

The Rosenwald Schools

Museum Connection: Art and Enlightenment

Purpose: In this lesson students will analyze the Rosenwald Schools as examples of African American initiatives for equality and self-determination and white philanthropic support.

Course: United States History, African American History, Maryland History

Time: 3 class periods

Correlation to State Standards:

United States History

5.0 CONTENT STANDARD: HISTORY-Students will examine significant ideas, beliefs and themes; organize patterns and events; analyze how individuals and societies have changed over time in Maryland and the United States.

Expectation 5.2: Students will demonstrate understanding of the cultural, economic, political, social and technological developments from 1917 to 1932.

1. Analyze the cultural, economic, political, and social impact of the Progressive Movement (5.2.1).

Objective:

g. Analyze African American responses to inequality, such as the Niagara Movement, the establishment of the National Association for the Advancement of Colored

People (NAACP), the Urban League, and the Universal Negro Improvement Association (PS, PNW, G, E)

Maryland College and Career-Ready Standards for Literacy in History/Social Studies 9-12

CCR Anchor Standard #1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from Text.

RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCR Anchor Standard #2 Determine central ideas or themes of a text and analyze the key supporting details and ideas.

RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCR Anchor Standard #3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

RH.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text

Maryland College and Career Writing Standards for Literacy in History/Social Studies 9-12

CCR Anchor Standard #1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

WHST. 11-12.1 Write arguments focused on *discipline-specific content*.

CCR Anchor Standard #7 Conduct short and well as more sustained research projects based on focused questions, demonstrating understanding of the subject matter.

WHST.12-7 Conduct short as well as more sustained research projects to answer a question) including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Objectives:

- Students will identify the obstacles African Americans had to overcome to obtain an education in the Reconstruction and Post- Reconstruction South.
- Students will describe the efforts of the African American community to offer educational opportunities to its children.
- Students will evaluate the role the Rosenwald Schools played in assisting the African American community's educational efforts.
- Students will become aware of Maryland's Rosenwald Schools and the importance of their preservation.

- Students will describe the role of philanthropic community efforts.

Vocabulary and Concepts:

Alumni	graduates of a school.
Architecture	the style and methods of designing and constructing buildings.
Cultural Capital	spiritual and artistic wealth of a group or community.
Double Taxation	the unfair collection of additional money by a government, in this case for the provision of schools, from people who have already paid for the same services.
Historic Preservation	methods and activities involved in saving buildings and properties of importance or value to a community or culture.
Jim Crow Era	a time of racial segregation from the end of Reconstruction in 1877 into the 1950s, enforced by laws or policies enacted first by Tennessee and then throughout the South.
Philanthropist	a person who provides monetary support for a cause or charity.
<i>Plessy v. Ferguson</i> (1896)	the 1896 Supreme Court case that made it legal to have “separate but equal” accommodations for citizens based on race.
Rosenwald Schools	rural schools built for African American children that were funded by Julius Rosenwald during a time of segregation.
Segregation	the separation of or isolation of a race, class, or ethnic group from the rest of society.

Materials:

For the Teacher:

Teacher Resource Sheet 1, Common School Statistics,
Classified by Race

Teacher Resource Sheet 2, Summary of Completed Buildings
and of Amounts and Percentages of Cash Contributions by
Blacks, Whites, Public Taxation, and Rosenwald Fund, 10
June 1914- 1 July 1927

For the Student:

Student Resource Sheet 1a, The Atlanta University
Publications, No.16

Student Resource Sheet 1b, Resolutions

Student Resource Sheet 1c, The Negro Common School

Student Resource Sheet 2, Common School Statics, Classified
by Race

Student Resource Sheet 3, The Gospel of Wealth

Student Resource Sheet 4, Schools' Historic Ties to an Unequal
Past: Brown vs. Board of Education

Student Resource Sheet 5, Summary of Completed Buildings
and of Amounts and Percentages of Cash Contributions by
Blacks, Whites, Public Taxation, and Rosenwald Fund, 10
June 1914 – July 1927

Student Resource Sheet 6, Queenstown Rosenwald School:
School Ties to an Unequal Past

Student Resource Sheet 7, Highland Park School

Student Resource Sheet 8, Maryland Rosenwald Schools

Student Resource Sheet 9, Rosenwald School Condition Report

Resources:

Publications:

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

Du Bois, W.E.B., ed. "The Common School and the Negro American." Atlanta: Atlanta University Publications, 1911.
Accessed at <http://iris.lib.virginia.edu>

Granat, Diane. "More Than Blue Skies." *Preservation*.
July/August 2003, pages 34-37.

Loh, Laura. "Schools' Historic Ties to an Unequal Past-Segregation: All Black Facilities, like Queenstown Elementary, Gave Pupils a Firm Foundation before the 1954 Ruling." *Baltimore Sun* May 17, 2004.

Pearl, Susan. "Working Toward Equality in a "Separate but Equal" World: The Julius Rosenwald Program in Prince George's County." *Maryland Humanities* Winter 2004, pages 18-21.

Zeitz, Joshua. "Rosenwald's Gift." *American Legacy*, Spring 2003, pages 23-29.

Granat, Diane. "Julius Rosenwald's Legacy: How Sears CEO helped Southern blacks build better schools." *Jewish Times*, October 4, 2002. Accessed <http://www.atljewishtimes.com/archives/2002/100402cs.htm>

Granat, Diane. *APF Reporter*, "Saving the Rosenwald Schools." The Alicia Patterson Foundation. 29 September 2003. www.aliciapatterson.org/APF2004/Granat/Granat.html

Hanchett, Tom. "Saving the South's Rosenwald Schools." <http://www.rosenwaldplans.org/HistoryPage/RoseHistory.html>

Web Sites:

The Rosenwald Schools Initiative Website
<http://www.rosenwaldschools.com/index.html>

Jackson Davis Photograph Collection- Includes numerous pictures
<http://www.lib.virginia.edu/speccol/collections/jdavis/>

Rosenwald School Plans
<http://www.rosenwaldplans.org/>

Freedom's Classroom- History of Clinton Colored School #1 (Prince Georges County)
<http://www.poplarhillonhik.com/aahp/school.html>

Teacher Background:

In 1910, the U.S. population had reached 91.9 million with an illiteracy rate of 7.7 percent for the entire population. For African Americans, however, the illiteracy rate was many times higher -- 30.4%-- compared to only 5% for whites. In 1914, W. E. B. Du Bois wrote a blistering report offering six items American citizens of Negro descent and their friends had to do to stem the rising tide of racial proscription: combat segregation, advance labor legislation, attack illegal race discrimination in the civil service, restore democratic government in the South, secure social rights, and provide an education for Negroes equal to that provided by the white system. In the case of education, Du Bois emphasized "education for Negroes is awry, and our work for 1914 is to begin to right it." Du Bois rejected the prevailing views of many southern whites calling for "industrial training" for colored public schools, schools shortened "in length as to end at the sixth and seventh grades, and teaching Negroes to work rather than learn how to read. "

In the rural South, educational conditions and opportunities for African Americans were considerably more depressed than for southern whites and for blacks in southern cities and the north. In some counties, education was virtually absent beyond a few grades; the education most counties provided for Negro citizens was simply a disgrace. In a 1917 report to the Atlanta Board of Education, several prominent Black men requested that the school board "replace the insufficient school houses." They added "the physical condition of these schools is intolerable. The closets and sanitary conditions are a menace to the health of the children and therefore to the entire city." Clearly, if the conditions in Atlanta were so intolerable as to provoke this response from local Black

citizens, one can only surmise that the educational conditions for African Americans in southern rural areas were substantially worse.

The nature of education offered to Blacks was further documented in a 1919 speech by Richard R. Wright, Jr., a senior bishop in the A.M.E. Church, editor of *The Christian Recorder*, and a significant figure in the Black community. Wright delivered an address, "What Does the Negro Want in our Democracy?" at the 46th Annual Session of the National Conference of Social Work in Atlantic City, New Jersey. Among the 15 "wants" in our democracy, he mentioned "better educational advantages."

Wright noted that

Wherever separate schools exist, they exist to the detriment of the Negroes--in the length of term, equipment, preparation and pay of teachers.

Notwithstanding the Negroes are largely engaged in agriculture, and agriculture is one of the chief supports, states like Mississippi, Georgia, South Carolina, Alabama, Arkansas and others of the South make almost no provisions for the training of Negroes as compared with whites. Not only do they neglect to do their duty from the funds of their own treasury, some of them actually steal from the Negro the share which government appropriates for education.

Wright goes on to say, "there is not a single state which has a separate system of schools which does anything like half-way justice (not ideal justice, but in comparison with what is done for other children) to Negro education." He further echoed that "one million five hundred thousand Negro children are out of school today in 'Our Democracy. The Negro wants a chance to educate his children."

Julius Rosenwald --The Gift of Education

Julius Rosenwald, born in Chicago in 1862 to German Jewish immigrants, rose to become one of America's great businessmen and philanthropists. He became one of the nation's wealthiest men as an early partner of Sears, Roebuck and Company--the company that built America's biggest mail-order business. Rosenwald was also known for his contribution to social justice. For more than two decades, he contributed to YMCAs and YWCAs in African American communities, but it was his contribution to the education of African Americans in Southern states that is of particular interest here.

Rosenwald drew much of his empathy toward African Americans from his reading *An American Citizen: The Life of William Henry Baldwin, Jr.* (1910) by John Graham Brooks, and *Up From Slavery* (1901), Booker T. Washington's autobiography. Rosenwald was so impressed with Washington's program of "self help" that, in 1912, he agreed to work with Washington to initiate a rural-school construction project in the state of Alabama and administered by Tuskegee Institute (where he was a member of the Board of Trustees). In an effort to cement his relationship with Washington and implement the project, Rosenwald led two delegations of Chicago philanthropists (in 1913 and 1915) to Tuskegee Institute to further discuss the project. In November 1915, Washington died before seeing any of the results of the deliberations with Rosenwald delegations.

In October 1917, Rosenwald officially incorporated the Julius Rosenwald Fund. One of its philanthropic efforts was the establishment of a separate school construction program for rural blacks in the south. The fund was to provide "matching" grants,

between 20 and 25 percent of total building costs, to educate African American youth. In almost every case, African American communities and their respective local governments had to secure

their funds to begin construction. Between 1912 and 1932, it was his funds that set in motion the establishment of approximately 5,300 rural schools in 14 Southern states. It is estimated that Rosenwald spent more than \$4.4 million building new black primary and secondary schools, but it is important to recognize that African American communities provided matching funds of more than \$4.7 million to help build these schools. Rosenwald felt that it was necessary for the local government to fulfill its role in providing for the education of all its citizens. Initially, most rural southern county governments were reluctant to provide funds for African American schools, but the Rosenwald Fund literally forced them to cooperate in the establishment of these schools.

African American communities were eager to provide funds that would establish a school for their children and had done so immediately after emancipation. With the impetus of Rosenwald funds, African Americans organized all types of fund raising efforts, secured land for the school from African American landowners, and acquired supplies for the construction of the schools. Ordinary people in the African American community made monumental sacrifices for the establishment of schools in their communities because education was highly valued. Education provided those who possessed it the means to escape many of the horrific conditions of the rural poverty and the racial “nadir” as well as to uplift not only themselves, but also, the race.

By 1930, the Rosenwald schools educated more than 20 percent of all African American school children in the South. But most local governments were unimpressed. These schools continued to receive disproportionately less money per pupil than their white counterparts. In fact, as late as 1940, the state of Alabama devoted 3.2 times as much money per pupil to white students as to black students. Mississippi spent 7.2 times more per pupil on white

children than on blacks. In North Carolina, about 90 percent of whites opposed compulsory education for black children, believing that educated blacks would have no interest in working as farm laborers. In the mid-twentieth century, many southern states appeared to cling to the view expressed decades earlier by Mississippi's governor James K. Vardaman. He argued, in 1909, that "Money spent today for the maintenance of public schools for negroes is robbery of the white man, and a waste upon the negro."

The National Historic Trust has identified Rosenwald Schools as one of America's 11 most endangered places. As such, they have initiated an effort to identify and preserve existing Rosenwald Schools. Through the efforts of supporters, particularly teachers, students can learn about the nature of philanthropy and that one person can make a difference. Teachers can engage their students in efforts to ascertain the historic role of these schools in the education of Maryland's African American population and to preserve Maryland's Rosenwald Schools

The Rosenwald fund for the school construction program (then based in Nashville, Tennessee and not Tuskegee, Alabama) ceased operation in the early 1930s, but some of these schools continued to operate. Philanthropy and generous giving have always provoked a critical eye regarding the "real" purpose of such gifts. Philanthropy is not void of the ideological vision of the giver. W.E.B. Du Bois and William Monroe Trotter were critical of Rosenwald's funding of African American schools from the start, primarily because they perceived Rosenwald's generosity to be too heavily directed at vocational rather than academic training--an emphasis that may have restricted the progress of blacks.

Sources:

The Crisis, February, 1914, p. 186-87

Joshua Zeitz, "Rosenwald's Gift." *American Legacy*, Spring 2003, p. 23-29

Lesson Development:

Motivation:

1. Distribute the following report: **Student Resource Sheet 1a, "The Atlanta University Publications, No. 16;" Student Resource Sheet 1b, "Resolutions;" and Student Resource Report 1c, "Excerpts from The Common School and the Negro American."** Have pairs of students read the report. Ask: What is this? What is the purpose of this report? What does this report suggest about educational opportunities for African American students? Record student responses for later reference.
2. Explain to students that while education for African Americans had improved during Reconstruction, the end of Reconstruction had brought the dawn of "Jim Crow" Laws and increased restrictions on the community. Display **Student Resource Sheet 2, "Common School Statistics, Classified by Race."** Ask: What trend do you see in the enrollment of colored students? What trend do you see in the enrollment of white students? How do the numbers of colored students enrolled compare to the numbers of white students enrolled? Discuss. Students should come to the conclusion that the number of black students enrolled in schools decreased from 1899- 1909 while the number of white students increased.
3. The condition of African American education and illiteracy came to the attention of a small group of men who had accumulated a great deal of wealth. That wealth was generated

as a result of their participation in the post Civil War Industrial Revolution. Several of those men came to see their wealth as a gift that they needed to share with society. Those men, often-called philanthropists, included Andrew Carnegie and Enoch Pratt.

Distribute copies of **Student Resource Sheet 3, “The Gospel of Wealth.”** Ask:

- How could philanthropists address the issues related to education for African Americans?
- Why would philanthropists believe in the importance of supporting education for African Americans?
- What impacts do you think philanthropic support would have on educational opportunities for African Americans?

4. Distribute copies of **Student Resource Sheet 4, “School Historic Ties to an Unequal Past.”** Direct students to read the article and propose a generalization to summarize Rosenwald’s efforts to support education for African Americans.

5. Display **Student Resource Sheet 5, “Summary of Completed Buildings and of Amounts and Percentages of Cash Contributions by Blacks, Whites, Public Taxation, and Rosenwald Fund, 10 June 1914- 1 July 1927.”** Ask: Why do you think Rosenwald insisted on having African American communities contribute to the building program? What were the advantages and disadvantages? How many schools were built in Maryland? What was the total cost of those buildings? How much did the Rosenwald Fund contribute? How much did the African American community contribute?

Assessment:

Direct students to read **Student Resource Sheet 6, “Queenstown Rosenwald School: School Ties to an Unequal Past,”** and **Student Resource Sheet 7: Highland Park School.”** Have students write a persuasive letter discussing the importance of saving the Rosenwald Schools. They should detail the importance of the schools in meeting the educational needs of African American communities. Send the letter to your local newspaper.

Closure:

Engage students in a discussion of the sacrifices that African American communities made and the philanthropic spirit of people like Julius Rosenwald and Reginald F. Lewis.

Ask students if they think that type of spirit of sacrifice and philanthropy still exists today? Give examples. (Jimmy Carter and Habitat for Humanity, Bill Gates and the Gates Foundation)

Thoughtful Application:

Tell students that they will be examining Rosenwald Schools in their area. Distribute **Student Resource Sheet 8, “Maryland Rosenwald Schools.”** Have students review this list and identify the schools that existed in their area. Explain to students that they will be researching one of these schools and completing an oral history of a person who was involved with that school. As a class, generate a list of questions that students might ask their interview subjects. (Teachers may wish to consult the Library of Congress website on conducting proper oral histories.)

<http://lcweb2.loc.gov/ammem/ndlpedu/lessons/oralhist/ohguide.html>)

Individual students should visit the local historical society and/or library to obtain information about their chosen school and to find an individual who was involved in the building and/or maintenance of that school or who attended that school. During this research, students should complete **Student Resource Sheet 9, “Rosenwald School Condition Report”** and prepare to give an oral history of their subject.

Students should present their findings to the class in the form of a written report and/or oral presentation. After all students have presented, ask: Why is it important to preserve the Rosenwald Schools? What can individuals do to support this effort?

Lesson Extensions:

- The Museum offers several school programs that connect to the curriculum lessons.
 - *Journey in History Theater* provides living history and theatrical performances which highlight African Americans in the museum’s gallery.
 - Take the theme tour, *Pioneers and Trailblazer*. Discover African American pioneers and leaders who contributed to Maryland’s history in labor, the arts, education, politics and community activism.
 - Contact group reservations for schedule updates.

- In the African American community, education played an important role in the fight against racism and segregation. Visit the Museum and explore the education collection in “The Strength of the Mind” gallery.
 - Identify Maryland black educators who established African American schools.

- Locate the historically black colleges of Maryland. Research one of these African American institutions and share information about how its origin with your class.
- Create a timeline of the first black high schools that opened in Maryland.

- For the African American community, education played an important role in the fight against racism and segregation. Visit the “Strength of the Mind” gallery of the Reginald F. Lewis Museum of Maryland African American History and Culture and study displays on St. Francis Academy, Brownsville Schools, and historically black colleges in Maryland. Research one of these African American institutions and share information about how they originated.

- Have a member of the Maryland Historic Trust visit and speak about historic preservation.

- Research other philanthropic agencies that helped improve the education of African Americans such as: Peabody Education Fund, Anna T. Jeanes Foundation (Negro Rural School Fund), John Slater Fund, Phelps-Stokes Fund.

Teacher Resource Sheet 1
Common School Statistics, Classified by Race

Percent of Persons 5-18 years enrolled

State	1899-1900		1901-1902		1905-1906		1908-1909	
	White	Colored	White	Colored	White	Colored	White	Colored
Alabama	66.54	47.26	69.24	42.71	62.95	49.67	78.27	44.46
Maryland	68.97	69.61	66.04	68.82	66.18	60.02	68.78	59.25
Mississippi	73.71	58.89	83.23	64.69	86.89	63.45	91.78	66.11
Total South*	68.28	51.46	72.49	68.97	72.18	55.27	74.76	56.34

*Total South= Alabama, Arkansas, Delaware, District of Columbia, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, Missouri, North Carolina, South Carolina, Tennessee, Texas, Virginia, West Virginia

Information from:

Du Bois, W.E.B., ed. "The Common School and the Negro American." Atlanta: Atlanta University Publications, 1911.

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<http://babel.hathitrust.org/cgi/pt?id=uva.x000712834>

Teacher Resource Sheet 2

Summary of Completed Buildings and of Amounts and Percentages of Cash Contributions by Blacks, Whites, Public Taxation, and Rosenwald Fund, 10 June 1914- 1 July 1927

State	Number of Schools	Total Cost	Black Contributions	White Contributions	Taxation	Rosenwald Contribution
Alabama	345	\$ 905,545	\$ 349,820	\$ 68,391	\$ 292,464	\$ 194,870
Arkansas	238	1,202,415	7,771	35,834	862,399	196,411
Florida	38	394,136	28,143	32,565	293,878	39,550
Georgia	165	733,475	177,492	47,299	364,802	143,882
Kentucky	115	503,045	59,272	10,875	360,658	72,240
Louisiana	310	1,212,566	340,201	53,209	560,856	258,300
Maryland	107	10,035	58,834	4,174	376,577	72,900
Mississippi	432	58,005	657,989	208,691	746,464	412,900
North Carolina	636	3,394,049	569,261	68,615	2,226,737	529,436
Oklahoma	117	589,558	24,130	3,125	471,223	91,080
South Carolina	373	2,224,521	415,806	175,058	1,279,857	353,800
Tennessee	284	1,369,495	242,298	21,977	890,520	214,700
Texas	303	1,252,186	190,088	35,615	783,641	242,842
Virginia	306	1,322,144	329,658	19,433	766,453	209,600
Total	3,769	\$ 15,171,664	\$ 3,450,763	\$ 764,861	\$ 10,276,529	\$ 3,032,511

Information from:

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

The Atlanta University Publications, No. 16

THE
COMMON SCHOOL
AND THE
NEGRO AMERICAN

Report of a Social Study made by Atlanta University under the patronage of the Trustees of the John F. Slater Fund; with the Proceedings of the 16th Annual Conference for the Study of the Negro Problems, held at Atlanta University, on Tuesday, May 30th, 1911

Edited by

W. E. Burghardt Du Bois, Ph.D.

Director of Publicity and Research, National Association for the Advancement of Colored People

and

Augustus Granville Dill, A.M.

Associate Professor of Sociology in Atlanta University

The Atlanta University Press
ATLANTA, GA.
1911

Student Resource Sheet 1b

Resolutions

The Sixteenth Atlanta Conference feels great concern over the condition of common school training among Negro Americans.

In the North the Negro children usually have the same facilities for schooling as other children have but they often lack encouragement and inspiration.

In the larger cities of the border states, Negroes have good tho crowded schools. In Texas, their town schools are good and the county schools fair. But in South Carolina, Georgia, Florida, Alabama, Mississippi, Louisiana and Arkansas and in the country districts of the border states, elementary training for Negroes is in a deplorable condition. In the larger part of this area it is our firm belief that the Negro common schools are worse off than they were twenty years ago, with poorer teaching, less supervision and comparatively few facilities. In Virginia and North Carolina there are signs of improvement and in isolated instances in other states; but on the whole, thruout the lower South and to a large degree thruout the whole South these things are true:

1. The appropriations for Negro schools have been cut down, relatively speaking.
2. The wages for Negro teachers have been lowered and often poorer teachers have been preferred to better ones.
3. Superintendents have neglected to supervise the Negro schools.
4. In recent years few school houses have been built and few repairs have been made; for the most part the Negroes themselves have purchased school sites, school houses and school furniture, thus being in a peculiar way double taxed.
5. The Negroes in the South, except those of one or two states, have been deprived of almost all voice or influence in the government of the public schools.

Student Resource Sheet 1c

8

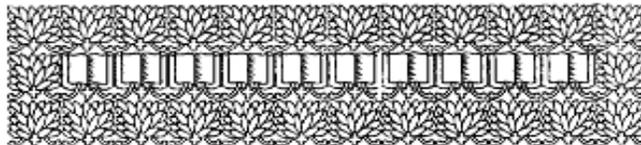
The Negro Common School

Summarizing then: As a result of such conditions it is certain that of the Negro children 6 to 14 years of age not 50 per cent have a chance today to learn to read and write and cipher correctly. Unless we face these facts the problem of ignorance in the race question will soon overshadow all other problems.

The Negroes themselves are making heroic efforts to remedy these evils thru a wide-spread system of private, self-supported schools and philanthropy is furnishing a helpful but incomplete system of industrial, normal and collegiate training for children of the black race. In many parts of the South Negroes are paying into the school fund in the way of taxes much more than they are receiving in actual appropriations for their school facilities. Wherever this is true it may be said that the Negroes are helping to pay for the education of the white children while the states are depriving the Negro children of their just share of school facilities.

In order to secure the best results it is necessary to take a more liberal view concerning Negro education and to provide adequate facilities for the instruction of Negro youth. The Conference feels that in the case of continued failure on the part of the South to provide adequate school facilities for Negro children, permanent relief can be secured only from national aid to education with such safeguards as will insure the fair treatment of black children.

(Signed) MRS. A. E. MURRAY, Washington, D. C.
H. A. HUNT, Fort Valley, Ga.
A. G. DILL, Atlanta, Ga.
W. E. B. DUBOIS, New York, N. Y.



Student Resource Sheet 2
Common School Statistics, Classified by Race

Percent of Persons 5-18 years enrolled

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Information from:

Du Bois, W.E.B., ed. "The Common School and the Negro American." Atlanta: Atlanta University Publications, 1911.

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<http://babel.hathitrust.org/cgi/pt?id=uva.x000712834>

Student Resource Sheet 3

The Gospel of Wealth Andrew Carnegie

North American Review (June 1889)

This, then, is held to be the duty of the man of wealth; first to set an example of modest, unostentatious living, shunning display or extravagance; to provide moderately for the legitimate wants of those dependent upon him; and after doing so to consider all surplus revenue which come to him simply as trust funds, which he is called upon to administer, and strictly bound as a matter of duty to administer in the manner which, in his judgment, is best calculated to produce the most beneficial results for the community- the man of wealth thus becoming the mere agent and trustee for his poorer brethren, bringing to their service his superior wisdom, experience, and ability to administer, doing for them better than they would or could do themselves...

In bestowing charity, the main consideration should be to help those who will help themselves; to provide part of the means by which those who desire to improve may do so; to give those who desire to rise the aids by which they may rise; to assist, but rarely or never to do all...

The rich man is thus almost restricted to following the examples of Peter Cooper, Enoch Pratt of Baltimore, Mr. Pratt of Brooklyn, Senator Stanford, and others, who know that the best means of benefiting the community is to place within its reach the ladders upon which the aspiring can rise--parks, and means of recreation, by

which men are helped in body and mind; works of art, certain to give pleasure and improve the public taste; and public institutions of

various kinds, which will improve the general condition of the people; - in this manner returning their surplus wealth to the mass of their fellows in the forms best calculated to do them lasting good...

The man who dies leaving behind him millions of available wealth, which was his to administer during life, will pass away “unwept, unhonored, and unsung,” no matter to what uses he leaves the dross which he cannot take with him. Of such as these the public verdict will then be: “The man who dies thus rich dies disgraced.”

Such in my opinion, is the true Gospel concerning Wealth, obedience to which is destined some day to solve the problem of the Rich, and to bring “Peace on earth, among men good will.”

Source:

Kennedy, David and Bailey, Thomas. The American Spirit, Volume II: Since 1865. Boston: Houghton Mifflin Company, 2002.

Student Resource Sheet 4

Schools' Historic Ties to an Unequal Past

Brown vs. Board of Education

Segregation: All-black facilities, like Queenstown Elementary, gave pupils a firm foundation before the 1954 ruling.

By Laura Loh
Sun Staff
May 17, 2004

For resource

Open the hyperlink below:

<http://www.baltimoresun.com/news/education/bal-te.md.schoolhouse17may17,0,936301.story>

Student Resource Sheet 5

Summary of Completed Buildings and of Amounts and Percentages of Cash Contributions by Blacks, Whites, Public Taxation, and Rosenwald Fund, 10, June 1914 – 1 July 1927

State	Number of Schools	Total Cost	Black Contributions	White Contributions	Taxation	Rosenwald Contribution
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Arkansas	238	1,202,415	07,771	35,834	862,399	196,411
Florida	38	394,136	28,143	32,565	293,878	39,550
Georgia	165	733,475	177,492	47,299	364,802	143,882
Kentucky	115	503,045	59,272	10,875	360,658	72,240
Louisiana	310	1,212,566	340,201	53,209	560,856	258,300
Maryland	107	10,035	58,834	4,174	376,577	72,900
Mississippi	432	58,005	657,989	208,691	746,464	412,900
North Carolina	636	3,394,049	569,261	68,615	2,226,737	529,436
Oklahoma	117	589,558	24,130	3,125	471,223	91,080
South Carolina	373	2,224,521	415,806	175,058	1,279,857	353,800
Tennessee	284	1,369,495	242,298	21,977	890,520	214,700
Texas	303	1,252,186	190,088	35,615	783,641	242,842
Virginia	306	1,322,144	329,658	19,433	766,453	209,600
Total	3,769	\$ 17,641,664	\$ 17,641,664	\$ 784,861	\$ 10,276,529	\$ 3,032,511

Information from: Anderson, James. *The Education of Blacks in the South, 1860-1935*. Chapel Hill: University of North Carolina Press, 1988

Student Resource Sheet 6

Queenstown Rosenwald School: School Ties to an Unequal Past



U.S. National Register of Historic Places

Queenstown Elementary School is a historic Rosenwald school built in Severn, Maryland which located in Anne Arundal County. Although it is now a Community Center, it is listed in the National Register of Historic Places because it was a Rosenwald school. Rosenwald Schools were funded by contributions made by Blacks and Whites, taxation, and by Rosenwald contributions. The school was built in 1932 and is a one-story building which had two classrooms and a library.

Rosenwald Schools were segregated schools which were built prior to the 1954 ruling of *Brown vs. Board of Education*. These schools provided an education for Blacks but it was a second class education. The buildings were not on par with schools built for Whites, the teachers were paid less than their White counterparts, and students had to use second hand books which were discarded by White children. These conditions made the schools separate and unequal.

After *Brown vs. Board of Education*, which stated that it was unconstitutional to have separate schools for Blacks and Whites, Queenstown Elementary School, that was also known as Sunnyside School, was boarded up. As a result of integration of schools, quite a few Black schools were boarded up, because many Blacks left them to receive an equal

education. Some of the schools were torn down and some were just forgotten about. R. C. Wiggins, the author of this Student Resource Sheet, remembers that the elementary school which she attended in the Baltimore City Public School System, at that time it was school #112, Alexander Hamilton Elementary School. It was later converted into an apartment building for senior citizens. In order to provide me and my siblings with a better home and education, in 1957 (three years after *Brown vs. Board of Education*) my parents moved to an area just across the bridge heading towards Edmondson Village. At that time, I attended a school composed of mostly White students and teachers. The school was P.S. #91, Gwynns Falls Park Junior High School. The school was sold by the Baltimore City Public School System years ago.

Like myself, many students who attended Queenstown Elementary School, felt as if our Black teachers gave us an excellent educational foundation, they were nurturing but not easy on us, and they made sure that we received a well-rounded, solid education. On one hand we had a community type experience while attending a Black school, but on the other hand our parents wanted us to have an equal education by attending a school that would afford us the opportunity to have access to the best in technology (such as it was during those times), the best text books, the best facilities, and wanted our teachers to be paid on par with the White teachers. This was achieved through integration; however, it brought about the end of the Rosenwald Schools which were originally built to provide an education for Black children.

Written with excerpts by R. C. Wiggins

http://en.wikipedia.org/wiki/Queenstown_Rosenwald_School

Student Resource Sheet 7

Highland Park School Prince George's County, Maryland

Students will describe the role of philanthropic community efforts.



One of the Rosenwald Schools built in Prince George's County, Maryland is the Highland Park School which was built in 1928. As with the other Rosenwald Schools, it played a major role in the education of African American students and in the development of African American communities.

Because of segregation, African American children could not go to schools attended by white students even if the schools were located near their communities. Highland Park was developed for the students in the north-central part of Prince George's County. It was located along the right-of-way of the Baltimore, Washington and Annapolis (WB&A) Railroad. Since there was not a high school located in the community prior to the building of the school, African American students who wanted a high school education

had to take the train into Washington, D.C. in order to go to high schools designated for black students.

The original school opened with six classrooms, and it had seven teachers to teach students in the first through twelfth grades. As were done with many schools trying to accommodate an increasing student population, additions were built resulting in the original structure being the northernmost section. The southernmost part additions were built in 1949, 1958 and 1965.

Due to a court order mandating that Prince George's County integrate its schools, the County established a busing program. This resulted in African American children being bused out of their neighborhoods in order to attend schools in white neighborhoods. As a result, the Highland Park School was no longer used as a school. Instead, the Prince George's County Public School System decided to use it to house offices and a staff development center.

The school began to show signs of age which resulted in the community fearing that the Board of Education would make plans to demolish it. As a result, the community, led by Clem Martin, whose father was a trustee of the original school when it was built in 1928, decided that they wanted to have it preserved and maybe even re-established as a neighborhood school. The local civic association requested a study of the building's historical significance. This study led to the Highland Park School being established as a Historical Site. The Historical Site designation effect in 1992 on the basis of three criteria: the school's value as a part of the cultural and educational characteristics of the County, its embodiment of distinctive characteristics of the Colonial Revival style of architecture, and its importance as a prominent visual feature of its community.

In 1994, the Board of Education began a renovation of the original structure which was built in 1928. A few years later, renovation took place of the south wing addition. These renovations led to the opening of a state-of-the-art Highland Park Elementary School. This means that in spite of all of the changes that the Highland Park School underwent, today it is among 9 of 23 Rosenwald Schools which were built in Prince George's County in the 1920s still standing. Not only is it still standing, but it is being used as a functioning school.

Schools, just like churches, have always played a major role in African American communities. The Highland Park School was a prominent

landmark in its community from its earliest days and is an example of progress made in the African American educational movement. It is also a reminder of the role that the Rosenwald school program played in the education of African American children.

Sources:

<http://www.preservationnation.org/travel-and-sites/sites/southern-region/rosenwald-schools/schools/other-case-studies/highland-park-school.html>

<http://aliciapatterson.org/stories/saving-rosenwald-schools-preserving-african-american-history>

<http://www.thesentinel.com/pgs/neighbors/community/Rosenwald-schools>

<http://www1.pgcps.org/highlandpark/index.aspx?id=68100>

http://en.wikipedia.org/wiki/Rosenwald_School

Student Resource Sheet 8

Maryland Rosenwald Schools

Anne Arundel

Annapolis Neck
Brown's Woods
Bristol
Camp Parole
Churchton
Cross Roads
Freetown
Friendship
Galesville
Galilee
Jones
Lothian #1
Lothian #2
Magothy
Marley Neck
Mayo
Mt. Zion
Pumphrey
Robinson
Shady Side
Skidmore
Stanton

Baltimore

Bengies
Chattolanee
Halethorpe
Catonsville
Sparrows Point
Turners

Calvert

Appeal
Central Industrial
Dare's Wharf
Sunderland

Caroline

Bethel
Denton

Federalsburg
Jonestown

Carroll

Johnsville
New Windsor
Priestland
Westminster

Cecil

Elkton

Charles

Bel Alton
Benedict
Chicamuxen
Federal Hill
La Plata
Malcolm
Middletown
Mount Hope
Oak Grove
Pomfret
Pomokee

Frederick

Old Fields
County Training

Harford

Abingdon
Bel Air
Magnolia
Perryman
Swan Creek
West Liberty

Howard

Cooksville
Elkridge
Guilford

Kent

Coleman
Sharptown

Montgomery

Burnt Mills
Cloppers
Ken Gar
Laytonville
Norbeck
Poolesville
River Road
Rockville
Shady Spring
Scotland
Sugarland
Spencerville
Stewardstown
Takoma Park
Washington Grove

Prince Georges

Brentwood
Brandywine
Bowie
Buena Vista
Camp Springs
Capitol Heights
Chapel Hill
Clinton
Collington
Community
Duckettsville
DuPont Heights
Fletchertown
Forestville
Highland Park
Holly Grove
Lakeland
Laurel
Marlboro
Meadows
Mitchellville
Muirkirk
Oxen Hill
Ridgley
Tee Bee
Westwood

Queen Anne's

Carmichael
Chester
Grasonville
Hope
Salem
Union

St. Mary's

Hollywood
Loveville

Somerset

Chance
Crisfield
Dames Quarter
Greenwood
Kingston
Marumsco
Venton

Talbot

Belleview
Easton
Island Creek Neck
Matthewstown
St. Michael's
Trappe

Wicomico

Delmar
Glass Hill
North Quantico
Salisbury
Salisbury Suburban
Sharpton
Shop at Salisbury
South Quantico
Wetipquin

Worcester

Curtis
Germantown
Girdletree
Mt. Wesley
Newark
Pocomoke
Old St. Paul
Queponco
St. James

Staggville

Student Resource Sheet 9

Rosenwald School Condition Report

Name of School:

Location of School:

Ownership:

_____ City _____ County _____ Public _____ Private

Current Physical Condition:

Current Use:

Recommended Improvements:

***** Attach Picture(s)**