

Hope Rosenwald School
Name of Property

Newberry County, South Carolina
County and State

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

Contributing	Noncontributing
<u>1</u>	<u> </u> Buildings
<u> </u>	<u> </u> Sites
<u> </u>	<u> </u> Structures
<u> </u>	<u> </u> Objects
<u>1</u>	<u>0</u> Total

Number of contributing resources previously listed in the National Register 0

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

6. Function or Use

Historic Functions (Enter categories from instructions)

Cat: EDUCATION Sub: School

Current Functions (Enter categories from instructions)

Cat: EDUCATION Sub: School/Learning Center
WORK IN PROGRESS

7. Description

Architectural Classification (Enter categories from instructions)

Colonial Revival

Materials (Enter categories from instructions)

Foundation Brick
 Roof Metal (Corrugated Sheet)
 Walls Wood/Weatherboard
 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

Period of Significance

1925-1954

Significant Dates 1926, 1954

Significant Person

(Complete if Criterion B is marked above)

N/A

Cultural Affiliation N/A

Architect/Builder Dresslar, Fletcher B.
Smith, Samuel L.

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 Hope School Community Center
(Records Privately Held)

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10. Geographical Data

Acreage of Property Approximately 2 acres +/-

UTM References (Place additional UTM references on a continuation sheet)

	Zone	Easting	Northing	Zone	Easting	Northing
1	<u>17</u>	<u>466417</u>	<u>3791949</u>	3	_____	_____
2	__	_____	_____	4	__	_____
	___ 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 Eric W. Plaag
 Organization _____ Date December 29, 2006
 Street & Number 925 Gregg St. Telephone (803) 466-7050
 City or Town Columbia State SC Zip Code 29201

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 Hope School Community Center, Inc.
 Street & Number 1971 Hope Station Road, P.O. Box 305 Telephone (864) 924-3872
 City or Town Pomaria State S.C. Zip Code 29126

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.). A federal agency may not conduct or sponsor, and a person is not required to respond to a collection of information unless it displays a valid OMB control number.

Estimated Burden Statement: Public reporting burden for this form is estimated to average 36 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 National Register of Historic Places, National Park Service, 1849 C St., NW, Washington, DC 20240.

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The Hope Rosenwald School, located near the town of Pomaria, South Carolina, is a fine example of the “Two-Teacher Community School Plan” popularized throughout the South as part of the Rosenwald Fund school building program of the early to mid twentieth century. As with most of the smaller schools built during the “community school plan” phase of the Rosenwald program (1920-28), the Hope Rosenwald School may be loosely termed Colonial Revival in style, though its distinguishing architectural features are quite basic and unadorned on both the interior and exterior. Constructed in 1925-26 on land sold to Newberry County by the Hope Family for only five dollars, the Hope Rosenwald School served for nearly thirty years as the principal source of African-American primary public education in this rural community, until it was closed in 1954 as part of public school consolidation efforts under the Byrnes School Equalization program. The school sits adjacent to the St. Paul AME Church on Hope Station Road and is otherwise surrounded by grassy fields and pine stands in a remote section of Newberry County.¹ Though “model” Rosenwald Schools of the period typically featured at least one detached sanitary privy, no such outbuildings survive at the Hope Rosenwald School site.²

The Hope Rosenwald School’s layout and general characteristics replicate “Floor Plan No. 20, Two-Teacher Community School” from the Community School Plans published by the Rosenwald Fund during the 1920s. The rectangular building is a raised, single-story, gabled-roof, clapboard schoolhouse resting on a brick pier foundation. The current metal roofing materials appear to be original to the structure, as do the small wood frame and sheet metal porch awnings located over each of the two entrances on the east face, as evinced by an undated, uncredited photograph taken sometime before 1952.³ Roofline ornamentation is notable for the exposed rafter tails, a common feature on smaller Rosenwald Schools built under the Community School Plan. As with all of the “No. 20” two-teacher Rosenwald schools, the Hope Rosenwald School is also notable for its three large batteries of double-hung, nine over nine windows—one four-window battery located on the east face for lighting the “industrial room,” and two batteries of six windows each located on the west face and used to light each of the classrooms—all of which were part of a special design by architects Fletcher Dresslar and Samuel L. Smith to take maximum advantage of lateral natural light falling simultaneously across chalkboards and desks.⁴ An earlier, aborted restoration project (in which vinyl siding was installed over a portion of the east and north faces) has obscured the upper sashes of the east face battery, and a

OMB No. 1024-0018

¹ See Hope School, “First Deed,” Newberry County Title Records, Book 30, Deed No. 291, 11 March 1925. Background on land donation is from Jay Hope (descendant of James H. Hope) and members of the St. Paul’s AME Church, Personal Interview, 29 September 2006; Ron Hope (descendant of J. J. Hope), Telephone Interview, 2 January 2007; as well as Tenetha Hall, *Hope School: 1926-1954*, promotional flyer for Hope School Community Center, Inc., date unknown.

² Mary S. Hoffschwelle, *The Rosenwald Schools of the American South*, (Gainesville: University Press of Florida, 2006), pp. 106-11.

³ Hope Rosenwald School Photograph and Records, No. 2213, unknown origin, in possession of Hope School Community Center Inc. The information on this document matches information available at “Hope School,” Newberry County Database, *South Carolina’s Rosenwald School Buildings Database*, website, available online at <http://www.palmettohistory.org/rosenwald/rosennewberry.pdf>, accessed 28 Dec. 2006. For floor plan records, see attached schematic of “Floor Plan No. 20,” taken from Hoffschwelle, 102.

⁴ Hoffschwelle, 95.

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project has covered the outer two windows and the upper sashes of the four inside windows of the west face battery closest to the north face of the building with plywood paneling and other scrap lumber. Likewise, the upper sashes of the northernmost small battery of cloakroom windows on the east face (two double-hung, six over six windows to each battery) have also been covered over by vinyl siding on the exterior and plywood on the interior. Nevertheless, it appears as though these sashes may survive beneath these obscuring materials. Meanwhile, many of the lights (and some of the muntins) in the visible sashes have been destroyed, so that black plastic has been hung to keep rainwater and animals from entering the building through the resultant openings. In some instances, two-light sashes with translucent glass have been nailed/screwed in place of missing nine-light sashes, particularly in the west face battery closest to the south face of the building. Double transom lights over all interior and exterior doorways remain fully intact and operable.

The interior of the Hope Rosenwald School remains much as it was when the school was in operation. Horizontal, tongue-and-groove painted wall sheathing, stained wood molding, and vertical tongue-and-groove stained wainscoting (to a height of approximately two feet), exterior and interior paneled wooden doors, and tongue-and-groove flooring all appear to be almost entirely original and predominantly intact. The pocketed partition panel system located between the two classrooms remains intact, though the descending chalkboard partitions have been removed and stored in one of the cloakrooms for safekeeping. The original “industrial room” was converted to a kitchen at some unknown earlier date, so that old kitchen appliances and roughed-in worktables occupy this space. Two wood-burning stoves—believed by St. Paul’s church members to be original to the structure—still sit near the stack openings to the single chimney between the classrooms and the industrial room, though the slabs on which they once rested have disappeared to theft. A framed-in drop ceiling of acoustical board was installed in both classrooms at an unknown date, and as part of the exterior vinyl siding project, many of the original tongue-and-groove sheathing boards from the original interior ceiling were removed and used as the anchor lattice for the vinyl siding, though it appears as though most of this woodwork is recoverable. Openings were also cut into the walls adjoining the doorways from each classroom into the industrial room, presumably to facilitate the serving of meals from the industrial room to the classrooms, and another shallow opening cut in the north cloakroom wall to accommodate a bookshelf. Otherwise, much of the original educational equipment, including installed chalkboards and portable chair-desks, is still in the building.

While some of these changes may seem substantial on an individual basis, taken as a whole many of them reflect the inevitable effects of neglect and decay on the property over the past 50 years. Nevertheless, the property’s general integrity remains remarkably intact given the building’s vacancy since the school’s closure in 1954. In short, the Hope Rosenwald School remains a fine example of segregation era architecture associated with the Rosenwald School Building Fund.

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The Hope Rosenwald School, located near Pomaria in Newberry County, South Carolina, is significant under Criterion A for its role in African-American education and social history in South Carolina between 1925 and 1954, as well as under Criterion C as a property that embodies the distinctive features of a significant architectural type and method of schoolhouse construction popular throughout the southern United States in the early twentieth century.

Like other Rosenwald schools, the Hope Rosenwald School can trace its origins to the contentious debate over the education of southern African-Americans in the late nineteenth and early twentieth centuries. While the end of the American Civil War had brought about state-initiated funding and operation of some local schools for black children in the South, the policies emphasizing racial segregation during the Jim Crow era left southern blacks with few opportunities for a truly complete primary education and even fewer secondary school options. As black activists like Booker T. Washington and W.E.B. Dubois advocated for new black educational opportunities during the late nineteenth and early twentieth centuries, a number of white northern philanthropists responded to that call by offering various forms of assistance. Often, rural southern schools in particular were a special target of northern philanthropy.

Among those who sought a method for insuring that black educational opportunities in the South might be improved was Julius Rosenwald, CEO of Sears & Roebuck and a trustee of the Tuskegee Normal and Industrial Institute. At the request of Booker T. Washington, Rosenwald began a school building fund to benefit southern African-Americans, especially those in rural regions, and from 1917 to 1932, Rosenwald's program led to the construction of more than 5300 public schools, teachers' homes, and instructional shops in fifteen southern states, nearly 500 of which were located in South Carolina. One of the unique features of Rosenwald's program, however, was the funding requirements. The Rosenwald Fund did not simply pay for what the southern state governments would not; instead, Rosenwald agreed to chip in only a portion of the total project cost for any given school, based upon the number of allocated teachers for the school, provided that donations from the local community and—preferably—from the state exceeded the amount of the Rosenwald grant. At the time of the Hope School's construction, for example, Rosenwald grants for a school of its size (two teachers allocated) ranged up to \$800.5

Allocation of Rosenwald Fund monies continued through 1932, with the last Rosenwald school constructed in 1937, but by 1928, Rosenwald had already begun to limit the amount of funds available to rural schools because of his increasing concern that rural communities and southern state governments were depending on the Rosenwald Fund and

5 For more on the history of the Rosenwald School Building Fund, see Lisa B. Randle, National Register of Historic Places Nomination for Mt. Zion Rosenwald School, Mars Bluff vicinity, Florence County, SC (2001), in SC State Historic Preservation Office files, South Carolina Department of Archives and History, Columbia, SC, and at <http://www.nationalregister.sc.gov/florence/S10817721020/S10817721020.pdf>; Jody Graichen, National Register of Historic Places Nomination for Howard Junior High School, Prosperity, SC, Newberry County, SC (2005), in SC State Historic Preservation Office files, South Carolina Department of Archives and History, Columbia, SC, and at <http://www.nationalregister.sc.gov/newberry/S10817736030/S10817736030.pdf>, accessed 28 Dec. 2006; Mary S. Hoffschwelle, *The Rosenwald Schools of the American South* (Gainseville: University Press of Florida, 2006); and National Trust for Historic Preservation, *The Rosenwald Schools Initiative*, website, available at <http://www.rosenwaldschools.com/index.html> accessed 28 Dec. 2006.

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their local black constituents to solve the problems in southern black education, rather than addressing the problem more directly and allocating more public funding for school construction and operation. While Rosenwald schools remained a feature of the southern educational landscape well beyond the end of the Rosenwald funding program, by the early 1950s, school consolidation efforts in the South—many of them prompted by federal litigation on the renewed questions of integration and educational equality, such as the landmark *Brown v. Board of Education of Topeka, Kansas*, case—led to the closure of most Rosenwald schools. South Carolina’s school equalization program, funded by the 3% sales tax and bond initiative advocated by Governor James Byrnes during the early 1950s, was one such program.⁶

The town of Pomaria, South Carolina, was one of those rural southern communities that sought help from the Rosenwald Fund. On March 11, 1925, the Hope Family—represented by James H. Hope (South Carolina’s State Superintendent of Education at the time), J.J. Hope, and Mary Hipp, all siblings—sold approximately two acres of land from the Hope Estate to the Trustees of School District No. 60 for Newberry County, South Carolina, for the nearly gift-like sum of five dollars.⁷ In turn, the local residents, the county, and the state raised \$2200 for the construction of a new school to be located on this land, with \$400 coming from white donations, \$600 from private black contributions, and \$1200 from local and state government. The Rosenwald Fund then kicked in its own contribution of \$700 toward construction.⁸ The school opened in 1926 and remained in operation as the principal source of public primary education for African Americans in the area until consolidation closed its doors in 1954.

The Hope Rosenwald School is a classic example of the Rosenwald Fund’s modern Two-Teacher Community School design—in this case, “Floor Plan No. 20,” which was designed to have its entrance and substantial rear window batteries oriented toward the east and west in an effort to maximize the use of ambient natural light in a manner that did not interfere with instruction. Architects Dresslar and Smith reasoned that light streaming across the students’ desks and the chalkboards from the window batteries (as opposed to emanating from behind the students) helped preserve student eyesight and improved educational efficiency in poor rural school districts where buildings were unlikely to be

⁶ See *ibid.* For a history of the Byrnes Tax and the South Carolina School Equalization Program, see Rebekah Dobrasko, *Upholding “Separate but Equal”: South Carolina’s School Equalization Program, 1951-55*, Master’s Thesis (University of South Carolina, 2005).

⁷ See Hope School, “First Deed,” Newberry County Title Records, Book 30, Deed No. 291, 11 March 1925. Additional information on the Hope Family’s role taken from Jay Hope (descendant of James H. Hope) and members of the St. Paul’s AME Church, Personal Interview, 29 September 2006; Ron Hope (descendant of J. J. Hope), Telephone Interview, 2 January 2007; as well as Tenetha Hall, *Hope School: 1926-1954*, promotional flyer for Hope School Community Center, Inc., date unknown.

⁸ See “Hope School,” Newberry County Database, *South Carolina’s Rosenwald School Buildings Database*, website, available online at <http://www.palmettohistory.org/rosenwald/rosennewberry.pdf>, accessed 28 Dec. 2006.

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electrified, while the large, double-hung windows on each side of the building allowed for substantial cross-ventilation. Buildings often sat on raised foundations to eliminate the problems associated with moisture and vermin. The moveable, pocketed center partition allowed for flexibility in the use of the two-classroom space.⁹

A few years after the Hope Rosenwald School's closure, on January 23, 1958, the Newberry County Board of Education sold the closed school building and its associated lands to the Jackson Community Center and Cemetery Association Inc. for \$500.¹⁰ Since that time, the local community has occasionally initiated efforts to restore the building to use as a community center, but it has remained vacant or served as a storage facility for the nearby St. Paul AME Church for most of the intervening years. Efforts are now underway once again to restore the building for use as an educational and community facility by local residents.

While the integrity of the nominated property remains largely and impressively intact, the present owners fully intend to remove a number of alterations (vinyl siding, a drop ceiling, boards over original window bays, etc.) that have been made to both the exterior and the interior over the years, all with the hope of restoring the Hope Rosenwald School as much as possible to its original appearance. In any event, the Hope Rosenwald School remains an important social link to the local community and a symbol of that community's educational past. Most importantly, the Hope Rosenwald School stands as an impressive surviving example of the efforts of the Rosenwald Fund to bring improved educational facilities, as well as creative architectural solutions to the problems of schoolhouse design, to rural African American communities throughout the South in general and in South Carolina in particular during the twentieth century's challenging era of racial segregation and educational inequality.

⁹ See Hoffschwelle, 94-111.

¹⁰ "Second Deed," Newberry County Title Records, Deed No. 215, 23 January 1958.

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- Hope, Jay, and members of the St. Paul's AME Church. Personal Interview. 29 September 2006.
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Verbal Boundary Description

The boundary of the nominated property is shown as the black line marked "Hope Rosenwald School" on the accompanying Newberry County Tax Map, drawn at a scale of 1" = 330'.

Boundary Justification

The nominated property is restricted to the historic school and its immediate setting.

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Name of Property: Hope Rosenwald School
1971 Hope Station Road
Pomaria, Newberry County, S.C.

Photographer: Eric W. Plaag
Date of Photos: December 19, 2006

Location of Original
Digital Images: South Carolina State Historic Preservation Office

[The above information applies to all photographs associated with this nomination.]

<u>Photo #</u>	<u>Description</u>
1	East Elevation
2	View from SE with Exposed Rafter Tails and Chimney
3	West Elevation
4	Detail View of SW Window Bay
5	View from SW with Altered Window Sashes
6	View from NW with Vinyl Siding on North Elevation
7	South Elevation and Soffit
8	NE Entrance Vestibule
9	NE Cloakroom Doors and Bookshelf
10	Industrial Room Entrance and SE Cloakroom Doors
11	Industrial Room and East-Facing Window Bay (Partially Covered)
12	North Classroom and Wood Stoves
13	Classroom Areas with Divider and Wood Stoves, Looking SE
14	Classroom Partition Pocket and NW Window Bay