

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

**National Register of Historic Places
Registration Form**

This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in How to Complete the National Register of Historic Places Registration Form (National Register Bulletin 16A). Complete each item by marking "x" in the appropriate box or by entering the information requested. If any item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classification, materials, and areas of significance, enter only categories and subcategories from the instructions. Place additional entries and narrative items on continuation sheets (NPS Form 10-900a). Use a typewriter, word processor, or computer to complete all items.

1. Name of Property

historic name Howard Junior High School
other names/site number Prosperity School, Shiloh School, Shiloh Rosenwald School

2. Location

street & number 431 Shiloh Street not for publication
city or town Prosperity vicinity
state South Carolina code SC county Newberry code 071 zip code 29127

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act of 1986, as amended, I hereby certify that this nomination request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60. In my opinion, the property meets does not meet the National Register Criteria. I recommend that this property be considered significant nationally statewide locally. (See continuation sheet for additional comments.)

Signature of certifying official _____ Date _____

Mary W. Edmonds, Deputy State Historic Preservation Officer, S.C. Dept. of Archives and History, Columbia, S.C.
State or Federal agency and bureau

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

Signature of commenting or other official _____ Date _____

State or Federal agency and bureau _____

4. National Park Service Certification

I, hereby certify that this property is:	Signature of the Keeper	Date of Action
<input type="checkbox"/> entered in the National Register <input type="checkbox"/> See continuation sheet.		
<input type="checkbox"/> determined eligible for the National Register <input type="checkbox"/> See continuation sheet.		
<input type="checkbox"/> determined not eligible for the National Register		
<input type="checkbox"/> removed from the National Register		
<input type="checkbox"/> other (explain):		

Howard Junior High School
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5. Classification

Ownership of Property

(Check as many boxes as apply)

- private
- public-local
- public-State
- public-Federal

Category of Property

(Check only one box)

- building(s)
- district
- site
- structure
- object

Number of Resources within Property

(Do not include previously listed resources)

Contributing	Noncontributing	
1		buildings
		sites
		structures
		objects
1	0	Total

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

Number of contributing resources previously listed
in the National Register 0

6. Function or Use

Historic Functions

(Enter categories from instructions)

Category: Education Subcategory: School

Current Functions

(Enter categories from instructions)

Category: Vacant/Not In Use

7. Description

Architectural Classification

(Enter categories from instructions)

Early 20th Century American Movement

Materials

(Enter categories from instructions)

foundation Brick
 walls Wood
 roof Metal
 other

Narrative Description

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

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8. Statement of Significance

Applicable National Register Criteria

(Mark "x" in one or more boxes for the criteria qualifying the property for National Register listing)

- A Property is associated with events that have made a significant contribution to the broad patterns of our history.
- B Property is associated with the lives of persons significant in our past.
- C Property embodies the distinctive characteristics of a type, period, or method of construction or represents the work of a master, or possesses high artistic values, or represents a significant and distinguishable entity whose components lack individual distinction.
- D Property has yielded, or is likely to yield information important in prehistory or history.

Criteria Considerations

(Mark "X" in all the boxes that apply.)

- a owned by a religious institution or used for religious purposes.
- b removed from its original location.
- c a birthplace or a grave.
- d a cemetery.
- e a reconstructed building, object or structure.
- f a commemorative property.
- g less than 50 years of age or achieved significance within the past 50 years.

Areas of Significance

(Enter categories from instructions)

Education
Architecture
Ethnic Heritage/Black

Period of Significance

1925-1954

Significant Dates

1925
ca. 1935

Significant Person

(Complete if Criterion B is marked above)

N/A

Cultural Affiliation

N/A

Architect/Builder

Narrative Statement of Significance

Explain the significance of the property on one or more continuation sheets.)

9. Major Bibliographical References

(Cite the books, articles, and other sources used in preparing this form on one or more continuation sheets.)

Previous documentation on file (NPS):

- preliminary determination of individual listing (36 CFR 67) has been requested.
- previously listed in the National Register
- previously determined eligible by the National Register
- designated a National Historic Landmark
- recorded by Historic American Buildings Survey # _____
- recorded by Historic American Engineering Record # _____

Primary location of additional data:

- State Historic Preservation Office
 - Other State agency
 - Federal agency
 - Local government
 - University
 - Other
- Name of repository:
S.C. Dept. of Archives & History,
Columbia, S.C.

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10. Geographical Data

Acreage of Property Approximately 2.7 acres

UTM References

(Place additional UTM references on a continuation sheet)

Zone Easting Northing	Zone Easting Northing
1 <u>17 450015 3786061</u>	3 <u>17 450007 3786015</u>
2 <u>17 450042 3786020</u>	4 <u>17 449995 3786055</u>

___See continuation sheet.

Verbal Boundary Description (Describe the boundaries of the property on a continuation sheet.)

Boundary Justification (Explain why the boundaries were selected on a continuation sheet.)

11. Form Prepared By

name/title Jody Graichen, with the assistance of the SHPO staff
 organization S.C. SHPO, S.C. Department of Archives and History date 2 November 2005
 street & number 8301 Parklane Road telephone (803) 896-6178
 city or town Columbia state SC zip code 29223

Additional Documentation

Submit the following items with the completed form:

Continuation Sheets

Maps

- A USGS map (7.5 or 15 minute series) indicating the property's location.
- A sketch map for historic districts and properties having large acreage or numerous resources.

Photographs

Representative **black and white** photographs of the property.

Additional items

(Check with the SHPO or FPO for any additional items)

Property Owner

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

name Shiloh A.M.E. Church
 street & number 431 Shiloh Street telephone (803) 364-2063
 city or town Prosperity state S.C. zip code 29127

Paperwork Reduction Act Statement: This information is being collected for applications to the National Register of Historic Places to nominate properties for listing or determine eligibility for listing, to list properties, and to amend existing listings. Response to this request is required to obtain a benefit in accordance with the National Historic Preservation Act, as amended(16 U.S.C. 470 et seq.). **Estimated Burden Statement:** Public reporting burden for this form is estimated to average 18.1 hours per response including the time for reviewing instructions, gathering and maintaining data, and completing and reviewing the form. Direct comments regarding this burden estimate or any aspect of this form to the Chief, Administrative Services Division, National Park Service, P.O. Box 37127, Washington, DC 20013-7127; and the Office of Management and Budget, Paperwork Reductions Project (1024-0018), Washington, DC 20503.

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Howard Junior High School or Shiloh School, located at 431 Shiloh Street immediately adjacent to the town limits of the small Newberry County, South Carolina town of Prosperity, is a wood frame, double-pile, linear building set upon an open brick pier foundation that is covered with a five-V-crimp metal-clad roof. It features exposed rafter tails and gable end knee brackets. Oriented in an easterly direction, the building's setting today is still largely rural. The building is located adjacent to Shiloh A.M.E. Church, owner of the building, and is at least partially surrounded by the church's cemetery and mature oak trees.

The original segment of the building, located to the north of the southernmost main entrance, features a lateral gabled balloon frame structure clad with weatherboard siding. To either end [north and south] of the original block are recessed entry pavilions consisting of one-bay wide nested gable blocks with rooflines that are recessed or set back from the east elevation [façade] and engaged to the main building roof on the west [rear] elevation. Each of these entry pavilions features a small, engaged porch with a single square wood post support. The southernmost entry pavilion is still evident; however, when a large historic addition was placed on the south end of the original building ca. 1935, the former open-end entry became an inset or recessed entrance near the center of the building's facade. Along the east elevation of the original building are two banks of six large windows that indicate the location of interior classroom spaces. Each of the window frames contained a nine-over-nine light, double-hung sash window system, but most are currently missing. While some sash and muntins remain, no glass panes are present. The entry pavilion on the north end of the building contains two small single windows placed high upon the wall of the entry and cloakroom, respectively, while a paired window illuminates the rear [industrial] room. The windows on the south wall of the southern entry pavilion have either been closed or were altered to accommodate interior function at the time of the ca. 1935 addition. The west [rear] elevation features bracketed shed-roofed entries that flank the five-bay wide window banks that illuminate the building's rear classrooms. A large central brick chimney pierces the building's metal roof ridge, while a smaller, single-flue chimney rises along the rear slope where the north entry pavilion's roof and the main roof engage or intersect.

The interior of the original building reveals a four-classroom plan with wood floors, vertical beaded board wainscoting, horizontally-applied beaded board walls, simple window and door surrounds, and partitions featuring pocketed window and blackboard panels that when opened allowed for visual unity within the spaces. An element common to the various Rosenwald school plans, Howard Junior High [Shiloh] School still has that interior plan in place; however, most of the interior window and blackboard panels have been removed. The upper wall pockets that once accommodated these panels are still evident, as is the early or original paint scheme of gray wainscoting and white walls. As stated earlier, the entry pavilions contain an entry hall, cloakroom/library and industrial classroom.

Sometime in the mid-1930s, a need for additional classroom space produced a two-classroom building addition on the south end of the original structure. The addition was constructed with similar

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architectural treatment and features identical roof slope with exposed rafter tails and knee brackets along the south elevation's roofline. This section contains banks of six windows on the east and west elevations that are of equal size and pane configuration as on the original building. The south end of the addition contains a cloakroom for each classroom. Each of these anterooms contains a small window that is evident on the addition's southern exterior elevation. A small square louvered vent, identical to those on the original block, is located near the gable's peak. A brick chimney rises along the roof ridge of the addition at the intersecting walls of the classrooms and cloakrooms.

Overall physical integrity is good although some exterior weatherboards and most window sash are missing. Entry porch decking is either missing or severely deteriorated, but the roof appears to be in reasonably good condition. In spite of the physical and cosmetic deficiencies that are obvious, the building seems to be structurally sound and continues to convey its history within the context of rural African American education in early twentieth century South Carolina.

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STATEMENT OF SIGNIFICANCE

Howard Junior High School (also known as Shiloh School, after the school sponsored on this site by Shiloh African Methodist Episcopal Church since the late nineteenth century) is significant under Criteria A for its role in black education in South Carolina from 1925-1954 and under Criteria C as a property that embodies the distinctive characteristics of a type, period, or method of construction popular throughout the South from 1913 to 1932.

BLACK EDUCATION IN THE SOUTH BEFORE THE ROSENWALD FUND

Separate education for black children in South Carolina can be traced to the end of the Civil War in 1865 to the 1970-1971 school year when South Carolina schools were officially integrated. Before the conclusion of the Civil War, South Carolina had never established a public school system for either white or black students. In 1865 the Freedmen's Bureau mandated that each Southern state provide formal schooling for freed blacks and appoint a superintendent of public schools. J.K. Jilison, a white Republican from Massachusetts, was named South Carolina's Superintendent of Education in 1868. Dealing with the contentious political climate of the Reconstruction era, Jilison had limited control over the daily operation of local schools, evident in the educational facilities for black children through the end of the nineteenth century.¹

NORTHERN PHILANTHROPY

By the end of the nineteenth century, men like Andrew Carnegie, John D. Rockefeller, George F. Peabody, John F. Slater and Julius Rosenwald had amassed enough fortunes to help finance education programs throughout the southern states.² Motives for such philanthropy were to preserve educational opportunities for blacks, not to promote or provide racial equality. These programs did not challenge school segregation directly, but instead challenged the racial ideology behind segregation.³ Education for southern blacks was the paramount concern for these men as evidenced by the goals of their respective foundations: Carnegie concentrated on providing library services, Rockefeller funded public schools and colleges, Peabody established an educational fund, and Slater funded industrial education for freedmen. Additionally, Miss Anna T. Jeanes, a Quaker philanthropist from Philadelphia, contributed to improving education for southern blacks by donating money to aid rural schools. This initial donation prompted Jeanes to start her own Rural School Fund and

¹ Lisa B. Randle, National Register of Historic Places Nomination for Mt. Zion Rosenwald School, Mars Bluff vicinity, Florence County, S.C. (2005), in S.C. State Historic Preservation Office files, South Carolina Department of Archives and History, Columbia, S.C., hereafter cited as NR Nomination, SHPO files; Katherine Richardson, NR Nomination, Multiple Property Listing, "African-American Primary and Secondary Public School Buildings in South Carolina, c. 1895-1954" (2001), SHPO files.

² Henry Allen Bullock, *A History of Negro Education in the South From 1619 to the Present* (Cambridge, Mass.: Harvard University Press, 1967), 118-119.

³ Mary S. Hoffschwelle, *Preserving Rosenwald Schools* (Washington: National Trust for Historic Preservation, 2003), 10.

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employees of her program became known as “Jeanes Teachers.”⁴ Along with these efforts, Julius Rosenwald established a fund to construct schoolhouses throughout the South and in doing so, provided educational opportunities for thousands of black students and teachers over the course of twenty years.

JULIUS ROSENWALD & THE ROSENWALD FUND

The son of immigrant parents, Julius Rosenwald was born in Springfield, Illinois on August 12, 1862. Rosenwald attended public school until the age of seventeen when he began his business career after only two years of high school. Serving as an apprentice in an uncles’ clothing firm, Rosenwald learned the business and in five years was an independent clothing merchant. By the 1890s Rosenwald was supporting his wife and family in a comfortable middle-class home. At about the same time, Rosenwald borrowed \$37,500 and invested it in a fledging mail-order company started by Richard Sears. Rosenwald soon became vice president, then CEO of Sears & Roebuck, and his original investment in the company grew exponentially during his lifetime.⁵

According to friends and colleagues, Rosenwald exhibited a spirit of philanthropy from very early in life and saw helping those less fortunate than him as a moral obligation. As early as 1910, Rosenwald gained interest in the general welfare of blacks in the south. Some of this interest can be attributed to two specific books on the educational needs of southern blacks: the biography of William H. Baldwin, Jr., a northern white man who devoted himself to promoting black education in the South, and *Up From Slavery*, the autobiography of Booker T. Washington.⁶ Also during that year Rosenwald became a trustee of the Tuskegee Normal and Industrial Institute (today Tuskegee University) and routinely aided the Institute with monetary gifts on behalf of rural schools. These funds led to the erection of sixteen YMCA buildings and one YWCA for blacks.⁷ Rosenwald maintained in contact with Washington until the latter’s death, and remained on the board of Tuskegee until his own death in 1932.

As part of his fiftieth birthday celebration in 1912, Julius Rosenwald donated \$25,000 to Washington to support “Offshoots of Tuskegee.” These offshoots were normal schools that trained teachers for industrial education. When Washington distributed the funds, he retained \$2,100 that would be used to aid rural schoolhouse construction programs in several counties near the Tuskegee Institute. Experimenting with the school construction program, Washington noted that many people who could not give money volunteered to give “half day or a day’s work and others would give material in the way of nails, brick, lime, etc.” Rosenwald approved of Washington’s plan and agreed to enlarge the

⁴ Bullock, *A History of Negro Education*, 126.

⁵ Edwin R. Embree and Julia Waxman, *Investments in People: The Story of the Julius Rosenwald Fund* (New York: Harper & Brothers Publishers, 1949), 11-13.

⁶ Embree, *Investment in People*, 25.

⁷ Bullock, *A History of Negro Education*, 126.

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program and in August 1914, he contributed \$30,000 to aid in building 100 rural schoolhouses. The conditions for these schools were identical to the original experimental schools and were as follows:

- ◆ black residents of the selected school districts were required to raise enough money to match or exceed the amount requested from Rosenwald;
- ◆ the approval and cooperation of the state, county, or township school officers were required;
- ◆ all property, including land, money, and other voluntary contributions by blacks, was to be deeded to the local public school authorities;
- ◆ the school building to be erected had to be approved by Tuskegee's Extension Department; and
- ◆ the efforts in each state were to be coordinated by the state agents of Negro Education and Jeanes Fund supervisors.⁸

Soon Rosenwald shifted from an individual donor to the president of a foundation devoted to improving educational prospects for blacks in the South. In 1917, Rosenwald began his philanthropic work with the incorporation of the Julius Rosenwald Fund. During this time Rosenwald worked with Washington and the Tuskegee Institute to construct more school buildings for blacks in rural southern communities. These buildings followed an architecturally distinct "Tuskegee Plan" for industrial education. Buildings constructed between 1913 and 1920 featured hipped and clipped-gable rooflines and central entrances protected by projecting gable or shed porch roofs. Buildings featured a battery of windows grouped as five to seven double-hung sash windows. Reflecting the Tuskegee-style curriculum intended for the new schools, plans included space for industrial education, most often providing a smaller classroom for girls' domestic science work as part of the school building and locating boys' vocational work in a separate structure. The Tuskegee plans also introduced the concept of classifying schools by their number of teachers, as opposed to the number of classrooms in order to emphasize that schools provided workrooms, cloakrooms, and in larger schools, auditoriums and offices. For instance, one-teacher schools also included an industrial classroom, kitchen, library, and cloakrooms in addition to the small academic classroom.⁹

In 1920, the Rosenwald Fund reorganized its building program and ended its direct relationship with Tuskegee. In its reorganization, the Fund required that the schools it aided met specific minimum standards for the site size and length of school term, and also had new blackboards and desks for each classroom in addition to two sanitary privies. School grants were based on the number of teachers employed, ranging from \$500 for a one-teacher school to a maximum of \$2,100 for a school of ten or more teachers. Additionally, as with Rosenwald's initial partnership with Washington and the Tuskegee Institute, local blacks had to contribute cash and in-kind contributions of material labor to match the Rosenwald grant. This requirement reflected the "faith in the power of self-help" that Booker T. Washington and Julius Rosenwald shared. Both men believed that personal sacrifices of

⁸ James D. Anderson, *The Education of Blacks in the South, 1860-1935* (Chapel Hill, N.C.: University of North Carolina Press, 1988), 157-158.

⁹ Hoffschwelle, *Preserving Rosenwald Schools*, 4.

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hard-earned cash, lumber, and labor would strengthen rural African-Americans' commitment to their communities and help resist a dependence on full public or philanthropic funding.¹⁰

During these years, rather than build schools in the Tuskegee style, the Rosenwald Fund committed to new Community School Plans. Though many changes were made, some of these plans incorporated earlier methods utilized under the Tuskegee partnership. However, the Community School Plans altered several earlier design plans: gable roofs replaced the hipped and clipped-gable rooflines, and the plans were exclusively for one-story structures. Windows were limited to one side of the building to ensure that one stream of light falling from left to right would illuminate the blackboard and desks. In addition, the new plans maximized natural light by using narrower window framing in the sashes and much taller windows that stretched from the interior wainscot cap up to the eaves. To secure adequate ventilation, "breeze" windows set high under the eaves or on interior walls provided cross ventilation by drawing air from the windows across the room and into a hallway or adjacent classroom. New plans also called for sliding doors and removable blackboards to open up interior space and auditoriums for school and community events.¹¹

Rosenwald schools under the Community School Plans also followed specific plans for paint color and interior design. The exteriors of the buildings were simple and undecorated. Interior color schemes utilized light bands of color to accentuate the effect of the windows on light levels and students' vision. Specific school equipment designs also insured that building occupants could fully utilize every aspect of the building. Blackboards along three walls allowed for teacher instruction and let students practice assignments. Standard school-issue desks replaced rough wooden slabs, pews, and benches typical of many other black schools. In addition to making these new buildings affordable for local communities and modern in appearance, the simplicity in design was a progressive concept denoting order, rationality, and functionalism.¹² Schools built according to the Community School Plans remain the most recognizable Rosenwald schools, and the Howard Junior High School in Prosperity, Newberry County, fits this design.

From 1917 to 1928 Rosenwald served as president and treasurer of the Fund, managing school building projects and expenses. By 1928 Rosenwald realized that "philanthropy had in itself become a business," and Edwin R. Embree, former director and vice president of the Rockefeller Foundation, became president of the Rosenwald Fund and hired a full-time staff.¹³ During this time the Fund began to decrease aid to rural schools, with the largest cuts occurring between 1928 and 1932. Rosenwald, Embree, and the board of trustees agreed that if they continued construction grants indefinitely, southern school boards would remain dependent on Rosenwald aid and contributions

¹⁰ Hoffschwelle, *Preserving Rosenwald Schools*, 9.

¹¹ Hoffschwelle, *Preserving Rosenwald Schools*, 5.

¹² Hoffschwelle, *Preserving Rosenwald Schools*, 6.

¹³ Embree, *Investment in People*, 28-30.

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from local blacks and may neglect their full responsibility for black public schools.¹⁴ In 1932 Embree announced that no further construction funds would be granted, and in 1937 the last Rosenwald School was built in Warm Springs, Georgia at the request of President Franklin D. Roosevelt.

Julius Rosenwald firmly believed that the generation that contributed to the making of wealth should be the one to profit from it. In this respect, he wanted money to be spent when it was donated rather than left to accumulate until it had multiplied for use in the remote future. Because of these strong beliefs, Rosenwald disapproved of perpetual trusts and directed that his Fund's officers spend its assets to meet its goals in the present time. In 1948, the Julius Rosenwald Fund distributed its last grants and quietly disappeared from existence. On average the Rosenwald Fund provided only about fifteen percent of the cost of each project, with local black and white communities and tax funds assuming the rest of the costs. By its close, the Fund contributed to a total of 5,357 public schools, shops and teachers' homes in 883 counties of fifteen Southern states.¹⁵ From 1914-1932, South Carolina housed 481 Rosenwald Schools, the third largest number of any state.¹⁶

ROSENWALD LANDSCAPE DESIGNS AND THE COMMUNITY

In addition to meeting academic requirements, the Rosenwald Fund required that schools maintain a minimum of two acres around the building with the school as a focal point. Practice gardens and farm plots supported the industrial training offered at the schools, and also modeled proper landscaping for rural homes in the immediate community. Affiliation with a local African American church was also common and in fact, was the case with Howard Junior High School. In many instances Rosenwald schools sat adjacent to or near a church, and often the congregation and its minister spearheaded the local building campaign and donated the land. Additionally, and again the case with Howard Junior High, Rosenwald schools were often located on the site of an earlier African American school. Because of its positioning, the Howard Junior High reflects the growth of African American education from the 1830s through the Reconstruction era and into the early twentieth century.¹⁷ Rosenwald schools also were intended to be gathering spaces for rural black communities. In addition to using the school grounds for functions, the movable partitions and blackboards made large spaces possible for plays, student socials, civic events, and public meetings.

¹⁴ Hoffschwelle, *Preserving Rosenwald Schools*, 11.

¹⁵ Embree, *Investment in People*, 17; Hoffschwelle, *Preserving Rosenwald Schools*, 3, 11; Bullock, *A History of Negro Education*, 139.

¹⁶ Darryl T. Murphy, "The Impact of Separate and Unequal: Black Education and the Rosenwald School Concept in South Carolina," December 2002, Constance Schulz Collection, Manuscripts Division, South Caroliniana Library, University of South Carolina, Columbia, S.C.

¹⁷ Hoffschwelle, *Preserving Rosenwald Schools*, 9.

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SHILOH SCHOOL

Shiloh Church was incorporated in approximately 1832 in Prosperity, Newberry County, South Carolina. The congregation worshipped under a brush-arbor for several years before building a one-story wooden structure and becoming affiliated with the African Methodist Episcopal (A.M.E.) Church. The members of the new church organized a Board of Trustees for a school and taught classes in the church building until the 1880s. Facilities for the school were sparse, though students had heat, "plain wooden benches with no backs, water pails and dippers." Under these conditions, the Shiloh School was used three or four months of the year during the winter. According to *A History of Prosperity*, the state, county and local school district allocated no funding for the Shiloh School. School trustees, usually composed of parents and other members of the church, were responsible for paying the teacher's salary that ranged from \$10 to \$20 per month. Early teachers included Mrs. Alice Bedenbaugh McMorris, a graduate of the Hampton Institute in Virginia and Professor Lawson Moore, a graduate of Allen University in Columbia.¹⁸

Between 1880 and 1899, the Shiloh Church and School underwent many physical changes. The congregation discontinued use of the one-story wooden structure, built a two-story wooden structure for the school, and constructed a separate building for the church.¹⁹ In 1907, the P.E. Wise family gave 2.7 acres to the Shiloh School trustees "in trust for the purpose of a site for a school house to be used for the education of freedmen and children irrespective of race or color."²⁰ Several years later, the school trustees asked both the county and the local school district for financial assistance and were told that to receive such funding, the school property had to be transferred to Newberry School District Number 14.²¹

HOWARD JUNIOR HIGH SCHOOL

In 1924-1925, the Howard Junior High School was built on the site of the earlier two-story wooden school. Initially the school was open for seven months of the year, and by the early 1940s it remained open for nine months. This nine month session was facilitated by a six week summer session which allowed the school to start its academic year in the late fall and accommodate the local agricultural economy. Though money from the Rosenwald Fund improved the condition of education for blacks in Prosperity, county funding at the time was still at a minimum. Graduates of Howard Junior High who wished to finish school were required to provide their own transportation into Newberry to attend the Drayton Street High School. This dual system of education existed in the county until the 1970-71 school year when South Carolina schools were fully integrated.²²

¹⁸ Phyllis Amick, *A History of Prosperity* (Prosperity, S.C.: Centennial Celebration), 26.

¹⁹ Amick, *A History of Prosperity*, 26. The current Shiloh Church stands on land acquired between 1880-1899.

²⁰ Newberry County, Plat Book D, Page 441.

²¹ Newberry County, Plat Book D, Page 441; Amick, *A History of Prosperity*, 28.

²² Amick, *A History of Prosperity*, 28.

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Verbal Boundary Description

The boundary for Howard Junior High [Shiloh] School represents a portion, as indicated, of Parcel 6 on the accompanying Newberry County Tax Map #464, drawn at a scale of 1" = 330'.

Boundary Justification

The boundary contains the historic Howard Junior High [Shiloh] School and its immediate setting, excluding Shiloh A.M.E. Church and its associated cemetery.

United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Section number Photographs Page 15 Howard Junior High School
Name of Property
Newberry County, South Carolina
County and State

The following information is the same for each of the photographs:

Name of Property: Howard Junior High School
Location of Property: 431 Shiloh Street, Prosperity
Newberry County, South Carolina

Name of Photographer: Jody Graichen
Date of Photographs: April 2005
Location of Original Negatives: S.C. Department of Archives & History, Columbia, S.C.

1. Façade and left elevation
2. Façade, entrance detail
3. Façade and right elevation
4. Rear elevation
5. Façade, window detail
6. Rear elevation, window detail
7. Right and rear elevations
8. Façade, entrance detail