NPS Form 10-900-b
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United States Department of the Interior
National Park Service

National Register of Historic Places
Multiple Property Documentation Form

This form is used for documenting multiple property groups relating to one or several historic contexts. See instructions in How to Complete the Multiple Property Documentation Form (National Register Bulletin 16B). Complete each item by entering the requested information. For additional space, use continuation sheets (Form 10-900-a). Use a typewriter, word processor, or computer to complete all items.

__X__ New Submission ____ Amended Submission

A. Name of Multiple Property Listing

Rosenwald Schools of Anne Arundel County, Maryland (1921-1932)

B. Associated Historic Contexts

(Name each associated historic context, identifying theme, geographical area, and chronological period)
1) African American Education in Maryland and Anne Arundel County Prior to Desegregation (1776-1954)
2) Julius Rosenwald School Building Program in the rural south (1917-1932)
3) Rosenwald School Buildings in Anne Arundel County

C. Form Prepared by

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D. Certification

As the designated authority under the National Historic Preservation Act of 1966, as amended, I hereby certify that this documentation form meets the National Register documentation standards and sets forth requirements for the listing of related properties consistent with the National Register criteria. This submission meets the procedural and professional requirements set forth in 36 CFR Part 60 and the Secretary of the Interior's Standards and Guidelines for Archeology and Historic Preservation. (See continuation sheet for additional comments.)

5-13-05

Signature and title of certifying official Date

State or Federal agency and bureau

I hereby certify that this multiple property documentation form has been approved by the National Register as a basis for evaluating related properties for listing in the National Register.

Signature of the Keeper Date

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Provide the following information on continuation sheets. Cite the letter and the title before each section of the narrative. Assign page numbers according to the instructions for continuation sheets in How to Complete the Multiple Property Documentation Form (National Register Bulletin 16B). Fill in page numbers for each section in the space below.

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Paperwork Reduction Act Statement: This information is being collected for applications to the National Register of Historic Places to nominate properties for listing or determine eligibility for listing, to list properties, and to amend existing listings. Response to this request is required to obtain a benefit in accordance with the National Historic Preservation Act, as amended (16 U.S.C. 470 et seq.).
Estimated Burden Statement: Public reporting burden for this form is estimated to average 120 hours per response including the time for reviewing instructions, gathering and maintaining data, and completing and reviewing the form. Direct comments regarding this burden estimate or any aspect of this form to the Chief, Administrative Services Division, National Park Service, P.0. Box 37127, Washington, DC 20013-7127; and the Office of Management and Budget, Paperwork Reductions Project (1024-0018), Washington, DC 20503.

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E. Context Statement

This nomination examines the impact of the Julius Rosenwald Fund's School Building Program on African American education in Anne Arundel County, Maryland during the period 1921-1932. It also references the Fund's impact on African American education in the rural south during the 1917-1932 period. These relatively limited themes fit within the broader historical context of African American education from the Emancipation Proclamation of 1863 to the integration of schools following the U.S. Supreme Court's 1954 decision in the case of *Brown versus Board of Education of Topeka*.

Rosenwald Schools possess architectural as well as social significance. These architecturally distinctive schools were built according to standardized plans provided by the Julius Rosenwald Fund and represented the latest theories of building design for providing a healthy, learning-conducive environment. This multiple property nomination examines the types of Rosenwald Schools constructed in Anne Arundel County, Maryland between1921-1932.

Introduction

In the years following the American Civil War Maryland was one of the 17 southern states that erected legal barriers segregating African Americans from whites in public places. The constitutionality of this spate of legislation, known as Jim Crow laws, was upheld by the United States Supreme Court in 1895 in the landmark *Plessy vs. Ferguson* decision. In its ruling, the Supreme Court found that providing "separate but equal" facilities for the races did not violate Constitutional protections of the fourteenth amendment. In practice, while facilities and services provided for African Americans in southern and some northern states were separate, they were rarely equal.[1] The disparity in educational opportunities afforded to blacks in the Jim Crow era poignantly illustrates this point.

The importance of the Rosenwald School building program to African American education in the early-20th century can not be overstated. It was arguably the most important advancement until school desegregation following the U.S. Supreme Court's 1954 reversal of its position on the Constitutionality of segregation in *Brown vs. the Board of Education of Topeka*. Between 1917and 1932 , 5357 schools for African American children were built in 15 states in the rural south using funds provided by the Julius Rosenwald Fund.[2]

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[1] James M. McPherson, The Struggle for Equality: Abolitionists and the Negro in the Civil War and Reconstruction, Princeton Press, Princeton, NJ (1964).
[2] Edwin R. Embree and Julia Waxman. Investment in People: The Story of the Julius Rosenwald Fund, Harper and Brothers, New York, New York (1949)

292 Rosenwald Schools were constructed in Maryland with 23 erected in Anne Arundel County. No statistics are available on the total number of Rosenwald schools remaining in the country or within Maryland. In Anne Arundel County 10 of the 23 Rosenwald schools survive and are the subject of this multiple property nomination.

African American Education in Maryland and Anne Arundel County Prior to Desegregation

Prior to 1865 the state of Maryland public education was limited for white children and non-existent for African American children. White families who could afford to do so relied on private schools, tutors, religious institutions or one of the county's four private academies to educate their children.[3] Private efforts to educate free blacks did occur, most often through the auspices of churches, or black fraternal organization. Initiatives to educate blacks, however, were contrary to the general sentiment of the larger population that believed educating African-Americans would pose a threat to white hegemony. To prevent that end, Maryland was among a number of southern states enacting laws prohibiting the teaching of slaves to read or write.[4]

In Maryland 1865 marks an important advancement for white public education and an acknowledgement of the right of African Americans to public education. In that year Maryland passed the *Maryland Public School Law* which made white elementary education compulsory and mandated the establishment of one public high school in each county. State funds were provided to increase the number and improve the condition of existing public schools.

A report on the condition of Maryland's Schools carried out in conjunction with the *Maryland Public School Law* found that Anne Arundel County had 41 white public primary schools with a total enrollment of 1,300 students. This was supplemented by three private schools then in operation which a total enrollment of 85 pupils. The report's overall findings were that Maryland's educational system was substandard. The report did not address black schools.

In theory, the 1865 *Maryland Public School Law* provided for free public education for black children. The practical implications of this seemingly progressive piece of legislation were few as black school construction was linked the amount of tax revenue raised from the black community. Given the general state of poverty in the African American community, the legislature was no doubt aware that the law would do little to improve educational opportunities for African Americans. In 1869 only $83.31 was procured from the black community for educational

[3] Donna M. Ware, *Education in Anne Arundel County: An Historic Context*, Anne Arundel County Office of Planning and Zoning, Annapolis, Maryland.
[4] Philip L. Brown, A Century of "Separate But Equal": Education in Anne Arundel County, Vantage Press, New York, New York (1988).

purposes[5]. Anne Arundel County's first public school for African American's was not funded by either the state of local board of education but through the auspices of the federally funded Freedman's Bureau. In 1865 the Freedman's Bureau built the first public school for black children at Mill Swamp in rural southern Anne Arundel County in 1865.

In 1872, despite having the largest African American population the state of Maryland, only ten black schools were in operation with a total enrollment of 307 children.[6] In that year Maryland enacted legislation requiring each county to establish at least one public school for black children in each election district without regard to the amount of revenue collected from the African American community.

By 1874, 17 African American schools were operating within Anne Arundel County's 8 districts and enrollment had risen to 973. By 1882 the number of schools was 28. Despite the 1872 law this increase principally represents private rather than public initiatives as 22 of the 28 black schools were privately operated.[7] In 1877 William Harwood, then Secretary of Anne Arundel County Board of School Commissioners stated his position on the public construction of schools. He is quoted as saying that black citizens should build schoolhouses for themselves as they "are rich in the capacity to labor, and enjoy an abundance of leisure."[8]

The Galilean Fisherman's School, established in 1868 on Fleet and East Streets in Annapolis is representative of private educational initiatives provided by the African American Community. This black benevolent society operated a school, as well as providing assistance to members in times of sickness and death. African American churches in Maryland, Methodist churches in particular, often sponsored a school. Private schools associated with Methodist churches were established in Eastport in 1868 and near Lothian in 1870. Others followed. Without exception these were primary schools. Until 1914, Maryland's only African American high school was located in Baltimore[9].

In 1916 George Fox became superintendent the Anne Arundel County School system and initiated a vigorous effort to improve the county's educational system. George Fox gave African American education an unprecedented level of attention. Under his tenure Anne Arundel County acquired its first African American High School. Fox enthusiastically looked to the newly

[5] Katherine M. Kibler, "Public Education" in Anne Arundel County, Maryland: A Bicentennial History (1649- 1977), edited by James C. Bradford, Anne Arundel County and Annapolis Bicentennial Committee, Annapolis, Maryland (1977).
[6] Brown (1988) p. 5.
[7] David S. Jenkins, *A History of Colored Education Anne Arundel County*, Master's Thesis, University of Maryland (1942).
[8] David Jenkins (1942) p. 14 quoting from Maryland State Board of Education Reports, 1877.
[9] Brown (1988) p.5.

established Rosenwald School building program as a means to provide African American children with modern school facilities . In the 10 years between 1921 and 1931, 24 new schools were built for African American children with financial assistance and plans provided by the Rosenwald Fund.[10]

Julius Rosenwald and the Rosenwald School Building Program (1917-1932)

Julius Rosenwald was born in 1862 in Springfield, Illinois, across the street from where Abraham Lincoln once lived. The son of a German Jewish immigrant, Rosenwald dropped out of high school at age 17 to apprentice in his uncle's clothing firm. Within five years he had his own business. A turning point came in 1897 when Richard Sears approached him about investing in his new mail-order firm, Sears, Roebuck and Company.

Rosenwald became the company's president in 1909 and under his aegis Sears, Roebuck and Company became a retailing phenomenon. The company provided via mail order everything from clothing and housewares to automobiles and ready-to-assemble houses. Using the personal fortune he amassed through Sears, Roebuck and Company, Rosenwald established himself as one of America's leading philanthropists. By the time he died in 1932, he had dispensed an estimated 63 million dollars. [11]

Julius Rosenwald took interest in a wide range of causes including Jewish charities, healthcare, and museums. The chief recipient of Rosenwald's largess was African American causes, particularly improving educational opportunities for southern blacks. Rosenwald's involvement in African American education was stimulated by Booker T. Washington. He was particularly impressed by Washington's autobiography, *Up From Slavery*, and a subsequent 1911 meeting with Washington brought about Rosenwald's interest in this area.[12] Between 1913 and 1915, Rosenwald, working with Washington through the Tuskegee Institute, personally provided matching funds for elementary school construction.

In 1917 Rosenwald set up a private foundation to expand the school-building program initiated at Tuskeegee Institute. The mandate of the Julius Rosenwald Fund was to provide financial and technical assistance to communities and local boards of education to enable the construction of new, state-of-the art school buildings in 15 states in the rural south. Rosenwald Schools were

[10] Rosenwald Fund Archives, Box 339, Fisk University, Nashville , Tennessee.
[11] Edwin R. Embree and Julia Waxman. Investment in People: The Story of the Julius Rosenwald Fund, Harper and Brothers, New York, New York (1949) p. 51
[12] Ibid.

constructed in Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, Missouri, North Carolina, Oklahoma, South Carolina, Tennessee, Texas and Virginia.[13]

The Rosenwald School Building Program is credited with establishing "A viable program of universal education for rural southern blacks".[14] School attendance rates for southern black children increased from 36 percent in 1900 to 79 percent in 1940, an increase brought about in large part by the School Building Program of the Julius Rosenwald Fund.[15] The number of African American schools aided by the Fund exceeded the total number of black schools existing in southern states at the beginning of the Fund's school building program.[16]

In 1920 Julius Rosenwald turned over the day to day administration of the School Building Program to S.L. Smith with headquarters in Nashville, Tennessee. Smith, a Tennessee native, held a MA in education. He studied at Harvard and the University of Chicago and also studied schoolhouse planning. Rosenwald, however, continued a high degree of involvement with the program until his death in 1932[17].

Ideally, a Rosenwald school's construction represented a common effort by the given Board of Education and both the white and African-American communities. The state and county always bore most of the cost and had to agree to maintain the new building as a regular part of the public school system. The white community was solicited for financial contributions or gifts of land and supplies. The African-American community made gifts of money, labor and supplies. In terms of percentages, the Rosenwald Fund's contribution toward the total cost of a school was comparatively small. Contributions ranged from a minimum of $200 for a one-teacher school to $2,600 for a six-teacher building. While at the high school level, the Fund contributed up to $6,000 for a six-teacher structure.

The Fund however, provided more than money and architectural plans. Rosenwald's reputation and record of accomplishment secured the trust of the African-American community who, knowing their resources would be used directly for the good of their neighborhood, were inspired to give money and labor. The result was a donation of resources that Boards of Education felt compelled to accept. The Rosenwald Fund served not only as a funding source, but also an

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[13] Edwin R. Embree and Julia Waxman. Investment in People: The Story of the Julius Rosenwald Fund, Harper and Brothers, New York, New York (1949)
[14] James D. Anderson The Education of Blacks in the South:1860-1935, University of North Carolina Press, Chapel Hill (1988). p. 114.
[15] Susan Salvatore et al, *Racial Desegregation in Public Education in the United States*, Theme study prepared by the National Register, History and Education Program, National Park Service, Washington D.C. (2002) p.36.
[16] Ibid.
[17] Embree and Waxman, (1949) pp. 40-41.

important mediator between the black community and the generally all-white Boards of Education. [18]

Between 1921 and 1929 Rosenwald School construction costs in Anne Arundel County totaled $64,920 of which $6280, or slightly less than 10% was given by the black community. The Rosenwald Fund contributed $11,800, or 18%, toward the cost. The remaining cost was born by the state and local board of education.[19]

Rosenwald Schools were constructed according to standardized plans provided by the Fund's architectural office in Nashville, Tennessee. Designs ranged from one to twelve classrooms. Many schools also featured industrial rooms for the teaching of "practical" skills. The Fund also provided designs for single-family and dormitory-style teacher's housing, as well as privies. As a student of schoolhouse design and construction, Smith personally designed many of these plans and incorporated the most up-to-date innovations and techniques for educational facilities. Plans were provided free of charge whether or not a proposed school was receiving Rosenwald funding. As a result, more than 15,000 schools, both black and white, were constructed, that in outward appearance seem to be a Rosenwald School, but in reality had no formal relationship with the Rosenwald Fund. [20]

It should be noted that during the period Rosenwald Schools were constructed, Sears, Roebuck & Company, of which Rosenwald was the president, sold complete, ready-to-assemble house kits. These kits which came in dozens of plans, were available via mail order. There is no connection between the architectural department of Sears, Roebuck & Company and the Julius Rosenwald School Building Program. This idea was proposed to Mr. Rosenwald but was rejected. In a letter Rosenwald says "it seems to me impractical to even consider Sears & Roebuck providing ready cut school houses. It would be ill-advised, I believe to give out any information that we are considering doing this."[21] Rosenwald does not explain why this idea seemed impractical.

Rosenwald Fund designs were simple and efficient and omitted corridors where possible to save on costs and maximize useable space. Buildings were one story in height, both because of cost consciousness and to facilitate evacuation in the event of fire. Buildings were generally sheathed with weatherboards nailed over a diagonal substrate. Permitted exterior color schemes were

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[18] Ibid. p. 51
[19] Julius Rosenwald Fund Archives, 1917-1948, Box 339, Fisk University, Nashville Tennessee.
[20] Thomas W. Hanchett, "The Rosenwald Schools and Black Education in North Carolina", *The North Carolina Historical Review*, LXV, (October 1988).
[21] Julius Rosenwald Fund Archives, Box 127 April 3, 1927 letter from Julius Rosenwald to S.L. Smith, Fisk University, Nashville, Tennessee.

white trimmed in gray, gray trimmed in white, or nut brown trimmed in white or cream.[22]

Since there was seldom electricity available, design and placement maximized natural light. Groupings of tall double-hung sash windows are characteristic of all Rosenwald designs. Buildings were oriented with the points of the compass and the plan designed so that every class room would receive either east or west light. According to S. L. Smith's professor and mentor, F.B. Dresslar:

> "in warm weather a southern exposure is more uncomfortable all day long than either east or west exposure and ventilation through windows is more difficult because of the necessity of partially closing the windows with shades ... on dark days a northern light will not command sufficient light for children to do their work safely."[23]

The Fund demanded that interiors not be left unpainted. This was for sanitary, aesthetic and maintenance reasons, but mainly because "It will materially increase the amount of light in the classroom." The Fund permitted only two interior paint schemes.

> Color Scheme No. 1: Cream ceiling, buff walls and walnut wainscoting or dado.
> Color Scheme No. 2: Ivory cream ceiling, light gray walls, and walnut stain wainscoting or dado.

Contractors were warned not to mix lamp black with white paint in order to make gray as such a mixture would reflect very little light. As a result of the precautions Smith noted proudly that all Rosenwald designs provided natural light well in excess of the minimums proposed by the National Education Association's Committee on Schoolhouse Planning and Construction.

Interiors featured a sub-floor topped by oiled wooden flooring, wooden tongue-and-groove wainscoting and plaster walls. Desk arrangements were mandated. For example, in a 22'x 30' classroom, desks were to be positioned in five rows of nine desks. Desks were oriented with a child's left side oriented toward the window so that his or her writing arm (at least in the case of right-handed children) would not cast a shadow on their paper. Each room had a blackboard set at a scientifically determined height. Because chalk dust was known to be a health detriment, chalkboard designs included a chalk trough with a wire net covering. This prevented erasers from absorbing and spreading chalk dust.[24]

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[22] Julius Rosenwald Fund, *Community School Plans*, Nashville, Tennessee, published by the Julius Rosenwald Fund, (1921).
[23] Hanchett (1988).
[24] *Community School Plans* (1921).

Rosenwald Fund administrators strictly enforced design guidelines. State and county Boards of Education were allowed to adapt plans to meet their needs, but to guarantee an adherence to Rosenwald Fund standards, any variation had to receive approval prior to construction or lose funding. .[25] Regular construction progress reports and photographs were required, and failure to meet deadlines or guidelines resulted in the forfeiture of Rosenwald support. In Anne Arundel County, construction delays resulted in the loss of Rosenwald funding for the Eastport Elementary School. Racism was to blame in this situation. In a letter to S.L. Smith, J. Walter Huffington of the Maryland Department of Education explained the delay.

> "Take the Annapolis [Eastport] School Situation. We could not do a thing until the bonds were approved last fall. Then it was out of the question of Mr. Fox [Anne Arundel County Superintendent] doing anything on the colored work until he got the white work straightened out."[26]

Other fund forfeitures may have occurred. Anne Arundel County schools in Mill Swamp and Harmans appear to be Rosenwald Schools, but there is no record of them having received money from the Julius Rosenwald Fund. Alternatively, they might represent schools built according to a Fund design, for which funding was never requested.

Between 1917 and 1929, roughly sixty percent of all schools constructed with assistance from the Rosenwald Fund were small, one or two teacher plans.[27] After 1929, the Fund championed the construction of large, brick, consolidated schools and offered financial aid to Boards of Education to assist with transportation. As the national movement toward school consolidation increased, funding was withdrawn for the small frame buildings typical of the program's early years. Anne Arundel County embraced school consolidation for white children, but black schools were never consolidated until desegregation. No consolidated Rosenwald schools were constructed in Anne Arundel County, though several good examples survive in neighboring Prince George's County. The Julius Rosenwald Fund's School Building Program officially ended in 1932, following the death of Mr. Rosenwald.. By that time almost 15,000 teachers were instructing over 650,000 African-American children in 5,357 Rosenwald-funded schools throughout the rural South. These buildings accommodated more than two-fifths of the African-American children enrolled in school. The value of these schools in 1932 was more than twice that of all black rural school property at the beginning of the effort in 1917. While most were primary schools, one in ten provided high school level instruction.[28]

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[25] Julius Rosenwald Fund, *Community School Plan*, Julius Rosenwald Fund, Nasville, Tennessee (1931)
[26] Julius Rosenwald Fund Archives; 1917-1948, Box 339, Fisk University, Nashville, Tennessee.
[27] Embree and Waxman (1949) p. 4.
[28] Ibid. p. 56.

Rosenwald schools set the standard for efficiency and sanitation and became a model for white school construction. Rosenwald plans were used for more than 15,000 schools, white and black, that otherwise had no relation to the Rosenwald Fund. Rosenwald's biographers claimed that the Fund's success was not just counted in the amount it contributed or the number of schools it helped to build, but in intangibles that could not be measured. They claimed the Fund's primary success was expressed in the effect of increased literacy in the lives of African-Americans, through the opportunities that education provided.[29]

Rosenwald Schools in Anne Arundel County

Between 1921 and 1932, twenty-three schools were constructed in Anne Arundel County with funds received from the Julius Rosenwald Fund. These are:

1) *Annapolis Neck (1928-29)
2) Bristol (1925)
3) Brown's Woods (1924-25)
4) *Camp Parole (1924-25)
5) *Churchton[31] (1921-22)
6) Cross Roads (1924-25)
7) *Freetown (1924-25)
8) Friendship (1927-28)
9) Furnace Branch (1931-32)
10) *Galesville (1929-30)
11) Galilee (1928-29)
12) Jones (1926-27)
*Surviving Building
13) *Lothian[30] (1921-22)
14) Lothian (1931-32)
15) Magothy unknown
16) *Marley Neck (1927-28)
17) Mayo (1926-27)
18) *Mt. Zion (1921-22)
19) Pumphrey (1922-23)
20) Robinson (1924-25)
21) *Severn (Queenstown) (1931-32)
22) *Shadyside (1926-27)
23) Skidmore (1926-27)

The school in Eastport was originally part of the Rosenwald Fund program, but funding was subsequently withdrawn. It is, however, built according to a Rosenwald plan. Several other African-American Schools were built Anne Arundel County that look like Rosenwald Schools, but did not receive financial assistance from the Fund.

African American Schools that resemble Rosenwald Schools but not receiving funding are:
1) Annapolis Junction
2) Harmons

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[29] Ibid.
[30] Rosenwald Fund archives indicate that, for unknown reasons, two schools were constructed in Lothian. Only one is known to survive.
[31] The Churchton school was relocated and attached to the Shadyside School in the 1950s.

3) Iglehart
4) *Mill Swamp
5) Waterbury

* Surviving Building

Out of the 23 Rosenwald Schools built in Anne Arundel County, 18 were a two-teacher school form known as the Fox Plan. This plan is named for Anne Arundel County School Superintendent, George Fox who in association with S.L. Smith's, developed this variation on the Fund's two-teacher school plan. The George Fox Plan is a variation on the Shop Plan-B. In the Fox Plan, the laboratory and shop are omitted and the space combined and used as a second class room. Most of the schools constructed cost between $3,300 and $4,300 with the least expensive being the school at Annapolis Neck, which cost $1,700.

The Julius Rosenwald Archives at Fisk University in Nashville indicate that in 1926 an application was approved to construct a 10 teacher type school in Annapolis as a replacement for the Stanton School. The Stanton School, constructed between 1913 and 1921 as the county's first African-American high school still stands. Why the new 10 teacher school did not come to fruition remains unknown.

By the late 1920s the Rosenwald Fund was withdrawing it support from the construction of small wooden schools, and was instead encouraging the construction of large, brick, consolidated buildings. Anne Arundel County Superintendent George Fox initiated the consolidation of white schools, but for reasons that are not clear, did not pursue this course with African-American schools. Anne Arundel County continued to submit funding applications for one and two-teacher schools, but these were mostly rejected.

A 1929 letter from J. Walter Huffington at the Maryland Department of Education implores S.L. Smith to continue funding small schools. He writes:

> "I urgently request that you intercede for us with the Fund and request not to cut us down on one and two teacher schools. I appreciate the funds attitude toward larger buildings, but if we are cut down on the small schools just not it simply means that we will have to construct a number of negro schools which are not suitable for the instruction of children."[32]

Huffington's protestations were at least partially rewarded as the schools at Galesville, Furnace

[32] Julius Rosenwald Fund Archives, Box 127, May 7,1929 Letter from J. Walter Huffington to S.L. Smith, Fisk University, Nashville, Tennessee.

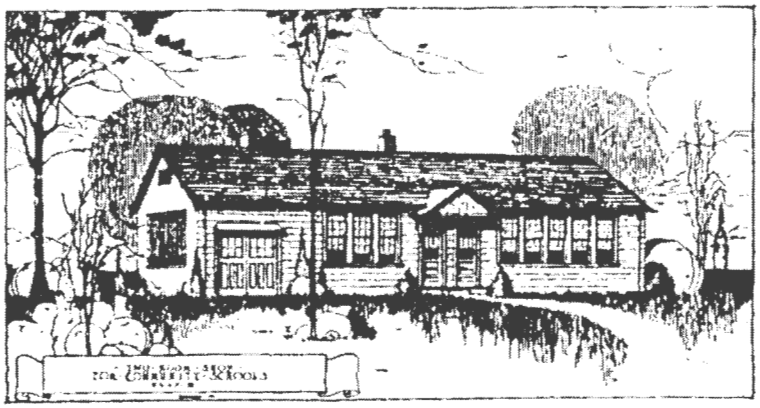
Branch and Severn (Queenstown) were all constructed after this letter. These represent the last Rosenwald Schools constructed in Anne Arundel County. The Julius Rosenwald Fund School Building Program ceased operation soon after the death of Julius Rosenwald in 1932 and the construction of African-American schools in Anne Arundel County came to abrupt halt.

David S. Jenkin's 1941 Master's thesis indicates neglect of African–American schools in the post-Rosenwald era. In his then-current analysis of the condition of black schools, Jenkins reported that 23 of the 32 African-American schools were "modern" Rosenwald buildings. It is interesting that he uses the term "modern" even though by this time these schools were between 10 and 20 years old. Of the remaining 10 schools he reports 6 were in unsatisfactory condition. At the time of Jenkin's thesis, only three African-American schools post-dated the Rosenwald Fund, of which one was rented and another a Works Progress Administration initiative.[33]

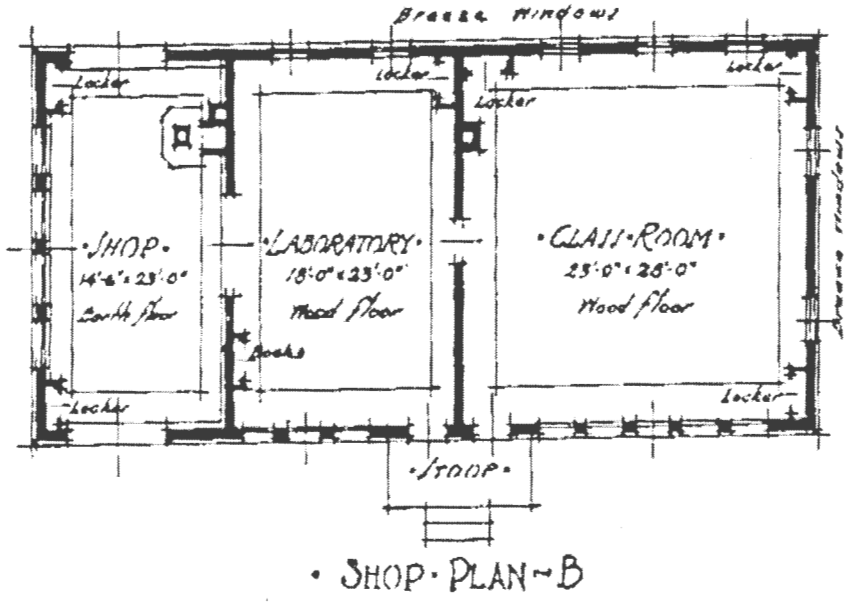
In Anne Arundel County, as in many communities where the Julius Rosenwald Fund School Building Program operated, the seed money and technical assistance provided by the Rosenwald Fund advanced African-American education in a manner not equaled until the end of segregation.

[33] David S. Jenkins, *A History of Colored Education Anne Arundel County*, Master's Thesis, University of Maryland (1942).

Below: The plan for "Two Room Shop-B" served as the starting point for the Fox Plan which was used in 18 of the 23 Rosenwald Schools constructed in Anne Arundel County.



Two Room Shop



SHOP - PLAN - B

Name	# of Rooms	Total Cost $	African American Contribution ($)	Government Contribution ($)	Rosenwald ($) Contribution	White Community Contribution ($)
1) *Annapolis Neck	1	1700	200	1300	200	0
2) Bristol	2	3320	120	2500	700	"
3) Brown's Woods	2	3400	300	2400	700	"
4) *Camp Parole	2	3800	700	2400	700	"
5) *Churchton	2	3900	200	2900	800	"
6) Cross Roads	2	3200	100	2400	700	"
7) *Freetown	2	3600	400	2500	700	"
8) Friendship	1	2100	400	1500	200	"
9) Furnace Branch	2	unknown	unknown	unknown	unknown	unknown
10) *Galesville	1	1900	100	1600	200	0
11) Galilee	1	1300	50	1050	200	"
12) Jones	2	3700	400	2600	700	"
13) * Lothian	2	4000	200	3000	800	"
14) Lothian	2	4300	unknown	unknown	unknown	unknown
15) Magothy	2	3400	300	2400	700	0
16) *Marley Neck	2	4300	800	3000	500	"
17) Mayo	1	2800	150	2300	400	"
18) *Mt. Zion	2	3800	610	2390	800	"
19) Pumphrey	2	3700	150	2850	700	"
20) Robinson	2	3850	600	2550	700	"
21) *Severn (Queenstown)	2	unknown	unknown	unknown	unknown	unknown
22) *Shadyside	2	3500	200	2600	700	0
23) Skidmore	2	3500	300	2600	600	

* Surviving Building

F. Associated Property Types

This Multiple Property Documentation Form applies to a single property type: **African-American school-houses built with financial support provided by, and according to a plan supplied or approved by the Julius Rosenwald Fund.**

Registration Requirements: To be eligible for listing in the National Register through this Multiple Property Documentation Form, a property must retain integrity in the following areas/ways:

The building must retain integrity of form and massing sufficient to reflect its derivation from one of the Rosenwald program's standard plans. Fenestration may have been altered, but the majority of the original window locations must be discernible. The building's historical association with the Rosenwald program must be supported by documentary evidence.

G. Geographical Information

This Multiple Property Submission applies to the entirety of Anne Arundel County, Maryland. Located in Maryland's Western Shore region, the county is roughly forty miles long and contains 417 square miles. The Chesapeake Bay forms the eastern boundary while Baltimore City, and Calvert and Prince George's counties form the northern, southern, and western boundaries, respectively.

H. Summary of Identification Methods

This multiple property documentation form concerning Rosenwald Schools in Anne Arundel County (1921-1932) addresses resources identified through consultation with African-American senior citizens in Anne Arundel County, local historians and reconnaissance survey. Research in conjunction with this survey was carried out at local repositories and at the Library of Congress in Washington, D.C. The Julius Rosenwald Fund Archives at Fisk University in Nashville, Tennessee, provided specific information on the number and type of Rosenwald Schools constructed in Anne Arundel County and throughout Maryland.

I. Major Bibliographical References:

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

Philip L. Brown, A Century of Separate But Equal": Education in Anne Arundel County, Vantage Press, New York, NY (1988)

James M. McPherson, The Struggle for Equality: Abolitionists and the Negro in the Civil War and Reconstruction, Princeton Press, Princeton, NJ (1964)

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Edwin R. Embree and Julia Waxman, Investment in People: The Story of the Julius Rosenwald Fund, Harper and Brothers, New York, NY (1949)

Thomas W. Hanchett, "The Rosenwald Schools and Black Education in North Carolina" in *The North Carolina Historical Review*, vol. LXV, (Oct. 1988)

David S. Jenkins, *A History of Colored Education in Anne Arundel County,* Master's Thesis, University of Maryland (1941)

Katherine M. Kibler, *Public Education"* in Anne Arundel County, Maryland: A Bicentennial History (1649-1977), edited by James C. Bradford, Anne Arundel County and Annapolis Bicentennial Committee, Annapolis, MD (1977)

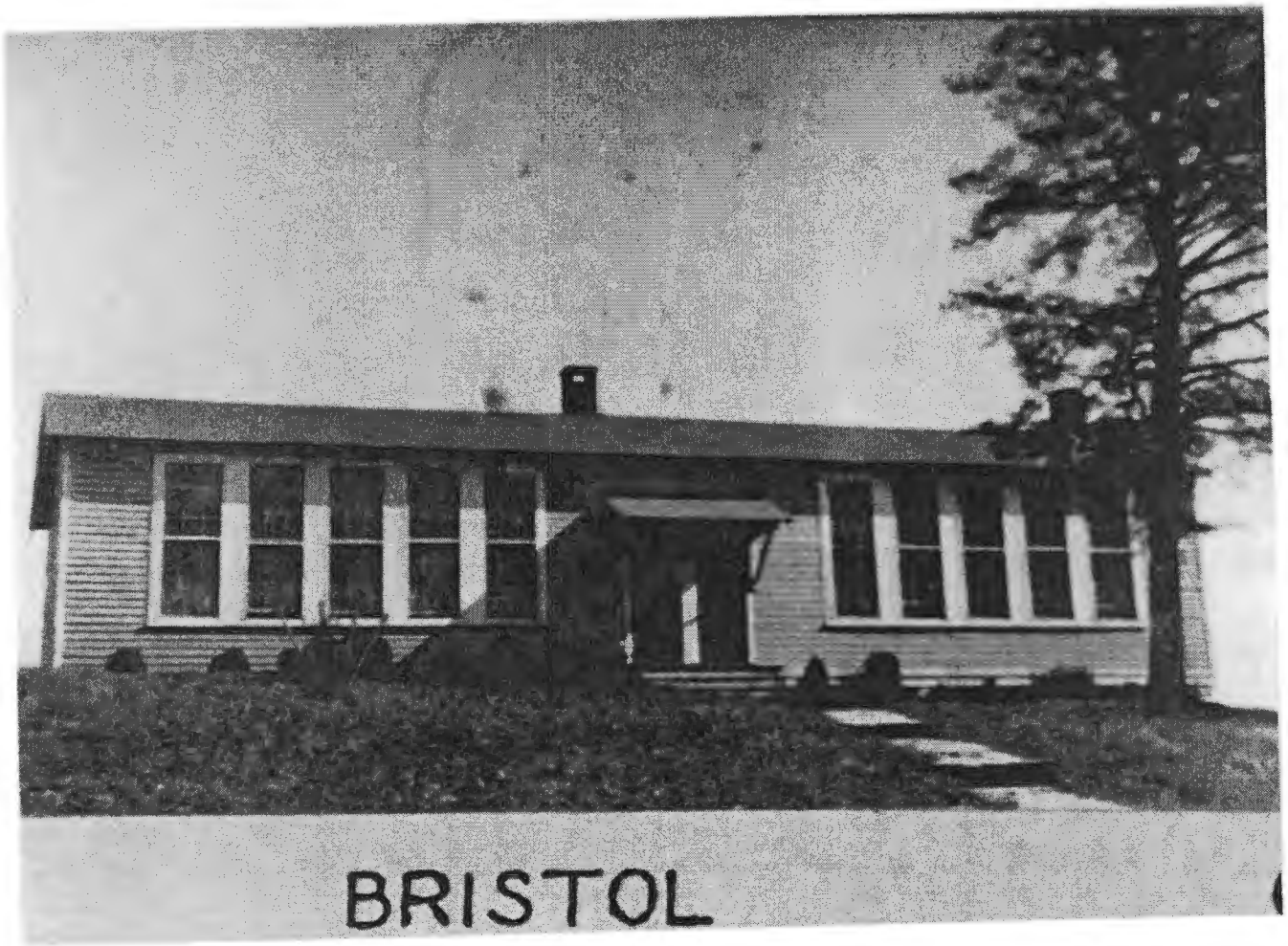
Susan Salvatore et al, *Racial Desegregation in Public Education in the United States*, Theme study prepared by the National Register of Historic Places, History and Education Program, National Park Service, Washington, DC (2002)

Donna M. Ware, *Education in Anne Arundel County: An Historic Context*, unpublished manuscript, (1989), on file at Anne Arundel County



ANNAPOLIS NECK

Anne Arundel County Rosenwald School photo from *Anne Arundel Co. Schools Insured by Charles F. Lee, 1938.* On file at Anne Arundel County Historic Preservation Planning Office, Annapolis, Maryland



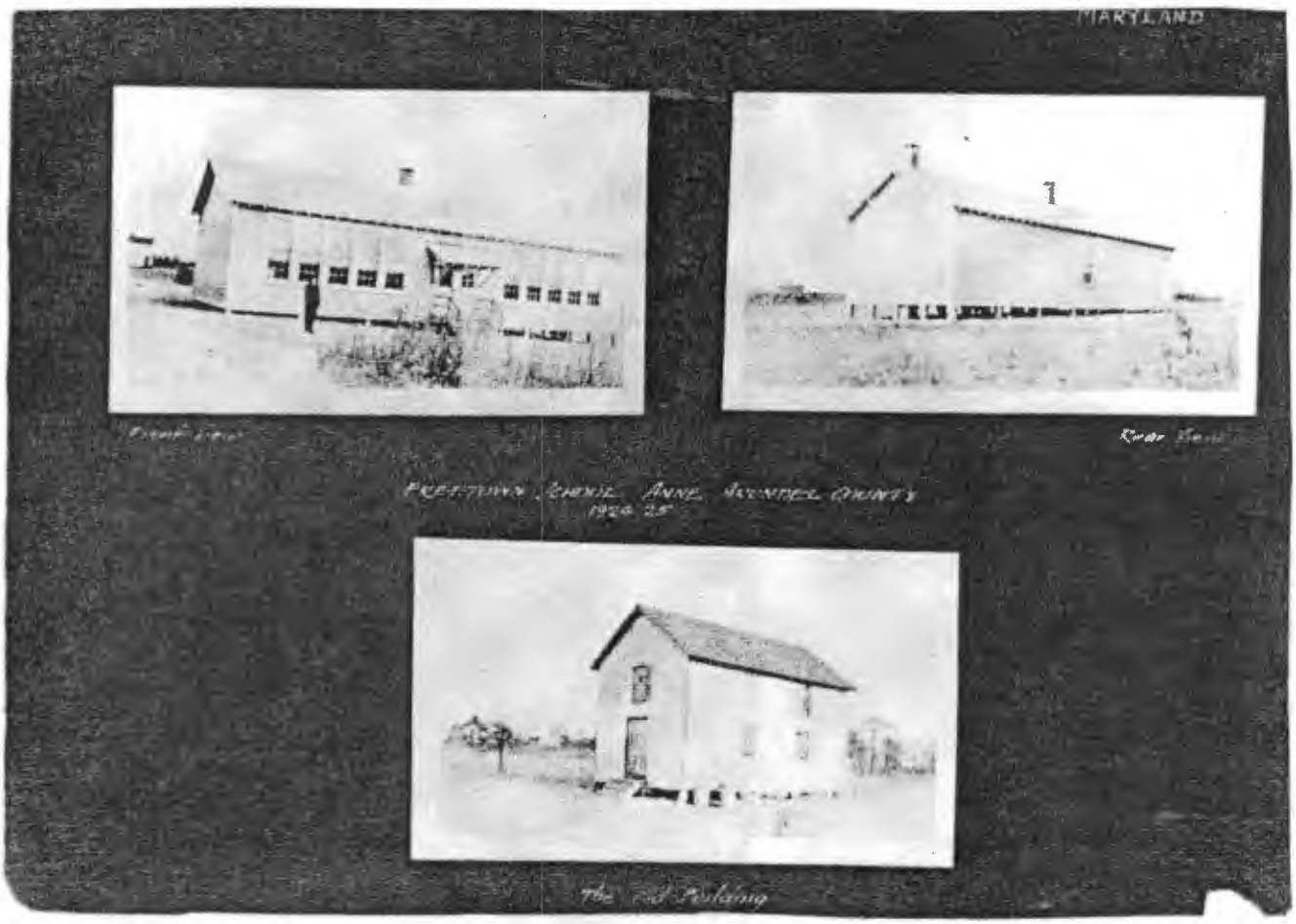
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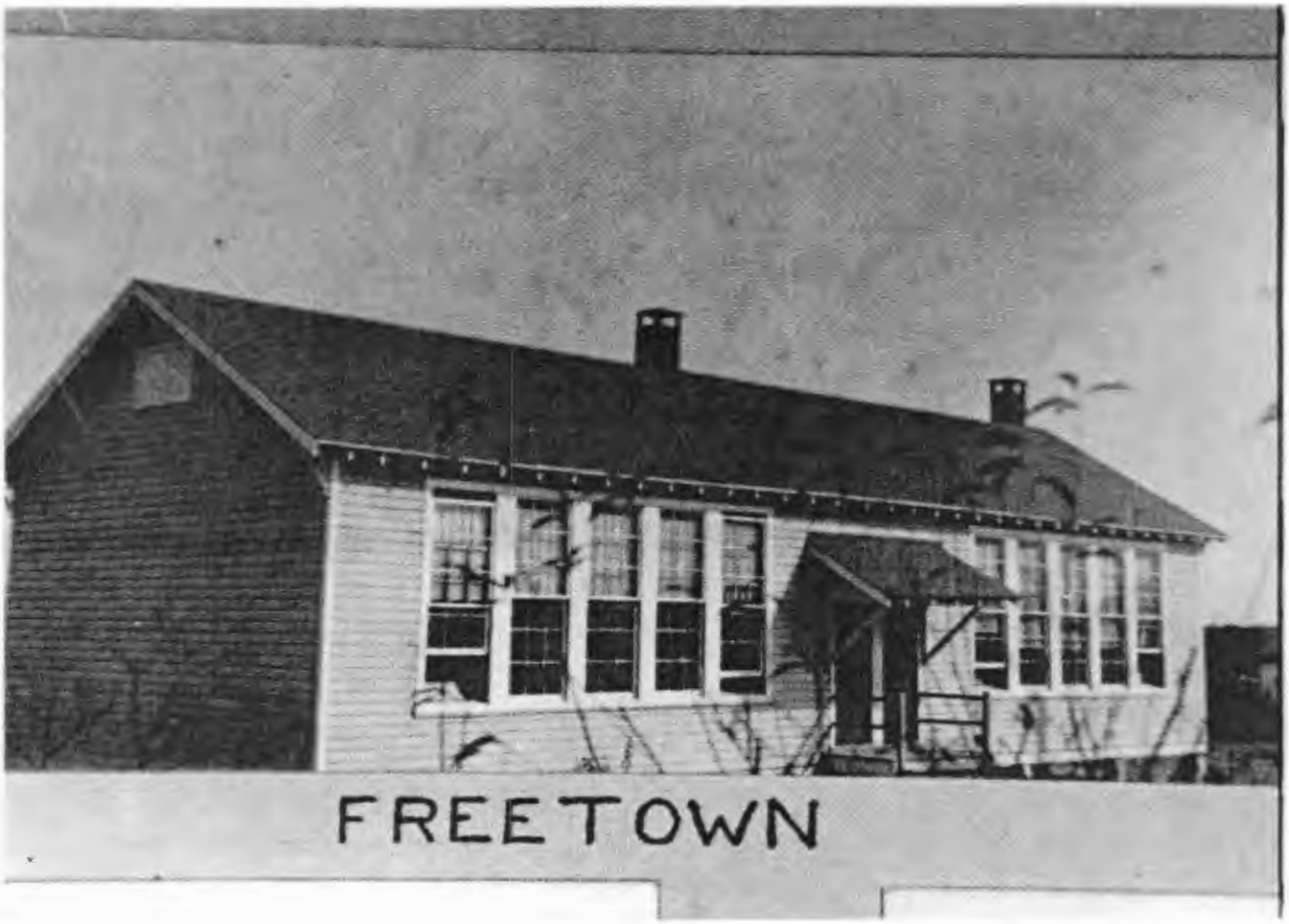
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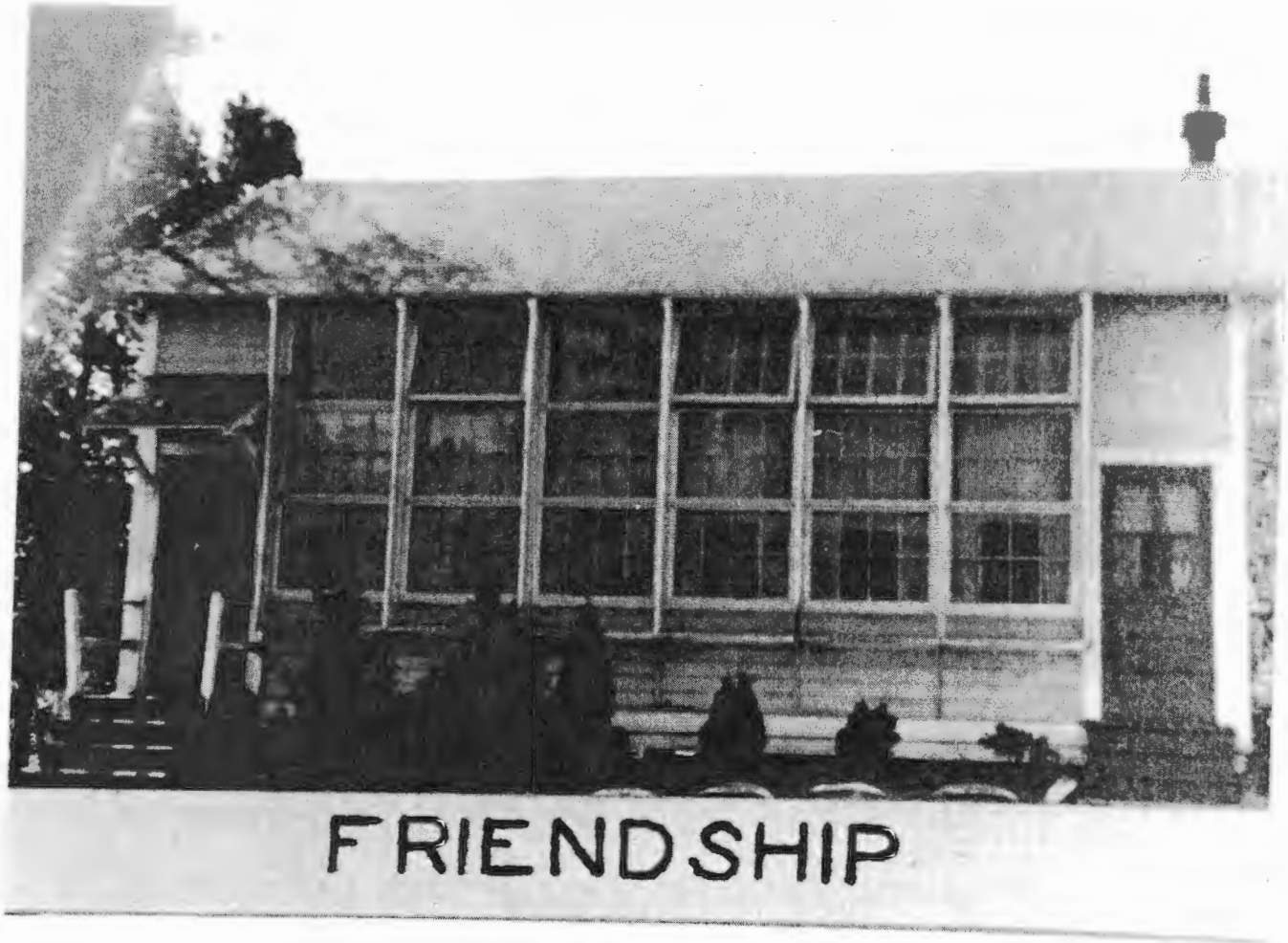
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Construction progress photographs from the Julius Rosenwald Fund Archives at Fisk Unviersity, Nashville, Tennessee



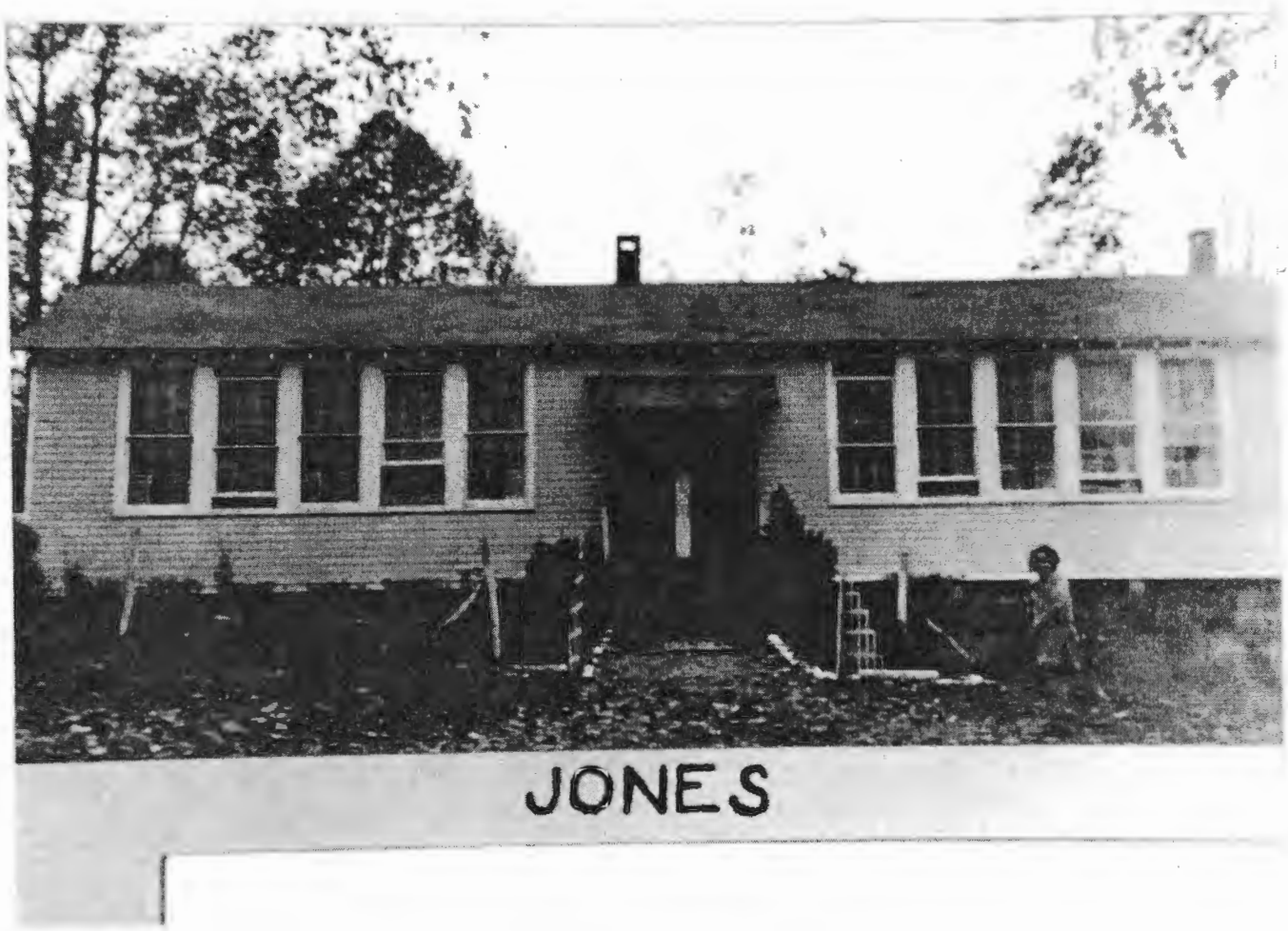
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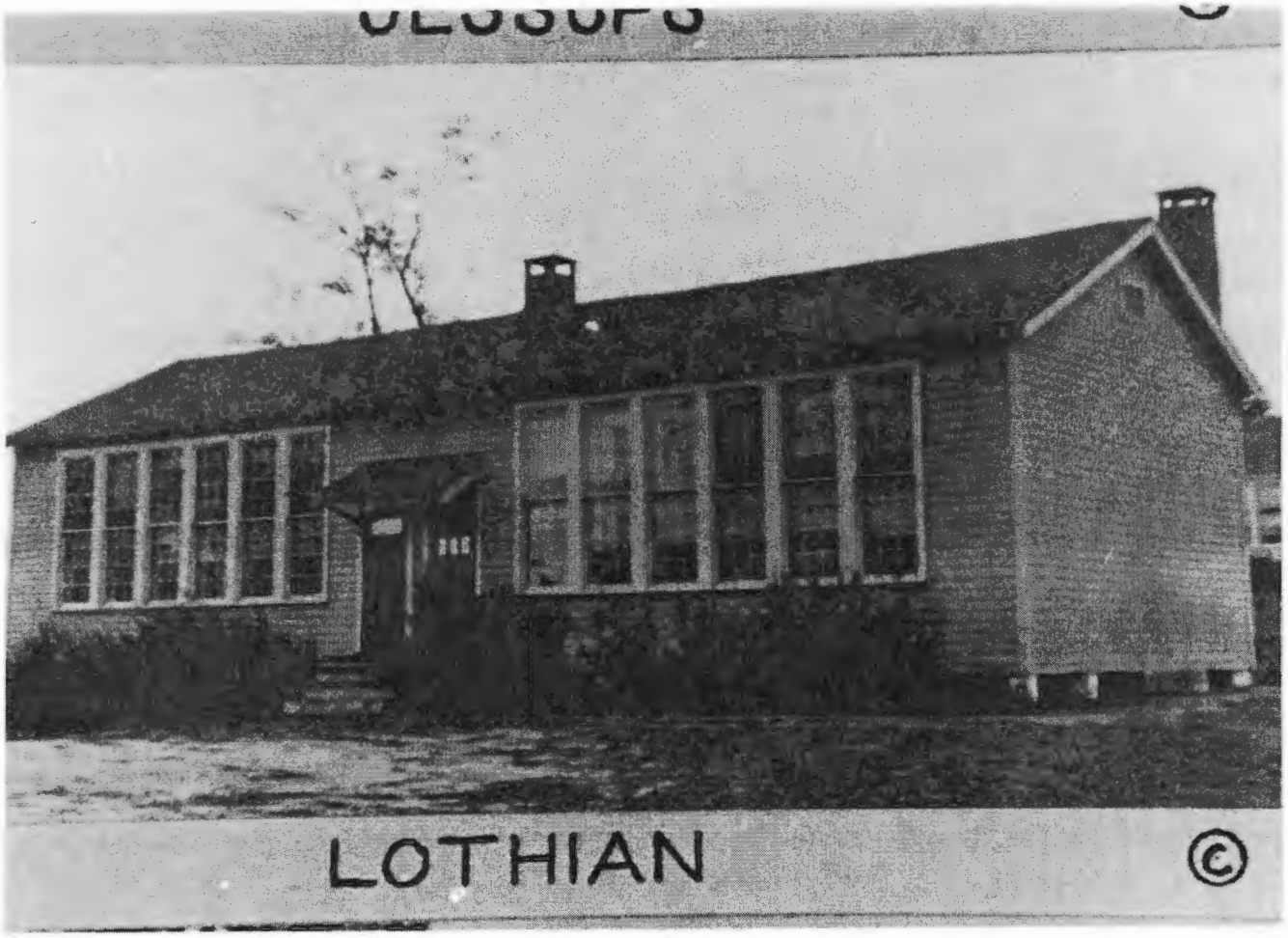
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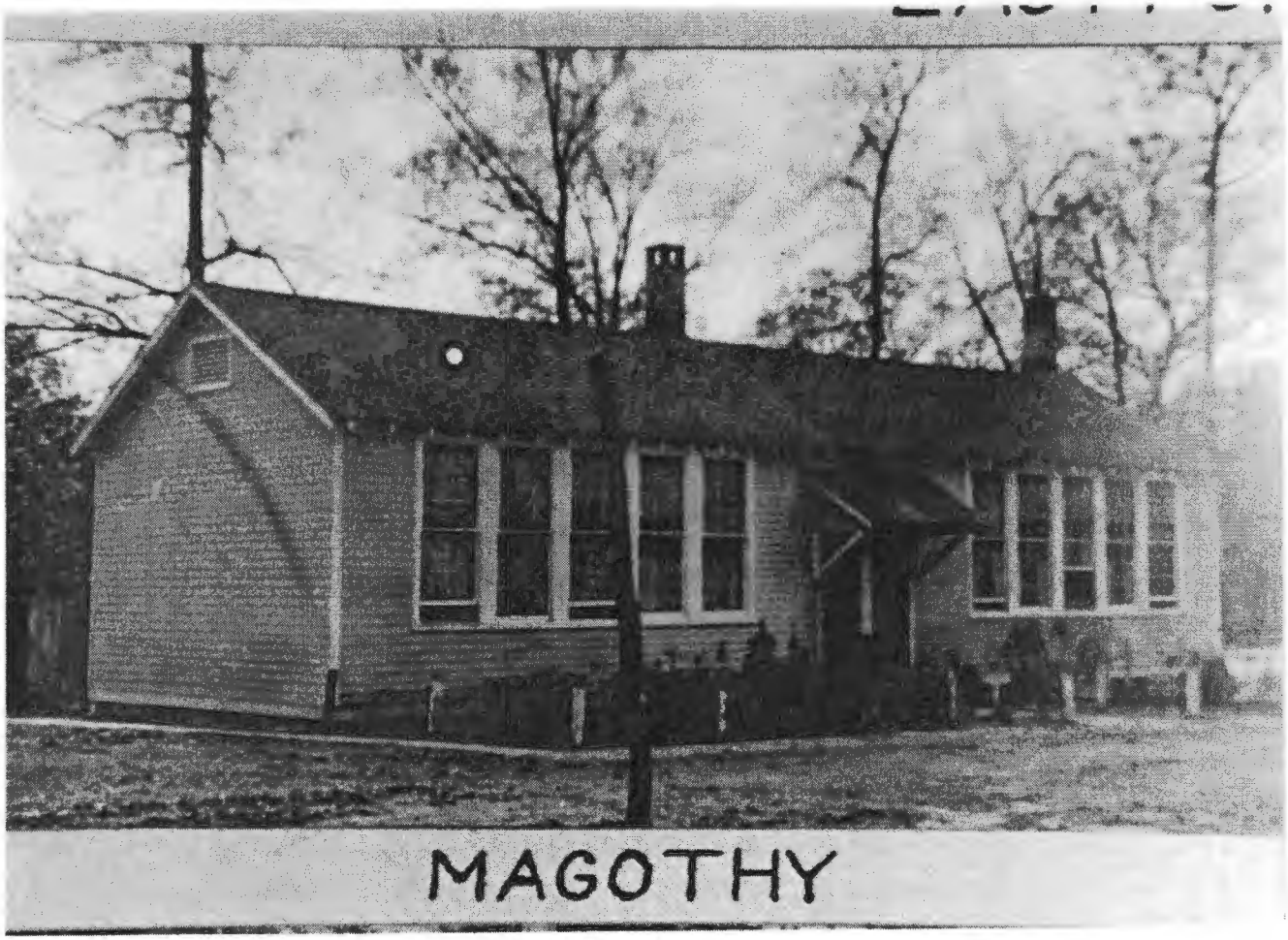
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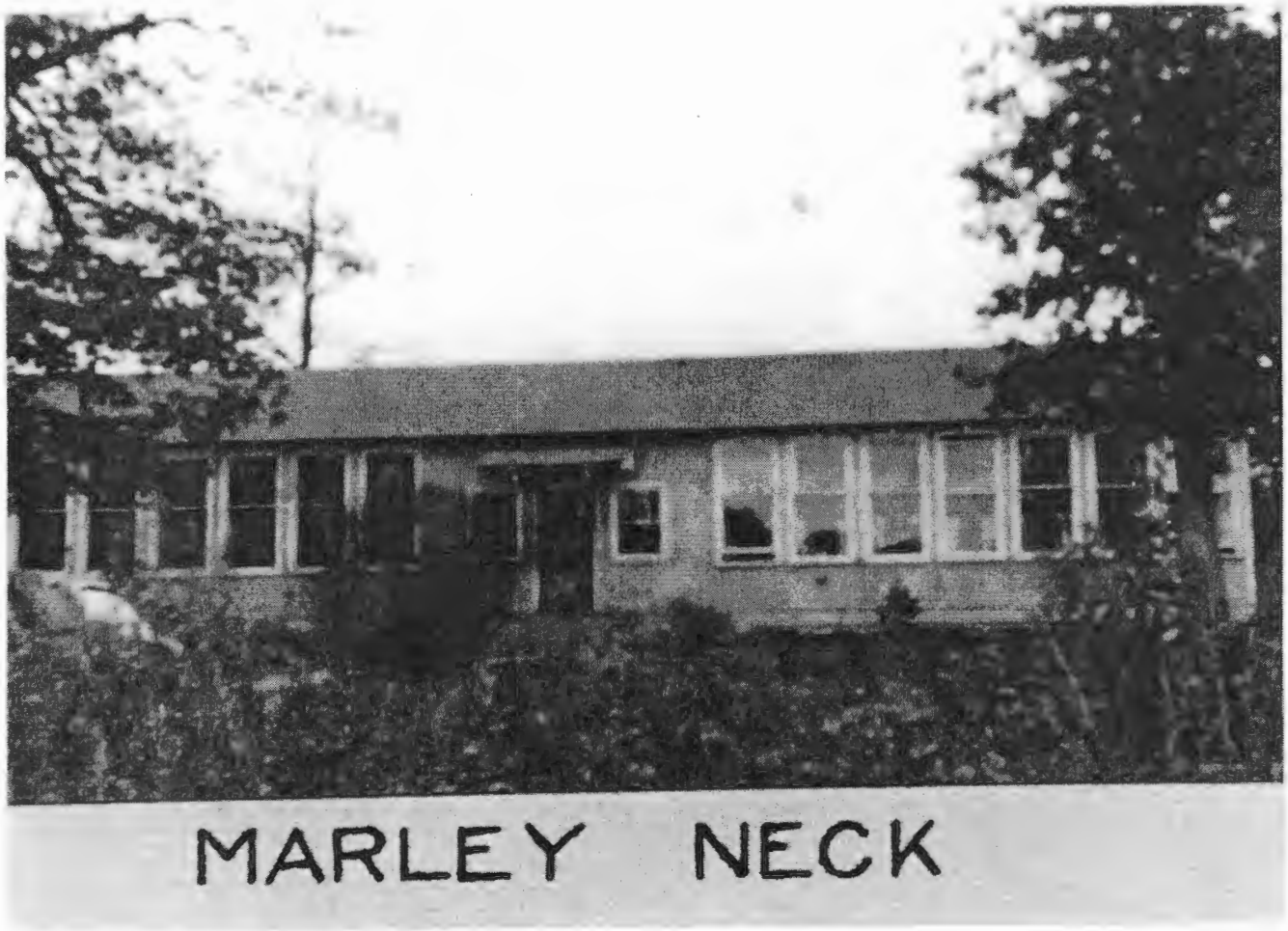
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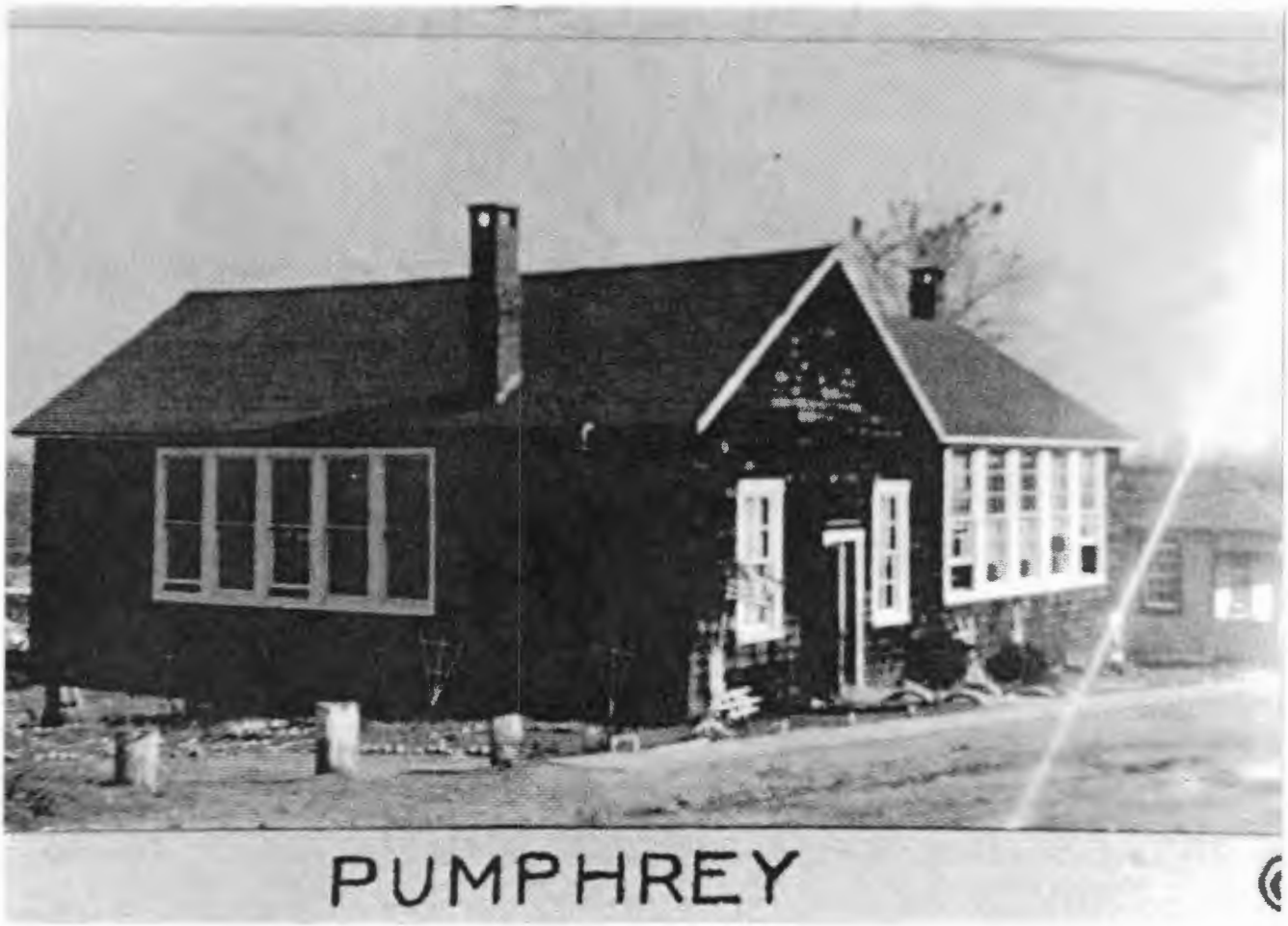
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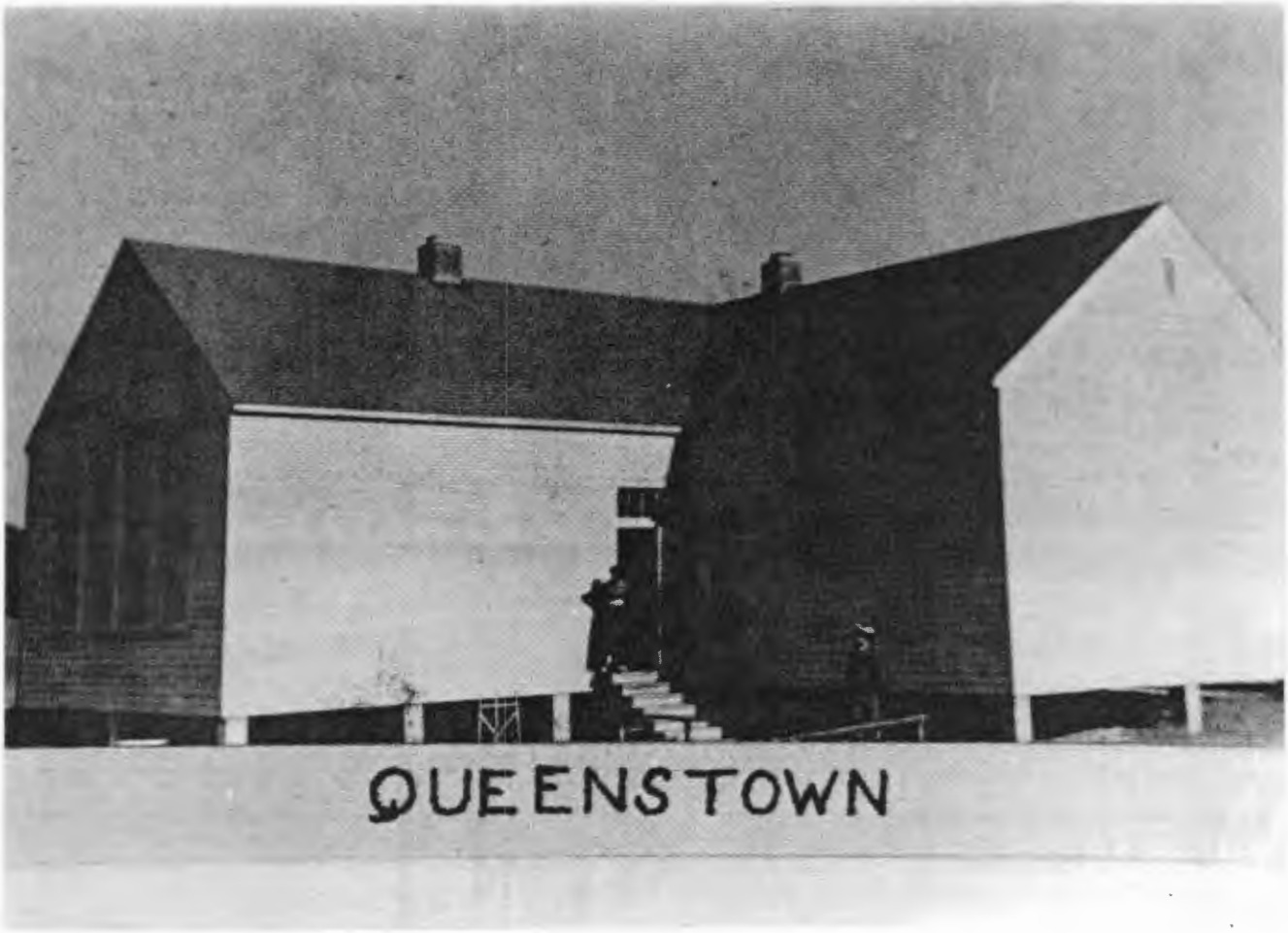
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Construction progress photographs from
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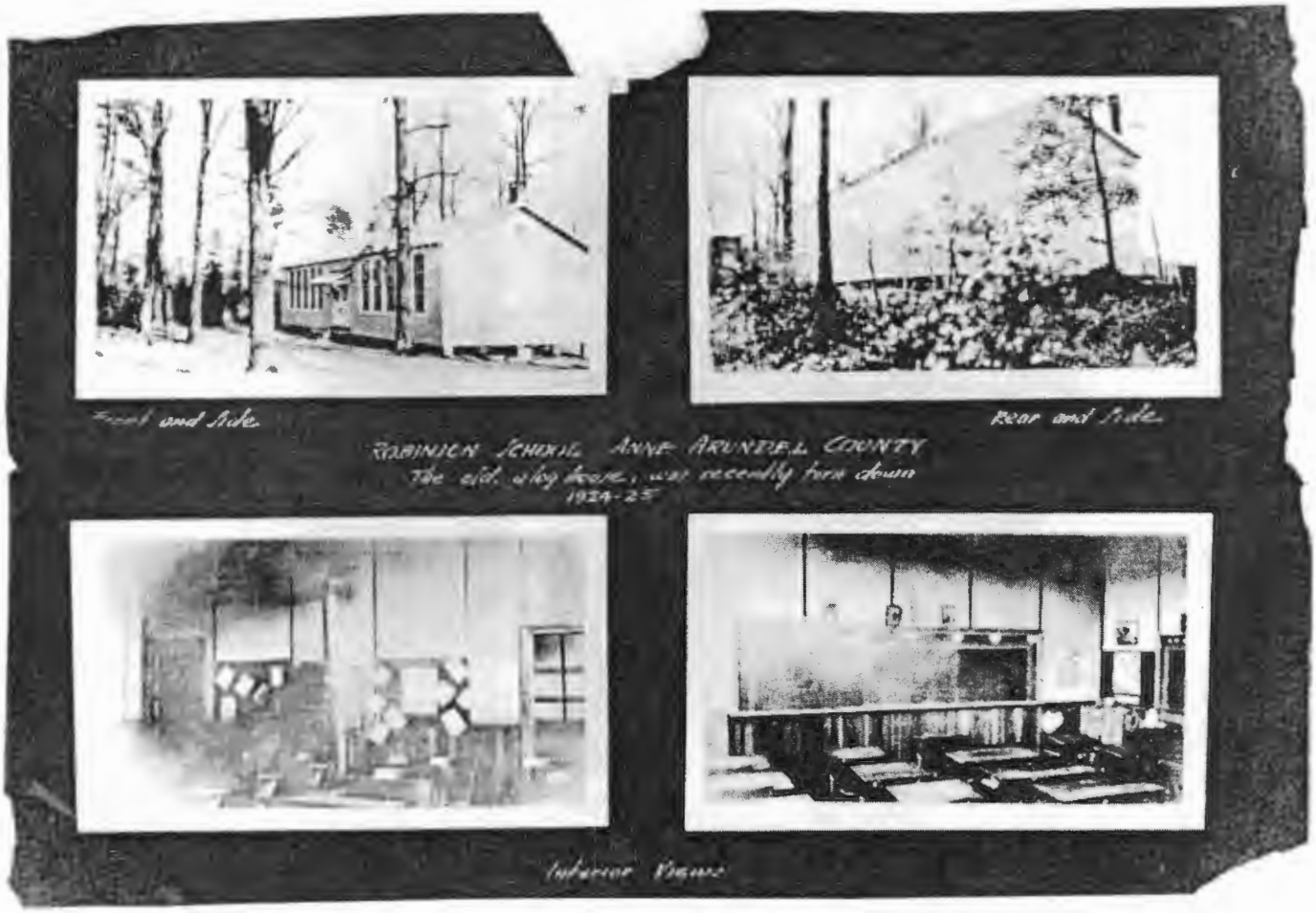


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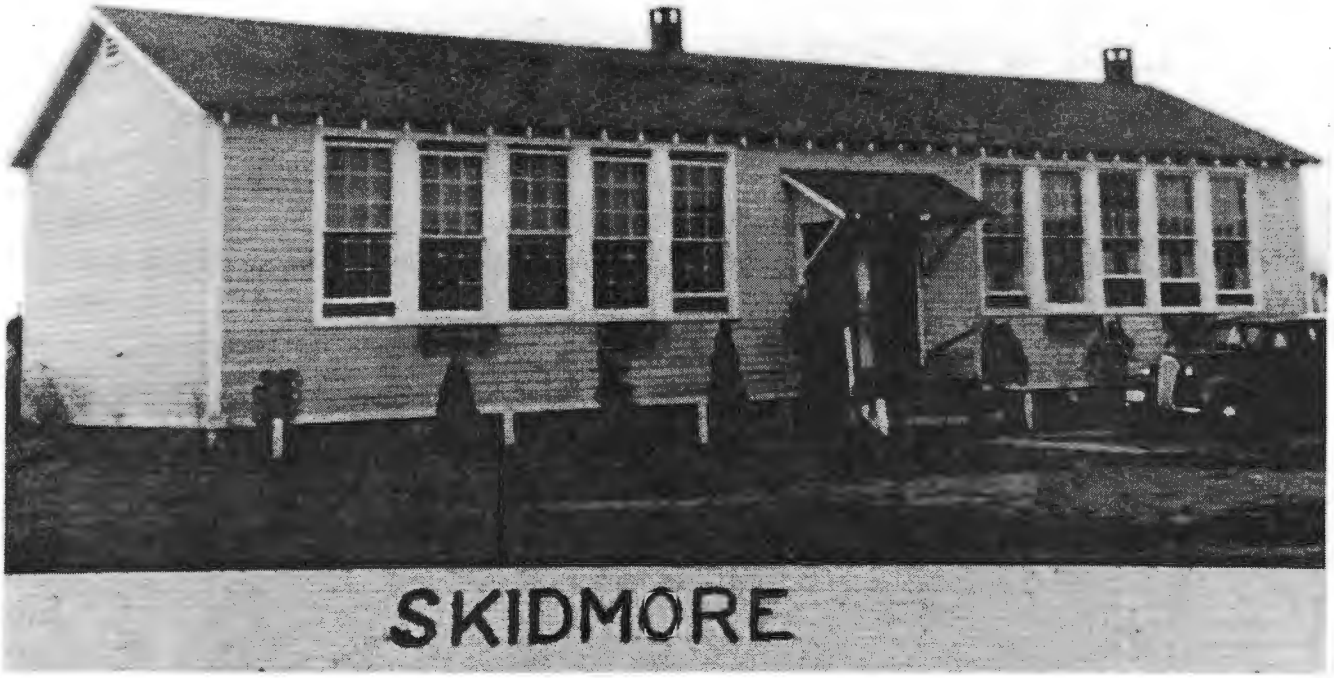


Anne Arundel County Rosenwald School photo from *Anne Arundel Co. Schools Insured by Charles F. Lee, 1938.* On file at Anne Arundel County Historic Preservation Planning Office, Annapolis, Maryland

Queenstown School is identified in Julius Rosenwald Fund records as Severn School.



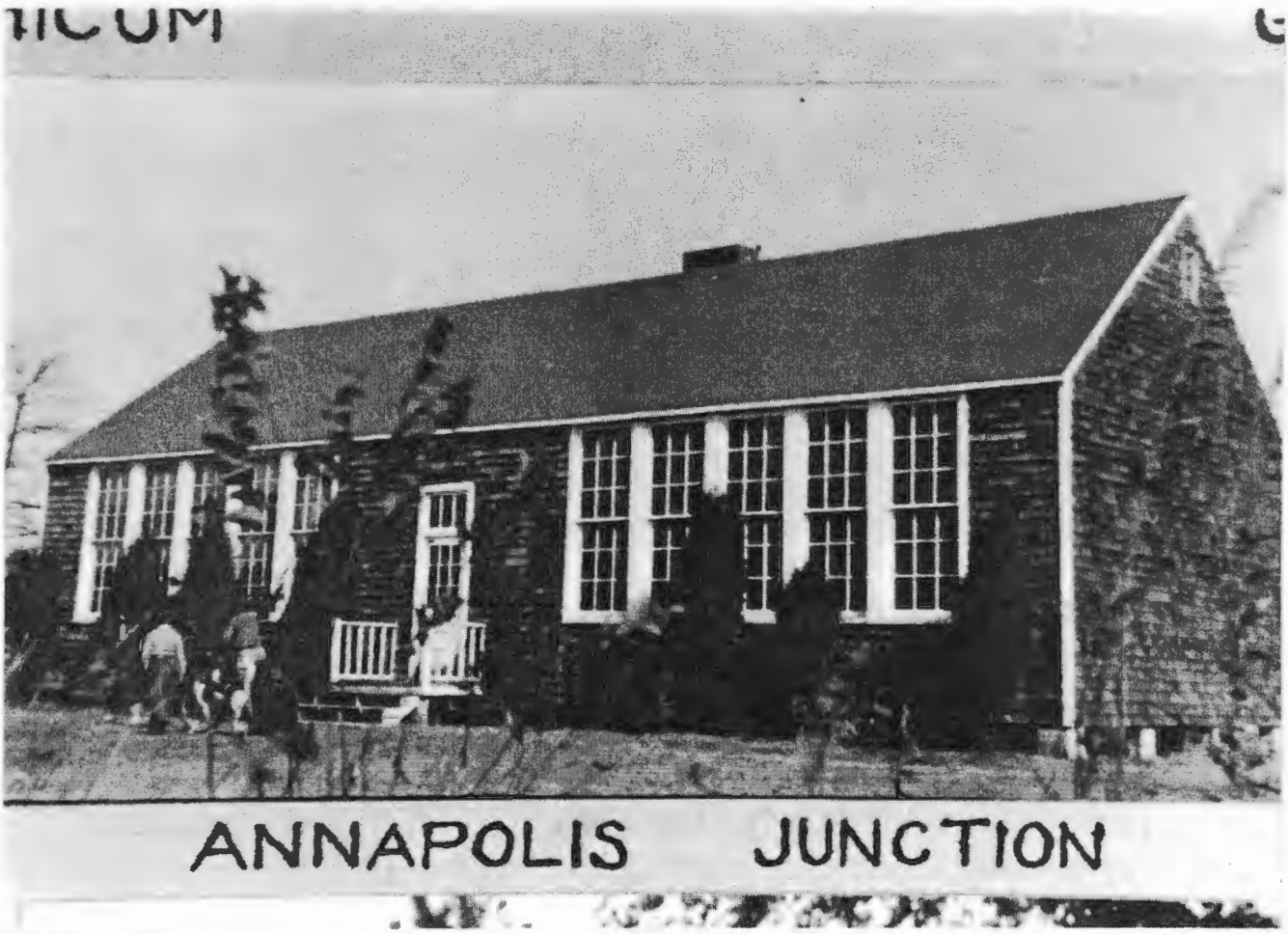
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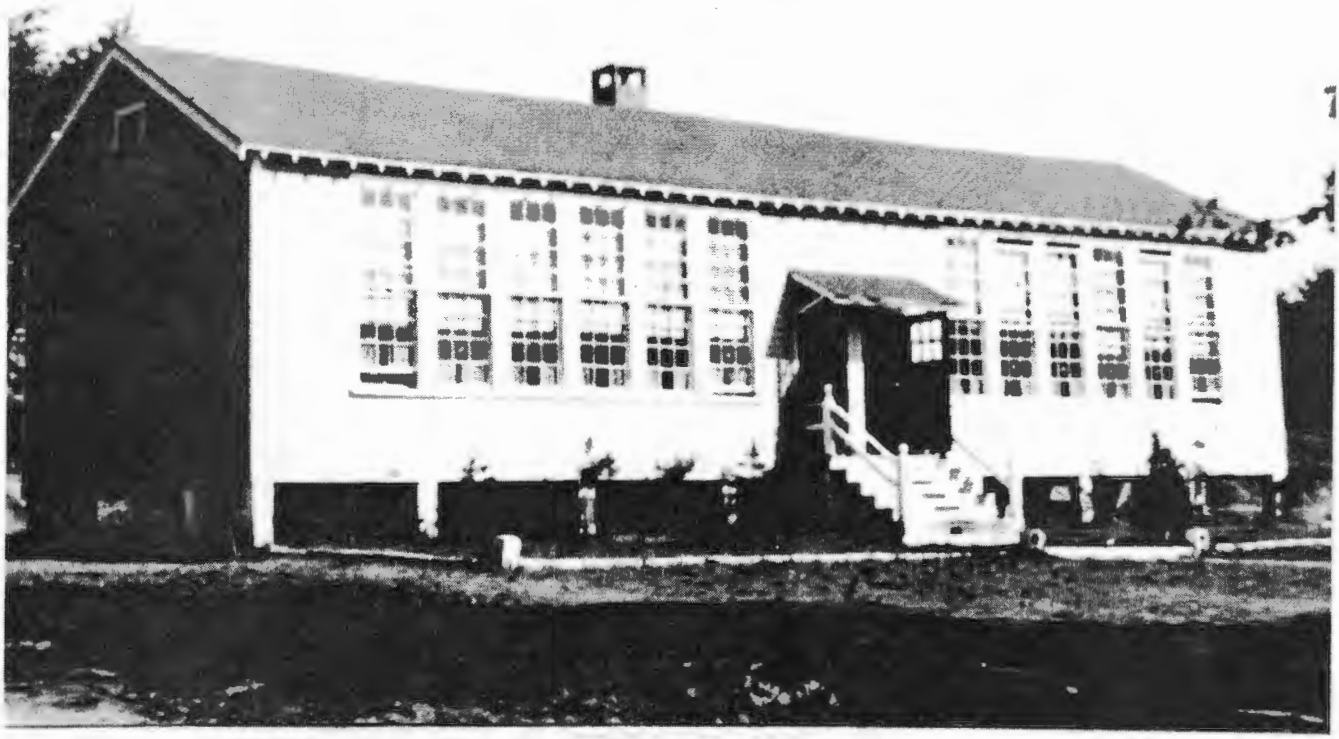


The Rosenwald Fund withdrew financial assistance for the Eastport school due to construction delays.



This school appears to have been built according to a Rosenwald Plan but did not receive financial assistance from the Julius Rosenwald Fund

Photo from *Anne Arundel County School Insured by Charles F. Lee, 1983*
On file at Anne Arundel County Historic Preservation Office, Annapolis, Maryland



HARMONS

This school appears to have been built according to a Rosenwald Plan but did not receive financial assistance from the Julius Rosenwald Fund

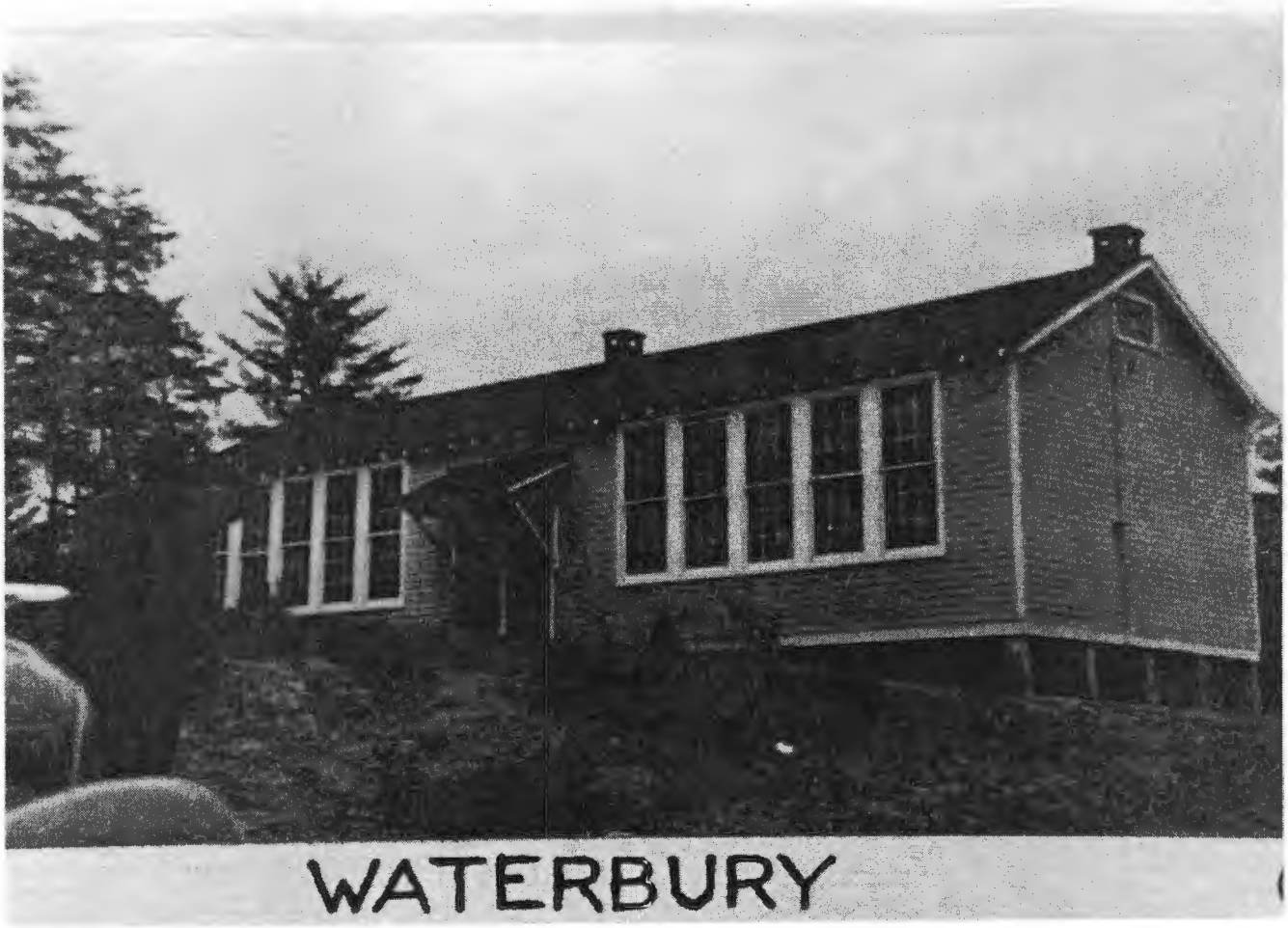
Photo from *Anne Arundel County School Insured by Charles F. Lee, 1983*
On file at Anne Arundel County Historic Preservation Office, Annapolis, Maryland



IGLEHART

This school appears to have been built according to a Rosenwald Plan but did not receive financial assistance from the Julius Rosenwald Fund

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