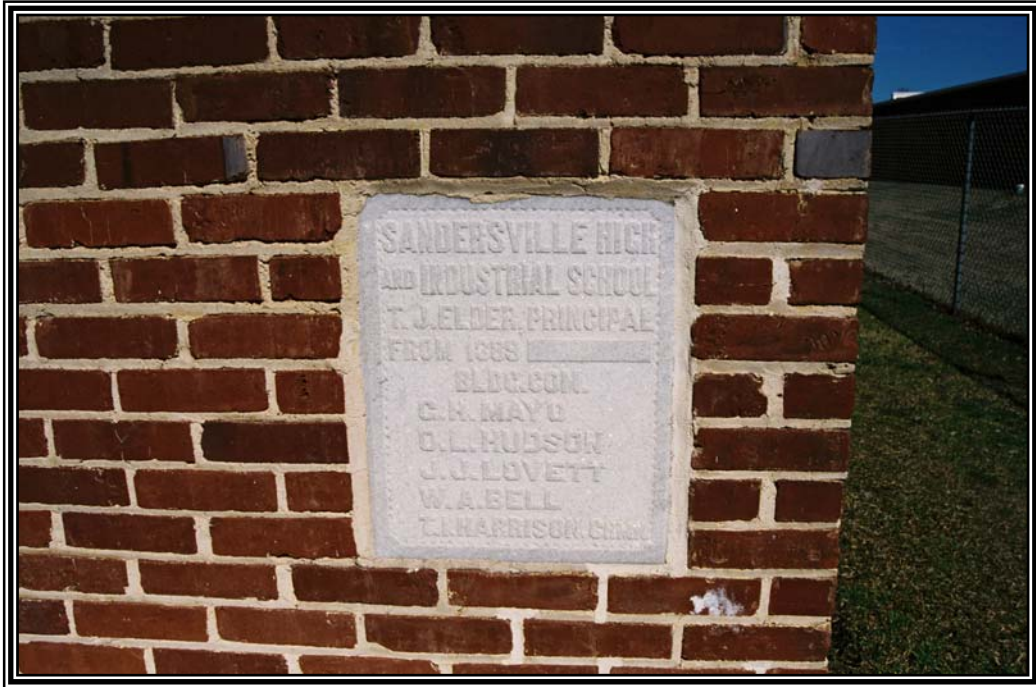
View of the west side elevation of the former Thomas Jefferson Elder High and Industrial School facing east from the north side of Hall Street.



Oblique view of the rear elevation of the former Thomas Jefferson Elder High and Industrial School facing southeast from the north side of Hall Street.



Oblique view of east side elevation of the former Thomas Jefferson Elder High and Industrial School facing northwest from the north side of Hall Street.



View of southeast corner of façade of the former Thomas Jefferson Elder High and Industrial School (previously identified as Sandersville High and Industrial School) facing north from the north side of Hall Street.



View and grave of Principal T. J. Elder and wife on school property between school building and Hall Street.



View of signage denoting current use of school building as T. J. Elder Community Center.

Fort Valley State College Historic District

The Fort Valley State College Historic District, roughly bounded by Pear Street and State University Drive in Fort Valley in Peach County, encompasses the campus of the former Fort Valley High and Industrial School. The Fort Valley State College Historic District was listed in the National Register on April 21, 2000. The district comprises buildings that form a semi-circle and face the central quadrangle and the primary entrance to the campus. The buildings, in order from east to west, include the Benjamin Anderson House (ca 1895), Carnegie Hall (1925), Founders Hall (1926), Bywaters Building (originally Hunt Library, dedicated 1952), Ohio Hall (1930), Peabody Building (1925), Davison Hall (1948), Bishop Hall (1932), Patton Hall (1937), Huntington Hall (1908), and the former student center, now St. Luke's Episcopal Church (1940).

The college was started in 1895 as the Fort Valley High and Industrial School and in 1932 it became the Fort Valley Normal and Industrial School since it provided education for teachers. It absorbed the college functions of the Forsyth Industrial School in Forsyth, Monroe County. Formerly the State Agricultural College for Negroes, it was closed by the State of Georgia in 1938 and its campus was turned into a high school. After consolidation in 1939, the college became a senior college as a unit of the University System of Georgia and the State Board of Regents and was renamed Fort Valley State College. The college was one of only three African American state-supported colleges in Georgia. The other two were the Georgia State Industrial College for Colored Youth (Savannah State University) and the Georgia Normal and Agricultural College (Albany State University).

The former Fort Valley High and Industrial School main building is now known as Founders Hall. This building was constructed in 1926 to be the main academic building and assembly hall. It was designed by Ludlow and Peabody architects of New York City and is a

two-story, brick, Georgia Revival style building with a central wooden cupola with clock. The front entrance and flanking pair of windows are highlighted by brick archways and central roundels. There is a pair of low-relief, sculptured, terra cotta panels on the second floor on either side of the front entrance. Inscribed on these panels are the initials of the original name of the school – F.V.H.I.S. The interior of the building has been modernized and now includes an auditorium. The building has a theater and is currently used by the Department of Fine Arts and Players Guild.

Several other buildings on the historic campus were also designed by Ludlow and Peabody architects. These buildings include Andrew Carnegie Hall (1925), which was built as the campus library and remained in that use until 1952; the Royal Canfield Peabody Building (1925), built as the trades school building; Ohio Hall (1930), built as a women's dormitory; Samuel Henry Bishop Hall (1932), built as a dining hall; and Robert William Patton Hall (1937), a Home Economics classroom and office building.

The Fort Valley State College Historic District was listed in the National Register for significance at a local and state level under Criteria A and C in the areas of architecture, education, and ethnic heritage: African American. The district contains historic school buildings constructed from 1908 to 1952 and a residence of one of the founders of the school. These buildings represent various institutions of the campus from its beginning as Fort Valley High and Industrial School through its use as Fort Valley Normal and Industrial School, to its use as Fort Valley State College in the areas of education and ethnic heritage: African American.

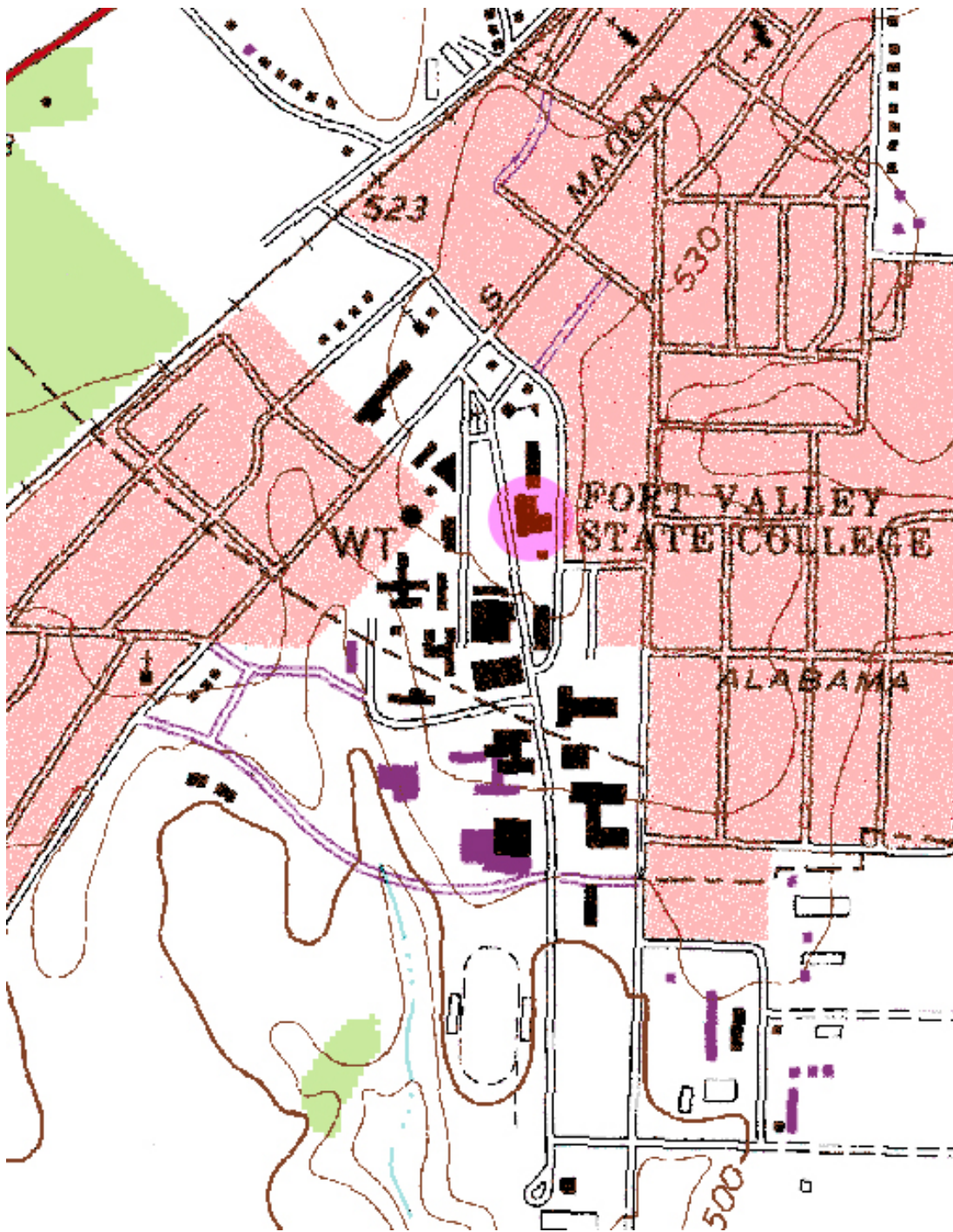


Figure 3.
Location of the Former Fort Valley High and Industrial School Academic Building
7.5 Minute Series USGS Topographic Map
Fort Valley West, GA Quadrangle
UTM 17 228120E 3603550N



View of façade of Founders Hall (former F.V.H.I.S. Academic Building) facing southeast from campus quadrangle.



Oblique view of façade of Founders Hall (former F.V.H.I.S. Academic Building) facing south from the campus quadrangle.



Oblique view of façade of Founders Hall (former F.V.H.I.S. Academic Building) facing southeast from the campus quadrangle.



Oblique view of west side elevation of Founders Hall (former F.V.H.I.S. Academic Building) facing southeast from the campus quadrangle.



View of east side elevation of Founders Hall (former F.V.H.I.S. Academic Building) facing west from south of the campus quadrangle.



View of one of two panels on the façade of Founders Hall (F.V.H.I.S. Academic Building) indicating F.V.H.I.S. (Fort Valley High and Industrial School).



View of façade of Huntington Hall in Fort Valley State College Historic District facing southwest from south side of State University Drive.



View of façade of Patton Hall in Fort Valley State College Historic District facing northwest from campus quadrangle.



View of Davison Hall Dormitory in Fort Valley State College Historic District facing northwest from campus quadrangle.



View of Carnegie Hall in Fort Valley State College Historic District facing south from south side of State University Drive.



View of Anderson House in Fort Valley State College Historic District facing south from south side of State University Drive.



Graves of School Founder and his wife in the former Fort Valley High and Industrial School campus.



Monument to the founders of the former Fort Valley High and Industrial School on campus next to graves.

State Teachers and Agricultural College for Negroes Women's
Dormitory and Teachers' Cottage

The State Teachers and Agricultural College for Negroes Women's Dormitory and Teachers' Cottage is located between State Route 83/Martin Luther King Drive and Washington Drive southwest of Forsyth in Monroe County. This property—which was known as the School of Agriculture and Mechanic Arts for the Training of Negroes in the late 1920s, the State Teachers and Agricultural College for Negroes until 1930, and thereafter as the Hubbard Training School—was listed in the National Register of Historic Places on May 30, 2003. The State Teachers Agricultural Cottage Dormitory and the Teachers' Cottage are the only two publicly owned buildings that remain of these significant African American educational institutions.

In 1902, the institution was originally incorporated as the Forsyth Normal and Industrial School near the Kynette United Methodist Church, approximately one-half mile from the later campus site. Its original purpose was to prepare African American teachers to be educators. By 1917, it had become a County Training School and an accredited high school. By 1918, the first vocational school for African Americans in Georgia. In 1922, the campus became the School of Agriculture and Mechanic Arts for the Training of Negroes for the State of Georgia when it was added to the eleven A&M schools already in existence for White students across the state. Following a fire that destroyed the main building on the original campus, it became a junior college in 1927. The institution was relocated one-half mile away and a whole new set of campus buildings were constructed. By 1936, several brick veneer buildings had been constructed on the campus. These buildings consisted of an administration building, an auditorium, a home economics building, a teachers' cottage, boys' and girls' dormitories, a gymnasium, and the president's house.

The Women's Dormitory building, constructed in 1936, is a two-story, wood frame, brick veneer, Colonial Revival Style building with full-height brick pilasters with wood capitals on either side of the two entry porticos, decorated brick panels under each of the three first-floor windows between the porticos, and three small round-arched wood attic vents. The first floor features a large central room that originally served as a common room or study and later as the school library. Bathrooms, hallways, and entry foyers flank this central room. The first floor also originally held dorm rooms, but was renovated in 1952 to a different configuration, with small and a medium-sized classrooms in each wing space that formerly were occupied by six dorm rooms. The second floor features a long hallway that runs the length of the building; it retains its original dorm rooms off the central hall.

The Teachers' Cottage, constructed from 1929 to 1930, is a one-story, brick veneer, Craftsman style bungalow with a hipped, asphalt shingle roof, widely overhanging eaves, exposed rafter ends, and paired and triple six-over-one double-hung sash windows. The house features a projecting, partial-width gabled ell on the façade and a projecting, partial-width gabled porch on its west side. The porch features plain square columns on brick piers. The interior floor plan is no longer intact, walls have been removed, and the ceiling has been dropped. The Teachers' Cottage was constructed with financial assistance from the Julius Rosenwald Fund.

The State Teachers and Agricultural College Women's Dormitory and Teachers' Cottage were listed in the National Register for a local and state level of significance under Criteria A and C in the areas of architecture, education, and ethnic heritage: African American. The two buildings were the only buildings that remained on the campus under public ownership at the time of the National Register nomination. Several buildings had been lost, and the President's home, which was and still is under private ownership, was not included in the National Register

nomination at the property owner's request. The buildings in the National Register listing represent the institution's later period following its service as the Forsyth Normal and Industrial School. The Teachers' Cottage was constructed during the institution's period as the School of Agriculture and Mechanic Arts for Negroes, and the dormitory was constructed during the institution's time as the State Teachers and Agricultural College for Negroes. The buildings further represent, after 1939, the Hubbard Training School, which was the only high school for African Americans in Monroe County.

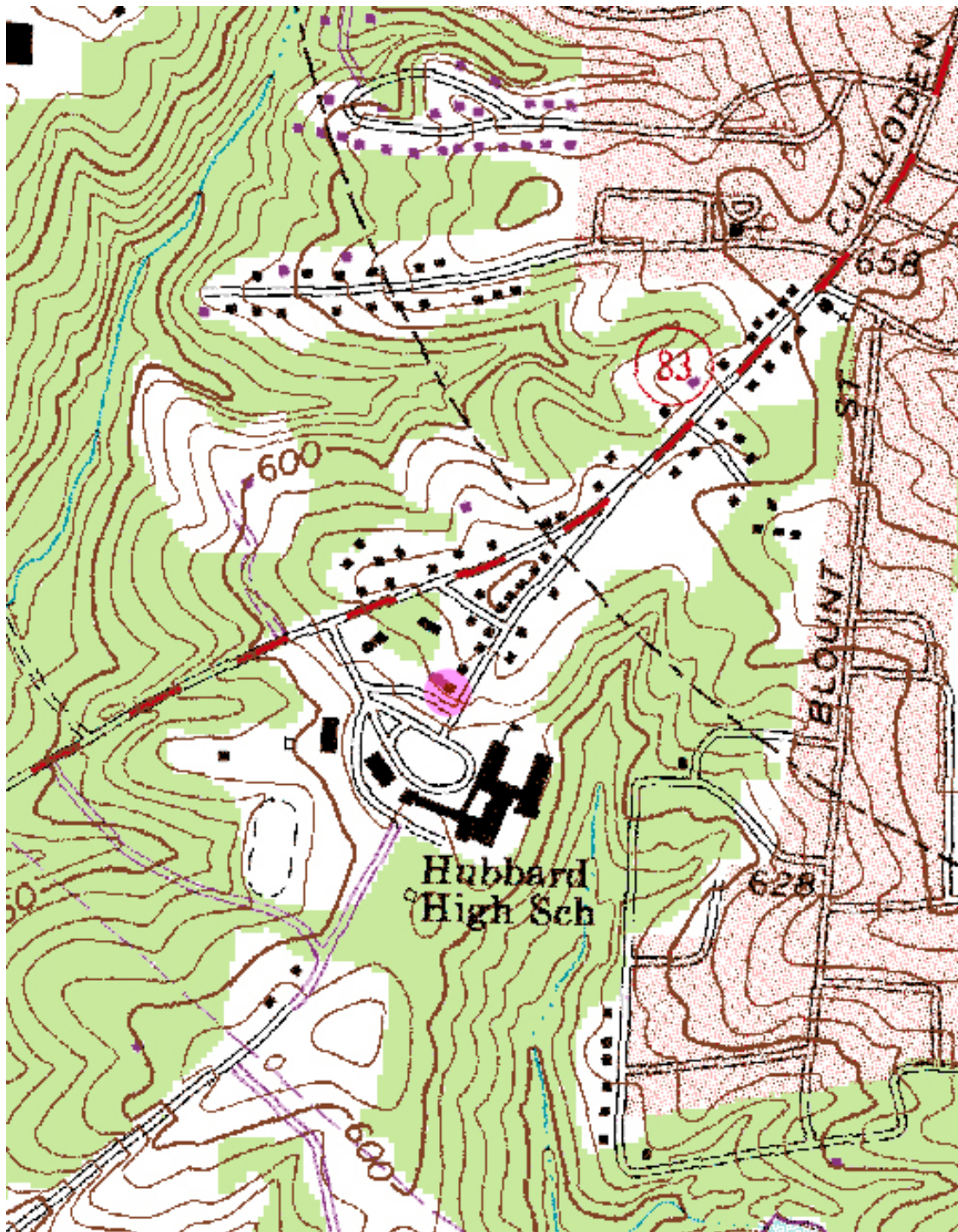


Figure 4.
Location of the Former State Teachers and Agricultural College for Negroes Teachers' Cottage
7.5 Minute Series USGS Topographic Map
Forsyth, GA Quadrangle
UTM 17 224028E 3657570N



View of façade of State Teachers and Agricultural College for Negroes Women's Dormitory facing northwest from the east side of State Route 83.



Oblique view of façade and east side elevation of Women's Dormitory northwest from the east side of State Route 83.



View of rear elevation of Women's Dormitory facing south from the south side of State Route 83.



View of west side elevation of Women's Dormitory facing northeast from the east side of State Route 83.



View of façade of Teachers' Cottage facing north from the north side of Washington Drive.



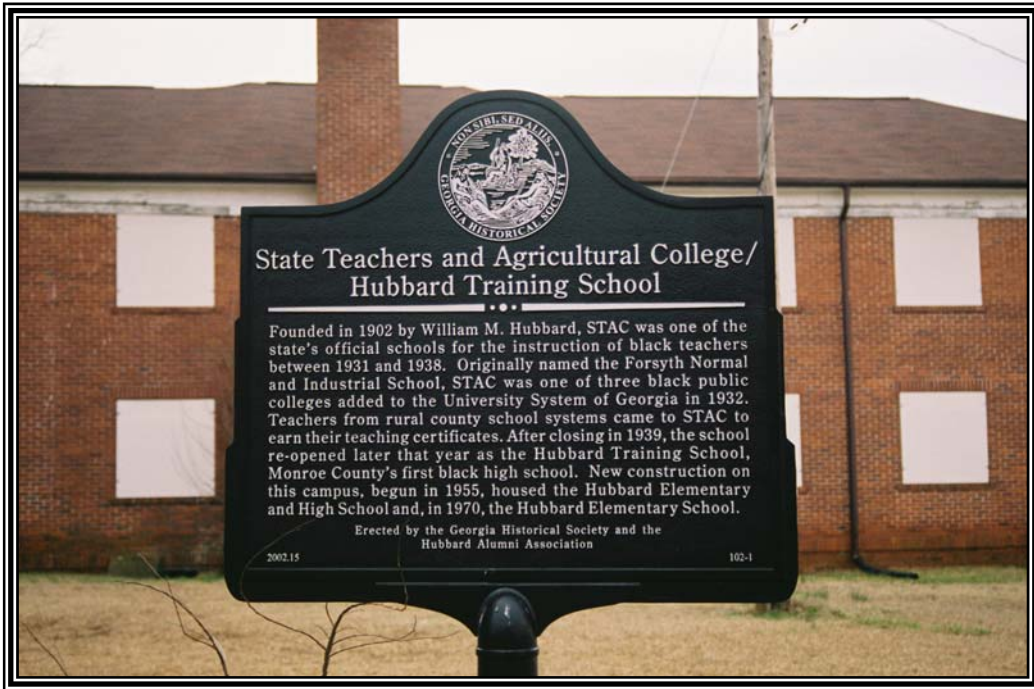
View of west side elevation of Teachers' Cottage facing east from the north side of Washington Drive.



Oblique view of rear elevation of Teachers' Cottage facing southeast from the north side of Washington Drive.



View of east side elevation of Teachers' Cottage facing northwest from the north side of Washington Drive.



View of historic marker to the rear of Women's Dormitory near State Route 83.



View of façade of President's House (not included in National Register listing at property owner's request) facing north from north side of Washington Drive.



Oblique view of façade and west side elevation of President's House (not included in National Register listing at property owner's request) facing northeast from north side of Washington Drive.



View of rear and side elevations of President's House (not included in National Register listing at property owner's request) facing southeast from north side of Washington Drive.

Hiram Colored School

The Hiram Colored School is located on the west side of State Route 92 between its intersections with Fitzgerald Street and Ragsdale Street north of Hiram in Paulding County. This school property was listed in the National Register on May 10, 2001. The Hiram Colored School is a Two Teacher Community School plan Rosenwald School that is one story in height and features wood-framed construction and weatherboard siding, asymmetric massing, a metal hipped roof with exposed rafter ends widely overhanging eaves, interior chimney, and integral front porch supported by brick pier and brick column, and a continuous brick foundation. The original windows have been replaced, but the size and location of the historic openings have been retained. The interior plan of the school building consists of two large open classrooms approximately 22 feet by 30 feet. Tongue-and-grove pine boards approximately 2.5 inches wide have been used in the construction of the floors, walls, and ceilings. The classroom at the northern end of the school building features a stage. The classroom at the southern end of the building features a built-in library and two former cloakrooms. The movable partition that originally separated the two classrooms has been removed, the original cloakrooms have become restrooms, and the original industrial room located on the eastern side of the building now serves as a kitchen. The school was originally located on 3.5-acre lot, but at the time of its listing, the lot size was 1.7 acres.

The defining characteristics of the Two Teacher Community School plan, of which the Hiram Colored School is one, include situation on at least a 2-acre lot, paired and ribbon windows, two large open classrooms separated by a movable partition, an industrial room, a wood or masonry exterior, and a hipped or gabled roof. The Hiram Colored School functioned as a school for African American students from 1930 until 1955 and African American students

attended class from the first through ninth grade. The Hiram Colored School was the only Rosenwald School built in Paulding County, the only school equipped with a library, and one of only two schools in Paulding County that offered secondary school level course work. The other school in Paulding County that offered secondary course work was the County Training School in Dallas.

The property was transferred by the Paulding County Board of Education to the Sweet Home Baptist Church in November 1955. The building has been used for a variety of church and community functions since that time.

The Hiram Colored School was listed in the National Register for a local and state level of significance under Criteria A and C in the areas of architecture, education, and ethnic heritage: African American for its function as a rural school devoted to African American education supported by the Julius Rosenwald Fund.

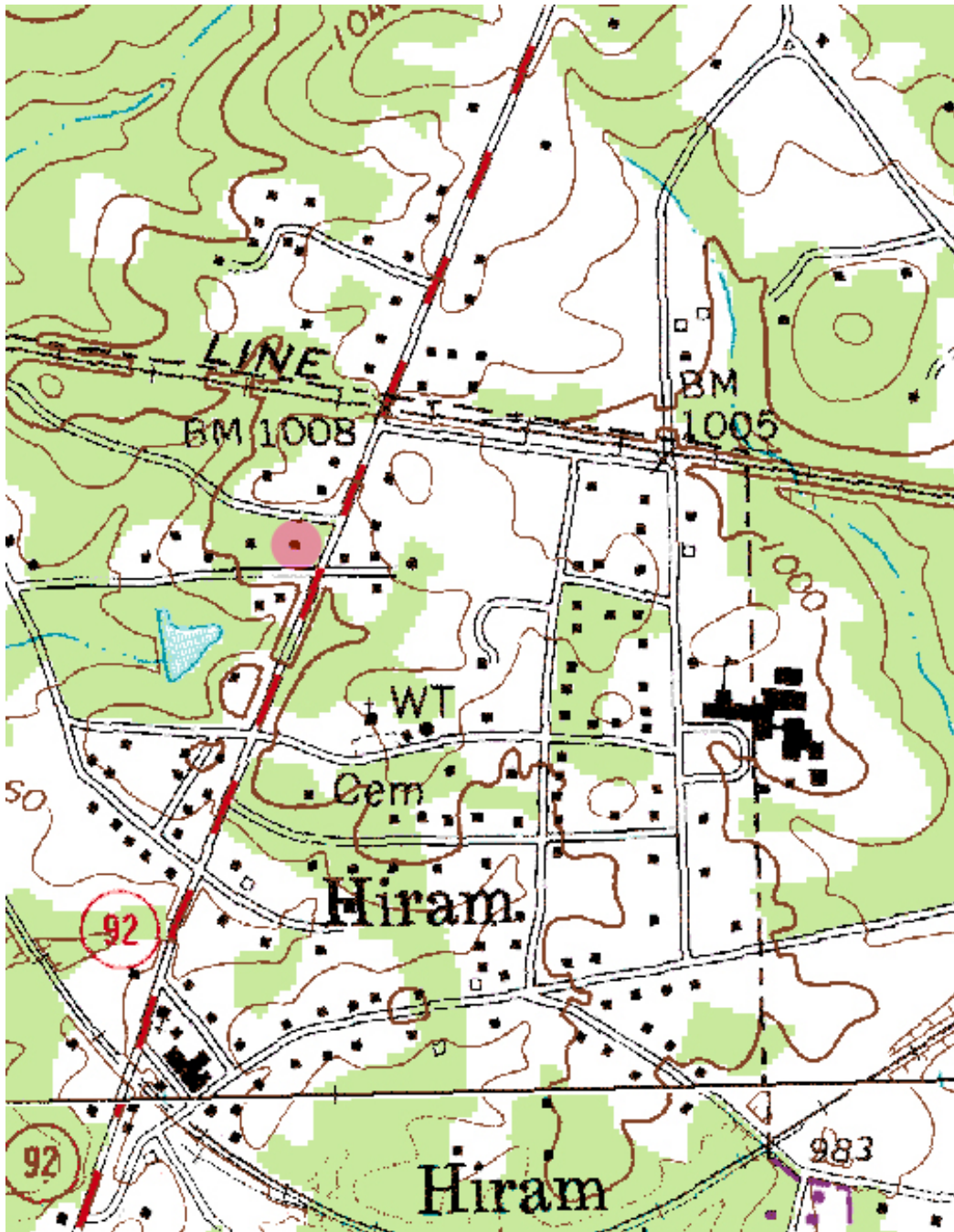


Figure 5. Location of the Former Hiram Colored School
7.5 Minute Series USGS Topographic Map
Dallas, GA Quadrangle
UTM 17 707163E 3751064N



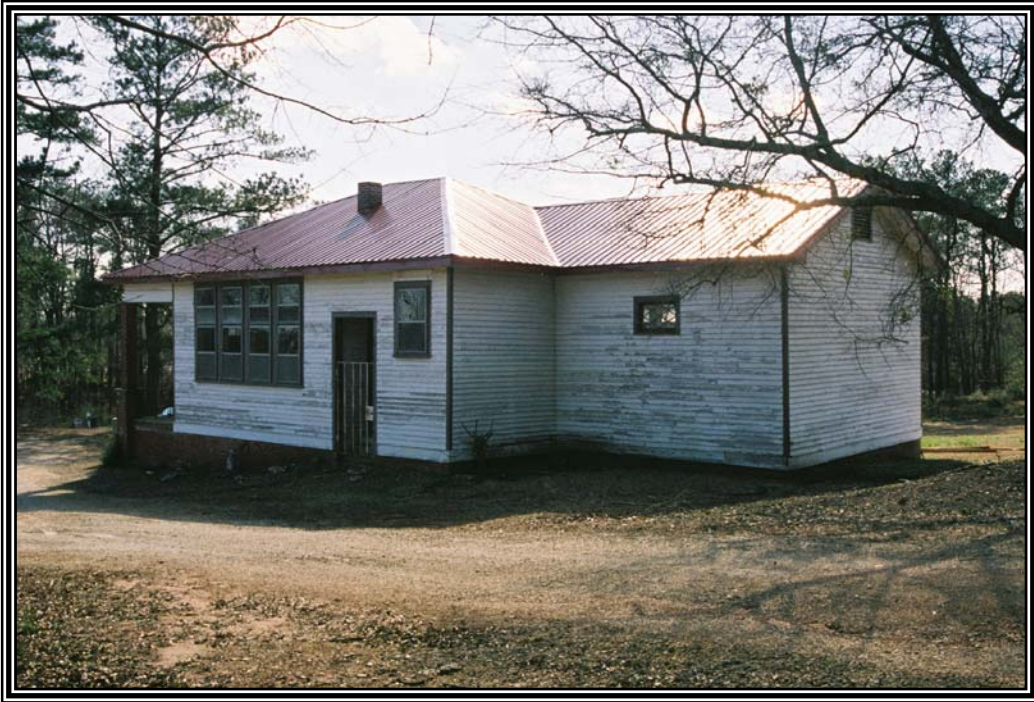
Oblique view of façade and east side elevation of the former Hiram Colored School facing northwest from west side of State Route 92.



View of façade of the former Hiram Colored School facing north from the west side of State Route 92.



View of west side elevation of the former Hiram Colored School facing east from the west side of State Route 92.



Oblique view of rear elevation and east side elevation of the Hiram Colored School facing southwest from the west side of State Route 92.

Noble Hill School (Cassville Colored School)

The Noble Hill School, originally known as the Cassville Colored School, is located north of Gaddis Road and west of SR 4/Joe Frank Harris Parkway west of the community of Cassville in Bartow County. The school is a Two Teacher Community School plan Rosenwald School that was listed in the National Register on July 2, 1987. This property is one of only two Rosenwald Schools that were constructed in northwest Georgia. The school building, constructed in 1923, is a one-story building of frame construction with weatherboard siding, a sheet metal roof, two brick chimneys, and a rock foundation. Two entrances are located on the façade on either side of a projecting central front-gabled extension. Six windows are clustered in a ribbon on each side elevation, three windows are grouped on the central projection on the façade, and two windows are located on the side of each entrance. The interior consists of two large classrooms, an industrial room, two cloakrooms, and two entrance vestibules.

The Noble Hill School was listed in the National Register for significance in the areas of architecture, education, and ethnic heritage: African American for its function as a rural school devoted to African American education supported by the Julius Rosenwald Fund. The school is also an example of the Two Teacher Community School plan and exhibits the same defining characteristics of that plan type. The school was situated on at least a 2-acre lot, and had single, paired and ribbon windows, two large open classrooms separated by a movable partition, an industrial room, wood or masonry exterior and a hipped or gabled roof.

The school was opened in 1924 and offered instruction through the seventh grade. Students were required to study mathematics, reading, spelling, English, history, geography, writing, music, and industrial arts. The Noble Hill School was closed in 1955, and the Bartow County Board of Education sold the property to New Hope Baptist Church, which later sold the

property to Mr. Bethel Wheeler. In 1983, Mrs. Bertha Wheeler donated a portion of the property for a heritage museum in memory of her father-in-law, W. H. Wheeler, who was the builder of the school, and of her deceased husband Bethel, who had assisted him. The Noble Hill-Wheeler Memorial Center was the result of a local community effort.

The Noble Hill Colored School was listed in the National Register for a local and state level of significance under Criteria A and C in the areas of architecture, education, and ethnic heritage: African American for its function as a rural school devoted to African American education supported by the Julius Rosenwald Fund.

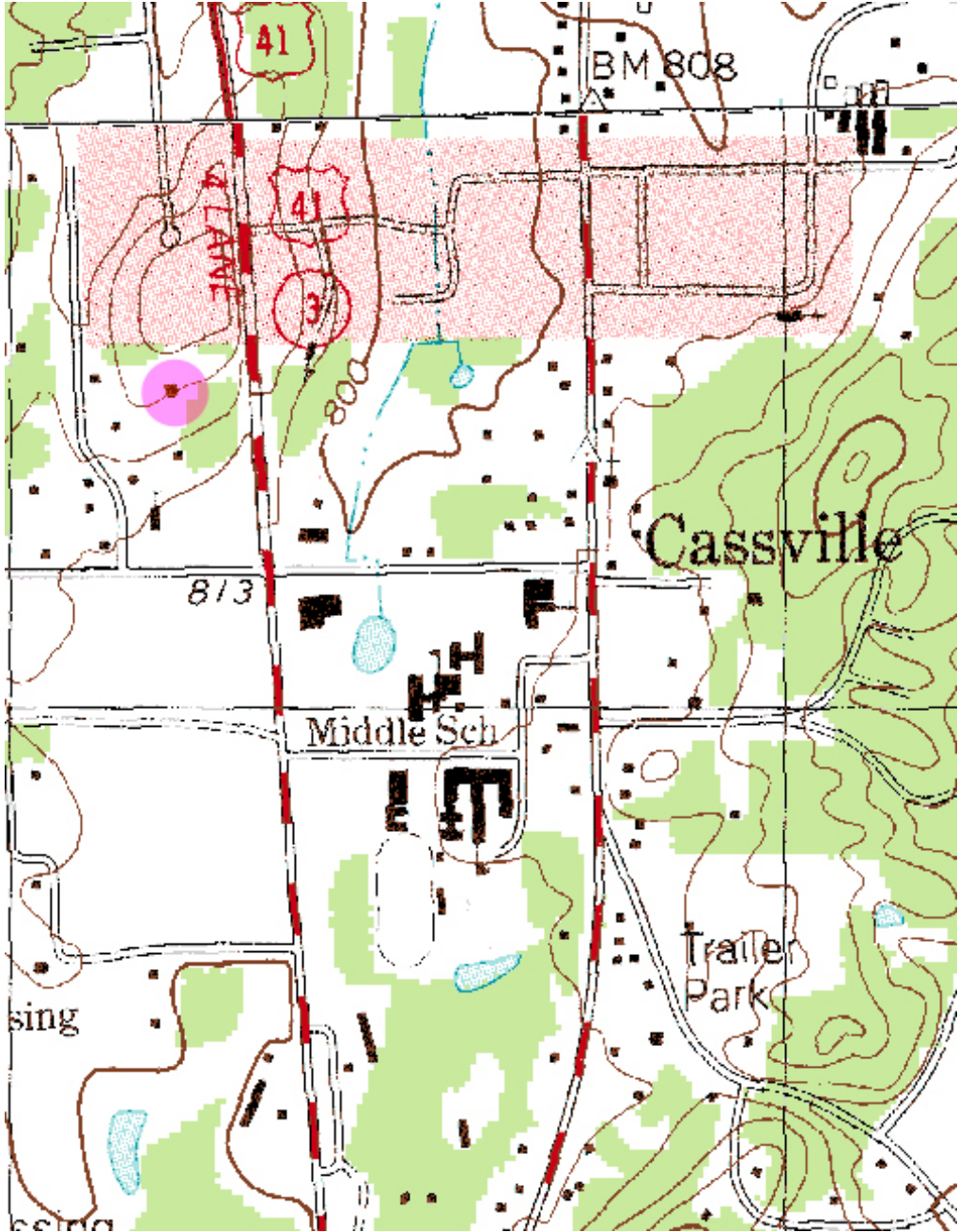
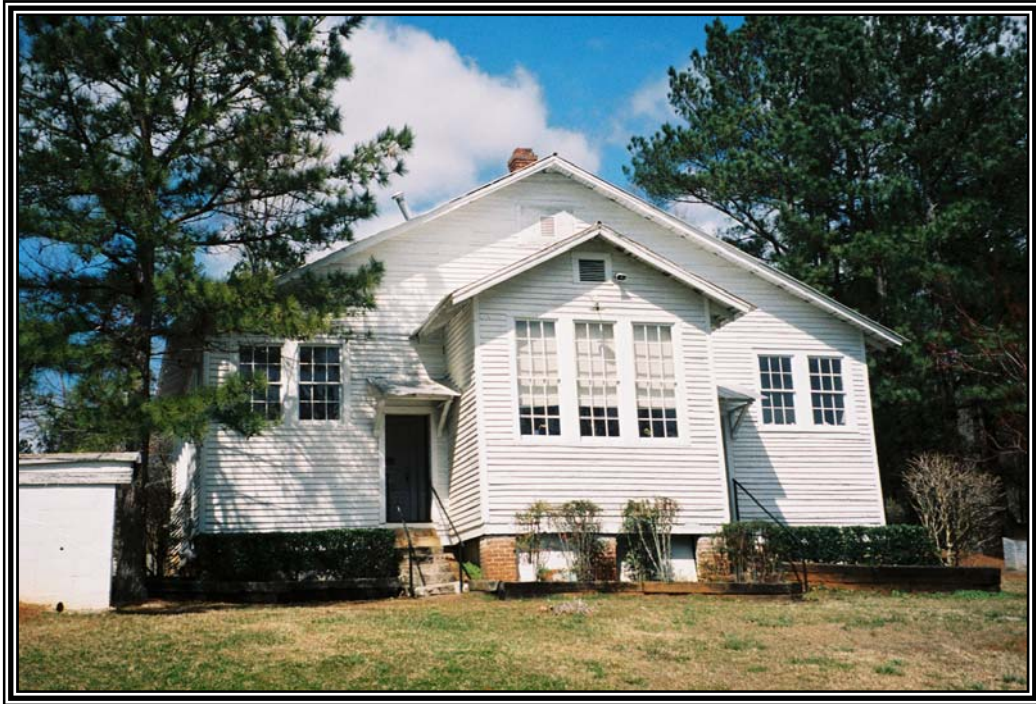


Figure 6. Location of the Former Noble Hill School
7.5 Minute Series USGS Topographic Map
Cartersville, GA Quadrangle
UTM 17 697180E 3791460N



View of façade of the former Noble Hill School facing north from the west side of U.S. 41/State Route 3.



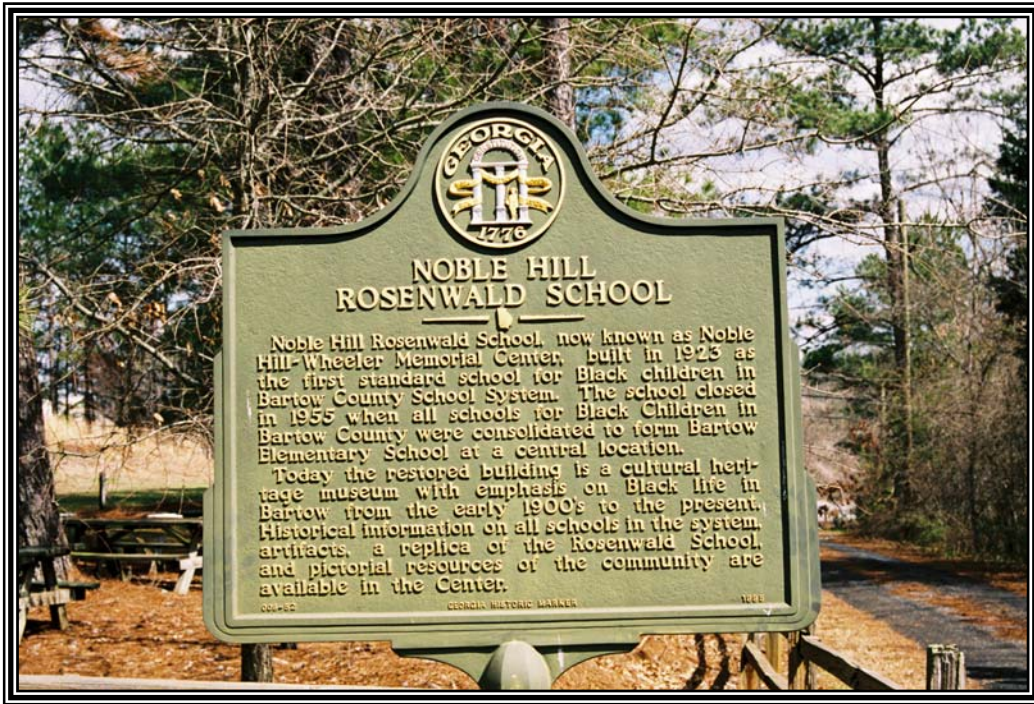
View of west side elevation of the former Noble Hill School facing east from the west side of U.S. 41/State Route 3.



Oblique view of rear and east side elevations of the former Noble Hill School facing southwest from the west side of U.S. 41/State Route 3.



View of east side elevation of the former Noble Hill School facing northwest from the west side of U.S. 41/State Route 3.



View of historic marker on grounds of the former Noble Hill School.



View of commemorative monument of the grounds of the former Noble Hill School.

CHAPTER 6

IDENTIFICATION OF EXTANT COUNTY TRAINING SCHOOL BUILDINGS IN GEORGIA ESTABLISHED WITH PHILANTHROPIC FUNDS

Use of Rosenwald Community School Plan Characteristics to Identify County Training Schools

The data on known County Training Schools that were evaluated and presented in summary format in Table 15 reveal that the overwhelming majority of those schools were established with the aid of the Julius Rosenwald Fund. Those schools would necessarily have been constructed in accordance with the design and specifications of a Community School plan developed by officials of the Rosenwald Fund in order to obtain Fund assistance. Therefore, the distinctive characteristics and features of the Community School plan buildings and school sites serve as valuable diagnostic keys in the identification of remaining extant County Training School buildings known to have been constructed with the assistance of the Julius Rosenwald Fund.

There are two distinct periods of the Julius Rosenwald Fund school building initiative during which different plans and specifications were created and disseminated that resulted in readily distinguishable school buildings and educational support buildings. The first period is defined by the school buildings and associated educational support buildings that were constructed from 1915 to 1920 under the supervision of the Tuskegee Institute according to plans and specifications drawn up by R. R. Taylor, Director of the Division of Mechanical Industries, and W. A. Hazel of the Division of Architecture at Tuskegee Normal and Industrial Institute. The second distinct period is defined by the buildings that were built from 1920 to 1937 under the

supervision of the Rosenwald Southern Office in Nashville, Tennessee, according to designs and specifications prepared by Samuel L. Smith.

Certain characteristics and features that are consistent among school buildings built during both periods. All of the school buildings constructed with the assistance of the Julius Rosenwald Fund were built in the southeast region of the United States in rural areas or small communities within a twenty-five year period extending from 1913 to 1937. There are also physical characteristics that are similar for both periods. Most of the schools constructed were modest, wood frame buildings one to two stories in height with little or no detailing constructed on an east-west orientation that allowed the maximum amount of natural light to reach the classrooms and any stylistic detailing found on schools from either period is either Colonial Revival or Craftsman.

Tuskegee Institute Plans and Specifications (1915–1920)

Formalized guidance for improving African American educational facilities first came from Booker T. Washington's Tuskegee Normal and Industrial Institute. Professor R. R. Taylor, Director of the Department of Mechanical Industries, and W. A. Hazel of the Division of Architecture created the designs, which were published by Principal Washington and Clinton J. Calloway, Director of Tuskegee's Extension Department, in the 1915 booklet *Negro Rural School and its Relation to the Community*. The booklet was intended to serve as a guide for communities interested in constructing schools supported by the Julius Rosenwald Fund. The booklet provided plans for basic schools, central schools, industrial buildings, training schools, teachers' homes, and boys' and girls' dormitories. Though there also were designs for one-teacher, two-teacher, central and training schools, the focus in the early years of the school construction initiative was primarily on the one-teacher type. The designs for school buildings

and support structures featured minimal Craftsman detailing to include wide overhanging eaves and exposed brackets and rafter ends. The school buildings featured hipped or gabled roofs, bands of double-hung sash windows, interior chimney flues, simple weatherboard siding, and brick pier foundations. Alternate designs to provide for east-west orientation and maximum lighting were provided. The interior room arrangement included classrooms with movable partitions between the rooms so that the classrooms could be used for industrial education instruction, meeting rooms or auditoriums.

As Julius Rosenwald became associated with Washington's school construction initiative and the Julius Rosenwald Fund was established, the planning and development of new standards that focused on lighting, ventilation, heating, sanitation, and aesthetics was undertaken with the aim of creating a positive, orderly, and healthy environment for learning. Principles were developed that stated that schools were to be constructed at or near the center of the local African American community, provided there was a good site that was large enough and that was well drained where arrangements could be made for a reliable supply of clean water on the school grounds. In an attempt to move away from the isolation that earlier rural African American schools had suffered, it was determined that the new schools should be located near a public highway, even if it meant that the school building was somewhat removed from the center of population.

An integral part of the school designs was the incorporation of an industrial room where girls were taught sewing and cooking (referred to as domestic science) and boys were taught farming and simple work with tools. In addition, each school's interior design encouraged its use as a community center. The trend for using schools as community centers emerged in northern cities in the 1890s and extended to rural areas in the 1910s.

Hickory Grove School

The Hickory Grove School in rural Hancock County appears to be an example of the Tuskegee Institute plan period subtype of school building that was constructed without the assistance of the Julius Rosenwald Fund. The Hickory Grove School building is a one-story building of frame construction in a "T" plan shape with weatherboard exterior siding, a hipped metal roof with overhanging eaves, two interior ridgeline chimneys, and a brick pier and concrete block foundation. The south elevation of the school building features two ribbons of four double-hung sash windows that are now secured with plywood sheets. The remaining intact windows are irregularly placed nine-over-nine-light double-hung sash. There are small, shed-roofed stoop entry porches on either side of the tail of the "T" plan that shelter the separate entrances to the interior classroom spaces.

A two-story, front-gabled building that appears to have been a former dormitory is located in close proximity to the former school building. The building is of frame construction with asbestos tile exterior siding and features a front-gabled metal roof, an exterior side-wall brick chimney, six-over-six-light double-hung sash windows, and a concrete block foundation. The double-door entrance on the façade provides access to the lower level, and an entrance on the east end of the south side elevation provides access to the stairway that leads to the second level.

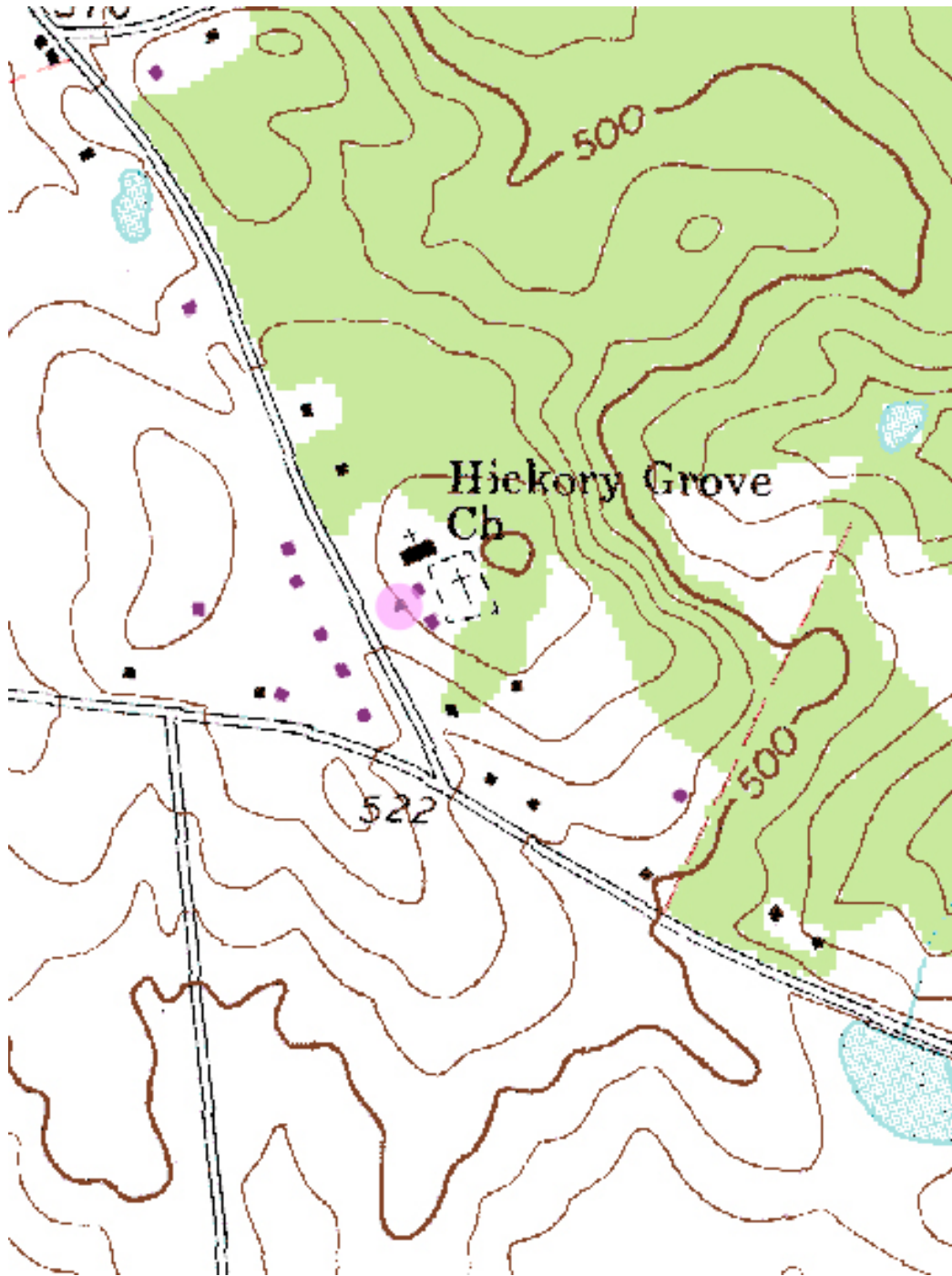


Figure 7. Location of the Former Hickory Grove School
7.5 Minute Series USGS Topographic Map
Jewell, GA Quadrangle
UTM 17 328749E 3681491N



View of the façade of the former Hickory Grove School facing northwest from the east side of Hickory Grove Church Road.



View of the east side elevation of the former Hickory Grove School facing southwest from the east side of Hickory Grove Church Road.



Oblique view of the rear and east side elevations of the former Hickory Grove School facing southwest from the east side of Hickory Grove Church Road.



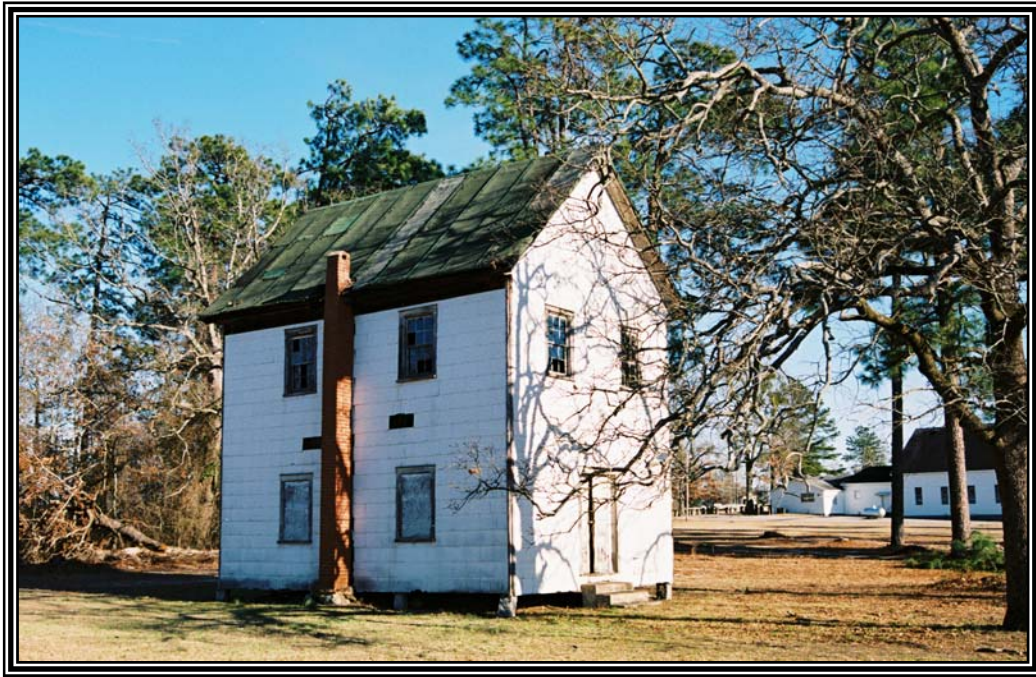
View of the rear elevation of the former Hickory Grove School facing northwest from the east side of Hickory Grove Church Road.



View of the west side elevation of the former Hickory Grove School facing east from the east side of Hickory Grove Church Road.



Oblique view of the façade and south side elevation of apparent dormitory of the former Hickory Grove School facing northeast from the east side of Hickory Grove Church Road.



Oblique view of the façade and north side elevation of apparent former dormitory of the former Hickory Grove School facing southeast from the east side of Hickory Grove Church Road.



Oblique view of rear and south side elevations of the apparent former dormitory of the former Hickory Grove School facing northeast from the north side of Hickory Grove Church Road.



Oblique view of the Hickory Grove Church in close proximity to the former Hickory Grove School facing northeast from the east side of Hickory Grove Church Road.



Oblique view of the Hickory Grove Church in close proximity to the former Hickory Grove School facing southeast from the east side of Hickory Grove Church Road.

Rosenwald Southern Office Plans and Specifications (1920–1937)

After the establishment of the Southern Office of the Rosenwald Fund in Nashville in 1920, Samuel L. Smith published a series of pamphlets presenting a variety of floor plans and specifications for use by communities interested in constructing Rosenwald Schools. The pamphlets also contained information regarding site selection and landscaping gave bird's eye views of an ideal Rosenwald school campus. Since electricity was unavailable in most rural areas during the period of the school construction initiative, Smith emphasized natural light in his school designs and specifications. Tall, double-hung sash windows were grouped and school buildings were oriented to catch sunshine on both the east and west elevations. Smith developed two versions of each Community School plan so that regardless of the site, a school building with proper east-west orientation could be constructed. Interior color schemes, seating plans, and window shade arrangements were also all specified to maximize and make the fullest use of sunlight.

The exterior of most Rosenwald school buildings was commonly covered with simple weatherboard siding, although some of the larger schools had brick exteriors. Exterior architecture of the schools exhibited only the faintest hint of Colonial Revival or Craftsman trim. Smaller buildings usually reflected the Craftsman style in the bracketing found under the wide overhanging eaves. Larger schools featured columns or dormers which are details commonly found in Colonial Revival style buildings. All of the school buildings had brick chimneys for the stoves that were located in each classroom. In contrast with many of the Tuskegee Institute school plans, the majority of the elementary school buildings built under the supervision of the Southern Office were only one story tall (an educational characteristic that would not become prevalent in American schools for another generation).

As with the designs supplied by Tuskegee, each Rosenwald school featured an industrial room. Moreover, the school's interior design encouraged its use as a meeting center for the adult community. In the smaller schools, folding doors divided two classrooms that could be used as a meeting space or small auditorium. The interior arrangement depended on the type of school built but all contained classrooms, cloak rooms, and an industrial room. Larger schools often contained an auditorium while smaller schools had folding doors or movable partitions between classrooms. A minimum two acre lot was recommended as a building site with the school building located to give ample space for the schoolhouse, sanitary privies, a teachers' home, playgrounds for the boys and girls, a plot for agricultural demonstrations, and proper landscaping.

The teachers' homes were similar to the schools in concept, style and design and they were an important part in the overall educational concept. It was discovered that the best results in educational achievement were at schools where the teacher lived nearby. The teachers for the most part were Hampton and Tuskegee graduates who had been trained in home-building and home-making. The teacher's homes became attractive additions to the community. The teacher usually became a civic leader in the area giving lessons in agriculture to nearby farmers or domestic science classes to their wives or mothers. Also, with the teacher living near the school, students could expect a lengthier school term.

Figures 8 and 9 represent two types of Community School plans developed by the Southern Office of the Julius Rosenwald Fund that were constructed in Georgia. The Two Teacher Community School plan depicted in Figure 8 represents a school building type that was of the most frequently constructed in the state with the assistance of the Julius Rosenwald Fund. Both the Noble Hill School and the Hiram Colored School discussed in Chapter 5 are examples.

Appendix C contains a table of all schools established in Georgia with the assistance of the Julius Rosenwald Fund and identifies the Community School type by number of teachers. The Ten Teacher Community School plan depicted in Figure 9 was one of the rarer school types constructed in Georgia. The only two constructed with the assistance of the Rosenwald Fund were the Fort Valley High and Industrial School academic building discussed in Chapter 5 and the Risely High School in Brunswick, Glynn County, that served as a County Training School. The majority of the County Training School buildings constructed in Georgia varied in size from Four Teacher Community Schools to Eight Teacher Community Schools. Table 15 in Chapter 4 identifies the County Training School buildings known to have been constructed in Georgia and provides a Community School Plan type if Julius Rosenwald Fund aid had been used in the establishment of the school.

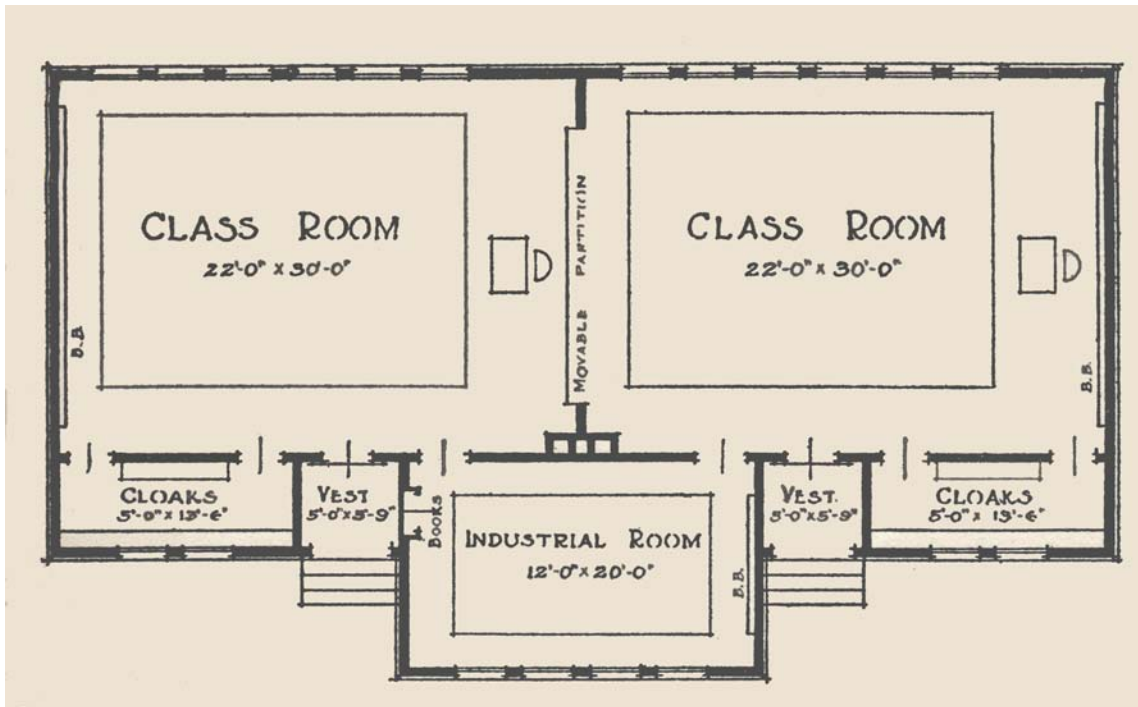


Figure 8. Two Teacher Community School Plan

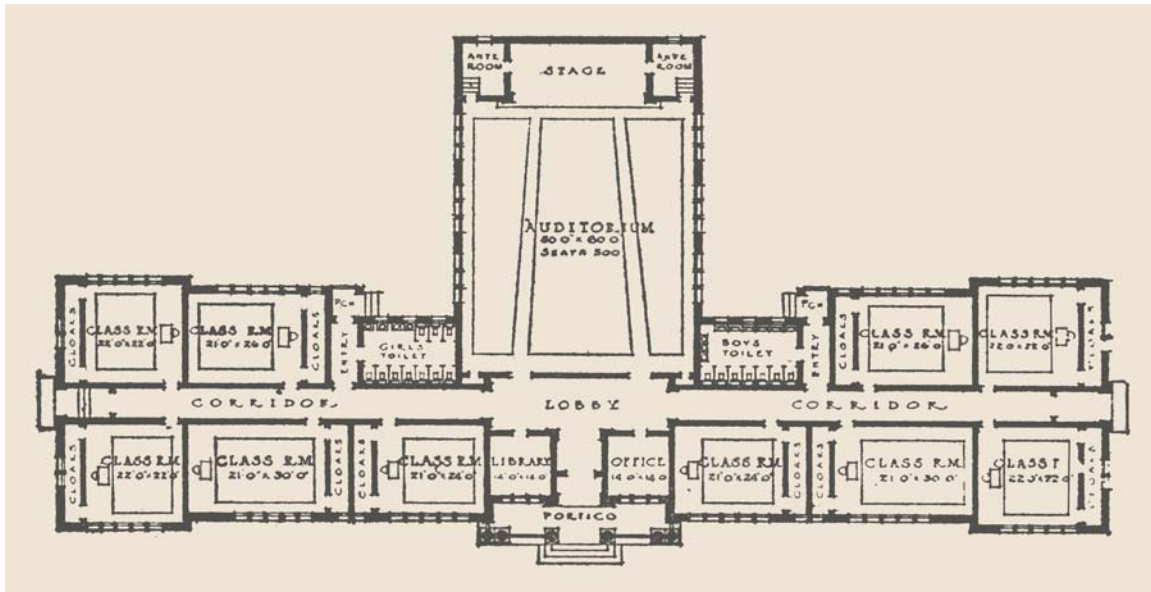


Figure 9. Ten Teacher Community School Plan

Identification of Extant County Training School Buildings

The data on County Training Schools established with the aid and assistance of the John F. Slater Fund, including the applications for grant assistance, at the Southern Education Foundation archives in the Robert W. Woodruff Library were reviewed to identify known County Training Schools established in Georgia. This list was compared with the list of schools of all types established with the aid and assistance of the Julius Rosenwald School Building Fund to determine which County Training Schools were built in accordance with the designs and specifications of a Community School plan and to determine the teacher/size plan type of the County Training Schools known to have been established with the assistance of the Julius Rosenwald Fund.

After establishing the locations of County Training Schools known to have been constructed in accordance with the design and specification of a Julius Rosenwald Fund Community School plan, site visits were conducted to selected building locations in various parts

of Georgia to determine the extent to which County Training School buildings still exist and the condition of extant school buildings. Of the sample of eight known County Training School building sites that were surveyed, four were determined to be no longer extant. The County Training School buildings that no longer exist are the Bartow County Training School, the Henry County Training School, the Jasper County Training School, and the Thomas County Training School. Four County Training School buildings that are not currently listed in the National Register of Historic Places were identified during the field survey. These four buildings are the Vienna High and Industrial School in Dooly County, the Camilla Colored School in Mitchell County, the Teachers Training and Industrial School in Clarke County, and the Meriwether County Training School.

Vienna High and Industrial School

The Vienna High and Industrial School building, which served as the Dooly County Training School for many years, is a Seven Teacher Community School built in 1926. It is a one-story building of frame construction with brick veneer exterior siding in an “H” plan, with complex gabled asphalt shingle roof with widely overhanging eaves. All original window openings have been partially enclosed, and the distinctive ribbons of multiple, large, double-hung sash windows are no longer present. Smaller six-over-six-light double-hung sash windows have been added to the paired window openings on the façade, and two smaller six-over-six-light double-hung sash windows have been added to the far ends of each former opening for the ribbon windows on the side and rear elevations. There are several brick interior ridgeline chimneys, and the foundation is continuous brick.

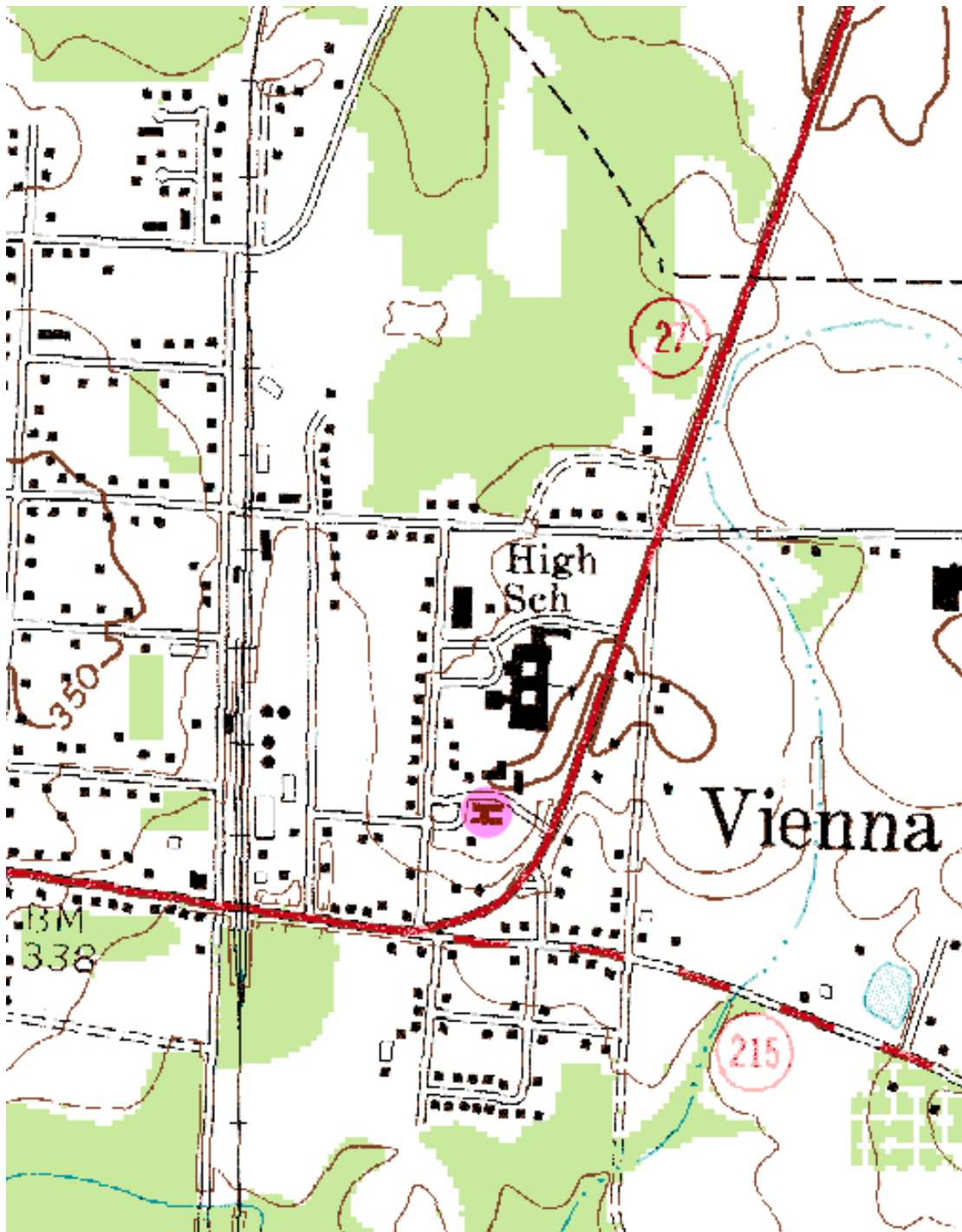


Figure 10. Location of the Former Vienna High and Industrial School
7.5 Minute USGS Topographic Map
Vienna, GA Quadrangle
UTM 17 237258(E) 3553980(N)



View of façade of the former Vienna High and Industrial School facing east from the east side of 9th Street.



Oblique view of façade of the former Vienna High and Industrial School facing northeast from the east side of 9th Street.



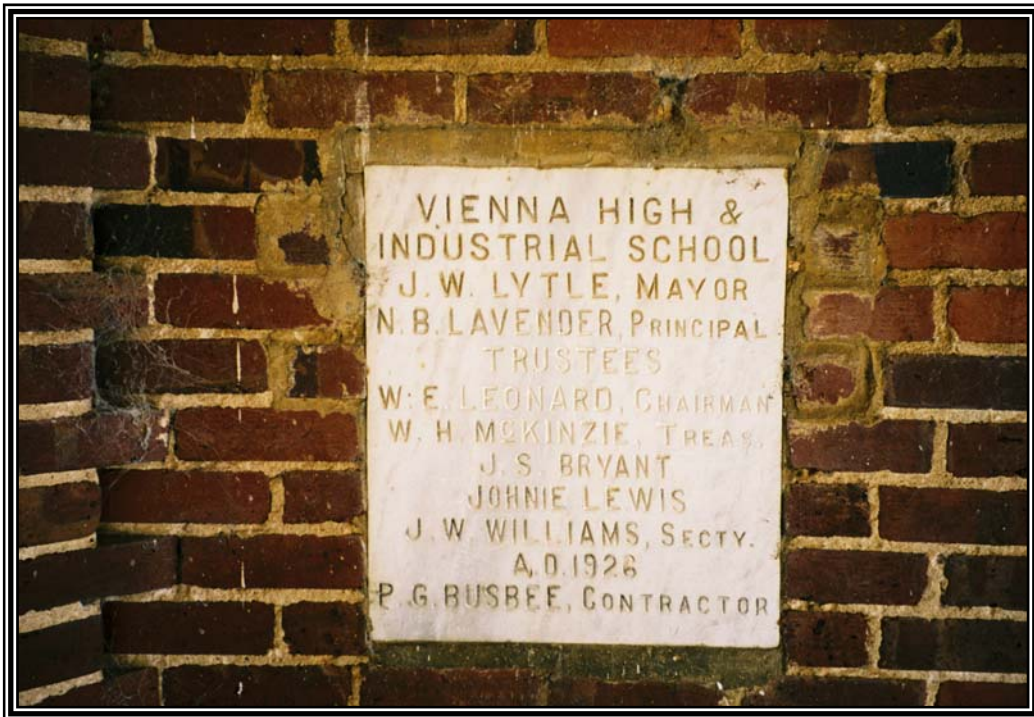
Oblique view of the north side elevation of the former Vienna High and Industrial School facing southwest from the west side of State Route 27.



View of the rear elevation of the former Vienna High and Industrial School facing west from the west side of State Route 27.



Oblique view of the south side elevation of the former Vienna High and Industrial School facing northeast from the east side of 9th Street.



View of date stone on façade of the former Vienna High and Industrial School facing east from the east side of 9th Street.



Oblique view of façade and west side elevation of secondary building on the grounds of the former Vienna High and Industrial School facing northeast from the west side of State Route 27.



Oblique view of façade and east side elevation of secondary building on the grounds of the former Vienna High and Industrial School facing northwest from the west side of State Route 27.

Camilla Colored School

The Camilla Colored School building is one of two schools that served as a County Training School in Mitchell County and is the only one remaining. The school building is a Six Teacher Community School built in 1931. It is a one story building of frame construction with brick veneer exterior siding in an “H” plan with complex gabled asphalt shingle roof with widely overhanging eaves and exposed rafter ends. All original window openings have been either partially or completely enclosed and the distinctive ribbons of multiple, large, double-hung sash windows typical of this building type are either completely or partially obscured. Only the lower sash of the original nine-over-nine-light double-hung sash windows is visible on the side elevation. The original window openings have been entirely closed in the central ribbon of each side elevation, on the façade, and on the rear elevation. None of the original brick chimneys are evident above the roofline. The foundation is continuous brick and concrete block. The building has been enlarged by additions constructed between the legs of the “H” plan on both the façade and the rear elevation. The front addition has a front-gabled roof and the rear addition is shed-roofed.

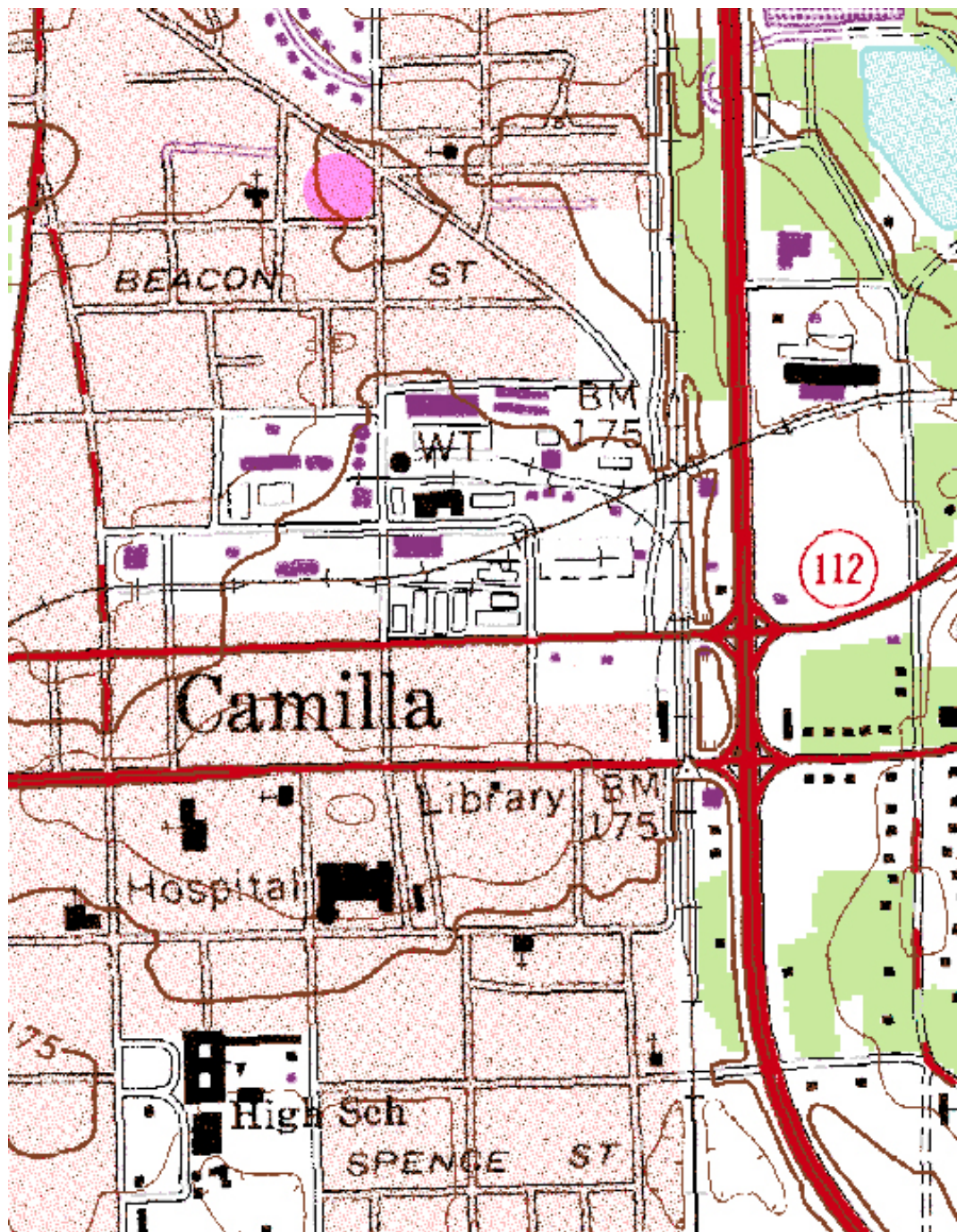


Figure 11. Location of the Former Camilla Colored School
7.5 Minute USGS Topographic Map
Camilla, GA Quadrangle
UTM 16 766178(E) 3459323(N)



View of the façade of the former Camilla Colored School facing north from the north side of Thompson Street.



Oblique view of the façade of the former Camilla Colored School facing northeast from the north side of Thompson Street.



View of the east side elevation of the former Camilla Colored School facing southwest from the west side of North Ellis Street.



View of the rear elevation of the former Camilla Colored School facing south from the south side of Cemetery Road.

Teacher Training and Industrial School

The former Teacher Training and Industrial School is located approximately five miles north of downtown Athens at 2865 Danielsville Road in Athens-Clarke County. This property is a Four Teacher Community School that appears to have been constructed ca. 1927. The building is one story in height in a "T" plan shape, with frame construction and brick veneer exterior siding. The brick siding is in running bond, and there is decorative quoin-like detailing in each corner of the façade. The property features a side-gabled metal roof over the core of the building and hipped metal roof over the tail wing of the "T" plan. There is a slight projection with a front-gabled roof on the façade that has a recessed primary entrance. The roof has widely overhanging eaves with exposed rafter ends and there are decorative knee braces in the gable on the façade and in the side gables. All original window openings have been enclosed and the distinctive ribbons of multiple, large, double-hung sash windows are completely absent. The ribbons of double-hung sash windows were located in the main core of the building; single tall double-hung sash windows were located on all three sides of the hipped-roofed rear wing. The foundation is continuous brick.

The property upon which the building is located was conveyed to the Clarke County School District by Judia C. Jackson by a warranty deed (Deed Book WW, page 187) dated December 24, 1902. The facility remained in the Clarke County School District until 1962. In that year, the property was deeded by the Clarke County School District to J. C. Wilkinson, the executor of the will and estate of Judia C. J. Harris, by a deed (Deed Book 210, page 534) on September 24.

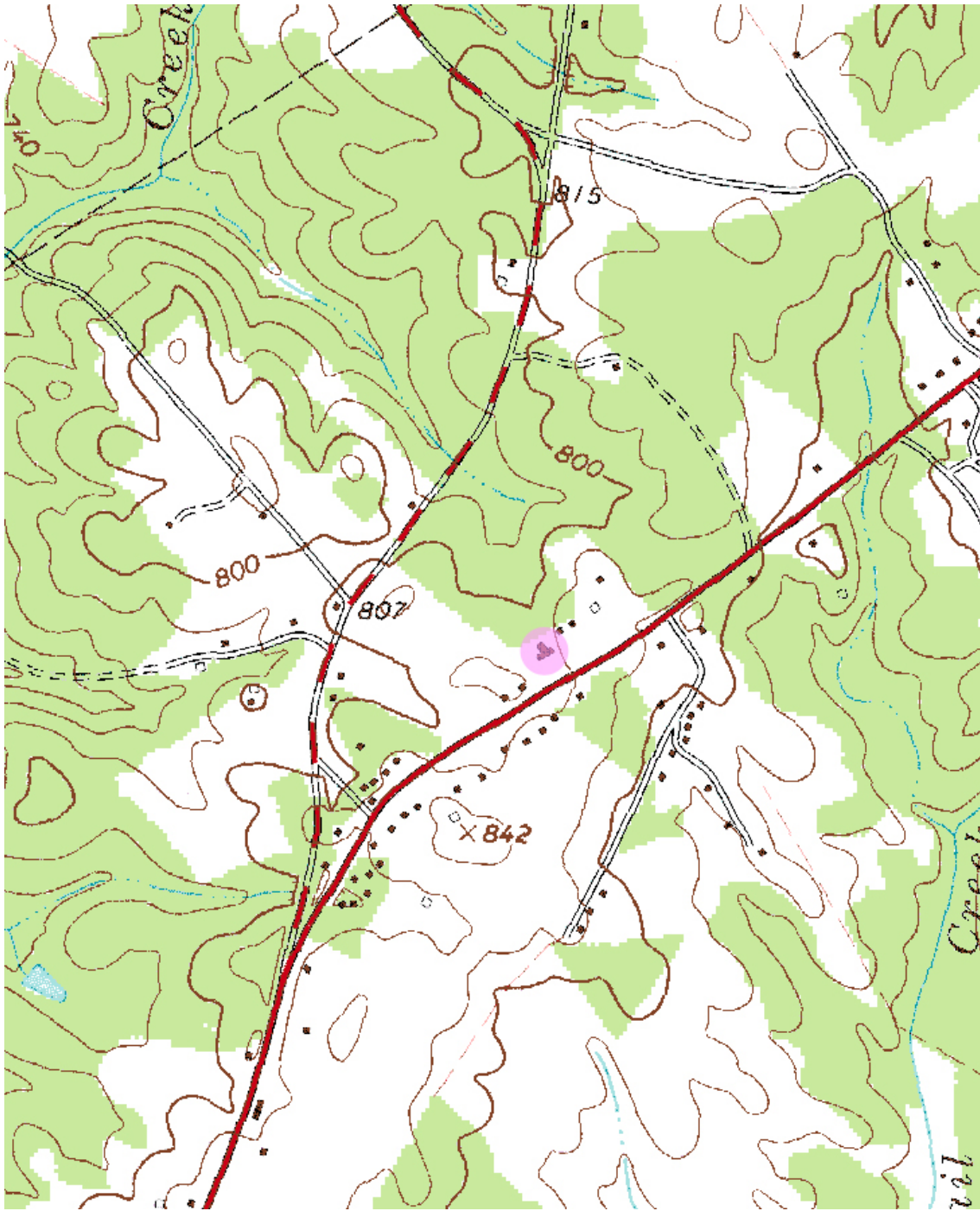


Figure 12. Location of the Former Teacher Training and Industrial School
7.5 Minute USGS Topographic Map
Hull, GA Quadrangle
UTM 17 283900(E) 3766752(N)



View of the façade of the former Teacher Training and Industrial School facing northwest from the north side of Danielsville Road.



Oblique view of the façade of the former Teacher Training and Industrial School facing northwest from the north side of Danielsville Road.



View of the east side elevation of the former Teacher Training and Industrial School facing northwest from the north side of Danielsville Road.



View of the rear of the former Teacher Training and Industrial School facing south from the north side of Danielsville Road.



View of the rear of the former Teacher Training and Industrial School facing southwest from the north side of Danielsville Road.



View of the rear of the former Teacher Training and Industrial School facing southeast from the north side of Danielsville Road.



View of the west side elevation of the former Teacher Training and Industrial School facing northeast from the north side of Danielsville Road.

CHAPTER 7

SUMMARY AND RECOMMENDATIONS

Summary Findings

The remaining extant County Training School buildings in Georgia reflect an ambitious, cooperative school-building effort and they symbolize African American citizens' struggle for educational opportunities in the segregated South in the first part of the twentieth century. These schools were the primary vehicle used by the principal philanthropic foundations devoted to African American education during this era to address the need for qualified teachers and quality school facilities and to implement the industrial education curriculum model across the rural South. The overwhelming majority of these schools were established with financial assistance from the Julius Rosenwald Fund and were constructed to the design and specifications of a Community School plan developed by the Fund. They reflected innovations in educational architectural design and set the standards for not only school construction for many years but also the local community in the areas of architecture, sanitation, and maintenance. Perhaps the most important achievement of the County Training School movement was that more children went to school longer with better-trained teachers and in better-constructed and better-equipped schools as a result of the initiative.

Applying the National Register Criteria for Evaluation results in a determination that the extant County Training School buildings possess a state and local level of significance and are worthy of listing in the National Register of Historic Places; provided they retain sufficient integrity to be able to convey that significance. Multiple local, state and national historic contexts

are represented by this significant property type. These resources appear to be significant under both National Register Criterion A and National Register Criterion C in the areas of architecture, education, and ethnic heritage: African American. A general explanation of the National Register Criteria for Evaluation and the application of the Criteria for this specific property type are included in Appendix D.

Recommendations for Action

The current status of approximately one-third of the County Training School buildings known to have been constructed was determined by this study (see Table A4 in Appendix D). Eight of the sixty-seven County Training School buildings have been determined to no longer exist. These records are shaded in gray in Table A4. Fifteen of the sixty-seven County Training School buildings have been determined to still exist based on a review of National Register nominations, field surveys, and an examination of literature and survey references. These record numbers are shaded in yellow. No determination could be made for the remaining forty-four properties.

The results obtained from this investigation suggest that a large number of County Training School buildings likely still exist. It is, therefore, recommended that a concerted effort to survey and document the status and condition of all County Training School buildings across the state be undertaken. Based on the significance of the County Training School established by this study, it is recommended that a Multiple Property National Register nomination be prepared for each extant County Training School building. It is also recommended that the context of industrial education and the County Training School movement be included in National Register nominations for individual properties and districts that include former County Training School

buildings until a Multiple Property listing for all extant County Training School buildings can be accomplished.

Finally, particular observations were made during the preparation of this thesis that indicate that further investigation and analysis is warranted. Though those efforts are beyond the scope of this work, it is hoped that the identification of those items here might stimulate an examination of those issues in the future.

Future Research Item 1 - The African American secondary school age population of Richmond County in 1933 was higher than that in every other county in Georgia except Fulton and Bibb Counties. However, no Richmond County public schools offered any secondary course work at that time. Both Fulton and Bibb Counties had public schools offering four years of secondary course work. The only secondary course work available to African American students in Richmond County was through one of the three private schools in the county that offered that level of instruction. This fact is noteworthy as Augusta was the location of the Haines Normal and Industrial Institute, a school for the education of African American children that was chartered by the State of Georgia in 1886.

Future Research Item 2 - On the sites of several County Training School and other African American school properties that were surveyed are the graves of the school founders/first principals and spouses. These graves are often prominently located in front of the school building where entrants to the school must pass. An examination of the origin of this custom and the extent to which it is evident on African American school campuses of all types could be instructive.

Future Research Item 3 - Though only a small number of County Training School buildings continue to serve their original education use, a high percentage of the schools investigated here continue to function as community centers. This use is consistent with the original goals and purposes of the County Training School initiative and indicates that these buildings are still important assets to the African American communities in which they were constructed. The preparation of case studies to determine the extent to which former County Training School students or faculty were responsible for the continuation of these buildings in their community center role could be informative.

Future Research Item 4 - As a means to further the perpetuation of these buildings, a study of the potential uses and programs appropriate to these properties, including community centers, should be undertaken. Such a study would provide justification, and a focus, for efforts to preserve and utilize these buildings, thereby ensuring that they continue to support and benefit the communities in which they were constructed.

In conclusion, the essential elements of the research efforts and actions suggested by this study are distilled into the following recommendations for action:

1. Survey and document the status and condition of all remaining County Training School buildings.
2. Develop a Multiple Property National Register nomination for all extant County Training School buildings.
3. Summarize the significance of industrial education and the County Training School movement to be included in future individual nominations as well as the Multiple Property nomination, herein recommended.
4. Pursue the four identified areas of future research.

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APPENDICES

APPENDIX A

TABLE A1. PUBLIC SCHOOLS OFFERING SECONDARY COURSE WORK FOR
AFRICAN AMERICAN STUDENTS IN GEORGIA COUNTIES ON OCTOBER 1, 1933

TABLE A.1. PUBLIC SCHOOLS OFFERING SECONDARY COURSEWORK FOR AFRICAN AMERICAN STUDENTS IN GEORGIA COUNTIES ON OCTOBER 1, 1933

County	Name of School	Location Within County	First Secondary School Year Enrollment (8 th Grade)	Second Secondary School Year Enrollment (9 th Grade)	Third Secondary School Year Enrollment (10 th Grade)	Fourth Secondary School Year Enrollment (11 th Grade)	Total Secondary School Enrollment	Total Enrollment in All Grades for School	African American Population in County 15 to 19 Years of Age	Full Time Secondary School Teachers	Part Time Secondary School Teachers	Total Number of Secondary School Teachers
Apppling	Baxley Colored	Baxley	11	--	--	--	11	81	345	0	1	1
Atkinson	Pearson Colored	Pearson	5	3	1	--	9	132	211	1	0	1
Atkinson	Cross Roads Colored	Pearson R.F.D.	1	--	--	--	1	45	211	0	1	1
Atkinson	Willacoochee Colored	Willacoochee	5	--	--	--	5	103	211	0	1	1
Bacon	--	--	--	--	--	--	--	--	118	--	--	--
Baker	--	--	--	--	--	--	--	--	637	--	--	--
Baldwin	County Training School	Milledgeville	25	27	18	10	80	578	1,197	3	1	4
Banks	--	--	--	--	--	--	--	--	137	--	--	--
Barrow	Fairfield School	Statham	3	--	--	--	3	67	267	0	1	1
Barrow	Winder Junior High School	Winder	5	1	2	--	8	139		1	0	1
Bartow	Summer Hill School	Cartersville	22	17	--	--	39	329	568	2	1	3
Ben Hill	County Training School	Fitzgerald	31	14	16	5	66	632	559	3	0	3
Ben Hill	Queenland School	Fitzgerald R.F.D.	4	2	--	--	6	299	559	1	0	1
Berrien	Nashville Colored	Nashville	10	6	--	--	16	118	Not Available	0	1	1
Bibb	Hudson High School	Macon	251	109	120	53	533	863	3,669	12	0	12
Bleckley	--	--	--	--	--	--	--	--	440	--	--	--
Brantley	--	--	--	--	--	--	--	--	144	--	--	--
Brooks	Brooks County High School	Quitman	26	19	15	13	73	553	1,491	4	0	4
Brooks	County Training School	Dixie R.F.D.	11	10	6	2	29	203	1,491	3	0	3
Brooks	Barney Colored	Barney	3	--	--	--	3	158	1,491	0	1	1
Bryan	--	--	--	--	--	--	--	--	339	--	--	--
Bulloch	Statesboro High and Industrial	Statesboro	21	16	16	20	73	402	1,452	4	0	4

Source: Southern Education Foundation Records 1882-1979. Archives and Special Collections, Robert W. Woodruff Library, Atlanta University Center.

TABLE A1 - CONTINUED

County	Name of School	Location Within County	First Secondary School Year Enrollment (8 th Grade)	Second Secondary School Year Enrollment (9 th Grade)	Third Secondary School Year Enrollment (10 th Grade)	Fourth Secondary School Year Enrollment (11 th Grade)	Total Secondary School Enrollment	Total Enrollment in All Grades for School	African American Population in County 15 to 19 Years of Age	Full Time Secondary School Teachers	Part Time Secondary School Teachers	Total Number of Secondary School Teachers
Burke	Waynesboro High and Industrial	Waynesboro	33	20	16	16	85	114	2,864	3	0	3
Burke	Keyville Colored	Keyville	8	--	--	--	8	178	2,864	0	1	1
Burke	Midville Colored	Midville	16	2	--	--	18	201	2,864	1	0	1
Butts	Jackson Colored	Jackson	4	4	4	--	12	264	580	0	2	2
Calhoun	Edison High School	Edison	10	--	--	--	10	271	1,023	0	1	1
Calhoun	Arlington Colored	Arlington	9	--	--	--	9	141	1,023	0	1	1
Calhoun	Leary Colored	Leary	1	--	--	--	1	157	1,023	0	1	1
Camden	County Training School	St. Marys	14	4	--	--	18	186	446	1	0	1
Candler	Metter Colored	Metter	9	4	--	--	13	179	446	1	0	1
Carroll	County Training School	Carrollton	20	4	9	12	45	354	1,084	2	1	3
Catoosa	--	--	--	--	--	--	--	--	66	--	--	--
Charlton	--	--	--	--	--	--	--	--	105	--	--	--
Chatham	Cuyler Street School	Savannah	277	211	157	109	538	1,210	4,710	12	2	14
Chattahoochee	--	--	--	--	--	--	--	--	258	--	--	--
Chattooga	County Training School	Holland	2	3	1	--	6	176	286	0	1	1
Chattooga	Summerville Colored	Summerville	6	4	--	--	10	114	286	0	1	1
Cherokee	Canton Colored	Canton	5	9	--	--	14	69	109	0	2	2
Clarke	Teacher Training and Industrial School	Athens, Route 1	7	7	--	--	14	169	1,386	1	1	2
Clarke	Athens Industrial High School	Athens	79	57	60	30	222	1,563	1,386	6	2	8
Clay	Speight School	Fort Gaines	30	15	--	--	45	250	555	2	0	2
Clayton	Freeman Colored	Freeman	1	--	--	--	1	35	441	0	1	1
Clayton	Jonesboro Colored	Jonesboro	13	7	7	4	31	205	441	0	1	1
Clayton	Lovejoy Colored	Lovejoy	1	--	--	--	1	71	441	0	1	1
Clinch	Homerville Colored	Homerville	4	2	--	--	6	188	317	1	0	1

TABLE A1 - CONTINUED

County	Name of School	Location Within County	First Secondary School Year Enrollment (8 th Grade)	Second Secondary School Year Enrollment (9 th Grade)	Third Secondary School Year Enrollment (10 th Grade)	Fourth Secondary School Year Enrollment (11 th Grade)	Total Secondary School Enrollment	Total Enrollment in All Grades for School	African American Population in County 15 to 19 Years of Age	Full Time Secondary School Teachers	Part Time Secondary School Teachers	Total Number of Secondary School Teachers
Cobb	Marietta High and Industrial School	Marietta	27	16	18	2	63	456	845	3	2	5
Coffee	County Training School	Douglas	10	10	--	--	20	362	711	0	1	1
Colquitt	Moultrie Colored	Moultrie	33	30	16	18	97	685	1,083	3	1	4
Colquitt	Funston Colored	Funston	7	3	--	--	10	391	--	1	0	1
Columbia	Rose Mount School	Appling	5	2	--	--	7	96	708	0	1	1
Cook	Adel Negro High School	Adel	22	15	4	12	53	337	391	3	1	4
Coweta	Pinson Street High School	Newnan	34	19	--	--	53	573	1,405	2	0	2
Coweta	Browns Industrial School	Moreland	9	4	6	4	23	212	1,405	2	0	2
Coweta	Grantville Colored	Grantville	4	3	--	--	7	183	1,405	1	0	1
Crawford	--	--	--	--	--	--	--	--	490	--	--	--
Crisp	Arabi Colored	Arabi	3	--	--	--	3	75	1,028	0	1	1
Crisp	County Training School	Cordele	23	--	--	--	23	275	1,028	1	0	1
Dade	--	--	--	--	--	--	--	--	Not Available	--	--	--
Dawson	--	--	--	--	--	--	--	--	Not Available	--	--	--
Decatur	Attapulgus Colored	Attapulgus	15	5	--	--	20	211	1,554	1	2	3
Decatur	Mt. Moriah School	Climax, Route 1	4	--	--	--	4	345	1,554	0	1	1
Decatur	County Training School	Bainbridge	69	48	31	30	178	633	1,554	5	1	6
DeKalb	Avondale Colored	Scottdale	10	--	--	--	10	285	1,543	1	0	1
DeKalb	Chamblee Colored	Chamblee	3	6	--	--	9	128	1,534	0	1	1
DeKalb	Herring Street School	Decatur	25	9	--	--	34	615	1,534	1	1	2
Dodge	Eastman Colored	Eastman	9	3	4	2	18	317	1,069	1	1	2
Dooley	County Training School	Vienna	22	12	10	7	51	286	1,361	3	0	3

TABLE A1 - CONTINUED

County	Name of School	Location Within County	First Secondary School Year Enrollment (8 th Grade)	Second Secondary School Year Enrollment (9 th Grade)	Third Secondary School Year Enrollment (10 th Grade)	Fourth Secondary School Year Enrollment (11 th Grade)	Total Secondary School Enrollment	Total Enrollment in All Grades for School	African American Population in County 15 to 19 Years of Age	Full Time Secondary School Teachers	Part Time Secondary School Teachers	Total Number of Secondary School Teachers
Dooley	Pinehurst Colored School	Pinehurst	5	--	--	--	--	--	1,361	--	--	--
Dougherty	County Training School	Albany	47	26	28	25	126	1,493	1,424	5	0	5
Douglas	--	--	--	--	--	--	--	--	296	--	--	--
Early	Country Training School	Blakely R.F.D.	5	9	--	--	14	163	1,370	1	2	3
Early	Blakely Colored	Blakely	9	9	16	9	43	150	1,370	1	1	2
Echols	--	--	--	--	--	--	--	--	96	--	--	--
Effingham	Guyton Colored	Guyton	8	9	--	--	17	136	452	1	0	1
Elbert	Elberton Colored	Elberton	24	14	23	8	69	478	1,024	2	1	3
Emanuel	Swainsboro Colored	Swainsboro	17	15	7	5	44	258	1,026	3	0	3
Emanuel	Rosenwald School	Summit	9	4	--	--	13	170	1,026	1	0	1
Emanuel	Summertown Colored	Summertown	8	6	--	--	14	180	1,026	1	0	1
Emanuel	Adrian Colored	Adrian	9	6	--	--	15	160	1,026	0	1	1
Evans	Claxton Colored	Claxton	9	8	--	--	17	141	332	1	0	1
Fannin	--	--	--	--	--	--	--	--	Not Available	--	--	--
Fayette	Fayetteville Colored	Fayetteville	6	--	--	--	6	123	394	0	1	1
Floyd	Rome Colored High School	Rome	39	35	35	17	130	1,154	1,096	4	0	4
Forsyth	--	--	--	--	--	--	--	--	Not Available	--	--	--
Franklin	Union Grove School	Carnesville	6	4	3	--	13	134	378	0	1	1
Fulton	Washington High School	Atlanta	549	413	413	358	1,733	2,878	11,311	41	0	41
Fulton	Crogman School	Atlanta	38	25	15	20	98	180	11,311	4	0	4
Fulton	Howard Night School	Atlanta	44	50	45	41	180	269	11,311	7	0	7
Fulton	Howard Junior High School	Atlanta	318	--	--	--	318	1,337	11,311	10	0	10
Fulton	Johnson Night School	Atlanta	40	25	29	23	117	234	11,311	4	0	4

TABLE A1 - CONTINUED

County	Name of School	Location Within County	First Secondary School Year Enrollment (8 th Grade)	Second Secondary School Year Enrollment (9 th Grade)	Third Secondary School Year Enrollment (10 th Grade)	Fourth Secondary School Year Enrollment (11 th Grade)	Total Secondary School Enrollment	Total Enrollment in All Grades for School	African American Population in County 15 to 19 Years of Age	Full Time Secondary School Teachers	Part Time Secondary School Teachers	Total Number of Secondary School Teachers
Fulton	Washington Night School	Atlanta	63	62	62	99	286	464	11,311	10	0	10
Fulton	East Point Colored	East Point	18	12	--	--	30	466	11,311	1	0	1
Fulton	Fairburn Colored	Fairburn	2	3	2	--	7	154	11,311	0	1	1
Fulton	Palmetto Colored	Palmetto	5	5	6	--	16	88	11,311	0	1	1
Fulton	South Atlanta Colored	South Atlanta	26	7	--	--	33	285	11,311	1	0	1
Gilmer	--	--	--	--	--	--	--	--	Not Available	--	--	--
Glascok	--	--	--	--	--	--	--	--	Available	--	--	--
Glynn	Colored Memorial High School	Brunswick	62	30	32	35	171	1,000	910	6	0	6
Gordon	Calhoun Colored	Calhoun	7	--	--	--	7	163	154	0	1	1
Grady	County Training School	Cairo	20	15	11	7	53	444	922	2	1	3
Grady	Whigham Colored	Whigham	7	4	--	--	11	83	--	0	1	1
Greene	Greensboro Colored High School	Greensboro	17	10	11	9	47	170	812	1	4	5
Gwinnett	Mt. Zion School	Dacula	4	--	--	--	4	70	442	0	1	1
Gwinnett	Duluth Colored	Duluth	3	3	--	--	6	46	442	0	1	1
Gwinnett	Buford City Colored	Buford	8	--	--	--	8	162	442	0	1	1
Habersham	--	--	--	--	--	--	--	--	103	--	--	--
Hall	Gainesville Colored	Gainesville	21	25	22	--	68	512	428	2	0	2
Hancock	East End School	Sparta	29	13	16	--	58	282	1,235	3	0	3
Hancock	Sparta Agricultural and Industrial Institute	Sparta	6	9	7	--	22	169	1,235	0	3	3
Hancock	County Training School	Mayfield	15	10	--	--	25	164	1,235	0	3	3
Haralson	--	--	--	--	--	--	--	--	161	--	--	--
Harris	--	--	--	--	--	--	--	--	975	--	--	--

TABLE A1 - CONTINUED

County	Name of School	Location Within County	First Secondary School Year Enrollment (8 th Grade)	Second Secondary School Year Enrollment (9 th Grade)	Third Secondary School Year Enrollment (10 th Grade)	Fourth Secondary School Year Enrollment (11 th Grade)	Total Secondary School Enrollment	Total Enrollment in All Grades for School	African American Population in County 15 to 19 Years of Age	Full Time Secondary School Teachers	Part Time Secondary School Teachers	Total Number of Secondary School Teachers
Hart	County Training School	Hartwell	12	15	20	18	65	270	568	2	1	3
Hart	Flat Rock School	Hartwell R.F.D.	10	8	2	--	20	170	568	1	0	1
Heard	--	--	--	--	--	--	--	--	297	--	--	--
Henry	County Training School	McDonough	22	15	7	9	53	293	1,081	2	1	3
Houston	County Training School	Perry	9	8	--	--	17	200	904	1	1	2
Irwin	Ocilla Colored School	Ocilla	5	8	9	--	22	356	693	0	2	2
Jackson	Johnstown Colored School	Commerce	4	--	--	--	4	146	544	0	1	1
Jasper	County Training School	Monticello	18	11	9	13	51	196	696	3	1	4
Jasper	Grassville School	Adgateville	1	1	2	--	4	77	696	0	1	1
Jasper	Midway School	Kelly	2	--	--	--	2	87	696	0	1	1
Jeff Davis	Hazelhurst Colored School	Hazelhurst	6	--	--	--	6	121	205	0	1	1
Jefferson	County Training School	Louisville	14	--	--	--	14	222	1,628	1	1	2
Jefferson	Wadley Colored School	Wadley	14	9	7	6	46	296	1,628	1	1	2
Jefferson	Wrens Colored School	Wrens	11	0	4	--	15	227	1,628	1	1	2
Jefferson	Bartow Colored School	Bartow	4	--	--	--	4	132	1,628	0	1	1
Jenkins	County Training School	Millen	8	17	9	7	41	286	933	3	1	4
Johnson	Wrightsville Colored School	Wrightsville	9	8	--	--	17	115	675	1	0	1
Johnson	Buckeye School	Wrightsville R.F.D.	3	4	--	--	7	90	675	0	1	1
Jones	Gray Colored School	Gray	8	10	--	--	18	204	721	1	0	1
Lamar	Glenn High School	Barnesville	10	11	4	3	28	327	577	1	0	1
Lanier	--	--	--	--	--	--	--	--	239	--	--	--
Laurens	Millville School	Dudley	6	1	--	--	7	146	1,721	1	0	1
Laurens	Washington Street School	Dublin	37	23	22	8	90	796	1,721	3	1	4
Lee	Leesburg Colored School	Leesburg	12	4	--	--	16	197	805	0	1	1

TABLE A1 - CONTINUED

County	Name of School	Location Within County	First Secondary School Year Enrollment (8 th Grade)	Second Secondary School Year Enrollment (9 th Grade)	Third Secondary School Year Enrollment (10 th Grade)	Fourth Secondary School Year Enrollment (11 th Grade)	Total Secondary School Enrollment	Total Enrollment in All Grades for School	African American Population in County 15 to 19 Years of Age	Full Time Secondary School Teachers	Part Time Secondary School Teachers	Total Number of Secondary School Teachers
Lec	Smithville Colored	Smithville	10	--	--	--	10	184	805	0	1	1
Liberty	Dorchester Academy	McIntosh	91	35	10	7	143		728	3	2	5
Liberty	County Training School	Riceboro	5	9	--	--	14	216	728	0	2	2
Lincoln	Goshen Colored	Lincolnton, Route 1	6	--	--	--	6	80	564	0	1	1
Lincoln	Soap Creek School	Lincolnton, Route 4	4	--	--	--	4	58	564	0	1	1
Lincoln	White Rock School	Lincolnton, Route 2	1	2	--	--	3	83	564	0	1	1
Long	--	--	--	--	--	--	--	--	239	--	--	--
Lowndes	Mt. Zion School	Valdosta R.F.D.	10	9	8	--	27	200	1,713	3	0	3
Lowndes	Vienna School	Valdosta R.F.D.	6	6	4	--	16	130	1,713	1	0	1
Lowndes	Dasher Colored High School	Valdosta	52	43	32	21	148	1,057	1,713	5	0	5
Lowndes	Hahira Colored	Hahira	9	7	10	--	26	150	1,713	2	0	2
Lumpkin	--	--	--	--	--	--	--	--	Not Available	--	--	--
Macon	County Training School	Montezuma	22	12	16	10	60	304	1,507	3	0	3
Macon	Marshallville Colored	Marshallville	12	10	7	--	29	280	1,507	1	0	1
Macon	Oglethorpe Colored	Oglethorpe	3	5	--	--	8	154	1,507	1	0	1
Madison	--	--	--	--	--	--	--	--	409	--	--	--
Martin	Buena Vista Colored	Buena Vista	6	9	2	--	17	66	409	0	1	1
McDuffie	Thomson Colored	Thomson	8	5	--	--	13	275	571	0	1	1
McIntosh	Todd-Grant	Darien	25	--	--	--	25	81	450	1	0	1
Meriwether	County Training School	Manchester	4	18	--	--	22	250	1,526	1	1	2
Meriwether	Greenville Colored	Greenville	15	2	--	--	17	139	1,526	1	0	1
Meriwether	Stovall Colored	Stovall	7	5	--	--	12	107	1,526	0	1	1

TABLE A1 - CONTINUED

County	Name of School	Location Within County	First Secondary School Year Enrollment (8 th Grade)	Second Secondary School Year Enrollment (9 th Grade)	Third Secondary School Year Enrollment (10 th Grade)	Fourth Secondary School Year Enrollment (11 th Grade)	Total Secondary School Enrollment	Total Enrollment in All Grades for School	African American Population in County 15 to 19 Years of Age	Full Time Secondary School Teachers	Part Time Secondary School Teachers	Total Number of Secondary School Teachers
Meriwether	Luthersville Colored	Luthersville	3	5	--	--	8	122	1,526	0	1	1
Meriwether	Woodbury Colored	Woodbury	3	1	--	--	4	127	1,526	0	1	1
Miller	Bethel School	Colquitt	2	--	--	--	2	102	467	0	1	1
Mitchell	County Training School	Pelham	10	5	--	--	15	275	1,587	1	2	3
Mitchell	Camilla Colored	Camilla	4	8	--	--	12	324	1,587	1	0	1
Monroe	Forsyth Colored High School	Forsyth	28	36	41	28	133	483	943	4	0	4
Montgomery	Ailey Rosenwald School	Ailey	7	5	--	--	12	90	633	0	1	1
Montgomery	Hornes Chapel School	Ailey R.F.D.	8	3	--	--	11	120	633	0	1	1
Morgan	Madison Colored	Madison	13	9	6	--	28	300	1,003	1	1	2
Murray	--	--	--	--	--	--	--	--	Not Available	--	--	--
Muscogee	Spencer High School	Columbus	134	90	104	42	370	535	2,475	10	0	10
Newton	Covington Colored	Covington	26	9	13	4	52	412	947	2	0	2
Oconee	Rosenwald School	Watkinsville	8	--	--	--	8	114	339	0	1	1
Oglethorpe	--	--	--	--	--	--	--	--	856	--	--	--
Paulding	Dallas Colored	Dallas	5	--	--	--	5	72	150	0	1	1
Paulding	Hiram Colored	Hiram	4	--	--	--	4	52	150	0	1	1
Peach	Fort Valley High and Industrial School	Fort Valley	30	51	35	40	155	229	912	6	3	9
Pickens	Tate High School	Tate	6	6	8	--	20	125	106	1	0	1
Pierce	Patterson Colored	Patterson	8	--	--	--	8	115	405	0	1	1
Pierce	Blackshear Colored	Blackshear	22	8	--	--	30	228	405	1	0	1
Pike	Zebulon Colored	Zebulon	4	--	--	--	4	228	736	0	1	1
Polk	Rockmart Colored	Rockmart	9	8	8	7	32	350	671	0	1	1

TABLE A1 - CONTINUED

County	Name of School	Location Within County	First Secondary School Year Enrollment (8 th Grade)	Second Secondary School Year Enrollment (9 th Grade)	Third Secondary School Year Enrollment (10 th Grade)	Fourth Secondary School Year Enrollment (11 th Grade)	Total Secondary School Enrollment	Total Enrollment in All Grades for School	African American Population in County 15 to 19 Years of Age	Full Time Secondary School Teachers	Part Time Secondary School Teachers	Total Number of Secondary School Teachers
Polk	Cedar Hill Colored School	Cedartown	22	23	22	--	67	408	671	1	1	2
Pulaski	County Training School	Hawkinsville	17	14	4	10	45	330	625	3	0	3
Putnam	Eatonton Colored	Eatonton	8	4	3	--	15	192	736	1	0	1
Quitman	--	--	--	--	--	--	--	--	354	--	--	--
Rabun	--	--	--	--	--	--	--	--	Not Available	--	--	--
Randolph	Shellman Colored	Shellman	8	1	--	--	9	195	1,557	0	1	1
Randolph	County Training School	Cuthbert	48	19	15	18	100	495	1,557	4	1	5
Randolph	Coleman Colored	Coleman	2	4	--	--	6	106	1,557	0	1	1
Richmond	--	--	--	--	--	--	--	--	3,243	--	--	--
Rockdale	Conyers Colored	Conyers	5	3	--	--	8	102	336	1	0	1
Schley	Ellaville Colored	Ellaville	18	6	--	--	24	204	491	2	1	3
Screven	County Training School	Sylvania	22	11	8	8	49	354	1,450	3	0	3
Seminole	County Training School	Bainbridge	6	9	10	8	33	262	438	2	0	2
Spalding	Griffin Vocational School	Griffin	15	6	9	--	30	599	1,089	1	0	1
Stephens	Toccoa Colored	Toccoa	10	11	--	--	21	294	284	2	0	2
Stewart	Lumpkin Colored	Lumpkin	16	23	9	--	48	252	1,055	2	0	2
Stewart	Richland Colored	Richland	10	8	8	--	26	210	1,055	2	0	2
Stewart	Omaha Training School	Omaha	7	3	--	--	10	100	1,055	0	1	1
Sumter	Shipp Training School	Sumter	12	8	--	--	20	153	2,310	1	1	2
Sumter	McCay Hill School	Americus	67	47	--	--	114	958	2,310	2	2	4
Sumter	Nunn Industrial School	Leslie R.F.D.	4	--	--	--	4	167	2,310	0	1	1

TABLE A1 - CONTINUED

County	Name of School	Location Within County	First Secondary School Year Enrollment (8 th Grade)	Second Secondary School Year Enrollment (9 th Grade)	Third Secondary School Year Enrollment (10 th Grade)	Fourth Secondary School Year Enrollment (11 th Grade)	Total Secondary School Enrollment	Total Enrollment in All Grades for School	African American Population in County 15 to 19 Years of Age	Full Time Secondary School Teachers	Part Time Secondary School Teachers	Total Number of Secondary School Teachers
Sumter	Shady Grove Colored	Americus R.F.D.	4	--	--	--	4	129	2,310	0	1	1
Sumter	Plains Colored	Plains	4	--	--	--	4	170	2,310	0	1	1
Sumter	Gatewood Colored	Gatewood	3	--	--	--	3	114	2,310	0	1	1
Talbot	Talbotton Colored	Talbotton	10	--	--	--	10	216	815	1	0	1
Talbot	Woodland Colored	Woodland	6	--	--	--	6	137	815	0	1	1
Taliaferro	--	--	--	--	--	--	--	--	550	--	--	--
Tattnell	Collins Colored	Collins	3	4	--	--	6	95	445	0	1	1
Tattnell	Manassas Colored	Manassas	1	--	--	--	1	74	445	0	1	1
Taylor	Butler Colored	Butler	5	6	1	--	12	202	696	1	0	1
Taylor	Reynolds Colored	Reynolds	2	6	--	--	8	176	696	1	0	1
Taylor	Pottersville Colored	Pottersville	2	5	--	--	7	126	696	0	1	1
Telfair	McRae Colored	McRae	7	7	5	--	19	176	665	2	0	2
Telfair	Lumber City Colored	Lumber City	7	--	--	--	7	145	665	0	1	1
Terrell	Parrott Colored	Parrott	10	9	--	--	19	302	1,679	0	1	1
Terrell	Graves Colored	Graves	6	--	--	--	6	287	1,679	2	0	2
Terrell	Sasser Colored	Sasser	10	5	--	--	15	301	1,679	1	1	2
Terrell	Bronwood Colored	Bronwood	15	10	--	--	25	305	1,679	2	0	2
Terrell	Dawson Colored	Dawson	28	16	15	--	59	437	1,679	2	0	2
Thomas	Boston Colored	Boston	2	1	1	--	4	107	2,054	0	1	1
Thomas	Pavo Colored	Pavo	2	--	--	--	2	91	2,054	0	1	1
Thomas	Douglas High School	Thomasville	52	35	31	33	151	1,136	2,054	4	2	6
Tift	Tifton Industrial School	Tifton	20	12	11	11	54	432	598	0	3	3
Toombs	County Training School	Vidalia	26	9	7	9	51	337	643	3	0	3
Towns	--	--	--	--	--	--	--	--	Not Available	--	--	--
Treutlen	County Training School	Soperton	30	20	--	--	50	231	354	1	1	2

TABLE A1 - CONTINUED

County	Name of School	Location Within County	First Secondary School Year Enrollment (8 th Grade)	Second Secondary School Year Enrollment (9 th Grade)	Third Secondary School Year Enrollment (10 th Grade)	Fourth Secondary School Year Enrollment (11 th Grade)	Total Secondary School Enrollment	Total Enrollment in All Grades for School	African American Population in County 15 to 19 Years of Age	Full Time Secondary School Teachers	Part Time Secondary School Teachers	Total Number of Secondary School Teachers
Troup	East Depot Street	LaGrange	65	37	35	36	173	1,096	2,030	3	2	5
Troup	West Point Colored	West Point	14	6	7	--	27	309	2,030	1	1	2
Troup	Hogansville Colored	Hogansville	6	--	--	--	6	136	2,030	0	1	1
Turner	Ashburn Colored	Ashburn	9	8	--	--	17	151	533	1	0	1
Twiggs	--	--	--	--	--	--	--	--	754	--	--	--
Union	--	--	--	--	--	--	--	--	Not Available	--	--	--
Upson	Starr School	Thomaston	15	--	--	--	15	600	924	1	0	1
Walker	Pleasant Grove School	Lafayette R.F.D.	7	--	--	--	7	79	319	0	1	1
Walker	Hill School	Lafayette	5	--	--	--	5	71	319	0	1	1
Walton	Peters School	Monroe R.F.D.	5	--	--	--	5	152	919	0	1	1
Walton	Good Hope Colored	Good Hope	6	--	--	--	6	118	919	0	1	1
Walton	Thompson School	Monroe R.F.D.	1	--	--	--	1	72	919	0	1	1
Walton	Monroe Colored	Monroe	8	7	--	--	15	220	919	1	1	2
Ware	Colored High School	Waycross	59	58	30	31	178	1,516	873	5	0	5
Warren	Warrenton Colored	Warrenton	15	32	--	--	47	450	978	1	1	2
Washington	Tennille Colored	Tennille	5	6	--	--	11	170	1,767	0	1	1
Washington	Elder High School	Sandersville	26	26	15	10	77	335	1,767	3	1	4
Wayne	County Training School	Jesup	11	7	--	--	18	207	368	1	1	2
Wayne	Screven Colored	Screven	15	3	--	--	18	120	368	0	1	1
Webster	Shiloh Rosenwald School	Preston	5	--	--	--	5	144	427	0	1	1
Wheeler	--	--	--	--	--	--	--	--	387	--	--	--
White	--	--	--	--	--	--	--	--	Not Available	--	--	--
Whitfield	Emory Street School	Dalton	24	--	--	--	24	256	164	1	0	1

TABLE A1 - CONTINUED

County	Name of School	Location Within County	First Secondary School Year Enrollment (8 th Grade)	Second Secondary School Year Enrollment (9 th Grade)	Third Secondary School Year Enrollment (10 th Grade)	Fourth Secondary School Year Enrollment (11 th Grade)	Total Secondary School Enrollment	Total Enrollment in All Grades for School	African American Population in County 15 to 19 Years of Age	Full Time Secondary School Teachers	Part Time Secondary School Teachers	Total Number of Secondary School Teachers
Wilcox	Abbeville Colored	Abbeville	5	--	--	--	8	114	706	0	1	1
Wilcox	Turner Colored	Abbeville	3	3	--	--	5	81	706	0	1	1
Wilcox	Rochelle Colored	Rochelle	9	2	--	--	14	184	706	0	1	1
Wilkes	Rosenwald Colored	Tignall	2	5	--	--	7	91	1,248	0	1	1
Wilkes	County Training School	Washington	30	35	16	10	91	516	1,248	0	1	1
Wilkinson	Irwinton Colored	Irwinton	1	--	--	--	1	180	690	0	1	1
Wilkinson	Blooming Light School	Milledgeville R.F.D.	1	--	--	--	1	70	690	0	1	1
Wilkinson	Red Lane School	Toombsboro	10	--	--	--	10	65	690	0	1	1
Wilkinson	Gordon Colored	Gordon	10	--	--	--	10	214	690	0	1	1
Worth	Oak Hill School	Sylvester	11	5	3	--	19	243	1,262	0	1	1

APPENDIX B

TABLE A2. PRIVATE SCHOOLS OFFERING SECONDARY COURSE WORK
FOR AFRICAN AMERICAN STUDENTS IN GEORGIA COUNTIES ON OCTOBER 1, 1933

COUNTY	NAME OF SCHOOL	LOCATION WITHIN COUNTY	AFFILIATION	TOTAL ENROLLMENT	SECONDARY SCHOOL ENROLLMENT	COLLEGE ENROLLMENT	BOARDERS	TEACHERS
Bibb	Ballard Normal School	Macon	Cong.	315	151	--	--	13
Bibb	Central City College	Macon	Baptist	98	49	--	68	10
Burke	Boggs Academy	Keysville		240	36	--	60	10
Clarke	Union Baptist Institute	Athens	Baptist	275	82	--	71	9
Crisp	Gillespie Normal School	Cordele	Presbyterian	405	30	--	17	8
Crisp	Holsey Normal and Industrial Institute	Cordele	C.M.E.	114	4	--	56	11
Fulton	Atlanta University	Atlanta	Independent	293	--	221	177	18
Fulton	Clark University	Atlanta	Methodist Episcopal	474	8	320	192	27
Fulton	Morehouse College	Atlanta	Baptist	464	73	391	288	25
Fulton	Morris Brown University	Atlanta	A.M.E.	467	253	214	115	20
Fulton	Spellman College	Atlanta	Baptist	331	186	145	235	38
Fulton	Sylvia Bryant Baptist Institute	Atlanta	Baptist	103	70	--	6	8
Glynn	Selden Normal and Industrial Institute	Brunswick	Presbyterian	152	66	--	48	9
Hancock	Sparta Agricultural and Industrial Institute	Sparta	Independent	150	20	--	15	9
McIntosh	Dorchester Academy	Midway	Cong.	140	59	--	18	14
Peach	Fort Valley High and Industrial School	Fort Valley	Episcopalian	853	209	--	202	25
Richmond	Haines Normal and Industrial Institute	Augusta	Presbyterian	713	300	--	110	27
Richmond	Paine College	Augusta	Methodist Episcopal	286	185	101	150	18
Richmond	Walker Baptist Institute	Augusta	Baptist	314	144	--	49	15
Spalding	Cabin Creek High School	Griffin	Baptist	200	75	--	50	13
Sumter	Americus Baptist Institute	Americus	Baptist	150	100	--	50	8
Thomas	Allen Normal School	Thomasville	Cong.	230	75	--	38	14

Source: Southern Education Foundation Records 1882-1979. Archives and Special Collections, Robert W. Woodruff Library, Atlanta University Center.

APPENDIX C

TABLE A3. SCHOOL AND EDUCATIONAL SUPPORT BUILDINGS IN GEORGIA

CONSTRUCTED WITH AID FROM THE JULIUS ROSENWALD FUND

TABLE A3. SCHOOL AND EDUCATIONAL SUPPORT BUILDINGS CONSTRUCTED IN GEORGIA WITH AID FROM THE JULIUS ROSENWALD FUND

County	School Name	Location Within County	Year	School Type (Number of Teachers)	Total Cost	African American Contribution	White Contribution	Public Sector Contribution	Rosenwald Fund Contribution
Appling	Selma	Selma	1915	2	\$1,702	\$952	\$450	0	\$300
Atkinson	Kirkland	Kirkland	1922	1	\$1,300	\$900	0	\$100	\$300
Baldwin	County Training School (Eddy High School)	Milledgeville	1925/26	7	\$15,000	\$4,860	\$1000	\$7,440	\$1,700
Banks	Homer	Homer	1916	2	\$850	\$400	0	\$150	\$300
Bartow	Noble Hill School	Cassville	1923	2	\$2,125	\$1,000	\$25	\$400	\$700
Bartow	County Training School	Cartersville		6	\$10,450	\$3,200	0	\$5,750	\$1500
Bartow	County Training School	Cartersville	1927	1 Room Shop	\$2,050	0	0	\$1,850	\$200
Ben Hill	County Training School	Fitzgerald	1925/26	7	\$20,640	\$91	\$400	\$18,449	\$1700
Berrien	Nashville Colored	Nashville	--	3	\$5,000	\$600	0	\$3,500	\$900
Bibb	Swift Creek	Swift Creek	--	2	\$2,500	0	0	\$1,800	\$700
Bibb	Mt.Hope	Walden	--	2	\$2,500	0	0	\$1,800	\$700
Bleckley	Cochran	Cochran	1930	3	\$4,925	\$200	0	\$3,450	\$1275
Brooks	Crossroads	Crossroads	1927	2	\$2,680	\$1,680	0	\$500	\$500
Brooks	Simmon Hill	--	--	3	\$5,575	\$2,700	0	\$1,975	\$900
Brooks	Quitman	Quitman	1928	6	\$14,750	\$750	0	\$12,300	\$1700

Source: Julius Rosenwald Fund Archives. Special Collections, John Hope and Aurelia Franklin Library, Fisk University, Nashville, Tennessee.

TABLE A3 – CONTINUED

County	School Name	Location Within County	Year	School Type (Number of Teachers)	Total Cost	African American Contribution	White Contribution	Public Sector Contribution	Rosenwald Fund Contribution
Brooks	Morven	Morven	1930	2	\$3,000	\$2,100	\$100	\$300	\$500
Brooks	Grooverville	Grooverville	Unknown	2	\$2,150	\$750	0	\$600	\$800
Bryan	Daniel Siding	--	1930/31	3	\$4,650	\$850	\$200	\$2,550	\$1050
Bulloch	County Training School	Statesboro	1922	4	\$3,850	0	0	\$2,750	\$1,100
Bulloch	Willow Hill	--	--	2	\$1,507	\$1,107	0	\$150	\$250
Bulloch	County Training School #2	Statesboro	1925/26	8	\$13,000	\$2,500	\$1500	\$7,850	\$1,150
Bulloch	Pope	--	--	1	\$1,025	\$625	0	\$100	\$300
Bulloch	Riggs	--	--	1	\$775	\$375	0	\$100	\$300
Bulloch	Statesboro	Statesboro	1931/32	5	\$6,300	\$5,400	0	\$500	\$400
Burke	Keysville Colored	Keysville	--	3	\$3,000	\$700	\$300	\$1,000	\$1,000
Burke	Keysville Colored	Keysville	--	Teacher Home	\$1,900	\$800	\$100	\$100	\$900
Burke	Midville Colored	Midville	--	2	\$3,000	\$800	\$200	\$1,300	\$700
Burke	Rays Bridge	--	1917/18	4	\$800	\$200	\$50	\$250	\$300
Burke	Walkers Grove	Walkers Grove	--	2	\$2,675	\$1,300	\$100	\$575	\$700
Camden	Waverly	Waverly	1930/31	2	\$2,756	\$309	0	\$2,047	\$400
Camden	Kinlaw (South Georgia Normal & Industrial)	Woodbine	1921	3	\$2,859	\$909	\$150	\$800	\$1,000
Camden	County Training School	St. Mary's	--	4	\$9,610	\$1,850	\$150	\$6,510	\$1,100

TABLE A3 – CONTINUED

County	School Name	Location Within County	Year	School Type (Number of Teachers)	Total Cost	African American Contribution	White Contribution	Public Sector Contribution	Rosenwald Fund Contribution
Carroll	Springer	--	--	2	\$1,971	\$1,371	0	\$100	\$500
Charlton	Folkston	Folkston	1927	2	\$2,500	\$400	\$100	\$1,500	\$500
Chatham	Pin Point	--	1925/26	2	\$5,000	0	\$1200	\$3,100	\$700
Chatham	Pract. Ga. A&M	Thunderbolt	1925/26	3	\$5,300	\$700	\$1800	\$1,900	\$900
Chattahoochee	Cusseta	Cusseta	1930	2	\$2,975	\$250	0	\$1,973	\$750
Chattahoochee	Friendship	--	1930	2	\$2,804	\$75	0	\$2,229	\$500
Chattooga	County Training School	Holland	1927	4	\$7,550	\$4,400	\$100	\$2,050	\$1,000
Clarke	Athens Industrial High School	Athens	1925/26	5	\$7,628	\$500	\$4443	\$1,728	\$957
Clarke	Teacher Training and Industrial High School	Athens	--	4	\$4,200	\$700	\$800	\$1,500	\$1,200
Clay	Fort Gaines	Fort Gaines	1929	5	\$7,650	\$200	0	\$5,650	\$1,800
Clinch	Dupont	Dupont	--	2	\$2,900	\$350	\$200	\$1,650	\$700
Cobb	Acworth	Acworth	--	2	\$3,250	\$700	0	\$1,850	\$700
Cobb	Marietta High & Industrial School	Marietta	1930	5	\$10,450	\$472	0	\$8,228	\$1,750
Cobb	Jonesville	--	1921	1	\$1,615	\$615	0	\$500	\$500
Coffee	County Training School	Douglas	--	5	\$8,500	\$888	\$500	\$5,812	\$1,300
Coffee	Paulk	--	--	2	\$1,950	\$1,200	0	\$250	\$500
Colquitt	Union Grove	--	1921	1	\$1,500	\$500	0	\$500	\$500
Colquitt	Funston Colored	Funston	1927	4	\$4,700	\$1,800	\$500	\$1,400	\$1,000

TABLE A3 – CONTINUED

County	School Name	Location Within County	Year	School Type (Number of Teachers)	Total Cost	African American Contribution	White Contribution	Public Sector Contribution	Rosenwald Fund Contribution
Colquitt	Union Grove #2	--	--	1	\$1,382	\$250	0	\$1,000	\$132
Colquitt	County Training School	Moultrie	1925/26	8	\$16,200	\$700	\$1900	\$12,100	\$1,500
Colquitt	County Training School	Moultrie	1925/26	2 Room Shop	\$2,000	\$800	\$500	\$300	\$400
Cook	County Training School (Adel Negro High School)	Adel	1922	11	\$8,000	\$3,300	\$2400	\$1,000	\$1,300
Cook	County Training School (Adel Negro High School)	Adel	--	Teacher Home	\$4,750	\$2,500	\$500	\$750	\$1,000
Cook	Sparks	Sparks	--	3	\$2,875	\$1,000	\$400	\$575	\$900
Coweta	County Training School	Grantville	--	5	\$4,050	\$350	\$100	\$3,000	\$600
Coweta	Walter B. Hill Industrial School	Turin	1925/26	3	\$3,100	\$1,000	\$600	\$600	\$900
Coweta	Senoia	Senoia	1927	3	\$3,600	\$200	0	\$2,700	\$700
Coweta	Mt. Zion	--	--	2	\$1,250	\$600	0	\$150	\$500
Coweta	Brown Industrial School	Moreland	--	3	\$3,428	\$902	\$526	\$1,000	\$1,000
Coweta	McCollum	--	1928	2	\$2,600	\$300	\$100	\$1,700	\$500
Crisp	County Training School	Cordele	1929	6	\$8,400	\$1,000	\$1000	\$4,300	\$2,100
Decatur	Climax	Climax	--	2	\$1,900	\$700	0	\$500	\$700
Decatur	Bainbridge	Bainbridge	--	6	\$20,000	0	0	\$18,500	\$1,500
Dekalb	Stone Mountain	Stone Mountain	1927	4	\$6,010	0	\$500	\$4,510	\$1,000
Dekalb	Scottdale	Scottdale	--	5	\$6,300	0	0	\$5,000	\$1,300

TABLE A3 – CONTINUED

County	School Name	Location Within County	Year	School Type (Number of Teachers)	Total Cost	African American Contribution	White Contribution	Public Sector Contribution	Rosenwald Fund Contribution
DeKalb	Moriah	--	1929	2	\$6,000	\$300	\$200	\$5,000	\$500
Dodge	Chauncey	Chauncey	--	1	\$1,799	\$1,149	0	\$250	\$400
Dodge	Coffee	Rhine	--	2	\$2,350	\$1,550	\$100	0	\$700
Dodge	Chester College	--	--	4	\$3,300	\$1,100	\$100	\$1,000	\$1,100
Dooly	County Training School (Vienna High & Industrial School)	Vienna	1925/26	7	\$17,737	\$2,000	\$1000	\$13,037	\$1,700
Dougherty	Pract. GA N&A	Albany	1930/31	8	\$39,000	0	\$30,000	\$5,000	\$4,000
Early	Spring Creek	Blakely, R.F.D.	1917/18	3	\$1,625	\$1,325	0	0	\$300
Early	County Training School Spring Creek #2	Blakely, R.F.D.	1925/26	4	\$5,000	\$1,500	\$670	\$1,850	\$980
Early	County Training School	Blakely, R.F.D.	1927	Teacher Home	\$2,050	\$400	\$200	\$750	\$700
Early	St. Maryland	--	1929	2	\$2,020	\$500	0	\$1,020	\$500
Early	Pleasant Hill	--	--	1	\$1,625	\$1,325	0	0	\$300
Elbert	Centerville	Maple Springs	--	2	\$3,200	\$2,000	0	\$500	\$700
Elbert	Centerville #2	Maple Springs	--	2	\$3,103	\$150	\$100	\$2,590	\$263
Emanuel	Summertown Colored	Summertown	--	3	\$5,272	\$1,302	\$150	\$2,920	\$900
Emanuel	Delwood	--	1930/31	2	\$3,750	\$550	\$700	\$2,100	\$400
Emanuel	County Training School (Swainsboro Colored)	Swainsboro	--	4	\$3,200	\$950	\$50	\$1,000	\$1,200
Emanuel	Summitt	--	1930/31	3	\$5,750	\$900	\$500	\$3,650	\$700

TABLE A3 – CONTINUED

County	School Name	Location Within County	Year	School Type (Number of Teachers)	Total Cost	African American Contribution	White Contribution	Public Sector Contribution	Rosenwald Fund Contribution
Floyd	Rome High and Industrial School	Rome	--	3	\$2,020	\$1,000	0	\$120	\$900
Floyd	Cave Spring	Cave Spring	--	3	\$4,100	\$200	\$1000	\$2,000	\$900
Floyd	West Rome	Rome	--	3	\$4,100	0	\$1000	\$2,200	\$900
Floyd	Summerhill	--	1921	2	\$1,950	\$900	0	\$250	\$800
Franklin	Royston	--	1922	3	\$2,700	\$300	0	\$1,500	\$900
Fulton	Springfield	--	--	4	\$5,000	\$500	0	\$3,400	\$1,100
Fulton	Battle Hill	--	--	4	\$5,500	\$750	0	\$3,650	\$1,100
Fulton	Hapeville	--	--	4	\$6,715	\$300	0	\$5,315	\$1,100
Fulton	Thomasville	--	--	4	\$6,000	\$600	0	\$4,300	\$1,100
Fulton	East Point Colored	East Point	1927	9	\$19,300	0	0	\$17,400	\$1,900
Fulton (Campbell)	Fairburn Colored	Fairburn	--	4	\$3,550	\$1,000	\$900	\$550	\$1,100
Fulton (Campbell)	Palmetto Colored	Palmetto	1928	2	\$2,710	\$400	0	\$1,810	\$500
Fulton (Campbell)	Rivertown	--	1925/26	1	\$1,350	\$850	0	\$100	\$400
Glynn	County Training School (Risley High School)	Brunswick	1922	10	\$39,000	0	0	\$37,500	\$1,500
Gordon	Calhoun Colored	Calhoun	1929	3	\$6,364	\$1,100	0	\$3,989	\$1,275
Gwinnett	Norcross	Norcross	--	2	\$1,900	0	0	\$1,200	\$700
Hall	State Industrial (Gainesville Colored)	Gainesville	1921	3	\$3,445	\$2,150	\$650	\$45	\$600
Hall	State Industrial (Gainesville Colored)	Gainesville	1921	Teacher Home	\$3,000	\$950	\$1150	0	\$900

TABLE A3 – CONTINUED

County	School Name	Location Within County	Year	School Type (Number of Teachers)	Total Cost	African American Contribution	White Contribution	Public Sector Contribution	Rosenwald Fund Contribution
Hancock	Springfield Industrial	--	1922	3	\$2,700	\$1,300	0	\$500	\$900
Hancock	Springfield Industrial	--	1922	1 Room Shop	\$1,000	\$500	\$100	\$200	\$200
Hancock	Sparta Agricultural and Industrial Institute	Sparta	--	5	\$3,950	\$250	\$200	\$3,000	\$500
Hancock	East End	Sparta	1930	4	\$4,775	\$1,127	\$448	\$2,200	\$1,000
Harris	Whitesville	--	1927	4	\$5,321	\$2,621	\$200	\$1,500	\$1,000
Hart	County Training School	Hartwell	--	5	\$7,000	\$750	0	\$4,950	\$1,300
Hart	County Training School	Hartwell	1930	Teacher Home	\$2,400	\$1,500	0	0	\$900
Hart	Flat Rock	Hartwell, R.F.D.	1922	3	\$3,400	\$1,500	0	\$1,000	\$900
Hart	Camp Ground	--	1929	2	\$2,500	\$700	\$300	\$1,000	\$500
Heard	State Line	--	--	2	\$1,700	\$1,200	0	0	\$500
Henry	Mt. Carmel	--	--	1	\$1,400	\$500	\$500	0	\$400
Henry	County Training School	McDonough	--	6	\$12,500	\$8,250	\$650	\$2,000	\$1,600
Henry	County Training School	McDonough	--	Teacher Home	\$2,100	\$600	\$500	\$100	\$900
Henry	Red Oak	--	--	2	\$1,900	\$500	\$500	\$200	\$700
Henry	Stockbridge	--	1930/31	2	\$2,700	\$200	\$200	\$1,900	\$400
Henry	Unity Grove	--	1930/31	2	\$2,537	\$400	\$400	\$1,337	\$400
Houston	McKensie	--	--	1	\$1,200	\$600	0	\$200	\$400
Houston	Mt. Nebo	--	1922	2	\$1,775	\$800	\$25	\$250	\$700

TABLE A3 – CONTINUED

County	School Name	Location Within County	Year	School Type (Number of Teachers)	Total Cost	African American Contribution	White Contribution	Public Sector Contribution	Rosenwald Fund Contribution
Houston	Mt. Olive	--	1925/26	1	\$1,100	\$400	\$100	\$200	\$400
Houston	County Training School	Perry	1925/26	5	\$6,900	\$2,500	0	\$3,100	\$1,300
Houston	King's Chapel	--	1921	2	\$2,135	\$1,135	0	\$200	\$800
Houston	Jerusalem	--	1922	2	\$1,900	\$925	\$25	\$250	\$700
Houston	Henderson	--	--	1	\$1,200	\$550	\$50	\$200	\$400
Houston	Green Grove	--	--	1	\$1,150	\$550	0	\$200	\$400
Jackson	Johnstown Colored	Commerce	1930	2	\$3,000	\$100	0	\$2,500	\$400
Jackson	Neal	--	1928	2	\$2,850	\$964	0	\$1,136	\$750
Jasper	County Training School	Monticello	--	6	\$8,000	\$4,200	0	\$2,200	\$1,600
Jasper	County Training School	Monticello	1921	Teacher Home	\$3,400	\$1,000	0	\$1,500	\$900
Jasper	Midway	Kelly	--	3	\$1,250	\$550	0	\$400	\$300
Jeff Davis	Hazlehurst Colored	Hazlehurst	1925/26	2	\$3,600	\$300	0	\$2,600	\$700
Jeff Davis	Column Union	--	--	2	\$1,495	\$595	0	\$400	\$500
Jefferson	Wrens Colored	Wrens	1929	4	\$5,675	\$480	0	\$4,195	\$1,000
Jefferson	County Training School	Louisville	1928	4	\$4,625	\$600	0	\$3,025	\$1,000
Jenkins	County Training School	Millen	1925/26	5	\$6,300	\$500	\$400	\$4,100	\$1,300
Johnson	Dock Kemp	Wrightsville, R.F.D.	1921	4	\$4,100	\$1,300	\$100	\$1,500	\$1,200
Lamar	Sugar Hill	--	1925/26	2	\$2,000	\$500	\$600	\$200	\$700

TABLE A3 – CONTINUED

County	School Name	Location Within County	Year	School Type (Number of Teachers)	Total Cost	African American Contribution	White Contribution	Public Sector Contribution	Rosenwald Fund Contribution
Lamar	Flint Chapel	--	1925/26	1	\$1,200	\$700	0	\$100	\$400
Lamar	Glenn High School	Barnesville	--	4	\$5,600	0	0	\$4,600	\$1,000
Laurens	Millville	Dudley	--	3	\$2,475	\$850	\$225	\$500	\$900
Lee	Century	--	--	2	\$2,200	\$200	0	\$1,200	\$800
Lee	Leesburg Colored	Leesburg	1928	4	\$5,900	\$50	0	\$4,850	\$1,000
Lee	Smithville Colored	Smithville	1929	4	\$8,000	\$100	0	\$6,900	\$1,000
Liberty	County Training School	Riceboro	1928	4	\$3,570	\$340	\$160	\$2,070	\$1,000
Liberty	County Training School	Riceboro	1931	2 Room Shop	\$1,800	\$500	0	\$800	\$500
Liberty	Hinesville Shaw	--	1930/31	2	\$2,300	\$400	0	\$1,500	\$400
Liberty	Trinity	--	1922	1	\$2,420	\$1,320	0	\$600	\$500
Lowndes	Onsley	--	1915	1	\$745	\$295	0	\$150	\$300
Lowndes	Dasher Colored High School	Valdosta	1929	8	\$25,355	0	\$4000	\$19,255	\$2,100
Lowndes	Mt. Zion	--	--	7	\$11,500	\$4,750	\$300	\$5,050	\$1,400
Lowndes	Mt. Olive	--	1916	1	\$1,025	\$525	\$50	\$150	\$300
Macon	County Training School	Montezuma	1925/26	6	\$18,600	\$2,000	0	\$15,100	\$1,500
Macon	County Training School	Montezuma	1925/26	1 Room Shop	\$1,025	\$100	0	\$725	\$200
Macon	Oglethorpe Colored	Oglethorpe	1922	2	\$2,400	\$600	0	\$1,000	\$800
McIntosh	Harris Neck	--	--	3	\$3,000	\$1,000	0	\$1,000	\$1,000

TABLE A3 – CONTINUED

County	School Name	Location Within County	Year	School Type (Number of Teachers)	Total Cost	African American Contribution	White Contribution	Public Sector Contribution	Rosenwald Fund Contribution
McIntosh	Sapelo	--	1927	2	\$3,725	\$300	\$2675	\$250	\$500
McIntosh	Todd-Grant Industrial School	Darien	1930/31	4	\$4,900	\$800	0	\$3,100	\$1,000
McIntosh	Camagan	--	--	2	\$1,900	\$300	0	\$800	\$800
Meriwether	Woodbury Colored	Woodbury	1927	4	\$6,300	\$500	\$500	\$4,300	\$1,000
Meriwether	Wilson Chapel	--	--	3	\$3,540	\$2,900	\$140	0	\$500
Meriwether	Luthersville Colored	Luthersville	1925/26	3	\$4,233	\$300	\$983	\$2,050	\$900
Meriwether	Eleanor Roosevelt	Warm Springs	1936	6	\$16,500	\$500	\$1,500	\$12,000	\$2,500
Meriwether	County Training School	Manchester	1928	5	\$13,600	\$1,000	0	\$11,150	\$1,450
Meriwether	Durand	--	1929	3	\$5,300	\$1,400	\$2,500	\$550	\$850
Miller	Bethel School	Colquitt	--	3	\$5,000	\$600	\$500	\$3,000	\$900
Mitchell	Camilla Colored (Old Rockdale School)	Camilla	1930/31	6	\$9,700	\$500	0	\$6,600	\$2,600
Mitchell	County Training School	Pelham	--	7	\$11,300	\$1,600	\$1450	\$6,550	\$1,700
Mitchell	Sale City	--	1930/31	3	\$4,550	\$2,250	\$750	\$850	\$700
Monroe	Forsyth Colored High School A & M Practice	Forsyth	1928	11	\$22,400	\$2,300	\$900	\$16,500	\$2,700
Monroe	Forsyth Colored High School A & M Practice	Forsyth	1928	Teacher Home	\$2,100	\$800	\$400	0	\$900
Monroe	Forsyth Colored High School A & M Practice	Forsyth	1930/31	Teacher Home	\$4,300	\$1,925	\$1000	0	\$1,375
Monroe	Job's Chapel	--	1930/31	2	\$2,500	\$1,300	\$800	0	\$400

TABLE A3 – CONTINUED

County	School Name	Location Within County	Year	School Type (Number of Teachers)	Total Cost	African American Contribution	White Contribution	Public Sector Contribution	Rosenwald Fund Contribution
Montgomery	Ailey Rosenwald School	Ailey	1927	3	\$3,650	\$850	\$1,650	\$450	\$700
Montgomery	Holmes Chapel	Ailey, R.F.D.	--	2	\$1,900	\$900	\$300	\$200	\$500
Muscogee	Spencer High School	Columbus	--	-	-	-	-	-	-
Muscogee	Wynton Hill	Columbus	1929	3	\$6,708	\$800	\$1,100	\$4,108	\$700
Muscogee	Tabernacle	--	1928	2	\$3,820	\$550	\$1,320	\$1,600	\$350
Newton	Livingston	--	1922	3	\$3,000	\$1,000	0	\$1,000	\$1,000
Newton	Bentley	--	-	1	\$2,950	\$1,350	\$100	\$1,000	\$500
Newton	Nixon's Chapel	--	1925/26	1	\$1,325	\$550	\$75	\$300	\$400
Newton	Oxford	Oxford	1922	3	\$3,300	\$1,200	0	\$1,100	\$1,000
Oconee	Watkinsville	Watkinsville	1928	4	\$5,810	\$810	0	\$3,500	\$1,500
Paulding	Hiram Colored	Hiram	1930	2	\$3,010	\$1,400	\$210	\$650	\$750
Peach	Powersville	--	--	3	\$2,600	\$1,000	\$200	\$500	\$900
Peach	Allen Chapel	--	--	3	\$3,218	\$1,331	\$587	\$400	\$900
Peach	Byron	Byron	--	3	\$2,150	\$800	\$50	\$400	\$900
Peach	County Training School	Fort Valley	1927	10	\$32,600	\$2,500	0	\$28,000	\$2,100
Peach	Live Oak	--	--	1	\$1,500	\$600	\$100	\$400	\$400
Peach	Myrtle	--	--	2	\$1,550	\$500	\$150	\$200	\$700
Pierce	Blackshear Colored	Blackshear	1925/26	4	\$6,880	\$600	0	\$5,180	\$1,100

TABLE A3 – CONTINUED

County	School Name	Location Within County	Year	School Type (Number of Teachers)	Total Cost	African American Contribution	White Contribution	Public Sector Contribution	Rosenwald Fund Contribution
Pierce	Patterson Colored	Patterson	1929	2	\$3,050	\$650	\$300	\$1,600	\$500
Pike	Central	--	1915	1	\$996	\$684	\$12	0	\$300
Pike	Concord	Concord	1930	2	\$2,650	\$1,011	\$950	\$189	\$500
Pike	Zebulon Colored	Zebulon	--	2	\$3,000	\$1,100	\$100	\$1,100	\$700
Polk	Seney	Seney	1921	3	\$3,200	\$600	\$100	\$1,500	\$1,000
Polk	Cherokee	Cherokee	1925/26	2	\$2,715	\$650	0	\$1,365	\$700
Polk	Rockmart Colored	Rockmart	1921	4	\$3,700	\$1,200	\$100	\$1,200	\$1,200
Pulaski	County Training School	Hawkinsville	--	6	\$7,500	0	0	\$6,000	\$1,500
Randolph	County Training School Howard Normal & Industrial	Cuthbert	--	6	\$11,500	0	0	\$10,000	\$1,500
Randolph	Pumpkin Town	--	1921	2	\$2,000	\$1,300	\$100	\$100	\$500
Randolph	Coleman	Coleman	1925/26	2	\$2,325	\$225	\$450	\$950	\$700
Randolph	Shellman Colored	Shellman	--	3	\$1,585	\$875	\$60	\$150	\$500
Richmond	Steed	--	1928	6	\$26,850	0	0	\$24,300	\$2,550
Sereven	County Training School Sylvania High & Industrial	Sylvania	--	8	\$14,000	\$1,500	\$1500	\$7,000	\$4,000
Sereven	Bascom	Bascom	--	2	\$2,000	\$1,035	0	\$165	\$800
Sereven	County Training School	Sylvania	1930/31	4	\$3,300	\$1,600	\$700	\$500	\$500
Seminole	Donalsonville	Donalsonville	1930/31	3 or 6	\$11,950	\$1,600	0	\$6,450	\$3,900

TABLE A3 – CONTINUED

County	School Name	Location Within County	Year	School Type (Number of Teachers)	Total Cost	African American Contribution	White Contribution	Public Sector Contribution	Rosenwald Fund Contribution
Spalding	Griffin Vocational	Griffin	1929	6	\$16,500	\$100	0	\$13,850	\$2,550
Stewart	County Training School	Richland	1922	5	\$5,400	\$500	0	\$3,600	\$1,300
Stewart	Lumpkin Colored	Lumpkin	--	4	\$5,500	\$550	0	\$3,900	\$1,100
Stewart	Kimbrough	--	1928	4	\$4,525	\$1,850	\$175	\$1,500	\$1,000
Stewart	Omaha Training School	Omaha	1925/26	4	\$5,000	\$1,100	\$1100	\$1,700	\$1,100
Stewart	County Training School	Richland	--	Teacher Home	\$1,850	0	0	\$950	\$900
Sumter	Nunn Industrial New Shady Grove	Leslie, R.F.D.	1922	3	\$2,300	\$700	\$100	\$500	\$1,000
Sumter	Nunn Industrial New Shady Grove	Leslie, R.F.D.	1925/26	Teacher Home	\$2,200	\$1,240	\$60	0	\$900
Sumter	Nunn Industrial New Shady Grove	Leslie, R.F.D.	1929	1 Room Shop	\$925	\$500	0	\$225	\$200
Sumter	Plains Colored	Plains	--	5	\$4,000	\$1,250	\$750	\$700	\$1,300
Sumter	Shady Grove Colored	Americus, R.F.D.	1930/31	4	\$4,700	\$950	\$500	\$2,250	\$1,000
Sumter	Mt. Zion	--	1922	2	\$1,900	\$900	0	\$300	\$700
Sumter	Gatewood	Mt. Moriah	--	2	\$2,690	\$1,540	\$150	\$300	\$700
Sumter	Shipp Industrial	--	--	5	\$6,700	\$4,250	\$350	\$800	\$1,300
Sumter	Shipp Industrial	--	-	Teacher Home	\$1,900	\$600	\$100	\$300	\$900
Taliaferro	Oak Grove	--	1922	2	\$1,700	\$710	\$15	\$275	\$700
Tattnall	Manassas	--	1915	2	\$1,767	\$867	\$100	\$200	\$600
Tattnall	Ebenezer	--	1922	2	\$2,010	\$870	\$200	\$240	\$700

TABLE A3 – CONTINUED

County	School Name	Location Within County	Year	School Type (Number of Teachers)	Total Cost	African American Contribution	White Contribution	Public Sector Contribution	Rosenwald Fund Contribution
Taylor	Reynolds	Reynolds	1921	4	\$3,400	\$1,000	\$200	\$1,000	\$1,200
Taylor	Butler	Butler	--	3	\$3,900	\$1,000	0	\$2,000	\$900
Taylor	Pottersville	Pottersville	1925/26	2	\$2,750	\$950	0	\$1,100	\$700
Telfair	Cedar Park	--	--	1	\$1,450	\$850	\$50	\$150	\$400
Thomas	County Training School Douglas High School	Thomasville	1925/26	5	\$15,000	\$700	0	\$13,000	\$1,300
Thomas	Oscilla Consolidated	--	1930	3	\$4,800	\$200	\$3400	\$300	\$900
Thomas	Oscilla Consolidated	--	1930	1 Room Shop	\$1,529	0	\$1329	0	\$200
Tift	Tifton	Tifton	1930/31	6	\$3,800	\$600	\$1400	\$1,500	\$300
Tift	County Training School Tifton Industrial High School	Tifton	1916	8	\$18,000	\$2,000	\$2000	\$10,000	\$4,000
Toombs	County Training School	Vidalia	--	3	\$2,250	\$1,700	0	\$150	\$400
Trentlen	County Training School	Soperton	--	2	\$1,600	\$900	\$200	0	\$500
Troup	West Point Colored	West Point	1930/31	9	\$24,730	\$2,000	\$4240	\$11,740	\$6,750
Walker	Dewberry	--	--	1	\$1,428	\$200	\$528	\$300	\$400
Walton	Logansville	Logansville	1930/31	2	\$2,650	\$200	0	\$2,050	\$400
Walton	Peters	Monroe, R.F.D.	1930/31	3	\$3,550	\$200	0	\$2,300	\$1,050
Walton	Thompson	Monroe, R.F.D.	1930/31	2	\$2,650	\$200	0	\$2,050	\$400
Ware	Glennmore	--	1921	2	\$4,245	\$300	0	\$3,145	\$800

TABLE A3 – CONTINUED

County	School Name	Location Within County	Year	School Type (Number of Teachers)	Total Cost	African American Contribution	White Contribution	Public Sector Contribution	Rosenwald Fund Contribution
Washington	County Training School T.J. Elder High and Industrial School	Sandersville	-	6	\$18,600	\$4,900	\$3600	\$8,700	\$1,400
Washington	Royal	--	1927	3	\$3,400	\$1,750	\$750	\$200	\$700
Washington	Tennille Colored	Tennille	1922	4	\$3,500	\$375	0	\$2,025	\$1,100
Wayne	Screven Colored (Rebuilt)	Screven	1925/26	3	\$3,300	\$1,000	\$200	\$1,200	\$900
Wayne	County Training School	Jesup	--	5	\$13,100	\$800	\$400	\$10,600	\$1,300
Wayne	Screven Colored	Screven	1917/18	1	\$775	\$300	0	\$175	\$300
Wayne	Middle Grove	--	--	1	\$1,450	\$750	0	\$300	\$400
Webster	Shiloh Rosenwald School	Preston	1925/26	3	\$2,975	\$675	\$100	\$1,300	\$900
Wilcox	Turner	--	--	4	\$3,100	\$1,400	\$100	\$500	\$1,100
Wilcox	Rochelle Colored	Rochelle	1930/31	3	\$3,998	\$500	\$500	\$2,298	\$700
Wilkes	Rosenwald Colored	Tignall	1921	2	\$3,100	\$1,800	0	\$500	\$800
Wilkinson	Red Lane School	Toombsboro	1921	4	\$2,665	\$1,015	0	\$450	\$1,200
Wilkinson	Gordon Colored	Gordon	1922	4	\$4,100	\$1,900	\$600	\$500	\$1,100
Wilkinson	Calvary Hill	--	--	1	\$1,650	\$800	\$50	\$300	\$500

APPENDIX D

APPLICATION OF THE NATIONAL REGISTER CRITERIA FOR EVALUATION

The National Register Criteria for Evaluation

The National Register of Historic Places is the roster of the nation's cultural resources that have been identified as being worthy of recognition and preservation. Properties listed in the National Register include districts, sites, buildings, structures, and objects that are significant in American history, architecture, archaeology, engineering, and culture and that possess integrity of location, design, setting, materials, workmanship, feeling, and association. The roster is maintained by the National Park Service and is expanded through nominations by individuals, organizations, state and local governments, and federal agencies. The National Register criteria identify the range of resources and the kind of significance that will qualify properties for listing in the National Register. The criteria are applied to each nomination to determine whether the nominated property qualifies for listing.

To qualify for listing in the National Register of Historic Places, a property must be determined to represent a significant part of the history, architecture, archaeology, engineering, or culture of an area, and it must possess the characteristics that make it a good representative of the properties associated with that aspect of the past. The significance of a property can only be evaluated or explained within a historic context, which are those patterns or trends in history by which a specific occurrence, property, or site is understood and its meaning within history or prehistory is made clear.

In accordance with the National Register criteria, when a property is evaluated within its historic context, it must be shown to be significant for one or more of the four Criteria for Evaluation. These four Criteria for Evaluation are:

Criterion A – An association with a specific event marking an important moment in American prehistory or history or with a pattern of events or a historic trend that made a significant contribution to the development of a community, a state, or the nation;

Criterion B - An association with the life of an individual whose activities are demonstrably important within a local, state, or national context;

Criterion C – A property that embodies the distinctive characteristics of a type, period, or method of construction or that represents the works of a master, high artistic values, or a significant or distinguishable entity whose components may lack individual distinction; or

Criterion D - A property that has yielded or is likely to yield information important in the research of prehistory or history.

The process by which a property is evaluated within its historic context is described in the National Register Bulletin, *How to Apply the National Register Criteria for Evaluation*, published by the National Park Service. In order to evaluate a property's National Register eligibility or to prepare a nomination for a property for inclusion in the National Register, a process of information collection and evaluation is undertaken. The five areas of investigation and analysis are as follows:

1. The facet of prehistory or history of the local area or the state or the nation that the property represents (historic context) must be identified and must include the historic theme or themes, the geographic limits, and the chronological period so that a perspective is provided from which the significance of the property can be evaluated.
2. A determination must be made about how the theme of the context is significant in the history of the local area, the state, or the nation. A theme is a means of organizing properties into coherent patterns based on elements such as environment, social/ethnic

groups, transportation networks, technology, or political developments that have influenced the development during one or more periods of history or prehistory. A theme is considered significant if it can be demonstrated through scholarly research to be important in American history.

3. A determination must be made about whether it is a type of property that has relevance and importance in illustrating the historic context.
4. A determination must be made about how the property illustrates the historic context through specific associations, architectural or engineering values, or information potential.
5. A determination must be made about which physical features a property must possess in order to reflect the significance of the historic context and the property must be evaluated to determine to what extent it possesses those features. A property that has the defined features is eligible for listing in the National Register of Historic Places.

Application of the Criteria for Evaluation

The application of the National Register Criteria for Evaluation results in a determination that the extant County Training School buildings possess a state and local level of significance and are worthy of listing in the National Register of Historic Places provided they retain sufficient integrity to be able to convey that significance. Multiple local, state and national historic contexts are represented by this important property type that appears significant under both National Register Criterion A and National Register Criterion C in the areas of architecture, education, and ethnic heritage: African American.

The remaining extant County Training School buildings appear to be eligible for inclusion in the National Register of Historic Places under National Register Criterion A for their

association with the history of education. The remaining extant County Training School buildings are representative examples of the schools that were built in response to concerns about the state of educational opportunity for African Americans in the rural South in the early part of the twentieth century that were established with the assistance of the major philanthropic foundations devoted to African American education during the period in order to implement an industrial education curriculum in the Hampton-Tuskegee model of African American education. These properties are representative examples of buildings built and used for the education of African American students in both rural and urban locations in Georgia and are examples of the segregated implementation of the consolidated school movement of the mid 1920s in Georgia.

The extant County Training School buildings also appear to be eligible for inclusion in the National Register under Criterion A in the area of ethnic heritage - African American as examples of the primary mechanism for the implementation of the Hampton-Tuskegee model of industrial education supported by the principal philanthropic foundations supporting African American education during the period. In addition to the educational function of these buildings, they were designed and constructed in a manner that allowed the school to be used as a community center and meeting place for the local African American population. In support of the African American community at these institutions, Jeanes supervisors taught better agricultural methods, established homemakers clubs, and held home products exhibits. Jeanes teachers and supervisors started home garden clubs and boys' agricultural clubs, worked for school and community improvements, and taught basic skills such as shuck work, hat making, sewing, and cooking. The schools were often the site of musicals, theatricals, pageants, and exhibits of industrial work. The school building often set the standard for the neighborhood and community in regard to architecture, sanitation, and maintenance.

The significance of the extant County Training School buildings under Criterion C in the area of architecture lies in the form, materials, plans, and specifications that reflect changing school architecture and design. The auxiliary buildings and grounds associated with the schools were also important. Because the overwhelming majority of County Training Schools constructed in Georgia were established with the assistance of the Julius Rosenwald School Building Fund, the architectural significance of the County Training School buildings is tied to the well-documented architectural significance of the Rosenwald Community School plan buildings. These school buildings reflected innovations in educational architectural design and set the standard for school construction for many years. Floor plans were developed for a variety of schools sizes and specifications ensured east-west orientation for maximum natural lighting and included industrial and cloak rooms, window shades, sanitary privies, heating stoves, and interior paint schemes.

APPENDIX E

TABLE A4. EXTANT COUNTY TRAINING SCHOOL BUILDINGS IN GEORGIA

TABLE A4. EXTANT COUNTY TRAINING SCHOOL BUILDINGS IN GEORGIA

Record Number	County	Name of School	Location Within County	First Secondary School Year Enrollment (8 th Grade)	Second Secondary School Year Enrollment (9 th Grade)	Third Secondary School Year Enrollment (10 th Grade)	Fourth Secondary School Year Enrollment (11 th Grade)	Total Secondary School Enrollment	Total Enrollment in All Grades for School	Julius Rosenwald Fund Assistance	County Supervising Industrial Teacher in County
1	Baldwin	County Training School	Milledgeville	25	27	18	10	80	578	7-Teacher (1926)	YES
2	Bartow	Summer Hill School	Cartersville	22	17	--	--	39	329	6-Teacher	YES
3	Ben Hill	County Training School	Fitzgerald	31	14	16	5	66	632	7-Teacher (1926)	YES
4	Brooks	County Training School	Dixie R.F.D.	11	10	6	2	29	203	--	YES
5	Bulloch	Statesboro High and Industrial	Statesboro	21	16	16	20	73	402	4-Teacher (1922) Replaced by 8-Teacher (1926)	YES
6	Burke	Waynesboro High and Industrial	Waynesboro	33	20	16	16	85	114	--	YES
7	Camden	County Training School	St. Marys	14	4	--	--	18	186	4-Teacher	--
8	Carroll	County Training School	Carrollton	20	4	9	12	45	354	--	--
9	Chattooga	County Training School	Holland	2	3	1	--	6	176	4-Teacher (1927)	--
10	Clarke	Teacher Training and Industrial School	Athens, Route 1	7	7	--	--	14	169	4-Teacher	--
11	Coffee	County Training School	Douglas	10	10	--	--	20	362	5-Teacher	--
12	Colquitt	County Training School (Moultrie Colored)	Moultrie	33	30	16	18	97	685	8-Teacher and 2-Room Shop (1926)	YES
13	Columbia	Rose Mount School	Appling	5	2	--	--	7	96	--	--

TABLE A4 – CONTINUED

Record Number	County	Name of School	Location Within County	First Secondary School Year Enrollment (8 th Grade)	Second Secondary School Year Enrollment (9 th Grade)	Third Secondary School Year Enrollment (10 th Grade)	Fourth Secondary School Year Enrollment (11 th Grade)	Total Secondary School Enrollment	Total Enrollment in All Grades for School	Julius Rosenwald Fund Assistance	County Supervising Industrial Teacher in County
14	Cook	Adel Negro High School	Adel	22	15	4	12	53	337	11-Teacher and Teachers' Cottage (1922)	--
15	Coweta	County Training School (Grantville Colored)	Grantville	4	3	--	--	7	183	5-Teacher	YES
16	Crisp	County Training School	Cordele	23	--	--	--	23	275	6-Teacher (1929)	--
17	Decatur	County Training School	Bainbridge	69	48	31	30	178	633	6-Teacher	--
18	DeKalb	Chamblee Colored	Chamblee	3	6	--	--	9	128	--	YES
19	Dooly	County Training School	Vienna	22	12	10	7	51	286	7-Teacher (1926)	YES
20	Dougherty	County Training School	Albany	47	26	28	25	126	1,493	8-Teacher (1931)	YES
21	Early	Country Training School	Blakely R.F.D.	5	9	--	--	14	163	4-Teacher (1926) and Teachers' Cottage (1927)	YES
22	Elbert	Elberton Colored	Elberton	24	14	23	8	69	478	--	YES
23	Emanuel	Swainsboro Colored	Swainsboro	17	15	7	5	44	258	4-Teacher	--
24	Floyd	County Training School (Rome High and Industrial School)	Rome	39	35	35	17	130	1,154	3-Teacher	--
25	Glynn	Colored Memorial High School	Brunswick	62	30	32	35	171	1,000	10-Teacher (1922)	--
26	Grady	County Training School	Cairo	20	15	11	7	53	444	--	--

TABLE A4 – CONTINUED

Record Number	County	Name of School	Location Within County	First Secondary School Year Enrollment (8 th Grade)	Second Secondary School Year Enrollment (9 th Grade)	Third Secondary School Year Enrollment (10 th Grade)	Fourth Secondary School Year Enrollment (11 th Grade)	Total Secondary School Enrollment	Total Enrollment in All Grades for School	Julius Rosenwald Fund Assistance	County Supervising Industrial Teacher in County
27	Hall	Gainesville Colored	Gainesville	21	25	22	--	68	512	3-Teacher and Teachers' Cottage (1921)	--
28	Hancock	East End School	Sparta	29	13	16	--	58	282	4-Teacher (1930)	YES
29	Hancock	County Training School	Springfield	15	10	--	--	25	164	3-Teacher and 1-Room Shop (1922)	YES
30	Hart	County Training School	Hartwell	12	15	20	18	65	270	5-Teacher and Teachers' Cottage (1930)	--
31	Henry	County Training School	McDonough	22	15	7	9	53	293	6-Teacher and Teachers' Cottage	YES
32	Houston	County Training School	Perry	9	8	--	--	17	200	5-Teacher (1926)	--
33	Jasper	County Training School	Monticello	18	11	9	13	51	196	6-Teacher and Teachers' Cottage (1921)	YES
34	Jefferson	County Training School	Louisville	14	--	--	--	14	222	4-Teacher (1928)	YES
35	Jenkins	County Training School	Millen	8	17	9	7	41	286	5-Teacher (1926)	YES
36	Laurens	Washington Street School	Dublin	37	23	22	8	90	796	--	--
37	Liberty	Dorchester Academy	McIntosh	91	35	10	7	143	--	--	--

TABLE A4 – CONTINUED

Record Number	County	Name of School	Location Within County	First Secondary School Year Enrollment (8 th Grade)	Second Secondary School Year Enrollment (9 th Grade)	Third Secondary School Year Enrollment (10 th Grade)	Fourth Secondary School Year Enrollment (11 th Grade)	Total Secondary School Enrollment	Total Enrollment in All Grades for School	Julius Rosenwald Fund Assistance	County Supervising Industrial Teacher in County
38	Liberty	County Training School	Riceboro	5	9	--	--	14	216	4-Teacher (1928) and 2-Room Shop (1931)	--
39	Lowndes	Dasher Colored High School	Valdosta	52	43	32	21	148	1,057	8-Room (1929)	YES
40	Lowndes	Hahira Colored	Hahira	9	7	10	--	26	150	--	YES
41	Macon	County Training School	Montezuma	22	12	16	10	60	304	6-Teacher (1926) and 1-Room Shop (1926)	YES
42	Macon	Oglethorpe Colored	Oglethorpe	3	5	--	--	8	154	2-Teacher (1922)	YES
43	McIntosh	Todd-Grant Industrial	Darien	25	--	--	--	25	81	4-Teacher 1931	--
44	Meriwether	County Training School	Manchester	4	18	--	--	22	250	5-Teacher (1928)	--
45	Mitchell	County Training School	Pelham	10	5	--	--	15	275	7-Teacher	YES
46	Mitchell	Camilla Colored	Camilla	4	8	--	--	12	324	6-Teacher 1931	YES
47	Monroe	Forsyth Colored High School	Forsyth	28	36	41	28	133	483	11-Teacher (1928) and Teachers' Cottages (1928, 1931)	YES
48	Paulding	Dallas Colored	Dallas	5	--	--	--	5	72	--	--
49	Peach	Fort Valley High and Industrial School	Fort Valley	30	51	35	40	155	229	10-Teacher (1927)	YES
50	Polk	Cedar Hill Colored	Cedartown	22	23	22	--	67	408	--	--
51	Pulaski	County Training School	Hawkinsville	17	14	4	10	45	330	6-Teacher	--
52	Randolph	County Training School	Cuthbert	48	19	15	18	100	495	6-Teacher	YES

TABLE A4 – CONTINUED

Record Number	County	Name of School	Location Within County	First Secondary School Year Enrollment (8 th Grade)	Second Secondary School Year Enrollment (9 th Grade)	Third Secondary School Year Enrollment (10 th Grade)	Fourth Secondary School Year Enrollment (11 th Grade)	Total Secondary School Enrollment	Total Enrollment in All Grades for School	Julius Rosenwald Fund Assistance	County Supervising Industrial Teacher in County
53	Screven	County Training School	Sylvania	22	11	8	8	49	354	4-Teacher (1931)	YES
54	Seminole	County Training School	Bainbridge	6	9	10	8	33	262	--	YES
55	Stewart	Richland Colored	Richland	10	8	8	--	26	210	5-Teacher (1922) and Teachers' Cottage	--
56	Sumter	McCay Hill School	Americus	67	47	--	--	114	958	--	--
57	Thomas	Douglas High School	Thomasville	52	35	31	33	151	1,136	5-Teacher (1926)	YES
58	Tift	Tifton Industrial School	Tifton	20	12	11	11	54	432	8-Teacher (1916)	YES
59	Toombs	County Training School	Vidalia	26	9	7	9	51	337	3-Teacher	--
60	Treutlen	County Training School	Soperton	30	20	--	--	50	231	--	YES
61	Troup	West Point Colored	West Point	14	6	7	--	27	309	9-Teacher (1931)	YES
62	Upson	Starr School	Thomaston	15	--	--	--	15	600	--	--
63	Ware	Waycross Colored High School	Waycross	59	58	30	31	178	1,516	--	YES
64	Washington	T. J. Elder High and Industrial School	Sandersville	26	26	15	10	77	335	6-Teacher	--
65	Wayne	County Training School	Jesup	11	7	--	--	18	207	5-Teacher	YES
66	Webster	Shiloh Rosenwald School	Preston	5	--	--	--	5	144	3-Teacher (1926)	--
67	Wilkes	County Training School	Washington	30	35	16	10	91	516	--	--