ABSTRACT

CUBBAGE, JOHN HADLEY. The Louisburg Rosenwald School: Franklin County Training School / Riverside High School. (Under the direction of Kenneth H. Brinson, Jnr. and Peter A. Hessling)

The purpose of this research has been to tell the story of the Rosenwald school that served African American children in Louisburg, North Carolina during segregation, and the school’s impact upon those students and the community. Former students and faculty members were interviewed, and state archives, school board minutes, collections, books, the internet, and the local newspaper were analyzed to gather data which fell into nine major themes.

Data revealed that the school staff, through every available means, provided a caring and strong disciplinary environment with emphasis upon learning and citizenship. Struggles common to segregation were revealed. Former students felt that the viable school culture and pride were destroyed by the manner whereby desegregation was executed. Data revealed problems and responses, some of which are comparable to, and may provide guidance toward, correct applications for current educational difficulties.
THE LOUISBURG ROSENWALD SCHOOL: 
FRANKLIN COUNTY TRAINING SCHOOL / 
RIVERSIDE HIGH SCHOOL 

by 
JOHN HADLEY CUBBAGE 

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Biography

Born in New Jersey, John Hadley Cubbage grew up in his parents’ home in Middletown, where he also attended the local public school system from kindergarten through the twelfth grade. Following his graduation from Middletown Township High School, he attended the North Carolina School of the Arts where he earned a Bachelor of Music Degree. He also studied at the Music Academy of the West. He then was admitted to The Juilliard School where he earned a Master of Music Degree.

Following his Juilliard experience, Mr. Cubbage worked as a double bassist with the New Jersey Symphony Orchestra as a long term substitute. For the next twelve years he was a member of the North Carolina Symphony Orchestra, while also serving as an associate faculty member of the Music Department at Duke University, and faculty of the Eastern Music Festival.

He earned teaching licensures in Music Education at the University of North Carolina at Chapel Hill, and in Academically Gifted Education at North Carolina State University. He earned licensures for Principal, Advanced Principal, and Superintendent at North Carolina State University. In the North Carolina public schools, Mr. Cubbage taught Music for three years, Academically Gifted for six years, and has been an Assistant Principal for the past ten years.

Mr. Cubbage is thankfully married to his wife, Suzanne, who is a homemaker and fellow educator. They currently have one son living at home.
Acknowledgements

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* Above all, I give thanks to the Lord God Almighty. Apart from Him I can do nothing, but I can do all things through Him who strengthens me. “The grass withereth, the flower fadeth but the word of our God shall stand for ever” (Isaiah 40:8).
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Chapter One

Introduction

In his article on Rosenwald schools, Hanchett (1988) describes the settings in which the remaining Rosenwald school buildings are found.

Today the structures stand almost forgotten, scattered across the North Carolina countryside. Some are now houses, businesses, or barns, others – particularly those that stand next to churches as community halls - still retain the large banks of windows that mark them as school buildings. These are Rosenwald Fund schools, landmarks in the history of Afro-American education. (p. 387)

The Rosenwald Fund operated from 1917 to 1948. One of its purposes was to assist communities with the building of public schools for African-American children in grades K-12 who lived in the segregated South. The building of Rosenwald schools went on until 1932 (Walker, 1996). Five thousand three hundred fifty-seven (5,357) public schools (Embree & Waxman, 1949) were built in order to meet the needs and improve the condition of education for African-American children in the segregated school systems of the southern United States. This dissertation tells the story of one such school.
Purpose

It was my purpose to write an historical study of the Rosenwald school which was located in Louisburg, a small town in rural Franklin County, North Carolina. This Rosenwald school building, consisting of seven classrooms, was constructed 1928-1929 and was originally named the Franklin County Training School. The original Rosenwald school building was destroyed by fire in 1960, but the campus continues as a school to the present.

During coursework for my doctoral program, I learned of a Rosenwald School in Durham, N.C. which was researched by Peter Hessling (1993). I had no idea what a Rosenwald school was or what Julius Rosenwald had done. Later, I discovered that the campus on which stood the Rosenwald school in Louisburg, had become an elementary magnet school and a feeder school for the middle school where I was working. I wanted to find out more about the Rosenwald school in Louisburg because some of my colleagues had been students in that school during and after segregation.

I wanted to discover the impact the Rosenwald school in Louisburg had upon the staff, students, and parents of that community. This was accomplished by means of historical document analysis, interviews, and an analysis of other publications regarding the impact of schools upon rural communities of the southeastern United States. The purpose of this research was to learn about the Rosenwald Fund
and its arrangement to assist this rural African-American community in meeting their school facility needs.

**Reasons for this Study**

The reasons for conducting this research include:

- Residents and educators with whom I spoke were curious, encouraged me, and wanted to contribute to a study of the Rosenwald school in Louisburg. This rendered the study possible.

- There was an urgency for the study of this school to be done before people and documents are gone.

- Although 813 Rosenwald schools existed in North Carolina alone, I have found only two dissertations of historical studies on individual Rosenwald schools. My hope is that this study will help to fill voids that exist in the research.

- In his research, Hessling (1993) wrote:

  Despite repeated calls for more research on the history of education in the South, there remain extensive gaps in the literature. “[T]he history of education in the South – especially in the twentieth century – has been unfortunately neglected” (p. 5).

Morrill’s report is on two Rosenwald Schools in the Charlotte area. The Wake County website by Pugh (www.co.wake.nc.us), Volume 3, Northern Wake County, Part 1, includes photographs and gives brief information on the Saint Matthews Rosenwald School which was built 1921-22, and the Riley Hill Elementary (Rosenwald) School built circa 1927 (Pugh, 2001).

In 2003, Patricia Staino reported:

Now an effort is under way to find, identify and record the locations of these [Rosenwald] schools before the structures disappear altogether…the oral histories of the students is just as important as finding and preserving the buildings…[and]…[Nyoni] Collins [project director of the N.C. Rosenwald Schools Community Project] says it needs to be a priority to record their memories and experiences (pp. 14-15).

The purpose of the current study was to preserve information regarding the Rosenwald school in Louisburg, N.C. and its impact upon the students and the community.

My research was modeled after the doctoral dissertation entitled *The Brevard Rosenwald School: A Historical Case Study* written by Betty J. Reed (2000) at Western Carolina University. Whereas Reed researched a rural Rosenwald school in western North Carolina, I wrote an historical study of a rural Rosenwald school in eastern North Carolina. These studies (and more) can coexist, for as Jacques Barzun
(1950) writes, “the events and persons of history were each unique, individual, induplicable, different from us; and yet... all history is human history, that is to say, intelligible, communicable within broad limits, popular in the ideal sense of the word” (p. 56). To quote Reed (2000), “Other Rosenwald schools existed in ...North Carolina. Efforts should be directed toward preserving the history of such institutions. The black history of this region should not be allowed to pass into oblivion” (p. 171).

Hanchett (1988) states that fourteen Rosenwald schools were constructed in Franklin County. I have chosen to study the Rosenwald school that was located in Louisburg because it served African American children who lived in and about the county seat, it was located near the local board of education and may have had greater interaction with the board. Additionally, it was the largest Rosenwald school built in Franklin County (a Type 7 having room for seven teachers), and it served what was probably the densest population area of the county.

**Research Questions**

1. **What motivated the residents in the area to have this school, and how did they obtain it?** This question addressed what previous educational conditions were like for the segregated Black population in the area, which persons were involved in seeking to improve the educational provisions, why they wanted to improve
the provisions, what means they used to improve, and how the improvements were secured and developed.

2. *What effect (educationally, culturally, developmentally) did this school have on its students, staff and community?* The purpose of this question was to discover what the combined result was upon those connected with the school. This required looking at the school’s curriculum, teaching methods and practices, outstanding personalities, significant cultural observances, and available resources. I looked for the school’s effect upon the individual and collective lives of persons touched by the school.

3. *What was this school’s relationship to the local educational agency during years of segregation and desegregation?* This question sought to determine what the relationship was like between the LEA and this particular school. School board minutes, testimonies, communications, directives, comments, and records regarding allocation of resources were examined to answer this question.

4. *What specific issues affected this school?* Issues involved included elements that were geographical, environmental, socio-political, racial, economic, and professional.

5. *How was desegregation played out in this school?* This question determined what steps were taken to desegregate the Louisburg Rosenwald school, how the steps were worked out, what the
timeline was for desegregation, and what the emphases were of those “for” and “against” the desegregation of this school.

**Limitations**

Limitations exist regarding access to information necessary for this historical case study. As the school began approximately seventy-five years ago, many who would have first-hand information about the early years of the school are no longer alive. To recreate the story of this school, I relied on surviving former students and staff, who continue to reside in the area, and were willing to be interviewed. As the Rosenwald building was destroyed by fire almost forty-five years ago, some records for the school have been discarded, lost or have deteriorated.

**Conclusion**

In summary, the purpose of conducting an historical study of the Rosenwald school that was in Louisburg was to provide a description documenting the phenomenon of interest which utilized the question “What are the salient actions, events, beliefs, attitudes, and social structures and processes occurring in this phenomenon?” (Marshall & Rossman, 1999, p. 33) I sought to do just that.

The following chapter, Chapter Two, provides a review of literature containing the contextual issues necessarily involved in this study including literature on the philanthropic movement, the need that existed for the Rosenwald schools, relevant information about Julius
Rosenwald, the use of the Rosenwald schools, and dissertations related to similar topics of research. In Chapter Three, I will discuss the methodology and particulars involved in this research.
Chapter Two
Literature Review

Introduction

As stated in Chapter 1, my research was modeled after the doctoral dissertation entitled *The Brevard Rosenwald School: A Historical Case Study* written by Betty J. Reed (2000) at Western Carolina University. My Literature Review proceeds according to her model. Reed (2000) used the literature she found to provide a broad review of the education of African Americans from American colonial times into the mid-twentieth century. Her Review of Literature form is: *Introduction; Before the Civil War; During the Civil War; After the Civil War: Reconstruction; Period of Industrial Education; Age of Philanthropy; Focus on Inequalities; Struggles for Equality;* and *Summary.* Similarly, I provide a review of literature regarding the education of African Americans. However, I have focused on the end of the nineteenth century to the mid-twentieth century. The areas of my review deal with: *Introduction; The Educational Need; Philanthropic Movement and the Rosenwald Fund; Julius Rosenwald; Life with the Rosenwald Schools; Advocates Fight to Help; Pride and Rigid Standards; Why My Dissertation;* and *Summary.*

Contextual Issues

Jacques Barzun and Henry Graff wrote “Every report implies previous research, whether by the reporter or by someone else” (1985, p. 4). I have searched for, and obtained, studies and other sources of
information on Rosenwald schools. Following is a review of literature regarding the education of Americans of African ancestry and the part Julius Rosenwald played in it, throughout the southern United States and in North Carolina in particular.

**The Educational Need**

In her historical study of *The Brevard Rosenwald School*, Reed (2000) stated “throughout the Appalachian region schools were poor, understaffed, and without adequate learning materials. Nevertheless, schools for black children were even poorer, more understaffed, and barely getting by with meager learning materials” (p. 170). In describing rural Southern education in the early 1900’s Tom Hanchett (1988) wrote:

> The impact of poverty and localism fell hard on white farm children, and even harder on blacks. School terms were short, and public instruction rarely extended beyond the elementary grades for white children and never for blacks. Teachers were often very young, with only a bit more education than their charges. While money might be found for a new schoolhouse for whites, the typical black school was an old abandoned white school, a rotting log cabin, or even a corncrib (p. 389).

Hanchett describes a major twentieth century problem hindering public education for North Carolina’s black citizens in the following manner:
Around the turn of the century, new forces began to buffet black education. The most powerful was disfranchisement. In 1900 North Carolina joined other [Southern] states in eliminating blacks from the political process by adopting a constitutional amendment requiring that citizens pass a literacy test before they could register to vote. The test was a way for well-to-do white Democrats, as the *Charlotte Observer* put it, to “rid themselves of the dangers of the rule of negroes and the lower class of whites.” Poor whites got a temporary reprieve in the form of a “grandfather” clause that “provided that no person...entitled to vote on or before January 1, 1867, or his lineal descendant, should be denied registration by reason of his failure to possess the educational qualifications, provided he shall have registered prior to December 1, 1908.” Of course, black North Carolinians, barred from registering before 1867, were effectively stripped of their political rights if they could not pass the literacy test (Hanchett, 1988, p. 391).

As a result, black Americans were disfranchised in the area of the education of their children, and they suffered under this disfranchisement which was imposed upon them. Hanchett (1988) states that in 1914-1915 “North Carolina spent $2.77 per white pupil for every $1.00 per black student. In 1932 the ratio had broadened to $3.11 per white pupil for every $1.00 per black” (p. 423).
Embree and Waxman (1949) wrote that circa 1917:
Facilities for Negro education in the rural South were appalling. The school houses which had been erected were few and poor. Classes were held in churches, abandoned huts, lodge halls or rented homes. Often these buildings were in bad repair, the roofs leaked, and cold and rain came through gaps in the rough boards of floors and walls. Many rural children walked miles over bad roads to get to these schools, to shiver away in their threadbare clothes as they repeated their lessons. When, during the cold season the unheated buildings became unbearable, it was not uncommon to build a fire outside, to which periodic visits were made by teacher and pupils to warm icy fingers and feet. Frequently the buildings and grounds were cluttered and dirty and bare of equipment. There was little in the way of furniture, blackboards, desks, or textbooks...In all of the South there was not a single standard eighth-grade rural Negro public school, no Negro public high school approved for even two years of high-school work. The schools...were open for an average of four months a year, were presided over by teachers whose average training was that of an eighth grade student and whose annual salary in many states was less than $150.00 (p. 38).

She credits church schools with educating Black children from after the Civil War until the Yanceyville Colored School was chartered in 1897 (Walker, 1996). In May 8, 1906, Courthouse records show that the Stephens family sold a four room house and lot “to several Negro citizens for the sum of $400” (p. 15). By 1919, the school in the former Stephens house was overcrowded with students using boxes for seats.

Local churches appear to have worked to promote education in the African American community in Durham. In his dissertation entitled To Be “The Best School in Town”: An Historical Study of Two Southern Elementary Schools, Hessling (1993) wrote that the Black community of Walltown was founded in Durham, North Carolina in the early part of the twentieth century. One source claimed that the first school in Walltown met in one or more local Baptist churches (Hessling, 1993). Another source stated that children “in the little community had to walk to Hickstown school through west Durham” (Hessling, 1993, p. 133).

Reed (2000) in her dissertation entitled The Brevard Rosenwald School: A Historical Case Study, writes that prior to the existence of the Brevard Rosenwald School, Black students in the area were schooled in three local churches and a home. Reed writes “In Transylvania County the Negro community struggled to secure a quality education for their children at the elementary level, the only level available in Brevard, North Carolina” (p. 155).
These sources describe the need in North Carolina during the early twentieth century, for quality education and the full range of grade levels (K-12) for African American children. Some philanthropists would try to meet the need.

**The Philanthropic Movement and the Rosenwald Fund**

Page E. Snow (1999), of The Pew Charitable Trusts wrote:

The world in general may not understand the dilemmas of [philanthropists]—after all, what’s so hard about giving away money? But giving it away well is not an easy task. There are many worthy causes, and every philanthropic institution has limits on its resources. …Philanthropy as a whole does not have a tradition of broadcasting its failures as well as its successes (p. 1).

By the end of the nineteenth century, huge fortunes had been amassed following the swift expansion of this new country. Private and corporate foundations were formed to turn over surplus funds for the general welfare regarding health, education, the arts, libraries, recreation, and other areas.

Philanthropists living in the Northern United States directed monies to the South that were intended to improve public education for African American children. George Peabody (1795-1869) was a wealthy merchant with offices in Baltimore, Philadelphia, New York and London. In 1867 he established the Peabody Education Fund with
$2,000,000, “to encourage the intellectual, moral, and industrial education of the destitute children of the Southern States” (Schaaf, 2005).

Another Northern philanthropist was John Fox Slater (1815-1884), who gained a fortune with his woolen mills. In New York in the year 1882, Slater established the Slater Fund with $1,000,000. Its purpose was:

For the uplifting of the lately emancipated population of the Southern States, and their posterity, by conferring on them the benefits of Christian education. In 1909 by careful investment the fund had increased, in spite of expenditures, to more than $1,500,000. In some cases it has contributed directly to the school boards of Southern cities (“John Fox Slater”, 2005).

The above source indicates that the fund supported industrial education for African American students.

Another philanthropist of the Northern states was Miss Anna T. Jeanes, a Quaker from Philadelphia, Pennsylvania, who, with $1,000,000 in 1907, established a fund to maintain and assist rural schools for African Americans in the South (Southern Education Foundation). Miss. Jeanes’ father had owned a mercantile house in Philadelphia which carried on lucrative business all over the world (Mystic Seaport Museum, Inc.).
There were disagreements as to how the monies of philanthropists would be used to help African American children (Hessling, 1993). Regarding the manner of educating African American students in the South during the first half of the twentieth century, two streams of thinking appear in the literature. One thought was to make a full education available with academic preparation which led to college and professional careers, or, an academic education with supplemental courses which led to proficiency in various vocational or agricultural jobs.

The other stream of thought promoted training which primarily emphasized vocational / agricultural education, and was designed for children of disadvantaged families (Fleming & Saslaw, 1992). This stream appears to have been emphasized by the Southern Education Board and the General Education Board (Fleming & Saslaw, 1992). Anderson (1978), in writing about the educational awakening which stirred the American South from 1900-1920, states that there was interest in education of Blacks in rural settings. However, Anderson (1978) suggests that “The philanthropists’ policies and programs were designed primarily to contribute to an economically efficient and politically stable Southern Agricultural economy by training efficient and contented Black laborers” (Abstract). Fleming and Saslaw (1992) state that “The problem with this approach was not with opening doors to poor children, as the philanthropists viewed their donations, but with
closing doors to any other area a student might choose to pursue” (Abstract).

The Southern Education Board, originated in 1898 (Reed, 2000), was formed to improve education in the South. From his research, Hessling (1993) writes that “The Board was composed primarily of Southerners committed foremost to white education, which allayed fears of Northern missionaries coming South to teach Blacks and interfere with segregation” (p. 48). The Southern Education Board emphasized how public education was worth funding with higher taxes (Hessling, 1993). Reed (2000) states that in 1901 the Southern Education Board met in Winston Salem, North Carolina. She writes that “One attendee, John D. Rockefeller, Jr. persuaded his father to contribute a sizable amount- $53,000,000 – to the cause of education in the South” (Reed, 2000, p. 37). This contribution was to improve education for all children in the South. In 1914 the Southern Education Board ceased, and its work was taken over by the General Education Board which functioned from 1902 until 1947 (Hessling, 1993). This Board utilized the Rockefeller money to try to improve education across the South.

Some Northern philanthropists, who directed monies to the South, intended that much of their monies be directed to improve public education of African American children. One such foundation was the
Julius Rosenwald Fund, which existed from 1917 until 1948. A. Gilbert Belles (1979) states that the fund promoted better black education and American race relations. The donor, Julius Rosenwald, was president of Sears, Roebuck and Company from 1909 to 1924. He believed that the generation which contributed to the making of his wealth should be the one to profit by it. He stipulated that the officers expend all of the Fund's financial holdings within twenty-five years of his death in 1932. The Fund was dissolved in 1948. For three decades officers of the Fund supported individuals and groups working for improvements in education, health, and employment for the black American (p. 97).

The Julius Rosenwald Fund published a series of reports in separate book form, from 1928 until 1944. These reports were issued every year or two to document the advancements and accomplishments of the various aspects of the Rosenwald Fund, including the Rosenwald schools. These reports were written by E. R. Embree who was a trustee (and later president) of the Fund from 1928 until the Fund's conclusion in 1948 (Belles, 1979).

Belles writes that “As president of the Julius Rosenwald Fund, [Embree] made a contribution to the building of a stronger educational system for black Americans” (Belles, 1979, p. 101). Embree and Waxman wrote, “Statistical summaries show that Mr. Rosenwald's
philanthropies totaled between sixty and seventy million dollars” (Embree & Waxman, 1949, p. 15). Rosenwald’s programs for the education of African Americans were directed to enhance the students academically, vocationally and artistically (Embree & Waxman, 1949). A large chunk of his money, “$11,330,704, was given to education. Of it $5,362,361 went to the Rosenwald School Building Program” (Embree & Waxman, 1949, p. 262), which primarily assisted local communities in the construction of schools in the Southern United States. Hanchett summarizes that for the duration of the Rosenwald school building program, the financial figures are as follows:

By July 1, 1932 [when the Rosenwald school building program ended], a total of 5,357 Rosenwald schoolhouses, shops, and teacherages stood in 883 counties of fifteen [Southern] states, erected at a total cost of $28.4 million. The Rosenwald Fund’s donation of some $4.3 million had sparked $4.7 million in black contributions. Local governments had in turn spent $18.1 million, 64 percent of the total, with private local white contributions making up the remaining 4 percent (Hanchett, 1988, p. 426).

This information demonstrates an enormous financial commitment on the part of various stakeholders, in collaboration with, and at the prompting of the Rosenwald Fund, in an attempt to correct long standing disparities in educational provisions for Black Americans.
To gain a better understanding of the magnitude of his gifts, Reed (2000) relates Rosenwald’s philanthropy in present day dollar value as follows:

Robert M. Solow, MIT professor of economics and Nobel laureate in economics, has developed a formula or approach for equating the dollar value of Rosenwald’s contribution to modern sums. The dollars donated by Rosenwald from 1910 until 1932 equate to more than one billion dollars ($1,000,000,000), and when the matching fund policy is taken into account, an additional three to five billion may be added. More than half of the money went directly to communities of blacks (p. 10).

Julius Rosenwald

*Investment in People – The Story of the Julius Rosenwald Fund* was researched and written by Embree and Waxman (1949). In this book, Embree & Waxman relate how Mr. Rosenwald used his money and influence to help others. The authors depict Rosenwald as a religious man, and state that Mr. Rosenwald “was profoundly influenced by Dr. Emil G. Hirsch [who was]...the spiritual leader of Chicago’s Sinai congregation” from 1880-1923 (Embree & Waxman, 1949, p. 14).

Embree & Waxman wrote that Dr. Hirsch urged people who were wealthy to fulfill their “obligations to society, stressed the importance of community service, [and] urged on his congregation lives of practical idealism. Julius Rosenwald regularly attended his services and
took his teachings to heart” (Embree & Waxman, 1949, p. 14). The Hebrew Bible, referred to as the TaNaK, is comprised of three sections: Torah, Neviim and Ketuvim. In the Ketuvim are the writings of King Solomon, including his book known as Proverbs or Mishlei (Pilant, 1997). Here King Solomon addressed the theme of responsible philanthropy of the wealthy toward others. One can easily imagine Dr. Hirsch impressing upon Julius Rosenwald such passages, especially in chapter 11 of the book of Proverbs, wherein God calls on the wealthy to assist their fellow men: “The merciful man doeth good to his own soul” (verse 17a); “There is that scattereth, and yet increaseth” (verse 24a); and “The beneficent soul shall be made rich; and he that satisfieth abundantly shall be satisfied also himself” (verse 25) (The Jewish Publication Society Bible, 1917). Julius Rosenwald intentionally sought to help others with his wealth.

Hanchett states that soon after meeting Dr. Booker T. Washington in 1911, Julius Rosenwald became a trustee of Tuskegee Institute (Hanchett, 1988). Following their collaboration, Virgie Alcorn (1986) documents the beginning of the program to provide Rosenwald schools for African American elementary school children:

On August 12, 1912, Mr. Rosenwald gave $25,000 to Tuskegee Institute for Dr. Booker T. Washington to build offshoot schools of Tuskegee, with the rule that each school must raise an amount equal to his gift. After one year, Dr. Washington reported that the
schools had raised all they could and $2,100 was still left in the fund. He asked permission to use this money for six experimental schools in the Tuskegee area. All six of these schools were finished in the spring of 1914, with Loachopoka School in Lee County, Alabama being the "first Rosenwald experimental school," a one-teacher frame building costing $942. Of this, "Negroes raised $150 in pennies, nickels, and dimes to buy two acres of land for $150 and gave $132 in labor. Their white friends gave $360, and Mr. Rosenwald gave $300." Five other schools were built at the same time, and Dr. [Booker T.] Washington wrote Mr. Rosenwald such a favorable report of their success that, on June 10, 1914 he would give $30,000 aid to stimulate the building of 100 such schools in Alabama, in cooperation with city and county officials (p. 4).

Mrs. Alcorn writes that "Although the Rosenwald [school construction] program officially ended on July 1, 1932, the last Rosenwald school was completed in 1937 in Warm Springs, Georgia. It was the Eleanor Roosevelt School" (Alcorn, 1986, p. 5).

The above literature helped explain background issues connected to my study such as: Who was Julius Rosenwald and how was he a philanthropist? What kind of a person was he? What were his interests? What was the Rosenwald Fund and how did it operate in a partnership with African-American communities?
Life with the Rosenwald Schools

Reed (2000) points out how North Carolina needed Rosenwald’s assistance in light of a thought provoking issue.

The loss of a steady immigrant labor force during World War I prompted northern industries to tap the South for African-American workers. This led to what became known as the Great Migration. The promise of high wages and treatment with respect void of Jim Crow practices enticed hordes of blacks to leave North Carolina and the South. Between 1914 and 1920 approximately five hundred thousand black laborers relocated to the North. Within the next decade that number almost doubled. By 1916, severe labor shortages existed in North Carolina. The increase in day labor salaries to $1.25 did not curb the exodus. Consequently North Carolinians and Southerners, in general, concluded that, to retain their valuable labor force, the lives of Negroes must be improved. The most direct way to achieve this change was by improving the educational opportunities for the black population. The inequity of school facilities was a frequently cited motive for leaving the state. Although ending segregation was not considered by the reformers, the need for better schools had captured their attention (Leloudis, 1996). The key to keeping the Negro in the South was better schools. The
Rosenwald project could not have occurred at a better time (p. 40-41).

Hanchett (1988) portrays North Carolina’s oversight of the Rosenwald schools program:

Certain definite conditions had to be met before the [Rosenwald] Fund would consider [making] a contribution. A school had to represent common effort by the state and county authorities and the local colored and white citizens. The state and county had to contribute to the building and agree to maintain it as a regular part of the public school system (p. 398).

Hanchett (1988) describes the Division of Negro Education, which existed within North Carolina’s State Department of Public Instruction, and discusses some of the key persons who worked to assist communities in building Rosenwald schools. These officials, particularly Dr. George E. Davis, had to supervise the building projects, encourage the raising of monies, and on occasion had to withhold monies or withdraw from building projects if Rosenwald standards and local obligations were not met (Hanchett, 1988).

Hanchett (1988) provides a history of the education of African-Americans in the South, and in North Carolina. Hanchett (1988) carefully documents the types of Rosenwald buildings, the general locations of the buildings, and the dates each building was built. He includes drawings and blue prints. In describing Rosenwald schools,
Hanchett states that the buildings “would enable any rural community to build a top-flight facility” (p. 400), that “Rosenwald plans incorporated the most up-to-date designs in American rural school architecture” (p. 401), and that the school buildings were to be used “as a meeting center for the adult community” (Hanchett, 1988, p. 403).

Walker (1996) explains that by 1919 the Yanceyville (Caswell County, North Carolina) school for African Americans located in the former Stephens house was overcrowded with students using boxes for seats. The two teachers working there donated $12 to start a fund for another building. In 1924, the school’s PTA, with the help of local church groups, raised $800 toward the new building. In 1925, the new Rosenwald school was built next door to the former Stephens house. The Rosenwald school was a four room model with a kitchen, the largest Rosenwald school in the county, and cost $4,465. In comparing Local Educational Agency (LEA) provided buildings with Rosenwald buildings, Walker points out that several one room school houses for Negroes were constructed in the county by the school board cost $500-$700 each. The least expensive one room Rosenwald schools cost $1,100 and were considered to be exceptionally well constructed in comparison (Walker, 1996).

In the case of the Brevard Rosenwald School, the original Rosenwald structure was built in 1920-1921. It was a type 3 building (for three teachers) of wooden construction (Hanchett, 1988). Even
though the original Rosenwald building burned down on May 12, 1941, the school staff, students and parents showed their appreciation for Mr. Rosenwald’s help by retaining his name in the school’s name, having a portrait of Julius Rosenwald prominently on display in the school, and by teaching students lessons about Mr. Julius Rosenwald (Reed, 2000). The school emphasized the need for the students, themselves, to be “caring, compassionate citizens” (Reed, 2000, p. 160).

The Walltown School, a Rosenwald school near downtown Durham, North Carolina, was originally constructed as a wooden building for Black students of working class families. Hanchett records that the Walltown School was a Type 5 Rosenwald school (designed for five teachers) and was built “1924-1925” (Hanchett, 1988, p. 432).

Using available sources, Hessling found:

The oral evidence was particularly telling for Walltown’s history because a) little documentary evidence survives from the school; b) Walltown School was of little concern to the white City School Board; and c) the official history of desegregation and Walltown’s closing is very different from what actually happened. There also tends to be the assumption in much of the literature that pre-desegregation black schools could not be as good as their white counterparts in the South because of their manifest inequality. While Walltown School felt these inequities, it was still considered to be a very traditional, very good school
by Walltown residents and by the black community in Durham (Hessling, 1993, p. iii-iv).

Inequities Persist

Walker (1996) researched cost comparisons between the black and white school facilities in segregated Caswell County. She found that:

The cost differential in construction indicates that only one-third the amount per classroom was spent on the Negro school as on the white school...Thus, the Yanceyville [Rosenwald] School, while a model of Negro buildings in the county at the time, was not in physical terms a model of educational equity (Walker, 1996, p. 18).

Hanchett (1988) writes that in spite of the tremendous help from Rosenwald, the gap between the public investment in black education and white education continued to widen:

[Dr. Booker T.] Washington and [Mr. Julius] Rosenwald hoped not only to improve black school facilities but also to promote black-white cooperation in those dark days of Jim Crow and spur southern localities to increase support for black education...While the Rosenwald effort dramatically improved black rural school facilities, the program did not have the far-reaching impact that its originators envisioned. Rosenwald grants and black “volunteerism” at the local level proved no match for the attitudes of southern whites. School boards continued to let
public investment in black education lag ever further behind than in white schools (pp. 387-388).

Specifics given by Hanchett state that in 1914-1915 “North Carolina spent $2.77 per white pupil for every $1.00 per black student. In 1932 the ratio had broadened to $3.11 per white pupil for every $1.00 per black” (Hanchett 1988, p. 423). Rosenwald’s program to alleviate inequities in education was not working as hoped.

Reed’s (2000) research discovered that, during the years the Brevard Rosenwald School existed, resentments developed that extend to the present. Interviewees testified of inadequate finances, poor resources, the perception that “new materials went to the whites, and old things were passed on to the Rosenwald School” (p. 158), and that the black high school students were forced to attend school in another county.

As Hessling (1993) and Reed (2000) found, Walker (1996) documented that the Negro schools received from the local school system resources “that were no longer being used by white children” (Walker, 1996, p. 20). She relates how old desks, secondhand stoves, and “In numerous instances, the old buildings that whites had used were dismantled and moved to Negro locations. ...Negro citizens were expected to move [the old buildings] without cost to the county” (p. 20).
Hanchett (1988) writes about accounts of many individuals who attended various Rosenwald schools in North Carolina. His interviews recorded similar experiences as recounted in Hessling (1993) and Reed (2000). Hanchett (1988) writes “Mecklenburg’s black schools opened during the summer as well in order to have a fall break for harvesting” (p. 420). Hanchett found that “‘in August, you could go half a day, then you went home and picked cotton.’ Black schools closed completely from late August to early October, but white schools did not. But black children keenly noticed the disparities between their schools and white facilities” (p. 420). One person told him of living right behind a white school and wondering what it was like inside. Another former Rosenwald student (now a Charlotte lawyer) was “playing basketball outside the white Steele Creek School, he crept inside to the water fountain, only to be ordered out. ‘But you got to see those shiny floors. They had tile!’” (Hanchett, 1988, p. 420).

In Durham during the 1940’s, a trend was noticed that would continue for some time in the schools: student enrollment was declining among White students and was increasing among Blacks. Hessling (1993) found that as this trend continued the differences between White and Black schools became even more glaring. At a meeting held August 24, 1940 Durham Board of Education minutes record that the Durham Committee on Negro Affairs pointed out the following inequities:
While black students represented 41.4% of total enrollment, black teachers represented only 35.8% of all teachers; (b) Each white school had at least a part-time art instructor, but there was only one art teacher for all of the eight black schools; (c) There were no junior high schools for black students; (d) No black schools had gymnasiuems or playrooms, while all white schools had them; and (e) The growth of the black school-age population combined with the lower percentage of black teachers led to crowded schools and classrooms (Hessling, 1993, p.142-143).

Inequality persisted in spite of the fact that the Rosenwald Fund assisted in the construction of 813 school buildings for African Americans in North Carolina. Walker (1996) states:

At the end of the Rosenwald building program in 1932, the per pupil value of school property was less than one-fifth that of the property of white schools. In North Carolina in 1945-46 the value of school property per pupil enrolled was $217 for white students and $70 for black children. In 1951, even though blacks comprised about 30 percent of North Carolina’s population, they possessed only about 14.2 percent of its school facilities. As late as 1954...discrepancies still remained between black and white education (p. 2).
The disparity of North Carolina school funding between the races set at $217 per white child and $70 per black child substantiated that the education of children was separate but unequal.

Hessling (1993), Reed (2000) and Walker (1996) found that the state and county did not always maintain Rosenwald schools on a regular basis. In these cases the parents made repeated pleas to their school boards for needed repairs or expansions.

**Advocates Fight to Help**

Reed (2000) found that the Brevard Rosenwald School enabled teachers and students to attain something greater than would have been possible otherwise, and to assist them to fight inequities and “inequalities of the black educational experience” (p. 154). Reed found that those at the Brevard Rosenwald School experienced restricted or reduced materials & supplies, and the lack of official recognition for their efforts. Throughout the county, and for decades, the African American community struggled to provide an education for their children, even though for years they were restricted to the elementary level (Reed, 2000).

As with Hessling (1993) and Reed (2000), Walker (1996) found that parents and citizens in the Black community pulled together as “advocates” to improve the educational provisions for Black students by sometimes appearing before the local school board, and sometimes appealing to school supervisors in Raleigh. As Reed (2000) found in
Brevard, (following the construction of the Yanceyville Rosenwald School), Walker documents that education for Black children in Caswell County was provided for many years only through the elementary grades. Black students who wished a high school education had to attend outside their county. In Caswell County, “white children could choose from among three high schools as early as 1924” (Walker, 1996, p. 19). Walker quotes figures from 1909 stating that in Caswell County there were 2,611 [school age] Negro children and 2,331 [school age] White children (Walker, 1996).

Walker (1996) relates the story of how the school’s advocates and principal bypassed the school board and sought guidance from the North Carolina Department of Public Instruction in order to initiate their own high school between 1930 and 1933. She writes that:

By the end of September [1933], the schools ADA [Average Daily Attendance of students] was sufficient for a delegation of parents to approach the superintendent. Headed by [Principal] Dilliard, the group went to the superintendent’s office…and reported that “86 high school pupils had been registered at the Yanceyville colored school.” They requested additional high school teachers be added and that adequate space be provided for offering high school instruction. The records indicate that the superintendent took the statement before the school board, and within two days the board asked the state School Commission to allow the
Yanceyville School to hire high school teachers of sufficient number to add a high school. The advocates’ trips to Raleigh had been successful. The law was on their side. This time the school board acted on their request rather than delaying or rejecting it (Walker, 1996, p. 33).

Walker states that by the end of the 1934-1935 school year, the state awarded state accreditation to the high school of Yanceyville School. Walker writes that its name was changed to Caswell County Training School due to an effort to sell industrial education to the Negro population, and that “the rural schools doing secondary work were called training schools partly because the local school boards ‘did not wish to call them high schools’” (Walker, 1996, p. 33). Walker documents that the school did offer vocational training in agriculture, but added (on their own) academic curriculum including biology, physics, plane geometry, French, and two years of Latin (Walker, 1996).

“By 1937-38, the high school attendance had grown to 367, with an average attendance of 340. The graduating class had thirty-two students, and nine of these entered a college or university” (Walker, 1996, p. 39).

The year 1937 presented an overcrowded, twelve year old and much used Rosenwald school that was in need of repair. Parents began planning for a building designated for the high school alone, but to be
located nearby the existing Rosenwald school (Walker, 1996). Following years of debate and delays, the students and staff finally moved into the three story brick school building on March 5, 1951 (Walker, 1996).

**School Pride and High Standards**

Reed (2000) found that in spite of the inequities, the Brevard Rosenwald School’s leaders and staff were a positive influence upon the children to feel encouraged, challenged and supported in the acquisition of skills in basic academics and the arts. While attending the school, students formed alliances and “created lifelong friendships. Socialization also led to a lifetime of business, work, and civic partnerships... The Brevard Rosenwald School was a place of learning and of celebrating one’s identity” (Reed, 2000, p. 157). The school emphasized the need for the students, themselves, to be “caring, compassionate citizens” (Reed, 2000, p. 160).

Vanessa Siddle Walker wrote that the Caswell County Training School in Yanceyville, North Carolina had a Rosenwald school building which was constructed in 1924-1925. As in the findings of Hessling (1993) and Reed (2000), Walker writes that the adults and students were proud of the educational effort produced in their school. Walker states that her findings were in agreement with the writings of Thomas Sowell, as she states:
To remember segregated schools largely by recalling only their poor resources presents a historically incomplete picture. Although black schools were indeed commonly lacking in facilities and funding, some evidence suggests that the environment of the segregated school had affective traits, institutional policies, and community support that helped black children learn in spite of the neglect their schools received from white school boards. Most notably, in one of the earliest accounts by Thomas Sowell, the schools are remembered as having atmospheres where “support, encouragement, and rigid standards” (Sowell, 1974, p. 31) combined to enhance students’ self-worth and increase their aspirations to achieve. In Sowell’s description of six “excellent” black schools, students recount teachers and principals who “would not let [them] go wrong” (Sowell, 1974, p. 47); they describe teachers who were well-trained, dedicated, and demanding and who took a “personal interest in them,” (Sowell, 1974, p. 51) even if it meant devoting their own money, or time outside of the school day (Walker, 1996, p. 3).

Walker (1996) further states that “The point is ... to understand more fully a historical moment in the cycle of black education” (p. 11).

The Walltown School (Durham, NC) built in 1924-25 to accommodate five teachers, is described by Hessling (1993) as having the following features:
leadership and faculty remained at the school for many years (p. 137);

- teachers were demanding and were admired by students and parents (p. 138);

- parents participated in school activities, PTA, and supported learning and discipline (pp. 137 & 141);

- the school maintained daily routines, including the Pledge of Allegiance, singing, reading the scriptures, prayer, hygiene examinations, and more (p. 139);

- Hillside High School teachers knew the Walltown students were well prepared, especially in math (p. 141);

- Walltown School provided a very traditional elementary education, despite the lack of up-to-date teaching materials (p. 141);

- the school did not have the resources that the white schools did, lacking equipment (p. 137);

- Walltown School struggled with large classes – utilized double sessions per day in the 1930’s and 1940’s (p. 138);

Hessling wrote that the Walltown School was not a local school board concern (Hessling, 1993).

These characteristics were also typical of the Rosenwald schools in Brevard and in Louisburg. They revealed that the combined efforts of the campus level school leadership, the staff, parents, and the nearby
community worked in concert to develop a school culture of pride and high standards, which produced successful educational experiences for African American children.

**The End of Segregation**

May 17, 1954 was the day the United States Supreme Court declared that the “separate, but equal” U.S. Supreme Court decision of *Plessy v. Ferguson* (November 3, 1896) was unconstitutional under the guarantees of the Fourteenth Amendment. In this case, known as *Brown v. Board of Education* (1954), Mr. Chief Justice Warren, in delivering the opinion of the U.S. Supreme Court stated:

> We come to the question presented: Does segregation of children in public schools solely on the basis of race, even though the physical facilities and other “tangible” factors may be equal, deprive the children of the minority group of equal educational opportunities? We believe that it does. (*Brown v. Board of Education*, 1954, p. 4)

One year later attorney J.H. Wheeler appeared before the Durham Board of Education as representing the Durham chapter of the NAACP advocating the desegregation of Durham’s schools. Hessling (1993) writes that “The desegregation process in Durham city schools was played out like a chess game. Strategy was met with counter-strategy;...the black community could do little to change the relationships of power that had existed for so long” (pp. 197-198).
Inequities continued through the 1950’s as the Black community considered the Walltown School to be an unequal facility because “it was still crowded... [and] heated by pot-bellied stoves. The School Board had known for years of Walltown’s problems but had failed to spend the money to do anything about them” (Hessling, 1993, p. 146).

In 1956 Walltown School was finally renovated, “a new wing was added for classrooms, a library, and at long last, a cafeteria” (Hessling, 1993, p. 200). Also, the school’s exterior was bricked. The struggle continued in Durham over the issues of the desegregation of Durham City Schools, and equitable provisions for Walltown School. Hessling lists from 1963 court documents several issues of disagreement including:

(a) assigning pupils to schools on the basis of race;
(b) a specified time to apply for transfer to the school nearest the home;
(c) Negro pupils are required to bear the burden of overcrowding to a disproportionate degree;
(d) segregated faculty assignment policies;
(e) gerrymandering to keep blacks in all black schools;
(f) no planning for new schools and additions without regard to race;
(g) temporary emergencies, such as overcrowding, were handled on a racial basis;
required forms for seeking transfer were not freely and readily available to parents (Hessling, 1993, p. 210).

Hessling found that inequities continued in the years following the *Brown v. Board of Education* (1954) decision. Hessling writes, including a quote by interviewee “DP”:

> By the early 1970s Walltown was a truly desegregated school. However, it was still considered to be a “black school,” and as such faced systematic shortages of materials. “[The teachers] didn’t have anything to work with...I remember when the books would come in and there would be maybe two or three brand new textbooks out of the whole bunch” (DP). ...Still, when a teacher needed something, the Walltown community responded (Hessling 1993, pp. 152-153).

During the desegregation process, the Board of Education closed the Walltown School in 1975.

In reporting how resentments in Brevard extend to the present, Reed (2000) writes:

> The white community failed to honor the history of the school in simple ways, such as the inclusion of a picture of the Brevard Rosenwald School in the gallery of early schools on display at the education center. To rename the building [used by the school system, but no longer as a school] for a white man who opposed
desegregation may also be interpreted as indifference, but that occurred fifteen years after total integration (p. 159).

Walker (1996) describes the end of segregation and the continued growth of the school in Caswell County as follows:

When the school doors at CCTS opened in August 1968, they were opening for its last year of operation as a segregated school. By now, its name had been changed to Caswell County High School (CCHS). Students had lobbied for the new name in the early 1960s because they didn’t like the perception of the term “training school.” The elementary department was gone too, having moved out the previous year into a new building on the other side of town (p. 171).

Thus far, we have seen that resistance to desegregation continued for years following the Brown v. Board of Education (1954) decision. Over the years citizens have had to persistently work to defeat inequities. In the public school sector, students are no more to be separated, or their resources prioritized, by race. This is the law throughout the United States of America.

Why This Dissertation?

We have seen that histories of three individual Rosenwald schools, that existed for African American children in North Carolina, have been documented. Two of the histories were in the form of dissertations. What are reasons that justify the study of another
Rosenwald school? I believe my dissertation is necessary for the following reasons:

- There have been 5,357 Rosenwald buildings (schools, shops and teacherages) used in the Southern United States, with 813 of those schools built in North Carolina (Hanchett, 1988). As I have found only two dissertations describing their use in two specific locales, this shows that such studies are scarce. My dissertation increases the availability of such studies.

- As we have seen, state and local organizations are calling for documentation of individual Rosenwald schools. The schools are seen as an educational and social phenomenon in the history of African Americans.

- The Franklin County Training School served a rural, agricultural county located in the eastern part of the state. The culture, crops, resources available to the people, and what people did would be different than in the city (Durham) or the state’s western mountains.

My hope is that this dissertation will add to the scarce literature describing Rosenwald schools.

**Summary**

In Chapter 2, I reviewed literature regarding the education of Americans of African ancestry in the southern United States in general, and more specifically in North Carolina. I have reviewed literature
regarding the educational need that existed at the turn of the twentieth century, the philanthropic movement in the United States and the place of the Rosenwald Fund in that movement, who Julius Rosenwald was as a philanthropist, what life was like with the Rosenwald schools, the inequities that persisted toward African American children, the advocates that fought to improve the schools for these Americans, the pride and high standards that these schools held, and how these schools fared following the end of segregation. I have also written why I believe my research is a needed addition to the existing literature.

In Chapter Three, entitled Methodology, I discuss particulars involved in the research of this dissertation.
**Chapter Three**

**Methodology**

My historical case study of the Rosenwald school that was in Louisburg, North Carolina, seeks to tell the story of the school, its students, staff, and the school’s effect upon them.

**Sampling Procedure**

A good informant needs to have the knowledge and experience that I am looking for regarding the Louisburg Rosenwald school. He or she must be able and willing to tell me about their personal experiences in this school, what the school was like and what went on around them. When choosing good informants, I sought out persons who worked (administrators, faculty, or staff) or studied in the Rosenwald school in Louisburg. I also looked for persons who were familiar with the school though they did not work or go to school there (such as central office personnel). Initially, I interviewed persons who I knew studied in the original building. As these recommended other former students and staff, the number of interviewees increased. This became a “snowball” (Bogdan and Biklen, 1982) or “network” (Goetz and LeCompte, 1984) sampling procedure. I also searched for names of personnel assigned to the school in the records, archives and School Board Minutes of Franklin County Schools. Colleagues and area residents directed me to persons who worked or attended classes on the campus. I also looked for interviewees who could report about the decades during which the Rosenwald school existed.
After reading to attain general information about Rosenwald schools and the impact the building could have had upon local citizens, I formulated interview questions based on my research questions. Interviews were about one hour in duration, I took notes and used audio tape as the interviewee allowed. The interviews were structured loosely enough to allow the informants to add information which they determined to be significant. I wanted the interviewees to tell me what they perceived to be the effect the school had upon them.

The interviewees contributed the element of oral history to this study. As this school served grades one through twelve until about 1970, faculty and students who were there during the early years of the school were scarce. The following is a list of interviewees who had direct experience with the Franklin County Training School / Riverside Union School / Riverside High School.

<table>
<thead>
<tr>
<th>Name</th>
<th>Student Years</th>
<th>Grades</th>
<th>Teacher Yrs</th>
<th>Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harold Green</td>
<td>1935-1943</td>
<td>5-12</td>
<td>1950-68</td>
<td>1970-89 Principal</td>
</tr>
<tr>
<td>Fannie Perry</td>
<td>1953-1965</td>
<td>1-12</td>
<td></td>
<td>1994-98 Assistant</td>
</tr>
<tr>
<td>Cora Hawkins</td>
<td>1954-1966</td>
<td>3-12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>James A. Harris</td>
<td>1955-1967</td>
<td>1-12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Novella A. Brown</td>
<td>1958-1967</td>
<td>3-12</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Role as the Researcher**

In defining history, Jacques Barzun (1950) states:
History is not all strangeness nor all familiarity. It is as novel and as commonplace as life – which it recaptures – but with its pattern clearer and simpler by reason of our need for intelligibility. To learn that historical events can never be dealt with in bunches, that the things we denote by identical names will not stack like coins of a single denomination, yet to recognize that the events of a given period or purport possess a family likeness – this is to be by way of developing a special sort of intelligence, properly called the historical reason. It is a skill akin to that of the practiced mariner who does not forecast the weather merely from a red sunset or a mackerel sky but from all manner of signs combined in one intuitive operation (p. 50-51).

Gall, Borg & Gall (1996) defined historical research as “a process of systematically searching for data to answer questions about a past phenomenon for the purpose of gaining a better understanding of present institutions, practices, trends, and issues in education” (p. 644). My role as researcher was to systematically search for data to answer questions regarding the Rosenwald school in Louisburg of Franklin County, North Carolina. I carefully analyzed data from multiple sources in order to discover what the school was like, and what its relationship was to the community, and its impact upon the community.

Gall, Borg & Gall (1996) state that “historical reports are not literal accounts of the past, but rather what the historian Joan Burstyn
calls ‘constructed reality’” (p. 644). I realize that my research necessarily relies on interpretive comments of past reporters as they documented the planning, construction and use of the Louisburg Rosenwald School. Documents that were preserved depended on the preferences and biases of those who chose to preserve them. Persons whom I interviewed have biases also. I attempted to record the school’s history based on available documents, the views of those who recorded the data, as well as the views of the interviewees. Barzun (1950) put it this way: “from the moment a so-called event is past, our knowledge of it depends upon some go-between, some form of hearsay” (p. 31). My role as the researcher was to use all the data to answer the research questions and “tell the story.”

**Strengths and Subjectivities**

Although my coursework in preparation for this dissertation addressed research and historical studies in the field of education, I consider myself a novice in the art of historical composition. Barzun (1950) states that “Most professional historians have the advantage of making their first essay in the utter obscurity of the Ph.D. thesis” (p. 48). I do not know if I will develop into a professional historian, but I do consider this to be my first historical essay.

I grew up in New Jersey near the shore, about forty-two miles south of New York City. While I lived there, the area gradually changed from being somewhat rural to more of a booming suburb with
opportunities for employment in high technology. Homes and businesses were constructed as people chose the Middletown area in which to live. Many people became commuters who lived there and traveled to jobs in northern New Jersey and New York City. The area was changing from an economy of farms, estates, small businesses, industrial fishing, sport fishing, and shore resorts, to facilities where people worked in professional and high tech jobs. A Nike (ground to air) missile defense base (for protection of the New York metropolitan area) was constructed and staffed. Nearby Fort Monmouth was a center for the United States Army Signal Corps Electronics Communications (E-Com) and Satellite Communication (Sat-Com). Bell Laboratories built a state of the art research facility in nearby Holmdel. I recall touring the facility on its opening day.

My experience in the public school system in New Jersey was different from what I read about in preparation for this dissertation. I experienced prejudices of many kinds involving religion, ethnic background, economic ability, physical differences, accents, to name a few. However, I did not have the experience of being assigned to a school because I was of a particular race. During my years in public school from the 1950s through the 1960’s, everyone in the township attended the school that served the township, no matter what their race was. Although I heard about segregation through news media, I had no
first hand experience with it. Reading for this dissertation taught me a lot about the history of segregation in public schools.

Throughout my years as a student in public school (K-12) I witnessed much construction that was necessary to meet the facility needs of our local school system. In high school, I studied mechanical drawing for three years. Decades later, in graduate school, my central office administrative internship was with Michael Mulhern, the Assistant Superintendent for School Facilities of Durham Public Schools. There, I was afforded the opportunity to learn more about meeting educational needs through school facilities. I have had considerable interest in the building of communities and their schools.

My experience as an educator working with students on all grade levels from kindergarten through college might be considered an asset for knowing what to look for in educational settings in order to interpret information that I find. I have performed educational concerts for school children all across North Carolina. In the public schools, I have been a teacher of music, a teacher of students who are academically gifted, and an assistant principal on the middle school level. I have taught students representing the spectrum of economic means, parental support, and of various races and creeds.

In summary, I believe that my interest and experience is an asset in this historical research of the Rosenwald school of Louisburg and its impact upon the people of that rural community.
Ethics

Bogdan and Biklen (1992) state:

Two issues dominate recent guidelines of ethics in research with human subjects: informed consent and the protection of subjects from harm. These guidelines attempt to insure that: 1. Subjects enter research projects voluntarily, understanding the nature of the study and the dangers and obligations that are involved. 2. Subjects are not exposed to risks that are greater than the gains they might derive (pp. 49 & 53).

The research required for this dissertation involved the examination of documents (most of which are public), and the interviewing of participants. I used an informed consent form as recommended by the North Carolina State University Institutional Review Board for the use of Human Subjects in Research. Additionally, its guidelines for preparation of a proper informed consent form have been conformed to, and the resultant form was submitted for the Board’s approval. As required, the consent form gave the interviewee information about my study, and stated the amount of time the interview might take. There were no foreseeable risks to the interviewee (minimal risks). Some benefits to the interviewees may have been derived from their knowing they had a part in documenting the history of their Rosenwald school, and that this documentation was to add to the body of knowledge of Rosenwald schools and education in
rural North Carolina and the southeastern United States. The information they provided added to existing research. I believe that for some interviewees, the interview experience helped them to remember and focus upon the history. It can be encouraging to some to be interviewed by one who wants to tell their story.

Confidentiality was assured by the secure storing and later destruction of interview tapes and data as directed by interviewees on the Consent form. Interviewees gave written permission prior to being tape recorded. If interviewees wished, they could have been assigned pseudonyms. Louis M. Smith (1990) expressed concern about the use of pseudonyms in historical research follow-up. He wrote “it is impossible for others to check one’s work if no one knows exactly who is who, and when and where the events took place” (p. 262). To respond to this, I had a written permission sign-off on the informed consent form to indicate the interviewee’s granting or withholding of permission for me to use his or her name in the dissertation or to be listed as an interviewee. All interviewees gave permission for their names to be used in this study.

There was no compensation for being interviewed. There was no penalty for withdrawal from this historical research. Should an interviewee feel that he or she was not treated well, information to contact the chair of my dissertation committee as well as the Institutional Review Board for the Use of Human Subjects in Research
Office of North Carolina State University was included on the Informed Consent Form. A statement about their freedom to participate, to not participate, or to withdraw at any time without penalty was included on the form. The interviewee received a copy of the Informed Consent Form. A copy of the Informed Consent Form was submitted to the Institutional Review Board for the Use of Human Subjects in Research Office at North Carolina State University (see Appendix B).

As this dissertation is historical research, there were no interventions involved, only interactions with interviewees. I did not seek any private information that would identify an interviewee. An interviewee who wished to include private information identifying himself signed prior approval of my use of such information. I anticipated no (or “minimal”) risks to the interviewees. All of these factors were stated on the Informed Consent Form.

Ethics properly observed not only safeguarded the rights of the interviewees, and helped to assure an open and trustworthy relationship between the researcher and the interviewee, but assisted to insure that what information was collected would be honest and to the best of their recollection and truest interpretation.

**Data Collection**

**Historical Documents**

Both published and non-published documents were examined in this study. Data were searched for in the following sources:
Reviews (1917-1949) of the Rosenwald Fund by E. Embree

*The Franklin Times*

Franklin County Public Library

Franklin County Schools Records at Central Office:
- Lists of faculty & staff at the school over the years.
- Yearbooks from the school
- School Board Minutes

Local Schools in Franklin County – Stored documents, papers, yearbooks from the Rosenwald school. These existing schools serve the same area and grades as did the Rosenwald school.

Archives (North Carolina, North Carolina Department of Public Instruction, local). For photos and other documents.

**Private Sources**

Through interviews and investigations I searched for materials such as school documents, articles, yearbooks, photographs, privately written histories, memorabilia, and other collected records about the school.

**Associations**

I have found that there are alumni associations of former schools functioning in the district. Through them I found materials and testimonies to contribute to this study.
Personal Interviews

I conducted interviews of persons who were former students, former employees, other educators somehow related to the school, and local historians. The informants were selected through snowball or network technique. I knew people who were connected to the school, who made known to me additional parties who could assist as interviewees, or who knew how to find interviewees. Educators told me that alumni have formed associations to preserve the school’s past and to continue building the community’s educational future. I contacted persons in these organizations. Another educator told me of a retired principal of the school system who has saved historical artifacts and documents; I contacted him also. I looked for interviewees who could tell the story of the school providing coverage across its years of existence.

The above methods are used in historical qualitative research. They are appropriate for my study because the school no longer exists; therefore the only forms of information are records, documents, photographs, and personal interviews of people who experienced this Rosenwald school.

During initial investigations, I found that educators who have grown up and worked in the Louisburg area appeared to be very interested that an historical study would be done on the Louisburg Rosenwald School. Members of the community with whom I have
spoken indicated that they wanted to see this dissertation completed in order to preserve a part of their local history. This is in keeping with Jacques Barzun when he states that an historic document is “valuable as a stimulus to the emotions of unity and pride” (Barzun & Graff, 1985, p. 10). I believe that a carefully researched historical study of the Rosenwald school in Louisburg provided such a stimulus.

**Validity**

In attempting to compile a valid dissertation / historical case study of this Rosenwald school in the town of Louisburg in Franklin County, North Carolina, I searched for data from multiple sources: school records, periodical articles, formal interviews, materials (pictures, programs) collected by various persons, yearbooks, records published by the Rosenwald Fund, and research done by others writing about Rosenwald schools. These multiple sources will provide a means of “triangulation” in order to support findings in the data. LeCompte and Preissle (1993) state that:

> data collected in one way can be used to cross-check the accuracy of data gathered in another way. ...an ethnographer pinpoints the accuracy of conclusions drawn by triangulating with several sources of data. Triangulation prevents the investigator from accepting too readily the validity of initial impressions; it enhances the scope, density, and clarity of constructs developed during the course of the investigation... It also assists in
correcting biases that occur when the ethnographer is the only observer of the phenomenon under investigation (p. 49).

Michael Q. Patton (2000) wrote that triangulation for verification alone would be problematic when triangulation produces inconsistencies. However, he views inconsistencies as enrichment because they generate different understandings of the picture. Patton (2000) states that, “Consistency of findings across methods must be interpreted just as inconsistency of findings across methods must be interpreted. Neither consistency nor inconsistency of findings across methods is inherently good or bad. Either result is just more fodder for interpretation” (p. 1). As I have been dealing with many sources, I utilized Patton’s concept.

I also checked validity by presenting my findings to knowledgeable others (such as dissertation committee members, other doctoral students, scholars) who are familiar with the research (Denzin & Lincoln, 2000). Several have reviewed my findings and have expressed their concurrence.

Harry F. Wolcott (1990) stated that “validity does not serve well as a criterion or goal for qualitative research” (p. 144), and “validity neither guides nor informs my work. What I seek is not unrelated to validity, but ‘validity’ does not capture its essence and is not the right term. I am hard pressed to identify the expression that is” (p. 136). Later, in the same work, Wolcott (1990) states that validity is his “need
to get things as ‘right’ as possible” (p. 144), and that is “a quality that points more to identifying critical elements and wringing plausible interpretations from them” (p. 146). Wolcott (1990) attempts to name that quality as understanding and defines it as “to be able to interpret and explain” (p. 146-147).

Denzin & Lincoln (2000) seek to describe validity in the question “Are these findings sufficiently authentic?” (p. 178), This question leads to Wolcott’s (1990) question “how valid is ‘valid enough’?” (p. 149). Denzin & Lincoln (2000) put their finger on the validity issue in qualitative research when they say “it is virtually impossible to disentangle the descriptive from the interpretive” (p. 882).

Wolcott (1990) is helpful by providing nine points to assist in the qualitative researcher’s “implicit challenge of validity”):

1. Talk little, listen a lot – don’t be your own best informant.
2. Record accurately – make notes during recorded interviews.
4. Let readers “see” for themselves - include lots of primary data;
   (p. 127)
Wolcott says to forget triangulation – “We are better off reminding readers that our data sources are limited, and that our informants have not necessarily gotten things right either, than implying that we would
never dream of reporting an unchecked fact or unverified claim” (p. 130). Wolcott goes on to say:

5. Report fully – “I am not disconcerted by data that do not fit the developing account or my interpretation of it” (p. 130), and “I also include comments and observations that I do not understand...to provoke possible interpretations every bit as plausible as my own” (p. 131).

6. Be candid – reveal relevant personal reactions – Wolcott says “Qualitative research has brought researchers self-consciously back into the research setting. That has been healthy for all, including those quantitative types who wanted everyone to believe that they were not part of their own investigations” (p. 131).

7. Seek feedback – from informed readers.

8. Try to achieve balance – work in balance, fairness, completeness, and sensitivity.


In that my research is historical and applies to a particular Rosenwald school in North Carolina, I utilized Wolcott’s nine points throughout my fieldwork and the writing of my dissertation. This was intended to promote accuracy, fairness and understanding, which the above authors have construed as the qualitative researcher’s answer to validity.
Data Analysis

Because my dissertation is an historical case study based upon a single Rosenwald school, I concentrated on information about the life of this particular school over the span of time in which it existed. I attempted to discover how it came into being, what various years were like, what changes occurred over time, and how its existence came to a close.

I began by reading literature about Rosenwald Schools and rural education in the southeastern United States, the Rosenwald Fund, books and articles about Rosenwald schools and education of Black children in the South. I searched websites, archives and libraries.

My research questions, as stated in Chapter One, served as bases to branch out and formulate my interview questions. I sought to cast a wide net in order to capture many different types of information about this school. Information gathered was reread and categorized into concepts that occurred frequently, as well as rarely. Coding of emerging concepts enabled me to aggregate the information into groups forming research themes. Jacques Barzun (1950) states that the historian “must have a criterion of choice, which implies a rationale of analysis and synthesis” (p. 48). The data analysis process helped me to track the concepts that arose during my fieldwork. This analysis enabled me to focus subsequent interview questions, and my search for documents and records. The analysis process narrowed my research to
address emerging categories, as well as deepening my search in areas that lacked corroboration. As my investigation proceeded, significant areas became more pronounced, and other concepts not previously considered were brought into the study. The scope of my search continued until the analysis of data revealed a reasonably accurate historical account of this school.

Regarding data analysis in qualitative research, LeCompte & Preissle (1993) wrote “Some researchers are satisfied if they have broadly outlined the general patterns of belief, behavior, and relationships within a culture” (p. 263). Bogdan & Biklen (1992) recommend that initial research questions be broad in case studies. My intention was to begin broadly and generally, and to use analysis of data as an ongoing guide to the research until it appeared that I reached information saturation.

Summary

In Chapter Three, I have addressed the Methodology I used for this dissertation including my sampling procedure, my role as the researcher, my strengths and subjectivities, ethics, manner of data collection, validity checks, and analysis of data.

In the following chapter I will present the data collected from the various sources. These data are assembled to tell the story of the impact that the Rosenwald school had in Louisburg, Franklin County, North Carolina.
CHAPTER 4
PRESENTATION AND ANALYSIS OF DATA

Introduction

The purpose of this chapter is to present the data I found regarding the educational provisions allotted the African American citizens of Louisburg, North Carolina, provisions that were shared with African American children across Franklin County. These data reveal how the Rosenwald School impacted the education and lives of local African American citizens. These data are derived from personal interviews; personal and public collections; documents found in the archives of the State of North Carolina, the North Carolina Department of Public Instruction, The Franklin Times, the Franklin County Library, various sources in Franklin County Schools, the Franklin County Board of Education Minutes, and Minutes of the Board of Graded School Trustees of Louisburg.

It is important to note that certain events in the life of this school were recorded by the Franklin County Board of Education Minutes, while other events were recorded in the Minutes of the Board of Graded School Trustees of Louisburg. These two school Boards coexisted for decades. However, some events recorded elsewhere may not be found in the minutes of either Boards. I found that events are recorded sometimes in the Minutes of the Board of Graded School Trustees of Louisburg, and other times in the Franklin County Board Minutes. Franklin County Board of Education Minutes of July 4, 1932 indicate
that on that date they “assumed jurisdiction and control of the Louisburg School, the same becoming a part of the county system” (Franklin County School Board Minutes, July 4, 1932, p. 240).

Regarding the local newspaper, *The Franklin Times*, information was found in the excellent collection of past issues which exist on microfilm in the Franklin County Library located in Louisburg. It was the experience of this researcher that during the years of segregation, references to the Franklin County Training School or Riverside High School appeared in the newspaper far more rarely than did references to White schools such as Mills High School, Edward Best High School or Bunn High School. These schools were for decades afforded a weekly column to report their news, while I recall seeing no such column regarding the Franklin County Training School. Librarians and others questioned did not know of an alternative newspaper used by the county’s African American community, which might have carried Franklin County Training School (FCTS) information.

In this chapter, I present the educational provisions that existed for the African American children prior to the existence of the Rosenwald school building located in the southern portion of Louisburg. I also document events that occurred in order to bring that facility to the area, how the building was utilized, and its immediate and lasting impact upon the African-American school children and community.
Educational Provisions for African Americans in Louisburg

Prior to the Rosenwald School

Early Provisions: Private and Public

In 2002, Gwen Starr authored and published her collection of poems reflecting a history of Franklin County. These poems were compiled from oral accounts of what local life was like in the early twentieth century for African Americans living in Franklin County. In the following poem an older citizen describes their experience in a local school.

“School Daze”

One teacher was all we had
classroom bursted of thirty
worn books
blackboard
dusty, peeled, dirty.
Black potbelly stove
puffed out faint heat

puff puff puff

puffing
before we took our seats.
Long wooden desks
bolted to creaking floors
splintered benches for our seats
lined up to back door.
Hollow stomachs shouted hunger
no bacon for breakfast feast
prayed and prayed cramping pains
would soon take flight and cease.
Small children sat up front
tall ones in the back
caught not paying attention
you got an ugly whack.
Rain water seeping through rust tin roof
dripped upon our heads
pencils chewed way down
some were missing lead.
Several grades held in one room
older children taught
leaving no one behind
failure is what we fought (Starr, 2002, p. 4).

From the beginning of the twentieth century to the middle of it,
education for African Americans in Franklin County and in particularLouisburg, was by a patchwork of private schools provided by churches
and public facilities. The Franklin County School Board Minutes of
July 2, 1900 records the report of the County public schools for the
past school year. Although a few of the numbers may be difficult to reconcile, the following quote summarizes their annual report.

<table>
<thead>
<tr>
<th>Description</th>
<th>White</th>
<th>Colored</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of White Children</td>
<td>4066</td>
<td></td>
</tr>
<tr>
<td>Number of Colored Children</td>
<td>4351</td>
<td></td>
</tr>
<tr>
<td>Number enrolled in Schools:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>2178</td>
<td></td>
</tr>
<tr>
<td>Colored</td>
<td>2343</td>
<td></td>
</tr>
<tr>
<td>Number of Schools for:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Whites</td>
<td>52</td>
<td></td>
</tr>
<tr>
<td>Colored</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>Number of Schools Taught:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Whites</td>
<td>47</td>
<td></td>
</tr>
<tr>
<td>Colored</td>
<td>42</td>
<td></td>
</tr>
<tr>
<td>Value of School Property:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>$2375</td>
<td></td>
</tr>
<tr>
<td>Colored</td>
<td>$2225</td>
<td></td>
</tr>
<tr>
<td>Average Length of School Term:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>17 1/5 weeks</td>
<td></td>
</tr>
<tr>
<td>Colored</td>
<td>15 3/5 weeks</td>
<td></td>
</tr>
<tr>
<td>Average Salary of Teachers:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>$22.34 [month]</td>
<td></td>
</tr>
<tr>
<td>Colored</td>
<td>$20.81 [month]</td>
<td></td>
</tr>
<tr>
<td>Public School Houses:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No. Log Frame # built during yr.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>40</td>
<td>8</td>
</tr>
<tr>
<td>Colored</td>
<td>39</td>
<td>11</td>
</tr>
</tbody>
</table>

(Franklin County School Board Minutes, July 2, 1900, p. 210).
Until the 1930’s, for African American children, these public provisions supplied only the early years of schooling. In order to attend a public high school African American children had to commute out of their district, board at a school, or relocate.

**Out of Town, Out of County**

One private school was in the town of Franklinton called the Albion Academy. This academy was founded in 1866 by the Presbyterian Church U.S.A. Board of Missions for Freedmen as a Co-educational school for African-American students (American Presbyterian/Reformed, 2005). Its existing building is located at 124 College Street in Franklinton, and is also known as the Dr. J. A. Savage House (National Register, 2005). Its administrator for several years was Moses Hopkins. The facility was started as a normal school. Subsequently, high school and the first two years of college were added. Later in the first half of the twentieth century, the Albion Academy was serving grades four, five and six (T. Smith, personal communication, November 5, 2004).

Another school supplying education beyond the elementary level for African American children who lived in Louisburg was the Berry O’Kelly Training School. Its location is 514 Method Road in the western part of Raleigh. This school for African Americans was founded by Berry O’Kelly, who was an African American merchant, civic leader and philanthropist living in Wake County (Soul of
America, 2004). The Berry O’Kelly Training School was begun in 1910 and functioned until 1966 (Greater Raleigh Convention & Visitors Bureau, 2004). It educated African American students living in Wake County as well as those from other areas of North Carolina. Students who were from a distance too great to commute and wanted a high school education had to live at the school. The following newspaper article announces the high school graduation of four Louisburg female students from the Berry O’Kelly Training School in 1929.

FOUR COLORED GIRLS FINISH HIGH SCHOOL

Susie Hill, Mary Hill, Louise Pollard and Alpharetta Pollard finished the Berry O’Kelly Training School on Thursday, May 16, 1929. All four of them made fine records. Along with their book knowledge they also finished the course in cooking and sewing. They have also been trained in general housekeeping. These girls were first trained under Principal George C. Pollard. They deserve much credit for the fine record they have made. - Colored Citizen (“Four Colored,” 1929).

The fact that students had to leave Louisburg in order to attain a high school education was also addressed in interviews. Until the Rosenwald building was finished in 1929, there was no public high school for African Americans in Louisburg or much of Franklin County (H. Green, personal communication, June 16, 2004).
The Episcopal School

An early reference of twentieth century education for African American children in Louisburg is The Episcopal School. This school was organized in 1894 by The Honorable John H. Williamson and Mr. Ephraim Dent. The Episcopal School operated into the 1930s and provided elementary (grades 1-6), and later, primary level (grades 1-3) education for local African American children. It was located on what is now Harris Street, near Bickett Boulevard. Harold Green states that “It was a parochial school under the Episcopal Church. It was tied in with this Episcopal Church here, right on South Main Street, now, the same authorities” (H. Green, personal communication, June 16, 2004). The building was of two stories, wood frame with vertical siding and a wood shingled roof. The upstairs windows were of the dormer type. A surviving photograph of the school shows approximately one hundred staff and students posing in front of the building (see Figure 1, Appendix A).

George C. Pollard had served as Episcopal minister, principal of the Louisburg Colored Graded School, and later was the first principal of the Franklin County Training School. Mr. Pollard, while principal of the Louisburg Colored Graded School, wrote in 1928 that “The Episcopal Mission School had rendered good faithful service to this community for forty years” (Pollard, 1928, August 24). Harold Green said he attended his first two years of formal schooling at The
Episcopal School in Louisburg. “I started school at the Episcopal School which was the only thing there for the first two years” (H. Green, personal communication, June 16, 2004). That would have been during the years 1930-1932.

The Louisburg Colored Graded School

The next educational facility in Louisburg for African American children was the Louisburg Colored Graded School. On Friday, October 6, 1905 a meeting of the Board of Graded School Trustees of Louisburg was held at the office of William Ruffin, School Board Member. The Board Minutes record that the Board had appointed a Committee to select and purchase a site for the school building for African American school children. In this meeting, “The committee reported that four acres could be purchased on the top of the hill lying between the Newport Road and Tar River near to the corporate limits of Louisburg for the sum of five hundred dollars” (Minutes of the Board, October 6, 1905, p. 35). The Louisburg Graded School Board authorized the purchase of the property.

In the Board Minutes of April 11, 1906, it was “Resolved that the Building Committee advertise in local paper for sealed bids in colored school building and submit same to the Board in May 2nd, 1906 at 4 o’clock p.m. (Minutes of the Board, April 11, 1906, p. 37). So, during 1905-1906, approximately four acres were allocated for the Louisburg Colored Graded School. This school was finally located at what is now
the end of Mineral Springs Road west of South Main Street in Louisburg. The principal was Mr. Ephraim Dent and there were three teachers. Later, George C. Pollard became principal after Mr. Dent. (Green H., personal communication, June 16, 2004).

In a Louisburg Graded School Board Minutes of May 2, 1906, Principal Ephraim Dent’s salary was discussed.

On motion it was Resolved that the application of E.N. Dent, Principal of Colored School, for an addition of $10 per month of salary for the present session be declined and that The Board would willingly supplement his salary as fixed at $40 per month, but owing to lack of means are unable to do so. Resolved further that said E. N. Dent be so advised and also advised that for the ensuing session his salary shall be $50 per month (Minutes of the Board, May 2, 1906, p. 39).

An old photograph of the Louisburg Colored Graded School shows the building was a two storied, wood frame building with horizontal wood siding. Posing in front of the building are approximately one hundred and five students and staff (see Figure 2, Appendix A).

The Louisburg Colored Graded School was built in Louisburg in 1905, and was still being used decades later. Harold Green, a student there from 1932 through 1935 for grades 2 through 4, recalls the lack of indoor plumbing and bathrooms. “For your information, at that Colored
Graded School there were outdoor toilet facilities, and in many instances you went down to the branch to drink water cause there were no water facilities there either, unless occasionally you went up the hill to get a bucket of water from someone's home” (H. Green, personal communication, June 16, 2004).

**Administrative Oversight**

During the early and mid parts of the twentieth century, the school systems within Franklin County were overseen by the Franklin County Board of Education ("Board of Education met," 1928). This county board of education’s membership included its elected members, and the appointed Superintendent of Schools for Franklin County. For the period of interaction between Franklin County Schools and The Rosenwald Fund, the School Superintendent for the county was Mr. Edward L. Best. Superintendent Best worked often with Mr. Credle of The Rosenwald Fund. During Mr. Best’s tenure, a school in the county bore his name. This school provided public education for white students through twelfth grade, prior to the time when such provisions existed for African American students.

Oversight was also provided more locally by the Louisburg Graded Schools. This level of oversight appeared to be comprised of a board of trustees and a local superintendent (Pollard, 1927, April 29). The Superintendent at the time of Rosenwald Fund construction was Superintendent W. R. Mills ("Louisburg Graded Schools," 1928). The
Parents-Teachers Association of the Louisburg Colored Graded School held meetings and raised funds to improve the educational provisions for their children. The African American school and community would provide reports regarding their educational fundraising to Superintendent Mills (Pollard, 1927, April 29). As with Franklin County Schools’ Superintendent Edward Best, Louisburg Graded Schools’ Superintendent W.R. Mills had a public high school named in his honor during his tenure. Mills High School served the White students of Louisburg and was located in the northern part of town. Its campus was later added to Louisburg College.

The documents show that oversight of the planning and building of the Rosenwald school in Louisburg was shared by these two boards of education. Data show that decisions were made by and recorded in either of the school boards’ minutes. Data from the state archives reveal that state and Rosenwald Fund officials dealt with either or both school board bodies as needed. This trading back and forth between authorities could cause some confusion. A more complete picture required examination of the minutes of both school boards.

**North Carolina Guidelines for School Buildings of 1927**

On June 9, 1927, a directive from North Carolina Superintendent of Public Instruction A. T. Allen was issued regarding future schoolhouse building plans. The guidelines were formed with the approval of the State Fire Marshal, the State Board of Health and the
Engineer of the Division of School House Planning in the Department of Public Instruction. The directive is composed of recommendations and requirements which represent the minimum conditions for school buildings having seven or more classrooms. “For the first time, a central heating plant and ample water and sewage facilities are included on the belief that a school building is not a usable plant, unless supplied with these necessities” (Allen, 1927). The directive is summarized as follows:

Regulations

(1) The School Site: Selected for usefulness, attractiveness, high elevation, well-drained, on more important highways, the building should face the highway, five acres or more, and have trees for shade and protection.

(2) Class Rooms: 21 by 30 feet, not more than two classrooms as small as 18 by 21, fifteen square feet per pupil, a minimum window area of one-fifth the floor space of the room, cloak room facilities, closets for teacher supplies, and a minimum ceiling height of 12 feet.

(3) General Conditions: Adequate gutters and downspouts drain water away from the building, minimum corridor widths, bathroom and drinking fountains.

(4) Auditorium: Windows on one side, located on the first floor, and adequately heated and lighted.
(5) General: Library on the second floor, teacher restroom and principal’s office in the building, central heating, plans approved and filed by the director of schoolhouse planning, and any changes in material or plans must be approved by the architect, the county board of education, and the State Board of Education (Allen, 1927).

This document shows an awakening to the need that existed over most of the state, and the duty of the North Carolina state agencies to set and monitor standards. These guidelines were for new school buildings that had seven or more classrooms, and the standards were in place statewide by June 9th 1927. Decades passed before pre-existing school facilities met these minimum standards.

**Summer School for African American Children, 1927**

On Monday, May 6, 1927, the Board of Education met to discuss a number of issues. One of which was that “The Board agreed for a joint summer school for the negroes to be held in Henderson. [Henderson is about twenty-five miles north of Louisburg, in Vance County.] Franklin County’s part of the expense will be $75” (“Board of Education meets,” 1927). This quote is from the Franklin County School Board Minutes, page 67, however, in the Minutes the meeting is dated May 2, 1927 (FCSBM 5/2/27). This action of the Board was intended to provide summer school for African American students of Franklin County. It must have been a trial for African American students from all over Franklin County to daily ride 30 to 50 miles each
way in order to attend summer school. At the same meeting, the Board approved a loan for the Louisburg School Board from the 1928 State Literary Fund for $3,950” (“Board of Education meets,” 1927). The Louisburg School Board presided over the local schools for white students (K through 12) and the Louisburg Colored Graded School.

We see an additional use of the State Literary Fund in 1927. At a later board meeting dated September 5, 1927, the Franklin County Board of Education approved the following petition from the Louisburg Graded School Board:

We the undersigned trustees of Louisburg Graded School hereby make application through you to the State Board of Education for a loan of ten thousand dollars from the State Literary Fund – this sum to be used in the erection and equipment of a school house, or houses, for the colored people in Louisburg Graded School District.

Thus, loans from the State Literary Fund of 1928 could be directed toward the purchase of equipment and school buildings for African Americans served by the Louisburg Graded School Board, and approval for the application was granted by the Franklin County School Board.

**Acquisition of the Rosenwald School in Louisburg**

Mr. W. F. Credle was Supervisor of the Rosenwald Fund for North Carolina. He supervised the Rosenwald school projects in the state. Credle served as liaison between his immediate superior, Mr. S.
L. Smith, the Director of the Rosenwald Fund for schools (whose office was located in Nashville, Tennessee), and North Carolina Superintendent of Schools A. T. Allen, local school superintendents, school boards, and community leaders. Mr. Credle had an office in Raleigh and would visit and inspect Rosenwald school construction sights. He would meet with persons all over the state who were interested in building schools for African American children and who were seeking help from the Rosenwald Fund.

In 1924, the Rosenwald Fund was very busy across North Carolina. In his report for the month of May 1924, Mr. Credle reveals what kind of schedule he had.

During the month I visited 20 counties and traveled 2,000 miles. I inspected eight completed schools and eight incompleted. These were in addition to the schools visited on the trip with Mr. S. L. Smith, and the points covered for the purpose of discussing proposed new buildings. We have completed our year’s work with the exception of twenty-five schools, all, save one or two of which, have had a preliminary inspection. (Credle, 1924, May, p. 5).

Also, in this report, Mr. Credle states that he visited Franklin County on May 14, 1924.

The 14th I went with Director Newbold [Director of Negro Education in North Carolina] and Doctor George Howard to begin
a preliminary survey of the colored schools of Franklin County. We conferred with Superintendent Best and visited a few of his schools. The buildings are absolutely worthless and none of them were furnished with anything except a few old benches. It is a waste of time and money to try to teach children in such shacks, and counties with such conditions should begin to feel that they are quite disgraceful (Credle, 1924, May, p. 2).

At the meeting of the Board of Graded Schools Trustees of Louisburg on November 19, 1925, the Minutes show that:

John Sills & Frank Fogg were before the Board to ask about high school courses at the Colored school for next year. They made a tentative offer of ($1000) one thousand dollars to be used for enlarging the buildings at Colored school upon condition that high school courses be offered at the colored school for children from the entire county (Minutes of Board of Graded School Trustees of Louisburg, November 19, 1925, p. 89-90).

These Minutes show that African American community leaders were actively seeking to provide a high school education to African American children not only in Louisburg, but for all of Franklin County. Here it is documented that the need existed and that these citizens were putting their money on the table.

On April 29, 1926, the Board of Graded Schools Trustees of Louisburg met. Several guests were invited to speak. Mr. Credle spoke
of the Rosenwald Fund school plans, financial assistance, project oversight, as well as financial assistance from other sources. The Minutes also state that: “John Sills and two other colored men present and offered $1000 toward a high school building for Colored children” (Minutes of Board of Graded School Trustees of Louisburg, April 29, 1926, p. 97). Franklin County Schools Superintendent E. L. Best was present and said he would bring the need before the County Board of Education. The Minutes record: “Upon motion the Board agreed to approve plan six for a 4 or 6 room building and the Supt. [W. R. Mills] & Mr. Best asked to go to Raleigh and confer with Mr. Credle & Mr. [N.C. Superintendent] Allen” (Minutes of Board of Graded School Trustees of Louisburg, April 29, 1926, p. 98).

**Distribution of Aid, 1928**

The Rosenwald Fund was forthright in publishing its requirements and expectations. For the fiscal year July 1, 1928 through June 30, 1929 the Rosenwald Fund office in Nashville Tennessee distributed a one page Plan for Distribution of Aid in Schoolhouse Construction. This one page notice states ten points or general requirements for distributing aid for schoolhouse construction. The ten point plan is summarized as follows:

1. The Fund cooperates with State Departments of Education to provide & equip modern public schoolhouses for Negroes in the Southern states. Desks, blackboards, heating, vocation facilities for
boys & girls, libraries, & sanitary privies are deemed of equal importance with the schoolhouses themselves.

(2) Aid granted for school construction & equipment only of at least 6 months per year, 7 & 8 months preferred.

(3) Site minimum of 2 acres land, deeded to the Local Educational Agency and approved by the State Department of Public Instruction. Larger buildings should have larger tracts to support outdoor needs including play, agriculture, vocational shops, etc.

(4) Plans for every building must be from the Rosenwald Fund plans or approved by the General Field Agent prior to construction.

(5) Applications are on standardized forms, and are filed by the LEA Superintendent to the state Department of Public Instruction. Each site funded by the Rosenwald Fund is also funded by state and local public school authorities. The Negro community contributes money, material, or labor. Final inspection is by a state Department of Public Instruction representative and the report is submitted to the Rosenwald Fund’s General Field Agent. Following approval payment from the Rosenwald Fund is made through the state Department of Public Instruction.

(6) All will adhere to the list of allotments for types and sizes of educational buildings. Buildings for more than 6 teachers must meet state requirements.
The amount of monetary aid provided for various sizes of teacher homes is listed. Annual school terms must be at least 8 months for African Americans in the district.

List is published of Rosenwald Fund aid money for different sizes of shops, plans from or approved by the Fund, ample equipment purchased, and trained teacher(s) provided. Includes home economic classes.

$150 aid for each additional classroom, not to exceed a set maximum. Detail drawings required with each aid application.

Further or more detailed information is at the State Department of Education ("Plan for Distribution", 1928).

This document demonstrates the effort on the part of the Rosenwald Fund to keep requirements and expectations up front and known by all parties. It encourages a longer school instructional year, and seeks to meet all needs for a good, basic education for African American children.

A letter from Mr. S. L. Smith of the Rosenwald Fund office in Nashville, Tennessee to North Carolina Superintendent A. T. Allen, dated May 3, 1928 reveals the expected activity of the joint ventures between the Rosenwald Fund and North Carolina in providing educational facilities for African American students during the upcoming fiscal year 1928-1929. Smith states that they will distribute aid for eighty-one schools, teacher homes, shops, and added classrooms
for a total of $65,600 on the part of the Rosenwald Fund to North Carolina schools for African American students. Smith’s figures show that the Fund contributes between $150 and $200 per classroom, and projects for 1928-1929 eighty-one school buildings of one to ten classrooms each. Smith also states “In order to stimulate the construction of more permanent buildings the fund has increased its allotment $50 per classroom for brick veneer, solid brick, or satisfactory concrete construction” (Smith, S. L., May 3, 1928).

Mr. Smith again makes a plea that local school systems increase their number of annual instructional months for African American children. Finally Mr. Smith closes with the following cordial statement:

Please let me take this opportunity in behalf of the officers and trustees of the Fund to thank you and your staff for your hearty cooperation and to assure you of our interest in every phase of progress in the education system of your state. When we can serve you, command us. Sincerely yours, S. L. Smith (Smith, S. L., May 3, 1928).

Interest and commitment in educational issues among the African American citizens was growing. On Thursday, April 14, 1927, a meeting was held of the Parents-Teachers Association for the Louisburg Colored Graded School. Principal George C. Pollard writes:

One of the finest meetings ever held in Louisburg among colored people took place in the graded school Thursday, April 14. The
auditorium was packed. Everybody seemed to be interested from the beginning to the end. Never in the history of the school have the people been more interested. The colored people in this school district stand ready and willing to raise funds to help the honorable Board of Trustees, and our excellent superintendent to give us a better building and more room. We are going to put forth a special effort to raise one thousand dollars on the first go round. We have just added a nice library to the school consisting of over five hundred books (Pollard, 1927, April 29).

Local African American citizens were organizing efforts to increase their school library, and to raise matching funds for a new and expanded school building.

In a letter dated May 3, 1928 to North Carolina State Superintendent A. T. Allen, Mr. S. L. Smith of the Rosenwald Fund details the Fund’s monetary support of libraries for African American students. Smith states:

The Trustees of the Julius Rosenwald Fund have appropriated for 1928-29 $11,200 for aid on 280 libraries in Rosenwald schools of the South. Aid will be given on one size only costing $120: $40 to be raised by the school community, $40 from public funds, and $40 by the Fund. In addition to the appropriation for libraries $150 was included to pay part of the expenses of your state
librarian...under the direction of your department...to inspect the libraries...for the second year (Smith, S. L. May 3, 1928b).

This letter shows the concern of, and provision by, the Rosenwald Fund to see that schools have libraries and that those libraries have books for the children and to make sure the school libraries are installed, used and cared for properly. It also shows that the burden was shared by the local African American community, local and state public funds, and the Rosenwald Fund.

On January 18, 1928, the Board met to discuss a new school building for the African American children and where it may be located. The Minutes state:

Mr. Credle of the State Dept. of Education was present by invitation and discussed with the Board the question of a new school building for Colored children in Louisburg. The Board with Mr. Credle visited a site on the south side of the river: No decision was reached. Mr. Credle agreed to come to Louisburg again at such time as the Board may suggest. [signed] W. R. Mills, Sec. (Minutes of Board of Graded School Trustees of Louisburg, January 18, 1928, p. 118).

The Board meeting of February shows the Board appointing search committee for a site to place a Rosenwald school building for the African American students. Mr. George Pollard, Principal of the Louisburg Colored Graded School was invited to speak to the Board. He
requested that the site not be on South Main Street as it was busy with traffic. The Board asked Mr. Pollard to assist them in locating good sites for the new school. They also sought experienced assistance in this matter. “It was the sense of the Board that Mr. Credle be asked to come to Louisburg and confer with the Committee of the Board in regard to the school site” (Minutes of Board of Graded School Trustees of Louisburg, February 14, 1928, p. 119-120).

During the Board meeting of June 7, 1928 they heard from the citizen committees which had been charged with locating a site for the Rosenwald school building. This committee of local citizens recommended the site be south of Cripple Creek Road. The Board Chairman informed them of a petition which had been received from a group asking that the Cripple Creek Road site not be chosen, but that land be purchased next to the Louisburg Colored Graded School. To summarize, the petition stated that their choice was a less busy area and afforded plenty of room for the school grounds. The minutes indicate that a disagreement occurred, along with the discovery that some of these petitioners lived out of district or had no children. Some of the Board members chose to defend their motives. In the end the site was chosen on the south side of Cripple Creek Road (now West River Road) (Minutes of Board of Graded School Trustees of Louisburg, June 7, 1928, p. 131).
Further progress in the construction of the Rosenwald school building in Louisburg is seen as W. F. Credle records in his reports. Credle wrote on July 14, 1928:

On Saturday afternoon, the 14th, I went to Louisburg where I met with the school board for the purpose of deciding upon a plan for the new colored school there. Our six-room brick veneer building, #6-B, was adopted, and I was instructed to draw up specifications and advertise for bids, which I did. (Credle, 1928, July, p. 2).

This is precisely as described in the Minutes of the Board of Graded School Trustees of Louisburg for July 14, 1928, as recorded by W. R. Mills, Sec. (p. 132). The Board later agreed to build a seven-room brick veneer building, Type 7A, with a student bathroom at the end of each of the two corridors.

Mr. Credle goes on to describe the bidding process in his report for July 1928.

By appointment I returned to Louisburg on the 27th to be present at the letting of the contract for the new colored school there. Frankly, I was disappointed at the procedure. Seven good contractors had put in bids on the building. The Board, however, did not let the contract to the lowest bidder, but deferred action until another day, when the contract was awarded to a local man who submitted a second bid. All of the contractors and material men and others interested in the project were critical of the
action of the Board. However, I am glad to report that the man who is to build the school is a responsible builder, and will, I believe, do a good job. Louisburg needs a new school building, and it is pleasant to know that work is already progressing on a modern plant (Credle, 1928, Report, July, p. 3).

The Minutes of the Board of Graded School Trustees of Louisburg describe the above events in the following manner:

The meeting was called to order by M. S. Clifton, Chairman, who asked for bids on the colored Graded School Building to be erected on Cripple Creek as per advertisement and plans submitted by Mr. Credle of The State Board of Education.

The following bids were opened and received:

Jones Brothers $13,415.00
R. M. Hudson 13,223.00
Fenner and Wright 12,000.00
Godwin Const. Co. 11,241.00
W. H. Allen Co. 10,847.00
Batchelor & Rose 10,713.17
Strickland Bros. 9,875.00

After due consideration and on motion duly seconded all bids were rejected, and certified checks returned to the bidders.

The Board adjourned to meet again on Tuesday, July 31st, 1928, with the request for full attendance at this meeting (Minutes of
For their meeting on July 31, 1928, the minutes record the following:

On motion M. S. Davis was employed to look after the building on the negro [school] at a fee of 1 ½ per cent of the contract price.

Additional bids were asked for on the negro school building and opened. The bid of W.H. Allen Co. for $9689.00 was accepted it being $336.00 lower than previous bids received.

M. S. Davis was instructed to have contract signed and time limit on completion of building was fixed as of Dec 1st, 1928.

Bond required one half [of] contract price (Minutes of Board of Graded School Trustees of Louisburg, July 31, 1928, p. 133).

Monday August 13, 1928 saw a special meeting of the Louisburg Graded School Trustees held at The Farmers and Merchants Bank. The Minutes state that two Board members “were appointed a special building committee to look after the building of the negro graded school building, with full authority to make payments and settlements with the contractor and the Architect” (Minutes of Board of Graded School Trustees of Louisburg, August 13, 1928, p. 134). (See Figure 3, Appendix A, for a floor plan.)
On Monday, September 3, 1928, the Board of Education for Franklin County met. In this meeting “The Board unanimously endorsed and recommended the establishing of a negro training course in the new school that is being built in Louisburg” (“Board of Education Holds,” 1928). This quote is found in the Franklin County Board of Education Minutes, September 3, 1928, page 112.

The Board of Graded School Trustees of Louisburg minutes document progress in building the Rosenwald school. On October 16, 1928, the minutes record that after consideration they decided to install a “heating plant at some future time” (Minutes of Board of Graded School Trustees of Louisburg, October 16, 1928, p. 137). Installation of central heating would have brought the building into compliance with the North Carolina Guidelines for School Buildings of 1927. A central heating plant was never installed in the Rosenwald building. When the building burned on March 9, 1960, heating was still dependent upon coal burning stoves located in each classroom (J. Harris, personal communication, August 9, 2004) (F. Perry, personal communication, August 19, 2004). Some people believed that the fire occurred because in their haste to evacuate due to a snow storm, someone forgot to shut down one of the several coal burning pot bellied stoves (F. Perry, personal communication, August 19, 2004).

On October 18, 1928, Board minutes record their meeting with Mr. Credle to decide on the plumbing for the Rosenwald school.
Mr. Credle presented plans and specifications for plumbing for Colored School. Upon motion Mr. Credle was instructed to advertise in Raleigh News & Observer for bids on plumbing bids. Bids to be opened on Tuesday, Oct. 23 at 4 o’clock. [signed] W. R. Mills, Sec. (Minutes of Board of Graded School Trustees of Louisburg, October 18, 1928, p. 137).

At the Board meeting of November 5, 1928, a bid was accepted for the installation of plumbing in the building running out 5 or 10 feet from the building. The bid stated plumbing would cost $664.00 without drinking fountains. Two drinking fountains would cost $86.00.

The Minutes of the Board of Graded School Trustees of Louisburg for November 19, 1928 recorded the following preparations in the building of the Louisburg Rosenwald school:

Upon motion the building committee was instructed to get bids on the grading at the Colored School.

The building committee reported that the contract for plumbing had been awarded.

Upon motion a Board member was instructed to have water and sewer connections made from building to street (Minutes of Board of Graded School Trustees of Louisburg, November 19, 1928, p. 139).

Thus, the grading of the construction site and the plumbing of the Rosenwald building were decided upon.
Local Fund Raising

According to *The Franklin Times*, many African American citizens were involved in the planning and building of the Rosenwald School in Louisburg. On October 5, 1928, *The Franklin Times* reported that the board of trustees of the Louisburg Graded School, and a local citizens committee which was chaired by Walter M. Alston, was meeting. These African American citizens held weekly meetings in the Franklin County Court House in Louisburg. These meetings addressed educational needs and plans for the African American citizens of Louisburg. Franklin County Schools Superintendent Edward L. Best addressed one of the meetings. *The Franklin Times* reported:

> For the past several months mass meetings on education have met in the court house each week, and besides listening to addresses by some of the leading educators in the State, thousands of dollars in cash and subscriptions have been raised to help meet the obligations of the proposed high school (“Supt. Best,” 1928).

Those dollars raised by the local African American citizens were required to meet the grant provided by the Rosenwald Fund. As citizens contributed money to fulfill their part of the agreement, their names were published in *The Franklin Times*. Here are two examples (see Figures 4 and 5, Appendix A).

On Wednesday, December 12, 1928, ceremonies were held at the new campus in Louisburg to lay the cornerstone of the new Rosenwald
School. The following quote is from *The Franklin Times*, whose editor and manager also served as member and chairman of the Franklin County Board of Education ("E. L. Best Re-Elected," 1929).

**LAY CORNER STONE COLORED HIGH SCHOOL**

The colored population of Louisburg school district together with a number of visitors from other parts of the State formally laid the corner stone to the New Colored High and Training School with appropriate ceremonies on Wednesday. The school is just being completed and will no doubt be ready for use immediately after the holidays. It is a modern building and shows up well.

Quite a number of speakers were presented and paid high tribute to the interest the colored people are taking along educational lines and the opportunities given them by their white friends, especially the cooperation of the school board in finishing and equipping such a nice modern building ("Lay Corner," 1928).

Figure 6, Appendix A, gives us a glimpse of the financial and building activity in the Franklin County Schools during the fiscal year beginning July 1, 1928 and ending June 30, 1929. Note the amounts disbursed for Capital Outlay, including $44,689.56 for new buildings and grounds. Also note Receipts that fiscal year from the Rosenwald Fund of $3,700.00. Money was being received by Franklin County Schools at a large rate (for the time) due to funds, grants, contributions
and loans, and were being paid out for current expenses, capital outlay, and debt services.

**Per Capita Funding and Local Attendance**

Not long after the Rosenwald School was constructed in Louisburg, *The Franklin Times* published an article addressing student non-attendance and the financial burden that it imposed upon Franklin County’s local funds. This article reveals the number of students in the county as well as the funding inequity between White and African American students.

According to the records of 1928-29, 8,996 children were enrolled in the schools in this county. Of that number 6,516 were present each day and 2,480 were absent every day during the school year. The per capita cost for instruction service for last year is not available but in 1927-28 this county spent $26.44 per white child ($7.20 per colored child) which shows that each year we are spending a large sum of money for which full value is not received due to the fact that so many children are absent each day during the school year and are not taking advantage of the opportunities provided for them.

Due to low average attendance in our schools last year, this county employed and paid from local funds 14 extra teachers, at a cost, according to the state average, of over $900 each.
In increasing our average daily attendance we will not only be giving the children of our county the opportunities which are rightfully theirs but also lessening the burden of the local taxpayers ("Regular Attendance," 1929)

During 1928-1929 approximately 28 percent of the students were absent from school. No mention was made of absentee rate differences between races. With better facilities, materials, transportation, convenient campus locations, and equitable funding, we would expect student attendance to improve. The Rosenwald Fund was working to assist in these areas.

**High School Enrollment in North Carolina, 1929**

Another article documents the proportions of White and African American students attending high schools in North Carolina.

Raleigh, Sept. 2- Approximately 110,000 boys and girls were enrolled in the public high schools during the season just closed, it was learned today at the office of the State Superintendent of Public Instruction from a summary of the figures taken from reports of these high schools.

A total of 96,739, or 88 per cent of the 109,975, were white boys and girls. The remaining 13,236 were Negro pupils, 3,779 in rural schools and 9,457 in city schools. More than 61,000 of the white children attended rural high schools, and over 35,000 attended city schools.
Five years ago, 1923-24, there were only 32,415 rural boys and girls and 26,369 city children, a total of 58,784 boys and girls, seeking high school education. The large increase of 89 percent in number of rural boys and girls taking advantage of the opportunity of a high school education indicates, according to school authorities, the holding power of the recently erected rural high schools ("Public School," 1929).

With the assistance of the Rosenwald Fund in building high schools for African American students, high school enrollment increased. African American students were better able to attend high school. This attendance would increase as the Rosenwald Fund (and other funds) assisted in constructing and fitting out additional schools in Franklin County.

**The Rosenwald Building and its Use**

The Rosenwald building in Louisburg was completed early in 1929. Mrs. Fannie Perry described aspects of the Rosenwald building in detail.

[The] Rosenwald building had in it a gym, had a stage, had an office complex, and had a library. And it had, the first of its kind to have, folding walls, because the walls folded and where the gym would be we had two classrooms there, and it could be taken apart. Now when I got there they were not taken apart because we had the [other] gym. So we didn’t have to take the folding walls
down. But the walls were there. The gym was in the middle, it was a rectangle (F. Perry, personal communication, August 19, 2004).

Mrs. Perry recalled that there was a gym with a raised stage at the right or west end of the gym. Folding walls could be extended to divide the gym into two classrooms and a hallway. The stage could become another classroom on the other side of the hall. A boys’ bathroom and a girls’ bathroom were located at the end of the halls. The building also contained a Home Economics room where food was served (F. Perry, personal communication, August 19, 2004).

James Harris described the Rosenwald building as follows:

When you drove by the school, to me that was the first thing that you saw. And the entrance was very impressive to me. You’d walk into the entrance, you know, go up the steps, and what not. And it had like there was an open area in the center [the gym area], but they put a bunch of doors and walls together to make some other classrooms out of it. Each classroom had a pot-bellied stove, [so] that we had to go out to the coal pile and bring in the coal in this big bucket. And that’s how we fueled the fire. Very high ceilings and humongous windows, I mean they were huge. Oh man, yeah, and also let a little bit of air in the summer time (J. Harris, personal communication, August 9, 2004).
Prior to the opening of the new Rosenwald school building in Louisburg, the Board for the Louisburg Graded Schools recorded several actions that were necessary to prepare the building to receive the students. At their January 2, 1929 meeting the Board Minutes record:

The purchase of 100 single desks for the new Colored School, and that the school be opened as early as furniture can be installed.

Ordered that all entertainments at Colored Schools pay expenses for heat and light.

Appointed a committee to install such light fixtures as may be feasible (Minutes of Board of Graded School Trustees of Louisburg, January 2, 1929, p. 141).

During the Board’s April 11, 1929 meeting they made adjustments in insurance coverage of the schools for the African American children and provisions for the children who would walk to the school.

After considerable discussion it was unanimously ordered that the insurance on the old Colored School building be reduced to $4000 on building and $500 on furniture and equipment, and that insurance on the new building be increased to $7000 and $1000 on furniture and equipment.

Upon motion it was ordered that the town commissioners be requested to construct a sidewalk on the south side of the street leading from Main St. to the Colored High School building
For their meeting of May 20, 1929, the Board of Graded School Trustees of Louisburg made three decisions regarding the new Franklin County Training School. W. R. Mills recorded:

Upon motion after discussion it was unanimously ordered that Geo. Pollard be retained as Principal for the ensuing year at the same salary.

After discussion it was ordered that the salaries of the teachers in the Colored School be according to State rating.

Upon motion it was ordered that the Supt. employ one or two additional teachers for the Colored School with high school certificates, preferably women (Minutes of Board of Graded School Trustees of Louisburg, May 20, 1929, p. 144).

This last motion, to hire “preferably women,” has an interesting side to it. During the Board Meeting of September 6, 1928, the Minutes record the following statement:

The Chairman presented to the Board a petition from a committee of Colored people protesting against a resolution of the Board passed on June 7 that no married women be employed in the Colored School for the year 1928-29. Upon motion the Supt. was instructed to Colored Committee that no changes can be made in
the faculty of the Colored School this year (Minutes of Board of Graded School Trustees of Louisburg, September 6, 1928, p. 135).

It is not clear whether the two new high school teachers for 1929, “preferably women” (Minutes of Board of Graded School Trustees of Louisburg, May 20, 1929, p. 144), were married.

An announcement in *The Franklin Times* shows that the community had begun to put the Rosenwald building to use prior to its opening as a high school. On May 26th, the new school was the site of the ceremonies for the end of the 1928-1929 school year of the Louisburg Colored Graded School (see Figure 7, Appendix A).

On August 9, 1929, prior to the opening of the new Rosenwald school in Louisburg, Principal George C. Pollard published an article in *The Franklin Times* expressing the expectancies for the use of the new school building. The following historic article follows in its entirety.

**COLORED GRADED SCHOOL AND HIGH SCHOOL WILL OPEN MONDAY SEPTEMBER 2ND**

We want this to be the best opening in the history of the school. We are asking all patrons to take an active part in seeing that their children enter the first day. We are anxious for each child to have what books they need. Children can’t do their work well without the necessary books. Remember that the school belongs to all of us. It’s our whole duty as good citizens to help
make the school just what it should be. Let us all come together and work for the interest of our boys and girls.

We will have two teachers in the high school department and six in the elementary. On the opening day we will have several short talks in interest of the school by some of our best and leading people. We will take just a limited number in the high school department. Let us have the names of those who expect to enter this department at once.

Our Hon. Board of Trustees and our most excellent Supt. Prof. W. R. Mills have given us all that we can wish for: Now let us show our appreciation by coming up to the standard. I have taught in Louisburg for twenty-nine years and my heart and interest goes out to help make better boys and girls. We are not only teaching the boys and girls under our care book knowledge, but are trying to teach the first things first that is to be polite, honest, industrious and thrifty. My own people have done a good part in helping to get the new school building. Now let us all put forth our best efforts to bring about union, so our boys and girls can go forward.

We are living in one of the best places in the world. We have some of the finest and best white citizens that can be found anywhere. As good colored citizens let us do our part in the right way and we will get what we need to have, a good first class
school. On the third Sunday in August we will have a meeting in
the new school building at three p.m., in interest of the school.
We invite all of our people to come and take an active part. We
want to do all in our power to help bring us all together.
GEORGE C. POLLARD, Principal (Pollard, 1929, August 9).
The building (See Figure 8, Appendix A) would house elementary
and intermediate grades, and would begin serving high school grades
that year. The first meeting was held, and sixty-four African American
students (boys and girls) signed up to enter the first public high school
provided for them in Louisburg. Principal George C. Pollard reported:
“We have two well qualified teachers for the high school work. We will
also find good boarding places for those who would like to board in
Louisburg and go to school” (Pollard, 1929, August 23). The
community was eager to provide a high school education for their
children, and were willing to help those from longer distances to share
in the educational blessing.

George C. Pollard served as Episcopal minister, principal of the
Louisburg Colored Graded School, and later was the first principal of
the Franklin County Training School. Figure 9, Appendix A, is a
portrait of George C. Pollard.

It is worthy to note how the schools in Franklin County fared
during The Great Depression. Two developments are recorded in the
minutes of the Board of Graded School Trustees of Louisburg. One
incident as recorded by W.R. Mills is noted in the Minutes stating a shortage of monies for salaries.

The Supt. reported that school was closing without funds to pay the last month’s salary to the teachers. After discussion it was the sense of the Board members present that not anything could be done at present about securing money to meet salaries due (Minutes of Board of Graded School Trustees of Louisburg, May 33, 1931, p. 152).

Another event was in July 1932 when the Louisburg Graded Schools Board decided to come under the full jurisdiction of the Franklin County Schools. The Board Minutes state:

We, the Board of Trustees of the Louisburg Graded School Special Chartered District, hereby petition the County Board of Education of Franklin County to assume full jurisdiction of the Louisburg Special Chartered District, and we hereby authorize and direct trustees to convey by deed the title to all school property in the Louisburg Special Chartered District to the Franklin County Board of Education. We understand by doing this that our special charter is hereby repealed and the Louisburg Special Chartered District by this act becomes a special taxing district to be governed as all other special taxing districts are governed (Minutes of Board of Graded School Trustees of Louisburg, July 2, 1932, p. 165).
The assumption of oversight of the Louisburg Schools by the Franklin County Board of Education was carried out. This also meant that the deed to the Franklin County Training School was now possessed by the Franklin County Board of Education.

The following year, 1933, brought an important milestone in the life of the Franklin County Training School. That is the year that the Franklin County Training School earned accreditation. The fact had been published on an old letterhead of the school found in the collection of the Riverside Elementary Magnet School. The letterhead might have been from the early 1960s, and noted the year of the school’s accreditation as 1933, the Principal was Carl A. Harris, and the Franklin County Schools Superintendent, Wiley F. Mitchell. By that time of the artifact’s printing, the school’s name had been changed to Riverside High School (see Figure 10, Appendix A).

As a student, Harold Green remembered attending the Rosenwald school in Louisburg when it was called the Franklin County Training School. He was a student there during the years 1935 when he entered the school in the fifth grade until he graduated from high school there in 1943. Mr. Green related that he lived about a half mile from the school. Many of the students lived near the school and walked. He explained:

What you had at that time, every community had an elementary school. The RFD kids only came to town to school when they got
in high school. Otherwise there was a school in every community out there. The number that I mentioned, 1,500 plus at Franklin County Training School reached that number because they eventually consolidated all those schools into either Louisburg, or Bunn or Perry’s community high schools (H. Green, personal communication, June 16, 2004).

Because Franklin County Training School in Louisburg was, for the time being, the only public high school in the county for African American students, all African American high school students had to be bused to Louisburg. Later, public high schools were constructed for African Americans in communities such as Bunn and Perry.

Completion of The Franklin County Training School also brought summer school for African American students to Louisburg. As we saw earlier, in 1927, summer school provisions were in the town of Henderson in Vance County. Beginning with the summer of 1930, and continuing for years, summer school was located at the Franklin County Training School in Louisburg. A 1932 newspaper article discloses what was taught during the two week session in July. Studies included academics to help students pass their grade, as well as Bible, Christian character, music, sewing, cooking, carpentry, basket making, canning, and agriculture. Proceeds from their garden would help the school (Pollard, 1932, July 15).
The Rosenwald school in Louisburg was known as Franklin County Training School from 1929. This building burned down March 9, 1960, however the school continued as Franklin County Training School. In the early 1960s the school’s name was changed to Riverside Union School, then the name was changed to Riverside High School later in the 1960’s. Following desegregation, in 1969 the school was no longer a high school and was renamed Louisburg Elementary School. Today, in 2005, the school is named Riverside Elementary Magnet School, and also houses the Franklin County Schools Technology Center and the Testing and Accountability Office.

**School Culture**

The emphases working to form the school culture appears to have been citizenship, orderliness and accomplishment. Fannie Perry attended the school from first grade in 1953 through graduation in 1967. In describing life on the campus, she said:

> It was orderly. People walked in straight lines. It was fun, it was interesting. It was very organized to have 1,600 folks in first grade through 12th grade. We enjoyed it. It was good. Was it full? Was it crowded? Yeah, but it was interesting. We enjoyed it (F. Perry, personal communication, August 19, 2004).

Cora Hawkins came to Franklin County Training School / Riverside High School as a third grade student in 1954, and studied
there until her graduation from high school in 1966. When asked about the teachers, Mrs. Hawkins said:

I remember they were people who, it seemed, they cared about us. They were strong disciplinarians. Most of them probably knew our parents, so I know they had less discipline problem from us than what we have now, because most of them could contact our parents. They were going to see them at church or somewhere in the community. They set high expectations for us (C. Hawkins, personal communication, September 29, 2004).

Mrs. Hawkins thought the emphasis of the school was to do your best and to succeed. It was a group effort fed by the efforts of individual staff members. She stated:

We went to a school where the principal we had, Mr. [Carl A.] Harris, set high expectation for behavior, and I can’t say behavior over academics, but as far as controlling the school, he set a tone so students knew what to expect. I think that made teaching and learning easier (C. Hawkins, personal communication, September 29, 2004).

Novella Brown attended the school from third grade in 1958 through high school graduation in 1967. She recalled: “It was a beautiful campus, and it was a quiet campus because Mr. Harris [the Principal] didn’t play. He did not play. He was the Principal the entire
time I was there. He was very strict but he kept us in line (N. Brown, personal communication, July 22, 2004).

Mrs. Hawkins recalled the influences of another staff member:

Mr. Green was my 8th grade teacher and I will always remember him because he set high expectations for us, but he made you feel that you were comfortable in his class and that you could achieve. He was one who not only would work with you in class, but if you saw him outside of class, he would take time to talk to you, which he still does. The one thing that stands out about him most, he remembers everybody. He knew your sisters, your brothers, mom and daddy. He knew everybody (C. Hawkins, personal communication, September 29, 2004).

Interviewees who had been students at the school said that many of the staff nurtured and encouraged them to study and press on in their education. Interviewees frequently voiced appreciation for staff members going out of their way to take students to visit college campuses and to urge them on in further studies (F. Perry, personal communication, August 19, 2004 and C. Hawkins, personal communication, September 29, 2004). Fannie Perry said, “All of these folks were very good role models for us, and they expected something from us” (F. Perry, personal communication, August 19, 2004).

James A. Harris attended the Franklin County Training School / Riverside High School from 1955 in first grade to 1967 when he
graduated from high school. In describing the school culture or atmosphere, Mr. Harris gave a lot of credit to the staff of the school.

I’d say very jovial, it’s a family type atmosphere. I felt very safe. Teachers were very caring and provided not only just classroom instruction, but a lot of values. Teachers were held to a higher standard. If you look at people in the community that people looked up to, [teachers] were right behind the minister. They were held in high esteem (J. Harris, personal communication, August 9, 2004).

Some interviewees have stated that the school and the church were two of the largest influences upon the staff, the students and the community in general. We have seen how churches have been directly and indirectly involved in the education of African American students in Hessling (1993) and Reed (2000), as well as in Franklin County during the first decades of the twentieth century. We will see how they continued to be involved.

**The Southern Louisburg Area**

Local citizens had a positive effect on the culture of the school. We saw previously how citizens banded together in order to learn what it would take to build a good high school, to draw the community together for support, and to raise money for the school building. African American citizens exhibited pride in the Franklin County Training School / Riverside High School. Fannie Perry’s description of
the citizens living in the southern part of Louisburg is helpful toward understanding in greater detail.

I think it was a totally Black community, but it was also in a, for the Black community, high socio-economic group, and when I say that, you know nobody was high socio-economic group. But, close proximity to the school, you had teachers, you had people who were business owners, you had folks who were educated. And it was thought of as an up and coming area at the time, because business owners, the service station on the corner where it is now, it was a different one that was closer. It was owned, or at least run, I think was owned by a Black man. There were funeral homes up and down. Most of the folk who lived on Main Street owned their own houses, were teachers or were educated. So, that was the area where most, I’ll say well to do, but I can’t think of another word, professional people were. So, I think that had an influence on the school (F. Perry, personal communication, August 19, 2004).

**Rural Influences**

Many of the students who attended Franklin County Training School / Riverside High School were from more rural areas of Franklin County. James Harris believed that the rural economic aspect affected the school.
The economy, I think, because of being primarily an agriculture climate, there was not a lot of monies to fund school the way some of our neighboring counties could. And also, when students graduated from school they had nothing to look forward to as far as if they wanted to stay here. There was nothing because most of us did not want to become farmers. That was not something we wanted to do (J. Harris, personal communication, August 9, 2004).

Cora Hawkins described the rural influence upon the school as follows: Economically, most of the students who attended the school came from families who farmed. As a result, a lot of the children had limited resources. It limited their experiences that they came to school with. But I also think it made them want more in life, and they worked harder. Like I said, most of them came from the rural area so I think they had a different mindset than ones who actually lived in Louisburg. Socially, I think a lot of the people within the school knew each other, that was because they came together. Most of the time it was at church. Professionally, I think a lot of the parents had a low level of education, but they wanted more for their children. A lot of our teachers were probably the first person in their family who had gone to school. But a lot of them encouraged us to go (C. Hawkins, personal communication, September 29, 2004).
The Loss of the Rosenwald Building

The Rosenwald building of the Franklin County Training School was destroyed by fire on the cold winter morning of Wednesday, March 9, 1960 (Franklin County School Bd. Minutes, March 14, 1960, p. 143). James Harris recalled the incident.

It was winter time. I can remember because I know it snowed, because we arrived at school and we’d only been there maybe an hour at that long, and they dismissed school. And shortly after we got home we were told it caught on fire. That was a miracle. I understand it was so cold that the [fire hoses] froze (J. Harris, personal communication, August 9, 2004).

Fannie Perry was at school that day. She said

It was snowing and they sent us home, and it burned because somebody forgot to put the – we had coal heaters, these big pot bellied heaters, and my thinking is somebody forgot to shut it down somehow. But, that’s it. I remember that day (F. Perry, personal communication, August 19, 2004).

Harold Green was a teacher on campus when the Rosenwald building burned. He recalled: “It was so cold and icy, the water froze and they couldn’t put it out. The water got so frozen it wouldn’t run. They couldn’t put it out so they just sat there and let it burn” (H. Green, personal communication, June 16, 2004).
During their meeting of March 14, 1960, the Franklin County Schools Board of Education addressed the loss of the Rosenwald building and began to make plans and find ways to alleviate the situation. The Minutes of the meeting state:

The Board was advised that arrangements had been made to take care of the children at the Franklin County Training School in the following places: the Masonic Lodge across the street from the school and the First Baptist Church on South Main Street. Upon motion duly made and carried, the Board agreed that the Franklin County Board of education would be responsible for any damages to both the Lodge and the Church caused by the use of these buildings for school purposes. Upon motion duly made and carried the Board approved renting the basement of the First Baptist Church to be used as 4 classrooms from March 14 to December 25, 1960 in the amount of $285.00 (Franklin County School Board Minutes, March 14, 1960, p. 143).

After the loss of the Rosenwald building of Franklin County Training School, hardships were experienced by students and staff. Cora Hawkins described the situation in this way:

I remember being in an area where we had to go to it, it was in the basement of a church, and I remember it being cold. I just remember being in there during a time when it was cold. After it burned, we couldn’t use the building. We were in the basement of
a church nearby, because we walked. We would ride the bus to school and then we walked from the school to the church. South Main Street. It’s South Main Street Church (C. Hawkins, personal communication, September 29, 2004).

In order to make up for the loss of classroom space, Harold Green recalled that “They had classes across the street in the Mason building, had it in the basement of the church until that building was completed” (H. Green, personal communication, June 16, 2004). James Harris remembered that when the Rosenwald building burned, he was in the fifth grade in the Porch Building. Fannie Perry recalled that at the burning of the Rosenwald building, her seventh grade class was located in the Rosenwald building in the stage area. Following the fire, the classes of James Harris and Fannie Perry were held in the Masonic Lodge across the street (James Harris, personal communication, February 23, 2005 and Fannie Perry, personal communication, February 23, 2005).

In addition to immediately finding places for the students to continue their classes, the Board began arrangements for finances necessary to rebuild:

The Board was advised that the Old High School Building at the Franklin County Training School which burned on Wednesday, March 9 had been declared a total loss. Upon motion duly made and carried the Board directed the Secretary to ask the
Commissioners of Franklin County, North Carolina to levy an additional dime under capital outlay. This would make the rate 44 cents and would bring in approximately $89,000. This amount plus that received from insurance would be approximately $119,000. and would build the classrooms needed for present enrollment as well as some $15,000. for normal capital improvement (Franklin County School Board Minutes, March 14, 1960, p. 143).

Later in the year, the Board met to determine what the total insurance money would be for the loss of the Rosenwald school and its contents. The estimate of damage was determined jointly by a representative of the Division of Insurance and Mr. Carl A. Harris, Principal of Franklin County Training School. They determined that the contents of the building to be valued at $5,123.63, approximately $1,200 of that amount was for damage to band instruments and room speakers. The total settlement for the Rosenwald building of the Franklin County Training School and its contents was $31,123.63, the value of the building being $26,000. On May 20th, the Board voted to accept these figures as full settlement for the loss of the Rosenwald building (Franklin County School Board Minutes, May 20, 1960).

A third action which the Board took during their meeting of March 14, 1960, was to begin planning immediately for construction of
a new classroom and office building to replace the lost Rosenwald structure. The Board directed an architect firm in Raleigh to:

Draw up preliminary plans for the new building at the Franklin County Training School. They directed the Architect, Mr. Ralph Reeves, to draw up the plans for 14 classrooms in the event additional funds become available so that bids could be received either on 10, 12, or 14 classrooms (Franklin County School Board Minutes, March 14, 1960, p. 143).

At the Board Meeting of April 4, 1960, they decided where to build the new school and that the ruins of the Rosenwald building needed to be removed.

It was brought to the attention of the Board that the School House Planning Board had suggested that the new classrooms at Franklin County Training School be relocated and that the location suggested is the existing football field and that the area now occupied by the building destroyed by fire be converted into a parking lot. In discussing this recommendation, it was pointed out that the ruins from the present building would have to be moved from the school grounds and in discussing this matter, the Board, upon motion duly made and carried directed the Secretary to obtain the best possible price available for moving this old building from the school site (Franklin County School Board Minutes, April 4, 1960, p. 151).
At this same meeting, “the Board approved allowing the Franklin County Training School to use the county’s bulldozer in constructing another football field” site (Franklin County School Board Minutes, April 4, 1960, p. 151). James Harris recalled that the gentleman who served as assistant principal / coach did use the county’s bulldozer to construct another football field (J. Harris, personal communication, February 23, 2005). Prior to the new football field, hardships following the fire also affected the Athletic programs on campus. Mr. Harris recalled that because they built the new school building on the football field, games had to be played on the field at Fox Park, a few miles south of the campus. Students got to the football games by walking (J. Harris, personal communication, August 9, 2004). Novella Brown also recalled having to walk from the school campus to the football games at Fox Park (N. Brown, personal communication, July 22, 2004).

Finally, during their August 16, 1960 meeting the Board directed the general construction low bidder, “to begin at once removing the remains of the old high school [Rosenwald] building at Franklin County Training School which was destroyed by fire on March 9, 1960 in view of the fact that it was hazardous to remain as is since children will be on the premises beginning August 26, 1960” (Franklin County School Board Minutes, August 16, 1960, p. 167).

This was the removal of all physical evidence of the Rosenwald school building. The Rosenwald building had initiated the public education
secondary program for African American children in Franklin County, and had been also used for lower grades. This Rosenwald building had made a good impact on the lives of many citizens.

**Campus Growth**

As we have seen, the seven classroom, brick veneer, Rosenwald building with a u-shaped floor plan was constructed on the West River Road campus beginning in 1928 and finished in the spring of 1929. Folding walls made it possible to change a gym with a raised stage into three additional classrooms with a hallway. Regarding facilities at Franklin County Training School, Mr. Harold Green indicated that from 1929 until into the 1940s, the Rosenwald building and the playground were all the campus had. Subsequently, other structures were added in order to meet the needs of the school children.

**The Ag Building**

There was a building in the school complex having a wooden exterior which was called The Ag Building. It was painted white with tall windows. Figure 11, Appendix A, shows the back of the Rosenwald building with the Ag Building in the distance. Regarding the Ag Building, Mr. Harold Green said “They started off with two rooms. They added a room on each end of it to enlarge it because of the students” (H. Green, personal communication, June 16, 2004). Interviewees reported that the classrooms were used to teach
Agriculture, Shop, and some regular elementary classes. Cora Hawkins recalled that her fourth grade classroom was in the Ag Building. Later, according to Harold Green and James Harris, the Ag Building was moved off campus to a pallet mill on NC Highway 56 West near Katesville (H. Green, personal communication, June 16, 2004 and J. Harris, personal communication, August 9, 2004). Fannie Perry recalled that the Ag Building was in use on campus when she graduated in 1965. It was moved off campus sometime thereafter (F. Perry, personal communication, August 19, 2004).

**Franklin County Training School Needs and Strategies**

Franklin County School Board Minutes record the needs of the Franklin County Training School at this time. According to School Board Minutes, *The Franklin County Times* and interviewees, Mr. Carl A. Harris served as Principal of the Franklin County Training School from 1938 until his retirement in 1969 (see Figures 12 and 13, Appendix A). Fannie Perry recalled that he died in 1970 (F. Perry, personal communication, January 27, 2005). In the Board Minutes of June 3, 1940, the Board heard a request made by Principal Carl A. Harris for assistance in growth of facilities and programs.

The Request of Carl Harris and the P.T.A. of the Franklin County Training School for the County Board to complete the building that has been begun by them at the Training School, was looked upon with favor by the Board: However, final action was deferred
until June 17th, and the Superintendent was instructed to ascertain the probable cost of the completion of this room and the feasibility of such an N.Y.A. [National Youth Administration] Project to construct same.

Upon motion, the Board instructed the Superintendent to purchase such equipment as will be necessary to put in a Home Economics Department at Youngsville and in the Franklin County Training School in Louisburg.

The Board went on record as being willing for any of our schools that wish to do so to put in business departments, with the understanding that the typewriters that may be necessary may be paid for by typing fees to be collected from the pupils

(Franklin County School Board Minutes, June 3, 1940, p. 488).

It is not clear which building that was in construction on the Franklin County Training School campus was to be finished. In speculation, it may have been the Ag Building.

Franklin County School Board Minutes of February 3, 1941 give us an idea of the growth of the Franklin County Training School:

The Superintendent [W. R. Mills] presented to the Board a brief outline of the immediate building needs of the county schools, as follows:
The Franklin Co. Training School:

A. This school now has 13 classrooms.

B. They have 16 (sixteen) teachers, and

C. The school is eligible for another high school teacher. This school has an enrollment in elementary school of 323, and a high school enrollment of 332.

D. They are anxious to have a course in Vocational Agriculture, and, in my opinion, this will be worthwhile. Probably 2/3 of the boys in this school live on the farm and will continue to live there. They need at least six classrooms to provide a room for each of the teachers they now have, a room for one additional teacher to which they are entitled, and for a department of Agriculture, with one classroom and one room for a shop. They also need one large room for a library and reading room. The school auditorium will not seat the high school pupils, to say nothing of the elementary pupils (Franklin County School Board Minutes, February 3, 1941, p. 516).

Two months later, the Board Minutes reflect a follow up regarding these growth needs. The Board recorded briefly that “After some discussion, the Board agreed to have Mr. Davis prepare outline drawings for four rooms at Gold Sand School, [and] six rooms for the Franklin County Training School” (Franklin County School Board
Minutes, April 7, 1941, p. 534). Subsequently, a following meeting reveals:

Mr. Davis also presented outline drawing of a proposed eight room building for the colored school in Louisburg. Since the Board of Education does not have on hand funds for the erection of any new buildings, it was agreed to ask the Board of County Commissioners to meet with the Board of Education in this office on Monday, June 9, at 4:30 p.m. to consider the county school building needs in detail.

Upon motion, Dr. H. G. Perry and W. R. Mills were appointed a committee to confer with the county commissioners, and the town commissioners of Louisburg relative to purchasing two or three lots adjoining the Franklin County Training School (Franklin County School Board Minutes, June 2, 1941).

The following week, a Board meeting was held wherein further consideration was made of the current needs. County Commissioners were present.

At this time, upon invitation extended to them, the Board of County Commissioners met with the Board of Education. It was called to the attention of both Boards the need for additional transportation for colored high school children, and the Commissioners suggested that the County Board make application in our Capital Outlay Budget for two new busses, to cost
$2144.00. However, the Commissioners did not make a promise to provide funds for these busses.

A detailed statement of the cost of the Vocational Education program was furnished to each member of the Board and to the Commissioners, and it was shown to the Board of Commissioners that the County’s part of this program absorbs nearly all of the current expense derived from advalorem taxes. It was suggested to the two Boards that next year it would probably be wise to make a separate levy for Vocational Education and keep these funds in a separate account and pay all of the Agriculture teachers and the Home Economics teacher of the Louisburg School from this office.

It was called to the attention of both Boards that the colored people are very anxious for an Agriculture teacher for the Franklin County Training School in Louisburg. It was pointed out that for the coming year the State Board for Vocational Education will pay the entire salary of the teacher, provided the county will furnish classroom and shop and at least $300.00 worth of equipment and $180.00 for travel for the teacher, and with the further proviso that the county will agree to continue this department upon the same terms as the white teachers are now employed. No definite action was taken on this.
A detailed statement of the present building needs was called to the attention of the two Boards as follows: - 2. Eight room high school building for the Franklin Co. Training School (Franklin County School Board Minutes, June 9, 1941).

The Minutes of this same Board meeting, estimated county-wide total construction costs and the hope that “the work can be done by W.P.A. [Works Progress Administration] or N.Y.A. [National Youth Administration] labor. The commissioners did not commit themselves in any way, but stated that they would work with us the best they can” (Franklin County School Board Minutes, June 9, 1941). A state and local emphasis upon Vocational Education, Agriculture Education and Home Economics Education at this time may be due to the encroaching world crisis and the beginnings of World War Two.

An attachment to the Franklin County School Board Minutes shows the “Teachers for Franklin County Colored Schools – Year 1941-42”. It lists four schools in District Number 1:

- Franklin County Training School with Carl A. Harris as Principal and fifteen teachers,
- Shady Grove School with three teachers,
- Cedar Street School with three teachers, and
- Fords Chapel School with one teacher.

The rest of the county had Colored Schools of one to seven teachers, most of them having one or two teachers each. The second largest
school for African Americans in the county and the only other school having a principal (and seven teachers) was Gethsemane School, located near Bunn (Attachment to School Board Minutes, June 9, 1941).

**The Gym/Auditorium & Classroom Building**

At their March 8, 1946 meeting, the Board of Education heard an explanation of the G. I. Bill of Rights giving “hundreds of thousands of young men educational opportunities which they otherwise would not be able to afford” (Franklin County School Board Minutes, March 8, 1946, p. 167). At the Board’s meeting of April 8, 1946, they were advised of overcrowding conditions at some schools, with Franklin County Training School using all available classrooms. There was a call from the county for additional classrooms and the addition of gymnasiums and cafeterias. As a result, the Board requested that the Franklin County Commissioners levy an extra tax of 10 cents until adequate funds were provided “to erect the buildings necessary for conducting an adequate school program” (Franklin County School Board Minutes, April 8, 1946, p. 173). The Board met again on November 4, 1946 and discussed how county high schools, “including the Franklin County Training School, were conducting an extensive farm training program for the benefit of World War II veterans of Franklin County” (Franklin County School Board Minutes, April 8, 1946, p. 173). Soon veterans’ training would extend to the building trades.
A building which housed a gymnasium/auditorium and classrooms was constructed circa 1946 on the campus of Franklin County Training School and stood separate from the Rosenwald building. This gym was a two story structure with the gymnasium/auditorium upstairs, and classrooms downstairs (see Figure 14, Appendix A). The building project was a result of veterans returning to Franklin County after World War Two. Mr. Green stated “They started a trade course. Veterans coming back to go into brick masonry and the like. In the process of training they built the gymnasium on that campus, and it lasted many years” (H. Green, personal communication, June 16, 2004). Mrs. Perry said this gym building was located in what is now called the walking circle. She attended first and third grades in this building (F. Perry, personal communication, August 19, 2004). Cora Hawkins recalled: “My eighth grade was in that building. There were probably six rooms on the lower level” (C. Hawkins, personal communication, September 29, 2004).

**The Porch Building**

Another building on the campus was added prior to 1950, according to Harold Green (H. Green, personal communication, June 16, 2004). Some interviewees called it The Porch Building. It was constructed just west of the Rosenwald building, and only about ten to twenty feet of space separated these two buildings. The Porch Building is a long, brick building with a covered porch running across the entire
front of the building. It houses a row of classrooms, with the door of each classroom opening onto the long porch. Fannie Perry recalled that her second grade classroom was in The Porch Building (F. Perry, personal communication, August 19, 2004). Part of the Porch Building can be seen just to the right of the Rosenwald building in Figure 15, Appendix A. The Porch Building still exists at the writing of this dissertation, and is the oldest remaining structure on the campus.

**The “New” High School Building**

The new high school building was constructed and first used in 1957, according to Fannie Perry (see Figure 16 Appendix A). She recalled that her classes for grades eight through twelve were in this building (F. Perry, personal communication, August 19, 2004). At the writing of this dissertation this building, along with the Cafeteria and the additional classroom building, are still in use as the Riverside Elementary Magnet School. Today, the “new high school building” also houses the Franklin County Schools Technology Center and the Testing and Accountability Center.

**Classroom Building: Replacement for the Rosenwald Building**

After the burning of the Rosenwald building on Wednesday, March 9, 1960, and the subsequent receipt of the insurance settlement, the Franklin County Schools Board of Education constructed a building on the campus during 1960-1961. It was a one story, L-shaped, brick building which housed several classrooms. This building was
constructed just west of the Cafeteria and the New High School Building. Fannie Perry recalled that it was in use prior to her graduation in 1965, and was primarily for the elementary grades. Her aunt taught in the last classroom on the left (room B110), near the end of the hall running left from the junction (F. Perry, personal communication, January 27, 2005).

A Cafeteria

Fannie Perry recalled that in 1965, the cafeteria was built for the students to use. It was one story with brick exterior. Mrs. Perry said sometimes, if the weather was good enough, students could get their lunch and eat outside (F. Perry, personal communication, August 19, 2004). Prior to this building, a cafeteria was not available to students or staff.

The Present Gymnasium

A large gymnasium with brick exterior now stands on the campus just to the rear of the former location of the Rosenwald building. The gym houses a basketball court, a raised stage area, and student bathrooms. Fannie Perry said it was built after she graduated in 1965. (F. Perry, personal communication, January 27, 2005).

Educational Offerings

As a teacher, Harold Green described the educational offerings as busy, well ordered and crowded. Green gave a snapshot of campus life from a teacher’s viewpoint:
In the mornings I had 8th grade homeroom. In the afternoon I had high school Physical Education and History, and Health. I always had an 8th grade homeroom. I laugh at teachers fussing and parents fussing over the number of students. I never had fewer than 35 or 40 students. You don’t know anything about the inkwell desk, I don’t imagine, but there were times we had two per desk at those places. 35 or 40 constantly, we were. At one time on that campus there were 1,565 pupils for your information, and 55 teachers. It was the largest school in the county (H. Green, personal communication, June 16, 2004).

**Curriculum and Instruction**

Elementary level classes were self-contained and taught the regular academics including reading, writing, arithmetic, spelling, social studies, etc. James Harris recalled that the students were divided up into ability groups.

We were separated based on our learning abilities, so to speak. You pretty much had the same kids in your group as you went from grade to grade. Pretty much you stayed with the same group of kids that were in one’s classroom from grade one through twelve. You pretty much knew who your teachers were going to be each year, because there were usually A, B and C groups within the grade level (J. Harris, personal communication, August 9, 2004).
The Music teacher often came to the regular classroom to teach the class songs and aspects of music. Some former students also remembered the Art teacher coming to the regular classroom. All classes had to prepare and present plays or operettas every year. James Harris stated that plays were used frequently in the school to display student work.

When you were in the lower grade, basically every holiday, there was a program, and the kids were allowed to participate, you know, play different characters and stuff like that. And I think what they were doing was preparing you for public life in a sense, because you had to get up and learn these parts and play these different characters. That was a lot of fun (J. Harris, personal communication, August 9, 2004).

Mr. Harris also described the use of assemblies for educational purposes.

We had a lot of assemblies. I guess it was under the name of Southeastern Assemblies, where they have these different entertainers would come around, periodically put on different shows, and stuff like that. They were very educational in a sense, even though I didn’t look at them that way at the time. But now, when I look back, there was always an educational component to it. They would bring in snakes and talk about those types of things, or they would have plays about, you know, some of the –
basically they were literature. You could actually see the characters, especially the little puppets. In the gym and that would usually be in the afternoon. In fact the entire student body would come, most times, if it was age appropriate, so to speak (J. Harris, personal communication, August 9, 2004).

Many of the persons interviewed recalled a high school curriculum that would prepare students to attend college, as well as providing vocational education. Harold Green attended the high school grades as a student from 1939 until he graduated in 1943. He recalled the high school courses that were offered at that time which included the usual academics, plus French, Algebra, Geometry, and Physics (H. Green, personal communication, June 16, 2004). Other interviewees who attended high school at Franklin County Training School/Riverside High School later, in the 1960’s, listed such high school courses as General Math, Business Math, Algebra 1, Geometry, Algebra 2, Earth Science, Biology, Chemistry, Physics, English (advanced and general), Literature, United States History, World History, Civics, French, Typing, Short Hand, Business, Business Law, Business English, Physical Education, Health, Home Economics, Band, Agriculture with Future Farmers of America, Shop with a Trade and Industry class, and Choral Music (N. Brown, personal communication, July 22, 2004; J. Harris, personal communication, August 9, 2004; C. Hawkins, personal
Harold Green described the classes he experienced in the Rosenwald building at the Franklin County Training School.

If you think about coming through the school as a student [grades 5 through 8, 1935-1939], you had reading, writing, arithmetic, spelling, operettas you had to be in constantly. I don’t know how many you had. Last play I was in was “Pandora’s Box.” I’ll never forget, I had to be Prometheus. But generally, that was it.

Reaching high school [1939-1943], of course, all your friends, your buddies went out for athletics, so you did too. And I participated in three sports in high school: football, basketball and baseball (H. Green, personal communication, June 16, 2004).

Harold Green also said “I wish we could have had a track [team] because there were a lot of fast kids around there. But there were no others [sports], just those three, and most of the same kids played all of them” (H. Green, personal communication, June 16, 2004).

**Athletics**

Competitive sports for girls were basketball, cheerleading and baton twirling. Competitive sports for boys were basketball, baseball and football (N. Brown, personal communication, August 3, 2005 and C. Hawkins, personal communication, August 3, 2005). Mr. Green stated that Franklin County Training School started a football program
in 1938 when a fine teacher and coach joined the faculty from Columbus, Ohio by way of North Carolina A & T University in Greensboro. Mr. Green recalled that teams from Franklin County Training School played other county training schools for African American high school students. He said “We played Smithfield an awful lot, Johnston County Training School. We had some good games with Johnston County Training School down there (H. Green, personal communication, June 16, 2004).

**Clubs and Social Development**

Interviewees told of the various out of classroom opportunities afforded by the school for students to develop personally. They said the parent-teachers association was very involved in overseeing the opportunities available to the students. These opportunities included: Student Patrol, Boy Scouts, Girl Scouts, Future Farmers of America, Glee Club, Crown and Scepter Club (speaking), Student Council, The Superlatives and Junior Superlatives (academic and social clubs), new Homemakers of America, Library Club, debutants, yearbook queen, Miss Library, Miss Franklin County Training School, Miss Riverside, Miss Princess, students marched in parades, attended Homecoming, Superlatives Night, enjoyed Senior Week, and participated in May Day activities (N. Brown, personal communication, July 22, 2004; J. Harris, personal communication, August 9, 2004; C. Hawkins, personal
communication, September 29, 2004 and F. Perry, personal communication, August 19, 2004).

Mrs. Perry described the celebration of education at the end of each year:

We always had Senior Week, when seniors could come to school and didn’t have to go to class. We just absolutely enjoyed that and I can’t imagine being an administrator and doing that now. I cannot imagine that. At the end of the year you always had a play or plays by every grade level. End of the year, school closing program, you always had – every grade level had a play. And the seniors always had Senior Night, and there were several nights of that. You had the Superlatives Night, the seniors usually had a play, you had an Awards Night. So there were several nights where you celebrated. And parents would come and smile (F. Perry, personal communication, August 19, 2004).

**Materials and Equipment**

After interviewing older African American citizens living in Franklin County, Gwen Starr (2002) captured in her poetry their experience of making do with handed down educational provisions.

“Hand-Me-Downs”

Textbooks torn and worn
tossed down the line they went
the one room Black schoolhouse
never received a cent.
Outdated yellow school buses constantly broke down idled by the side of the road barely made it to town.
One room schoolhouse shacks graced the edge of woods for years and years these dwellings proudly leaned and stood. Somehow through all the trials of securing a decent education Black folk survived daily leaned on a solid sure foundation (Starr, 2002, p. 20).

Regarding materials and equipment provided to the Franklin County Training School, Harold Green recalled:

Anything that was gotten, I’m thinking, came from an appealing from whom ever was principal at that time, whatever community people would get together and appeal. Maybe some so called
influential type characters in the county would go with him to try to ask for this, otherwise that was it. When it came to books, and they eventually got buses, but they were also hand me downs, they got the ones that were used by others and they were on the way out, so we ended up with those. That’s the way it went (H. Green, personal communication, June 16, 2004).

When inquiring whether there were shortages in educational provisions, Harold Green recalled there were no shortages to his knowledge while he was a student. However, as a teacher (beginning in 1950), he recalled that the large classes assigned to a teacher could pose a problem.

Most classes [grade levels] had over a hundred pupils in it. We had three or four teachers to handle that load of students. You were fortunate if you had a class that was pretty smart that year, so that it didn’t pin you down as much with this child or that child, or that child. Help you an awful lot (H. Green, personal communication, June 16, 2004).

Fannie Perry recalled that the large number of students caused overcrowding in the classrooms, particularly in elementary school. She remembered often having 40 to 45 students per classroom. This required students to sit with more than one student per desk (F. Perry, personal communication, August 19, 2004). Having to share desks was
also recalled by James Harris (J. Harris, personal communication, August 9, 2004).

Desks were described by interviewees as of an old “inkwell type” or “the very old style” which had the back of your bench type seat fastened to the desk writing area of the student behind you. Fannie Perry recalled: “We had second hand desks. We got them after Mills [High School] had used them” (F. Perry, personal communication, August 19, 2004). Later the school received more modern desks.

Interviewees stated that many of the student textbooks were received by the school after other schools for White students had finished with them and had received their new textbook adoptions.

We had books that were five years old that were handed down from Mills High School. We apparently had enough. I know I got one every time. We had a book fee of five dollars [per year]. We had plenty of them but they were used. Five other names usually were in them when we got them (F. Perry, personal communication, August 19, 2004).

Alumnus Cora Hawkins stated “We just made due with, did the very best with what we had” (C. Hawkins, personal communication, September 29, 2004).

Regarding the effect the old textbooks and equipment had on learning, Fannie Perry stated:
We had a good education. The teachers had to have put forth extra effort for us to be five years behind in the books and still be able to go off to college and succeed. Maybe information didn’t turn over as fast then or whatever, but we were hampered by the books being older, and the equipment besides (F. Perry, personal communication, August 19, 2004).

The school buses were described as hand-me-downs, also. James Harris told of his own experience:

We rarely got new buses until later on in latter grades. The buses were often times very cold, there was no heat and definitely not safe. Well, the first buses I recall riding, the seats were, - you were around the wall but you were facing toward the center of the bus, and there was one big bench in the middle of the floor. It was like you were there at your own risk, because every time there was a corner turn, you know, you kids were sliding this way and that way (J. Harris, personal communication, August 9, 2004).

Mr. Harris explained that the seats were three long benches without backs running the length of the bus. One long bench ran along each of the sides of the bus, plus there was one long bench, also with no back, running down the middle of the bus.

Fannie Perry recalled riding the old buses with the three long benches during her first year at Franklin County Training School. That
was while she was in first grade during 1953-1954. After that, she recalled riding buses with regular seats facing forward. Mrs. Perry recalled her bus being so crowded that people had to stand during the trip. Her bus arrived and departed on time, but she remembered that students who rode from Youngsville always arrived late and had to leave early, by 2:30, in order to arrive home at a reasonable hour (F. Perry, personal communication, August 19, 2004).

Fannie Perry remembered that while she was a student, there was a need for an activity bus for the school to use to go on class trips, or so teams could travel to games. The parents, teachers, and students raised the money to buy it (see Figure 17, Appendix A). “We bought an activity bus, believe it or not. We raised, actually raised money and bought an activity bus. The PTA, the school” (F. Perry, personal communication, August 19, 2004).

Until 1965, there was no cafeteria for the students and staff. Mrs. Cora Hawkins recalled that she was in the Rosenwald building during her fifth and sixth grades. At the time the Rosenwald building impressed her as an old building with wooden floors. She said “I specifically remember a little room they called The Canteen where students would go buy snacks.” (C. Hawkins, personal communication, September 29, 2004). However, the lack of a cafeteria or lunch room sometimes created difficulties as James Harris described.
The biggest thing was a place to eat. We did not have a lunch room at all...and the food that was provided was just snacks, junk food. And I think a lot of children suffered because of that. The school had a cantina that they opened up during the lunch time for kids to purchase things of that nature. But, you had to eat lunch in class with your fellow classmates. And there were often times that kids did not have anything to eat at all, and I thought that was just torture to sit there and watch someone eat and you were sitting there hungry. They didn’t allow you to get up to go someplace else to eat, or allow them to go outside. So, they had to sit there and bear that for forty-five minutes (J. Harris, personal communication, August 9, 2004).

Harold Green described lunch in these terms:

Whatever you brought. There was no lunch room. You brought a piece of candy, if you brought a sandwich from home, or something, that was it. It was only in the later years that that lunch room was built on that campus over there. Otherwise, there was no such thing as a lunchroom (H. Green, personal communication, June 16, 2004).

**Desegregation of the Schools**

Having experienced segregation as a child and teenager, James Harris described how it changes lives.
The social climate was not the best because there were unwritten rules about where you could go, things you could do. And you knew your place, and to step outside the box, so to speak, would create havoc for you or your family sometime, if you did that. So, it did not breed a good climate for young people to stay around, once they got out of school, or dropped out of school, or what have you. That cloud is probably still somewhat here today.

Professional jobs, there were none for you if you were a person of color. They just wouldn’t exist pretty much. And so people opted to just leave and not bother to come back except to visit. Even when you shopped you knew there were certain stores you didn’t go in, or there was no place for you to go to sit to eat (J. Harris, personal communication, August 9, 2004).

During the mid to late 1960s, Franklin County School’s compliance with the Civil Rights Act of 1964 was being worked out. Franklin County Board of Education Minutes are official documents that give glimpses of what was occurring. Desegregation of the public schools of Franklin County took time as there were disagreements as to how and when the details of desegregation would be worked out. During one meeting of the Board of Education, a Petition signed by 767 people was presented to the Board stating:

We the undersigned people of Franklin County, do hereby express our preference to forfeit Federal Aid to the schools of said county
rather than to support integration in our schools. We suggest this be put to a vote by the people to maintain and operate our school system by a tax on each and every adult taxpayer (Franklin County School Board Minutes, April 12, 1965, p. 3).

On May 3, 1965 the Franklin County Board of Education adopted the county school system’s Plan for Compliance with the Civil Rights Act of 1964. Highlights of the plan include: Part I, a summary statement of the then racial situation in Franklin County Schools. The statement shows complete segregation existed with some schools having only White students and staff, and other schools having only African American students and staff. This documents that in 1965 Riverside High School (Grades 1-12) had 1220 Non-White students and 46 Non-White staff. For Franklin County, there were 2509 White students with 102 White staff, and 2933 Non-White students with 115 Non-White staff. Part II of the Plan announced that the Freedom of Choice Plan will be instituted without discrimination. For the 1965-1966 school year, parents could enroll rising first graders, third graders, ninth graders and twelfth graders at the school of their choice, providing room existed. Pre-registration received preference over August registration. Students accepted at the schools could continue there in subsequent years. Part IV states that “Bus routes will be set up for pupils eligible to be transported to the schools chosen by the parents or legal guardian of such pupils” (Plans for Compliance, May 3, 1965).
July 14, 1965 the Board of Education adopted Amendments for their Plan for Compliance with the Civil Rights Act of 1964. Highlights of these amendments are:

Amendment II – No discrimination with respect to services, facilities, activities, and programs in the school system.

Amendment III – Desegregation is necessary regarding faculty meetings, staff development, etc., and that meetings will be held to inform staff of the provisions of the Plan for Compliance with the Civil Rights Act of 1964. Amendment IV – In Freedom of Choice, parents will be allowed a second choice of schools if their first choice is overcrowded.

Amendment V – The Freedom of Choice Plan will be extended to grades 3, 4, 10, and 11 in 1966-67, and to all remaining grades in 1967-68.

On March 30, 1966, the Franklin County Board of Education filed an application of Assurance of Compliance with the Revised Statement of Policies for School Desegregation Plans under Title VI of the Civil Rights Act of 1964. This application stated that the Board agreed to comply with all requirements for revised statements of policies for school desegregation plans under the Civil Rights Act of 1964 and the Amendments the Board submitted, and that the Board’s plan were accepted by the U.S. Commissioner of Education (Assurance of Compliance, 1966).
The Board Minutes of August 1, 1966 record that there existed an Interim Court Order issued by Algernon Butler, Chief Judge, United States District Court. The Board directed the notification of each principal and Advisory Council member that there was going to be a meeting in the Louisburg School Library at 8:00 p.m. on Wednesday evening, August 3, 1966 to explain the Order (Franklin County School Board Minutes, August 1, 1966, p. 85). However, the Board Minutes of August 4, 1966 show that a special meeting of the Board of Education was held in the Riverside High School Cafeteria. The Minutes record:

The purpose of this meeting was to inform persons whose names were furnished to the Board of Education by the plaintiffs of the manner in which the Board of Education will administer the Freedom of Choice Plan pursuant to Order of the United States District Court dated July 27, 1966. There were present some 38 persons in addition to Mr. Frank Schwelb, Attorney for plaintiffs, Mr. Edward F. Yarborough and Mr. Irvin Tucker, Attorneys for the Board of Education, the Superintendent, Warren Smith and Assistant Superintendent, Mrs. Margaret Holmes. There was a very thorough explanation by attorneys for the plaintiffs and defendants, after which there was a question and answer period. This portion of the meeting was adjourned when there were no more questions and comments from the group Order (Franklin
On August 19, 1966, the Board Minutes document that twelve students who applied to attend schools of their choice during the July 23 through August 19 choice period, were granted their applications. The Minutes also record that:

Pursuant to a Court Order issued by Judge Algernon Butler, dated July 27, 1966 stating that a new freedom of choice period beginning August 1, 1966 and ending August 16, 1966 shall be afforded all negro children attending, or eligible to attend, the public schools operated by the Franklin County Board of Education for the 1966-67 school year Order (Franklin County School Board Minutes, August 19, 1966, p. 94).

As a result, the Franklin County Schools Freedom of Choice Plan application period was extended.

Franklin County School Board Minutes record a change in procedure from the Freedom of Choice Plan to a prescribed attendance percentage. This seems to have reassigned students to other than the schools they had chosen. The Board Minutes state:

The Secretary read a letter from Linwood T. Peoples of Peoples and Allen, Attorneys and Counselors at Law who represent parents of six families and thirty-two children requesting that the School Board re-assign these children to the schools that they
chose to go to under the Freedom of Choice Plan. The Franklin County Board of Education was ordered by the United States District Court of the Eastern District of North Carolina to transfer for the 1967-68 school year a sufficient number of Negro students to predominantly white schools so that at least ten percent of the Negro students in the county School System will attend predominantly white schools for the 1967-68 school year. Therefore, upon motion by Mr. Fuller, seconded by Mr. Winston, and duly carried the Board of Education denied the request stated in this letter Order (Franklin County School Board Minutes, September 11, 1967, p. 177).

Board of Education Minutes show that on August 27, 1968, schools were assigned their names and attendance areas. Riverside High School was assigned the Louisburg attendance area and was renamed Louisburg Elementary School, teaching grades 1-4. Louisburg High School would teach grades 5-12. See Figure 18, Appendix A for a map showing the locations of the school buildings in Louisburg, North Carolina. The accompanying staff list records that several Riverside High School faculty had been reassigned to Louisburg High School. The Minutes state that these changes were made in accordance with the Court Order issued August 5, 1968 requiring that “students residing within attendance zones were assigned to the schools within such
zones” (Franklin County School Board Minutes, August 27, 1968, p. 17 & 18).

The reassignment of students caused a change in facility needs on the former Riverside High School campus as reflected in the School Board Minutes. Proposed construction projects for “Riverside High School now Louisburg Elementary School – Classrooms and Equipment deleted due to reorganization of the school” (Franklin County School Board Minutes, November 17, 1969, p. 99). For the same meeting, the School Board Minutes state that construction for “Louisburg High School Classrooms have been completed. - $98,717.97” (Franklin County School Board Minutes, November 17, 1969, p. 99).

Harold Green, who had been a student there, was a teacher at Franklin County Training School/ Riverside High School from 1950 until Franklin County Schools were desegregated in 1968. Here is his description of the desegregation process from his vantage point as a teacher.

The usual procedure. You had marching in front of schools. You had parents marching wanting changes to be made–type thing. And then you had the guy from Rocky Mount, Freedom of Choice thing that came out in schools. And finally the Brown versus etc. that came in then. And as a result, in 1968, when they completed that mixing situation, there was a mass meeting at the high school. You got a letter, I got a letter, he got a letter, and
everybody [school staff] was sitting there with these letters, not wanting to open them. Finally you had to. And what was the question then? Where were you going? You did not know where you were going. Assignment letters, yes indeed. That’s how I ended up at Louisburg High School.

As far as students were concerned, your grade automatically said “That grade is no longer at this campus, it would be at this campus.” And that’s the way it went. Five and up, as far as Louisburg was concerned, everything five and up crossed teachers and students. [Grades 5-12 went to] Louisburg High School. [Grades K-4] stayed at Riverside (H. Green, personal communication, June 16, 2004).

Cora Hawkins, who was then a student at Riverside High School, described the desegregation process as follows:

The only thing that I can remember my senior year of high school when we were on the verge of integrating, it was optional if you wanted to go to the White school. At that time we had one student who decided to go and it was just optional and I guess being my senior year, we didn’t want to make changes at that point. And so we continued at our school. And it was after I graduated before school actually integrated (C. Hawkins, personal communication, September 29, 2004).
Novella Brown recalled that there was first an offer for African American students to voluntarily go to the predominately White Louisburg High School.

1966, I believe was when about four families were sent to the high school. And they moved just a few Blacks, and I think it was on a voluntary basis. And the only Blacks who really went to the high school were those Blacks whose parents who owned land, because they threatened everybody else with homes and jobs and positions and whatever. So that took place gradually. Sixty-six was when some of our students went to the high school. That’s right. I was happy where I was (N. Brown, personal communication, July 22, 2004).

James Harris was a high school student at Riverside High School, when desegregation was being worked out. He described the year of voluntary integration as follows:

There wasn’t a lot, I guess, talked about it. I can remember. I think it was ‘65 or ‘66 where students were given a choice to integrate, and there were a few students who did. Most of us did not. Most of the students who did, their parents were land owners, because a lot of parents were told “Do not sent your children to another school or else. If you did you would lose your job, and you would not be able to get a job within this county.” So, they wouldn’t do that. That was a promise. That’s just the way it was.
[Landowners] had no threat because they couldn’t threaten with the job. They were mostly farmers. Those kids who opted to integrate suffered dearly. They were ostracized, they were not talked to in the classroom. They did everything by themselves, and even one student said the teacher wouldn’t talk to him. He had to do the best he could as far as his lesson, to try to help him. Beat upon, spat on. And even in the community there, often times, the wells were poisoned or their homes were shot into, that type of thing. No one in my community opted to integrate (J. Harris, personal communication, August 9, 2004).

The manner in which desegregation was worked out in Franklin County created some drawbacks. James Harris experienced drawbacks in the areas of loss of school culture, programs, teacher authority, and discipline. Here is his description.

When integration did take place, for a time, we lost almost everything that identified us: culture, mascots, colors, all that stuff was gone. Names of schools, gone. Especially high, ‘cause all the Black schools were named high schools, and when the conversion took place, those high schools were normally converted to elementary schools, so that way you lost everything, even though your mascots and colors stayed at the elementary school. And a lot of things that we used to do, different programs, different types of groups or clubs were gone. And even
discipline changed tremendously, it was totally different. When you were in school [before integration], again, whatever the teacher said or whatever the teacher did was O.K. Nobody questioned it. It was O.K. to do. But when integration took place, that stopped. Corporal punishment stopped for the most part. Some parents would basically tell you “I don’t want you to be doing this with my child,” or what have you, you know. So those things kind of broke down a little bit. It led to chaos, I think (J. Harris, personal communication, August 9, 2004).

Accomplishments of Graduates

Interviewees and other sources have indicated that graduates of the Franklin County Training School / Riverside High School have achieved many accomplishments, and entered a variety of careers in their lives. Many of them have given of themselves to help those around them. When addressing this subject, Harold Green’s initial comment said it all. “Oh boy! That causes a world of think!” Mr. Green said “At one time, if you asked any student what he was going to try to be in life, it can be one of two things, if they were black: Teacher or Secretary, and that changed during the years, considerable.” He recalled that graduates of the school earned scholarships to universities, one became a football coach at Delaware State University, many studied and went into teaching, business, one became an electrical engineer for Con Edison in New York, and another became an
insurance executive in Washington, D.C. Mr. Green graduated from Franklin County Training School in 1943. He vividly recalled that day, “All the way down the aisle to get my diploma I held a letter in my pocket from Franklin Roosevelt that I was being drafted into World War Two.” He traveled, courtesy of the U.S. Army, to England, France, Belgium, Luxemburg, Holland, and Germany. “I was in Düsseldorf, Germany when they surrendered. That wasn’t yesterday was it” (H. Green, personal communication, June 16, 2004). Following the War, he studied at the Radio and Television Institute in New York, he studied teaching in college and school administration in graduate school. Mr. Green began teaching at Franklin County Training School in 1950 and became the principal of the school, which was then called Louisburg Elementary School, in 1971 (H. Green, personal communication, June 16, 2004).

Novella Brown graduated from Riverside High School, continued studying through college and graduate school. She returned to Franklin County where she taught high school English for years, became an assistant principal and has served for several years as principal of a middle school (N. Brown, personal communication, July 22, 2004).

Cora Hawkins recalled schoolmates who graduated from college and served as public school teachers, some work with Social Services, and one graduate became president of a bank. Mrs. Hawkins graduated from Riverside High School, graduated from college and has served as a
school teacher for her lifetime career (C. Hawkins, personal communication, September 29, 2004).

Fannie Perry also recalled that many graduates became teachers, school administrators, some became lawyers, many business owners. She described graduates as “outstanding citizens because we had, I think, a really good educational system at the time, really think that the teachers who were there inspired you to go on and be productive, it was a motivational type thing. You were expected to do well” (F. Perry, personal communication, August 19, 2004). Mrs. Perry is a graduate of college and university, she taught Mathematics on the high school level, served as an assistant principal and principal, all in Franklin County.

James Harris recalled that “Half of the guys in my class went into the military because they were drafted. This was during Viet Nam time. And I’d say out of my class, compared to the other classes, I would say we had more individuals to enter college than probably any classes before that” (J. Harris, personal communication, August 9, 2004). Mr. Harris recalled that one of his classmates held a high administrative position at North Carolina State University. Some made careers in the military (himself included), one became a doctor, two business executives in the Research Triangle Park, and many teachers and school administrators (J. Harris, personal communication, August 9, 2004). At
the time of this writing, Mr. Harris served as a school level administrator in the Franklin County Schools.

It is also noteworthy that graduates and former staff of Franklin County Training School / Riverside High School have joined with other African American citizens in Franklin County to form an organization which promotes academic excellence among current African American students. The organization is called P.A.S.S.A.G.E. which stands for Pursuing Avenues for Students Seeking a Gateway to Excellence. This organization awards scholarships on an annual basis to African American students who exhibit academic excellence. P.A.S.S.A.G.E. states their mission, goal and objective as follows:

Our mission is to seek avenues of opportunities that will open doors for at-risk youth to be successful in a global society. Our goal is to focus on these opportunities for participants to grasp the American dream through educational opportunities, mentoring, and community agency partnerships. Our objective is committed to engage community agencies, empower participants through group activities, expanding their horizons with opportunities for growth (Harris, J. & Holloman, Sr., R., June 24, 2004, p. 2).

Riverside High School graduate James A. Harris is listed as one of this organization’s Executive Directors.
Summary

Data related to this Rosenwald school and its impact upon its community, were collected from various sources. Those sources were multiple and often served in triangulation, as well as to fill in details that were lacking elsewhere. Sources included personal interviews and public documents found in school board minutes and state archives. Data were also found in publications including the local newspaper, books and web sites containing related information. Private collections of documents and photographs were also utilized.

Data collected have revealed recurring themes which include: provisions prior to the Rosenwald school, acquisition of the Rosenwald school, use of the school, loss of the Rosenwald building, campus growth, school culture, educational offerings, the process of integration, and accomplishments of graduates. The data collected reveal the life of the school and its impact upon the citizens.

In Chapter Five, I present my conclusions based on these data and the recurring themes the data formed. The results of this research will be discussed and summarized.
CHAPTER 5
Conclusions and Summary

Introduction

The purpose of this historical study of the Rosenwald school that existed in Louisburg, North Carolina, was to examine the data available. These data revealed the educational provisions that were made for African American school aged children living in this area of Franklin County, the story of this particular school which grew to serve grades one through twelve, and the impact upon the citizens who were touched by the Franklin County Training School / Riverside High School as it carried out its mission.

These data formed answers to the five research questions I posed in Chapter One. Answers to each of the research questions can be found in multiple areas of the conclusions.

Question 1. What motivated the residents in the area to have this school, and how did they obtain it? Answers can be found in the conclusion areas of Prior to the Rosenwald School and Acquisition and Use of the Rosenwald Building.

Question 2. What effect (educationally, culturally, developmentally) did this school have on its students, staff and community? Conclusions are in the areas of School Culture: Town and Country, Educational Offerings, and Graduates.
Question 3. *What was this school’s relationship to the local educational agency during years of segregation and desegregation?* Answers can be found in all areas of the conclusions.

Question 4. *What specific issues affected this school?* Findings are in all categories of the conclusions.

Question 5. *How was desegregation played out in this school?* See the conclusion regarding *Desegregation.*

The data revealed specific findings in detail in Chapter Four. Those findings are summarized in this chapter. In telling the story of the Franklin County Training School / Riverside High School, the interpretation of the data has suggested the following themes about which conclusions may be drawn and discussed.

**Conclusions**

**Prior to the Rosenwald School**

Examination of these data show that prior to the building of the Rosenwald school in Louisburg, African American school children were in a poor educational situation, poorer than their White counterparts. Provisions for African American children were behind in many areas including teacher salary, permanent brick veneer school buildings, and they had no public high school. Following his survey of facilities in Franklin County, W. F. Credle reported that conditions for teaching African American children were poor prior to the Rosenwald buildings (Credle, 1924, May).
Acquisition and Use of the Rosenwald Building

The desire of the Louisburg and Franklin County School Boards, expert oversight from the North Carolina Department of Public Instruction, and the Rosenwald Foundation, joined with grants from foundations, state and local monies, and matching contributions raised by local African American citizens, made the construction and furnishing of the Louisburg Rosenwald school a reality. It is clear from the data that the expertise and monetary impetus of the Rosenwald Fund was a vital catalyst in this process. The faculty and students took possession of the new building in 1929, and produced during 1932-1933 Franklin County’s first public high school graduating class of African Americans educated in Franklin County. The school stood as a successful, yet segregated, public school for African American children, and was used by the community and other organizations for the development and education of children, as well as adults.

The School Culture: Town and Country

Interviews portrayed a school culture that was well developed and nurturing. The leadership and faculty were described as caring, yet strong disciplinarians. The overall effect was an emphasis on learning and character development. Outcomes can be seen in the accomplishments of many of the graduates and their outstanding citizenship.
The testimonies of interviewees were most helpful in gaining data on elements that contributed to the culture of the school. The elements of town and country life helped to create the school’s atmosphere. Interviewees from rural backgrounds stated that they were used to working hard, and wanted to gain an education so as to open up multiple avenues and expand possibilities in their lives. Those from families of professional backgrounds contributed the desire to expand and explore into other fields and higher learning. Coupled together, a strong educational pathway was forged leading to well rounded citizenship.

**The Loss of the Rosenwald Building**

Prior to the data search, witnesses were not sure about the date of the loss of this historic building. A search of the Minutes of the Franklin County Board of Education meetings revealed the date to be Wednesday, March 9th, 1960. The entire Rosenwald building was burnt in the conflagration. This total loss included the original seven classrooms, plus the additional three classrooms that were made by converting the original gymnasium into classrooms. Interviewees agreed on the weather and events surrounding the loss, as well as the difficult temporary educational provisions they experienced for the months that followed.
Campus Growth

School Board Minutes and interviews contributed much to documenting the expansion of facilities on the campus. Classroom buildings and gymnasiums were constructed. A long-standing need of a cafeteria was finally met in the 1960s, providing food and an eating area for the overcrowded campus population. The school grew to a very large facility for grades one through twelve as it served a large attendance area. This all changed when desegregation was brought about in 1968.

Educational Offerings

Curriculum and instruction unfolded over the years to meet the growing needs of the children. At first, the Rosenwald building was a long awaited boon to the high school curriculum and instruction for African American students. Built in 1929, it was the first public high school for African American children in Franklin County. Beginning with a general curriculum, preparation for college was an early concern. Curriculum in Agriculture, shop, vocations, and building trades were included. All of these areas of education directly contribute to a knowledgeable citizenship and the various activities involved such as voting and being informed via print media including the newspaper. The staff of Franklin County Training School / Riverside High School worked constantly to bring the needed curriculum and instruction to its children.
Athletics were emphasized, also. Competitive sports teams were trained and put to the test against segregated “training schools” of other counties. One interviewee fondly recalled playing against the Johnston County Training School. Games were well attended by the students and staff. Some graduates continued in post-secondary athletics as players and coaches.

There were a variety of clubs and social activities available in which the students exhibited a high level of participation. Those who were interviewed spoke fondly of the learning experiences afforded them in these clubs and organized activities. Such activities lent to the building of the school culture as well as the personal and social development of the individual student.

From the beginnings of the Rosenwald school in 1928-1929, construction and equipping of the school were partially funded and supervised by the NC Department of Public Instruction and the Rosenwald Fund. Years later, after the State and the Rosenwald Fund ceased such participation, interviewees described that equipment and materials became more of an issue of “hand-me-downs” or otherwise worn and outdated materials and equipment. Desks were described as old style with sometimes two students per desk. Textbooks arrived from the White schools with five years of student names already signed in them. Interviewees stated that textbook fees continued to be required. There always appeared to be a sufficiency of textbooks, yet, teachers
had to work harder to supplement them with more up to date information. Some school buses were very aged and of poor design. Interview data stated that the desks and buses improved later in the 1960s. One time, when the school needed an activity bus, the PTA and students raised the money to purchase it themselves.

**Desegregation**

Data describe desegregation as an extended and difficult process, involving petitions, demonstrations, and litigation. Some interview data revealed that threats were made toward African Americans who participated in the initial Freedom of Choice plan. School Board Minutes reveal how in 1965, 767 residents of Franklin County petitioned the Board that they should continue as a racially segregated school system, forfeit Federal funding and increase local taxes to pay for county public education. It appears that the petition was not granted.

Desegregation attained results that were both positive and negative. Positive results involve a beginning of coexistence of the races within the public schools, the educational separation of the races being formally broken down. Hand-me-down equipment and materials for the African American students were to cease. Equal per capita funding of students began. Faculty were desegregated in work, pay and staff development.
Negatively, interviews revealed that the manner in which desegregation occurred made the initial situation difficult for African American students. Interviewees witnessed profound loss of treasured school culture, traditions and customs of the Riverside High School. Many such student opportunities were eradicated by students being mainstreamed into the other school’s culture. However, memories of the culture of the old school live on in graduates, and are revived during celebrated class reunions.

Graduates

Graduates have proven to be products of the nurturing, caring, and hard work that was emphasized at Franklin County Training School / Riverside High School. Interview data state that the strong disciplinarian, caring and developmental emphasis of the staff, parents and community made a positive impact upon many who have completed the course. The faculty and staff who cared and gave of themselves have established generations who also care and give of themselves. Productive citizens were enhanced in such occupations as: homemakers, the ministry, education (of K-12 and adult), military, business, finance, engineering, medicine, agriculture, athletics, public office, and more.

Discussion of the Results

The desire and contributions of the African American community, and the guidance of the School Board, the North Carolina Department of Public Instruction, and the oversight and financial contribution of
the Rosenwald Fund (as well as other sources), made this Rosenwald School a reality in Louisburg. It is clear that this school had a significant and positive impact upon the citizens of Louisburg and Franklin County.

The findings in this research correlate in many general areas with the three existent historical studies of individual Rosenwald schools in North Carolina: Hessling (1993), Walker (1996), and Reed (2000). However, specific circumstances, as well as the characteristics of individuals involved, have created sufficient differences within each historical study to warrant individual attention. The proportion of the handful of individual schools studied is dwarfed in relation to the over eight hundred Rosenwald schools built in North Carolina.

**Recommendations for Further Study**

The above mentioned differences found in each case study, are reasons why I recommend that additional historical studies be conducted to tell the stories of other Rosenwald schools across North Carolina and the Southeastern United States. With over eight hundred buildings having been constructed in North Carolina alone, there is much need for a call to action. Further reason is the mushrooming interest in documenting and preserving the individual histories and contributions that the phenomenon of the Rosenwald schools excited in our country. Today, Rosenwald schools are being placed on lists of Historic Sites, and their locations are being documented. Historical
studies of individual Rosenwald schools will capture for posterity what each school made possible in the lives of citizens that it touched.

As a result of having done this study, I advocate the promotion of additional work and research in the area of the Rosenwald school movement. One purpose of this dissertation was to collect and preserve such artifacts. Resources necessary to study this phenomenon are dissipating, diminishing and disappearing. The documentation of individual Rosenwald schools needs to be expeditious due to the aging of faculty, staff and graduates of these schools. Currently existing Rosenwald buildings are experiencing decay and facing demolition. Paper documents and photographs held in collections or archives, are gradually disintegrating. Oral histories can be collected and preserved through recordings. Documents and photographs can be scanned and stored electronically, making them available for easy and repeated access. With a sense of urgency I promote the importance of preserving these artifacts for further research and to preserve this component of our history.

**Researcher Reactions and Thoughts**

During the past few years, it has been my quest to document some of the history and influence of this Rosenwald school. It was necessary to utilize the various sources of interviews, board minutes, newspaper, internet, and state archives in order to discover sufficient data for the various areas of history and education related to the Franklin County
Training School / Riverside High School. I recognize that I have been privileged in that many have taken me into their confidence and opened up their own part in the history of the school in order for the data to be collected and documented. I feel that this information and the use of it, can significantly improve the way educational difficulties are approached today. Today’s school staff members can be reminded of the best practices of these earlier professionals. They exhibited a persistent caring for their students which was born from a desire for their students to do as well as, or to exceed, their own accomplishments. Growth in all areas of life was valued, and these educators used all available means to help their students to build hopes and to achieve.

**Summary**

I have a few statements to add in order to summarize the data regarding this school. The first is regarding the emphasis the school placed upon citizenship and accomplishment. Harold Green said “I have a favorite statement I’ve made many a time and I’ve said: You should be ashamed to die if you don’t add something to this world while passing through it” (H. Green, personal communication, June 16, 2004). This is Mr. Green’s philosophy as a citizen, and educator, and encapsulates the philosophy if the Franklin County Training School / Riverside High School. Second, I quote from a former graduate’s point of view. “The only thing, I guess when you are in the middle of the forest, you know how the saying goes. When I was in school, I just
wanted to get out, and wanted more because I came from a farm and didn’t want to go back to the farm. But looking back, this school gave me a lot in terms of education, and just wanted more in life. And the people encouraged us” (C. Hawkins, personal communication, September 29, 2004).

The third quote is in regard to the overarching principle of citizenship and common respect. James Harris said:

It’s just ironic that, you know, we’re talking about the sixties and we’re still today under the same court guidelines to do things we should have taken care of many, many years ago. As a community people need to understand each other because fear is a thing that can get in the way of a lot of progress, and then when you sit down and sort of start talking to people and get to know them, then there really is no difference, you know. We both want the same thing, like to be successful and make sure our families are taken care of. But if I never talk to you or know anything about you, then maybe there’s fear because I don’t know. I think we need to stick to things that will foster good communication (J. Harris, personal communication, August 9, 2004).

Mr. Harris’ thoughts are in concert with a theme that has surfaced repeatedly during this study: the interweaving of faith and faith based organizations with education. During the early 1900s the schooling needs of African American children were partially met by the Episcopal
School in Louisburg and the Presbyterian school in Franklinton. One of the great educational leaders in the African American community was Principal George Pollard, who also served as a minister. During summer schools which he supervised, activities included Bible study. Several graduates of this school have become ministers, and many of the former students whom I have met, continue to participate regularly in worship services. Many of the people in this study maintain a profession of faith. All of this ties into what James Harris stated above regarding mutual respect. We need to live with that respect regardless of our backgrounds. The Apostle John wrote of the redeemed in glory, worshipping at the throne of God:

9 After this I beheld, and, lo, a great multitude, which no man could number, of all nations, and kindreds, and people, and tongues, stood before the throne, and before the Lamb, clothed with white robes, and palms in their hands; 10 And cried with a loud voice, saying, Salvation to our God which sitteth upon the throne, and unto the Lamb. 17 For the Lamb which is in the midst of the throne shall feed them, and shall lead them unto living fountains of water; and God shall wipe away all tears from their eyes (The Holy Bible, Revelation 7:9, 10 & 17).

This quote reveals that, in the eternal state of the redeemed, there exists no personal or collective sin, and no remaining corruption. There is perfect integration, and perfect, sinless love toward our God, and
love toward our neighbors (as to ourselves). In this present world, we are called to live in repentance and faith in order to demonstrate His working in us.

The Franklin County Training School / Riverside High School, was a great help to the African American community in and around Louisburg, North Carolina. Graduates have given back in the sense that they have lived to help others of all races and in various places around the world. I don’t think Julius Rosenwald could have imagined how, through his generosity, he has touched the lives of so many people.
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Smith, Towanda (personal communication, November 5, 2004)
Pictorial Contributors

The Franklin Times, pictures & articles, Louisburg, NC

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Johnson, Mary Green, pictorial collection, Louisburg, NC

Perry, Fannie, pictorial collection, Louisburg, NC

Riverside Elementary Magnet School, pictorial collection, Louisburg, NC
Appendices
Appendix A:

Figures

Figure 1. The Episcopal School, Louisburg, North Carolina.
Note. From the collection of Mary Green Johnson. Reprinted with permission.
Figure 2. The Louisburg Colored Graded School was located at the end of Mineral Springs Road.

Note. From the collection of Mary Green Johnson. Reprinted with permission.
Figure 3. Floor plan of the Rosenwald building.  Note. Not to scale. From descriptions by interviewees J. Harris and F. Perry.
Figure 4. June 1928 contributions from African American citizens.


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<tr>
<td>Hudie Sills</td>
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<td>Rev. D. P. Lewis</td>
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<td>Thomas Williams and Joe</td>
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<td>Other sources</td>
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<td>Malcolm McFadden</td>
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<td>Mrs. B. J. Williams</td>
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<td>George Stegall</td>
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<td>R. L. Hawkins</td>
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<td>John King</td>
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<td>Leigh Perry</td>
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<td>Tom Williams</td>
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<td>Savannah Harris</td>
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<td>J. W. McKnight</td>
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Figure 5. December 1928 contributions from African American citizens.

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<tr>
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<td>Interest on Daily Deposits</td>
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<tr>
<td>From State Building Fund</td>
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<td>From State Literary Fund for Youngsville, Rocky, Ford and Franklinton</td>
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<td>From Rosenwald Fund</td>
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<td>From Sale of School Property &amp; Private Donations</td>
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<td>From State for Agriculture &amp; Home Eco, Teachers</td>
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<td>From State for Epcos High School</td>
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<tr>
<td>Tuition</td>
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<td>From Franklinton Refund Teachers Salary</td>
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<td>Trucks</td>
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<th>BALANCE JULY 1ST 1929</th>
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Figure 6. Franklin County Schools Report for Fiscal Year ending June 30, 1929.
Note. Franklin Times June 11, 1929, p. 5.
Figure 7. Ceremonies for the end of the school year 1928-29, held in the new Rosenwald building.

Figure 8. Front of the Rosenwald School on West River Road in Louisburg, NC.
The Franklin County Training School.
Note. From the collection of Mary Green Johnson. Reprinted with permission.
Figure 9. George C. Pollard: Minister, School Administrator.

Note. From the collection of Mary Green Johnson. Reprinted with permission.
Also in *The Franklin Times*, September 23, 1938, p. 5.
Figure 10. School letterhead circa 1960. Note: 1933 is year of accreditation.
Figure 11. The Franklin County Training School, The right rear section of the Rosenwald Building. Part of The Ag Building can be seen in the far left.

Note. From the collection of Mary Green Johnson. Reprinted with permission.
Figure 12. Mr. Carl A. Harris, Principal of FCTS / RHS from 1938 through 1969. 
Note. From the collection of Mary Green Johnson. Reprinted with permission.
Carl A. Harris, retired principal of Louiburg Elementary School and principal of the former Riverdale High School and Franklin County Training School, was honored Tuesday afternoon by school staff members and friends. Harris, who served in Franklin County, since 1938 and began his teaching career in 1927, was presented a plaque commemorating his long years of service.

Superintendent of Schools Warren Smith said Harris is "a devoted and faithful servant to education" as he spoke to the group gathered at the Elementary School cafeteria. He told that Harris came to Franklin County from his native Warren in 1938 and took charge of what was then Franklin County Training School with 655 students and 13 teachers.

In 30 years, Smith said, the school grew to 1,838 students and 68 teachers under Harris' direction. He also related Harris' service in community projects, making special mention of his work in Boy Scouts. He told that Harris holds the biggest award given by Boy Scouts—the Silver Beaver Award—and said Harris was one of only two holding such an award known to him.

Calling Harris a "professional man", Smith said that as principal he had "probably influenced the education of anyone in Franklin County education."

On behalf of the Board of Education, teachers and principals and students, Smith extended thanks to Harris for his service.

T. E. Conway, assistant principal at Louiburg High School and a former assistant to Harris, said he could write a book on the things Harris has done in addition to those related by the Superintendent and he praised Harris for help given him. Harold Green, principal of Louiburg Elementary School, said Harris signed two documents important to him—his high school diploma and his contract to teach. "I am a product of Carl Harris", he said.

Harris, with his wife, daughter and son-in-law, brother and a sister present, was presented an engraved plaque by Mrs. Mary Johnson, a long-time member of his teaching staff. Miss Mildred Pogg, a member of the Elementary School faculty welcomed the group.

Harris spoke briefly, relating some of his experiences. He said looking back there were many pleasant things than unpleasant things. Serving at the function were members of the Elementary School faculty, and a number of educational associates, friends, and school officials were on hand to honor Harris, who retired at the end of the 1969 school year.

Figure 13. Mr. Carl A. Harris, Principal of FCTS / RHS from 1938 through 1969.

Note. From The Franklin Times, November 12, 1970, p. 2.
Figure 14. The Franklin County Training School, The Gym/Auditorium and Classroom Building (1946).

Note. From the collection of Mary Green Johnson. Reprinted with permission.
Figure 15. The Louisburg Rosenwald School/Franklin County Training School in 1954. This is the front of the Rosenwald Building with the Porch Building seen close by at the far right of the picture.

Note. From the collection of Riverside Elementary Magnet School. Reprinted with permission.

Figure 16. The Franklin County Training School, The New High School Building (1957).

Note. From the collection of Fannie Perry. Reprinted with permission.
Figure 17. The Riverside Union School Activity Bus, purchased by school fundraising efforts.

Note. From the collection of Fannie Perry. Reprinted with permission.
Figure 18. Map of Louisburg, North Carolina School Buildings.
Appendix B:

Informed Consent Form

North Carolina State University
Department of Educational Administration and Supervision

Consent to Interview

Title of Study: A History of the Rosenwald School in Louisburg, NC
(Franklin County Training School or Riverside High School)

Researcher: John Cubbage

Information: I am conducting research to write a history of the Rosenwald school that was in Louisburg, NC, and I am interviewing people who worked or studied there. I anticipate that the average interview may take one hour. Questions provided to you will be asked in the interview.

Risks: No risks or discomfort will be involved. Any question may be eliminated as you wish.

Benefits: This research is intended to tell the story of the Rosenwald school that was in Louisburg, and to add to the now scarce documentation of such schools. Some interviewees may experience an increase in school pride, however, there will be no tangible compensation for the interviewee.

Participation: There is no pressure to consent to being interviewed. Anyone may refuse to participate. Participation is voluntary and the interviewee may discontinue participation with no loss. You may refuse to answer any questions you decide to. Notes will be taken during the interview.

Contact: Should you have further questions or concerns please call me at (919) 496-1855. My faculty sponsor/committee chairman overseeing this research is Dr. Kenneth Brinson, and he can be contacted at (919) 513-4327; or you can contact the NC State University Institutional Review Board at (919) 515-4514.

You may choose from the following: (Circle your choice)

- The interview may be audio taped. Yes No
- My name may be used in the study. Yes No
- Data and tapes from my interview are to be destroyed after the dissertation is finished. Yes No
If I do not wish my name used, I want you to use the following pseudonym or initials: ___________________________. Please note that third party subjects will not be identified by their actual names.

Consent: “I have read and understand the above information. I have made known my preferences where indicated. I have received a copy of this form. I agree to participate in this study with the understanding that I may withdraw at any time.”

Signed: ________________________________  Date: ____________
Appendix C:

Individual Interview Questions

An Historical Study of the Rosenwald School in Louisburg, NC

(Franklin County Training School/Riverside High School)

Name: Position: Date:

Gender: Age: Ethnicity:

Please note that third party subjects will not be identified by their actual names.

Interview Questions

1. What years were you at the Rosenwald school in Louisburg, NC?
2. What grades were you in while attending this school?
3. What grades were taught in the school while you were there?
4. What was the name of the school while you attended it?
5. How far did you live from the school and how did you get to and from school?
6. Please tell me about the educational provisions/facilities that existed in this southern area of Louisburg before the seven room Rosenwald school was built in 1928-1929?
7. Tell me who was involved and how the community went about getting this Rosenwald school?
8. Please describe the classes you attended/experienced in the Rosenwald school building.
9. Describe the provisions the school was allotted. (desks, textbooks, library, buses)
10. If you experienced a sufficiency or shortage of provisions, classrooms, or teachers, please describe.

10. Please describe what the campus was like while you were there.

11. What courses were offered at the school while you were there?

12. What organized sports were offered at the school?

13. What was lunchtime like at the school?

14. What were some annual activities or traditions observed by the school?

15. Who were some memorable adults working there and why were they memorable? (Teachers, administrators, cafeteria personnel, custodians, bus drivers)

16. Who were some memorable students attending the school and why were they memorable?

17. Please tell me where some students’ pathways led them. (accomplishments, further studies, careers, positions, travel)

18. Please describe the general atmosphere of the school. (What was emphasized as important at the school?)

19. Please describe the relationship or interactions between the school and the local educational agency. (before/after segregation)

20. Describe how desegregation was brought about? (steps, timeline, views involved that were pro or con)

21. What issues affected this school? (geographical, environmental, socio-political, racial, economic, professional)
22. Please tell me any other information that you would like to add to this interview.