

United States Department of the Interior  
National Park Service

National Register of Historic Places  
Inventory—Nomination Form

See instructions in *How to Complete National Register Forms*  
Type all entries—complete applicable sections

For NPS use only  
received AUG 14 1984  
date entered SEP 28 1984

1. Name

historic Educational Resources<sup>ob</sup> Associated With All-Black Towns in Oklahoma TR

and/or common

2. Location

3

street & number (see continuation sheet) N/A not for publication

city, town N/A vicinity of

state Oklahoma code 40 county (continuation sheet) code (cont. sheet)

3. Classification

Category	Ownership	Status	Present Use	
<input type="checkbox"/> district	<input checked="" type="checkbox"/> public	<input checked="" type="checkbox"/> occupied	<input type="checkbox"/> agriculture	<input type="checkbox"/> museum
<input type="checkbox"/> building(s)	<input checked="" type="checkbox"/> private	<input type="checkbox"/> unoccupied	<input type="checkbox"/> commercial	<input type="checkbox"/> park
<input type="checkbox"/> structure	<input type="checkbox"/> both	<input type="checkbox"/> work in progress	<input checked="" type="checkbox"/> educational	<input type="checkbox"/> private residence
<input type="checkbox"/> site	<b>Public Acquisition</b>	<b>Accessible</b>	<input type="checkbox"/> entertainment	<input type="checkbox"/> religious
<input type="checkbox"/> object	<u>N/A</u> in process	<input type="checkbox"/> yes: restricted	<input type="checkbox"/> government	<input type="checkbox"/> scientific
<input checked="" type="checkbox"/> Thematic	<u>N/A</u> being considered	<input checked="" type="checkbox"/> yes: unrestricted	<input type="checkbox"/> industrial	<input type="checkbox"/> transportation
		<input type="checkbox"/> no	<input type="checkbox"/> military	<input checked="" type="checkbox"/> other: (Day Care Cen

4. Owner of Property

name (see continuation sheet)

street & number

city, town N/A vicinity of state

5. Location of Legal Description

courthouse, registry of deeds, etc. (see continuation sheet)

street & number

city, town state

6. Representation in Existing Surveys

title Oklahoma Landmarks Inventory has this property been determined eligible?  yes  no

date 1983  federal  state  county  local

depository for survey records State Historic Preservation Office-Oklahoma Historical Society

city, town Oklahoma City state Oklahoma 73105

## 7. Description

<b>Condition</b>		<b>Check one</b>	<b>Check one</b>
<input type="checkbox"/> excellent	<input type="checkbox"/> deteriorated	<input checked="" type="checkbox"/> unaltered	<input checked="" type="checkbox"/> original site
<input checked="" type="checkbox"/> good	<input type="checkbox"/> ruins	<input type="checkbox"/> altered	<input type="checkbox"/> moved date _____
<input type="checkbox"/> fair	<input type="checkbox"/> unexposed		

### Describe the present and original (if known) physical appearance

The Educational Resources Associated With All-Black Towns in Oklahoma thematic nomination consists of three school buildings constructed between ca. 1920 and 1925. The three schools are located in three of the existing twelve historic all-black towns founded in Oklahoma prior to statehood: Summit (1896), Red Bird (1902), and Lima (1907). These three all-black communities were small rural market centers (population ranged from 100 to 500) for the surrounding agricultural area and are located in former Indian Territory.

Two of the three properties served only as elementary schools and the third was originally a secondary school, but also housed elementary school classes after school consolidation forced high school age students to transfer. Each school reflected the significant role that educational institutions assumed in black communities. Schools, second only to the church, were the principal agents in providing the all-black towns a sense of community and local pride. Socially, they offered black youth the opportunity for athletics, music, drama, and many other extracurricular activities. The school was a stabilizing social force for black families during the era of racial separatism in Oklahoma.

All are one-story educational buildings with either brick or native stone wall finishes. Two have flat roofs and the other a gambrel roof. All have rectangular-shaped floor plans and have little, if any, decorative elements. They are all detached buildings located in the residential areas of their respective communities.

Although rear additions have been completed to two of the buildings (Dubois and Miller-Washington), they do not detract from their overall integrity because of their location. The Rosenwald Hall retains its original character and design. All three properties are still being used by their local communities (Dubois as a school, Rosenwald Hall as a day care center, and Miller-Washington as a community hall). Miller-Washington has broken window lights and needs paint, however, the other two properties are in excellent condition.

The three buildings included in the Educational Resources Associated With All-Black Towns in Oklahoma thematic nomination are:

- (1) Miller-Washington School (ca. 1920)
- (2) Rosenwald Hall (1921)
- (3) W.E.B. Dubois School (1925)

These three properties are the only remaining school buildings still intact in the three all-black towns of Summit, Red Bird, and Lima.

# 8. Significance

Period	Areas of Significance—Check and justify below			
<input type="checkbox"/> prehistoric	<input type="checkbox"/> archeology-prehistoric	<input type="checkbox"/> community planning	<input type="checkbox"/> landscape architecture	<input type="checkbox"/> religion
<input type="checkbox"/> 1400-1499	<input type="checkbox"/> archeology-historic	<input type="checkbox"/> conservation	<input type="checkbox"/> law	<input type="checkbox"/> science
<input type="checkbox"/> 1500-1599	<input type="checkbox"/> agriculture	<input type="checkbox"/> economics	<input type="checkbox"/> literature	<input type="checkbox"/> sculpture
<input type="checkbox"/> 1600-1699	<input type="checkbox"/> architecture	<input checked="" type="checkbox"/> education	<input type="checkbox"/> military	<input type="checkbox"/> social/
<input type="checkbox"/> 1700-1799	<input type="checkbox"/> art	<input type="checkbox"/> engineering	<input type="checkbox"/> music	<input type="checkbox"/> humanitarian
<input type="checkbox"/> 1800-1899	<input type="checkbox"/> commerce	<input type="checkbox"/> exploration/settlement	<input type="checkbox"/> philosophy	<input type="checkbox"/> theater
<input checked="" type="checkbox"/> 1900-	<input type="checkbox"/> communications	<input type="checkbox"/> industry	<input type="checkbox"/> politics/government	<input type="checkbox"/> transportation
		<input type="checkbox"/> invention		<input checked="" type="checkbox"/> other (specify) (Ethnic)
<b>Specific dates</b>	ca. 1920-Present	<b>Builder/Architect</b>	Unknown	

## Statement of Significance (in one paragraph)

The Educational Resources Associated With All-Black Towns in Oklahoma thematic nomination is historically significant because the three properties are the oldest and best remaining examples of all-black schools constructed in the all-black towns of Red Bird, Lima and Summit.

During the opening of Oklahoma and Indian Territories prior to statehood in 1907, approximately 7,800 blacks migrated into present-day Oklahoma seeking homesteads. Moreover, approximately 7,000 black slaves of the Five Civilized Tribes of Indian Territory had been freed as a result of the Emancipation Proclamation of 1863 and the Thirteenth Amendment to the United States Constitution. These black freedmen remained in Indian Territory and were allotted farms of up to 100 acres for permanent settlement. Both territories, therefore, had a substantial black population during the pre-statehood era.

Edwin P. McCabe, former attorney-general of Kansas and black separatist leader, came to Oklahoma Territory in 1889 to promote the establishment of an all-black state to be created from the two territories. After his original objective an all-black state failed, McCabe encouraged and promoted the founding of all-black towns during the 1890s and early 1900s. His all-black town movement resulted in the establishment of twenty-nine such communities of which twenty-five were located in Indian Territory and four in Oklahoma Territory.

Three of the all-black towns founded prior to statehood which still remain in existence are Summit, founded in 1896, Red Bird in 1902, and Lima in 1907. All three were located in Indian Territory and served as destination points for black migrants coming into the territory as well as for those black freedmen which had remained in Indian Territory following the Civil War. Each of the three all-black communities developed small, but viable business districts and served as rural market centers for black residents living in the surrounding agricultural area. The number of inhabitants of each town has fluctuated over the years, but each was able to support either a secondary or elementary school or both. Lima's population stabilized at approximately 100, Summit at roughly 250, and Red Bird about 400.

Under the provisions of the Oklahoma state constitution of 1907, separate schools were to be provided for blacks and whites. The funding for black schools was based on a different property tax system than that used for white schools. Black schools were allocated monies from school bonds voted only on the county level, whereas white schools were allotted funds from both school district property tax assessments as well as county tax levy monies. Because of the funding inequalities, black schools sought monies from philanthropic groups such as the Rockefeller, Slater, and Rosenwald Foundations. Funds from these agencies were used for building construction, teacher training workshops, and equipment purchases.

All three properties included in this nomination were elementary schools and one (Miller/Washington) also served as a secondary school. They were constructed between ca. 1920 and 1925 and represent the only educational facilities which remain in their respective communities. Miller/Washington, constructed in ca. 1920, served as Red Bird's all-black high school from its origin to ca. 1955 when the high school students were consolidated. The school then served elementary age students from 1955 to 1977 when the school closed due to decreased enrollment. Presently owned by a non-profit local group,

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Continuation sheet

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it is occasionally used for community meetings. Rosenwald Hall, built in 1921, served as the only elementary school in Lima until 1966. It still serves the all-black community as a day care center. W.E.B. DuBois Elementary School, constructed in 1925, is the oldest remaining elementary school still being used for educational purposes in the three towns.

Each of these school buildings served as an educational and social focal point for their respective communities. As a social institution, only the church was more central to the black community than the school. The school was a powerful agent of black community cohesiveness because of its social attractions, extracurricular activities, and community functions. The athletic contests, music programs, dramatic productions, and many other functions fostered a sense of community for these small all-black towns during an era when Oklahoma was a segregated society.

# 9. Major Bibliographical References

(see continuation sheet)

# 10. Geographical Data

Acreage of nominated property Each property is less than one acre

Quadrangle name (continuation sheet)

Quadrangle scale (cont. sheet)

UTM References (continuation sheet)

A	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Zone	Easting	Northing
C	<input type="text"/>	<input type="text"/>	<input type="text"/>
E	<input type="text"/>	<input type="text"/>	<input type="text"/>
G	<input type="text"/>	<input type="text"/>	<input type="text"/>

B	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Zone	Easting	Northing
D	<input type="text"/>	<input type="text"/>	<input type="text"/>
F	<input type="text"/>	<input type="text"/>	<input type="text"/>
H	<input type="text"/>	<input type="text"/>	<input type="text"/>

Verbal boundary description and justification

(see continuation sheet)

List all states and counties for properties overlapping state or county boundaries

state	N/A	code	county	code
state		code	county	code

# 11. Form Prepared By

name/title Bryan Brown Supervised by Dr. George Carney

organization Department of Geography date February, 1984

street & number Oklahoma State University telephone 405-624-6250

city or town Stillwater state Oklahoma 74078

# 12. State Historic Preservation Officer Certification

The evaluated significance of this property within the state is:

national  state  local

As the designated State Historic Preservation Officer for the National Historic Preservation Act of 1966 (Public Law 89-665), I hereby nominate this property for inclusion in the National Register and certify that it has been evaluated according to the criteria and procedures set forth by the National Park Service.

State Historic Preservation Officer signature *C E Metcalf* date 7-30-84

title \_\_\_\_\_ date \_\_\_\_\_

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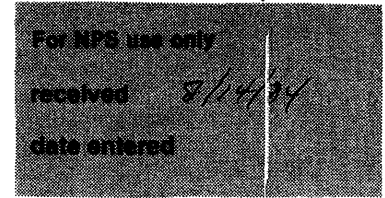
I hereby certify that this property is included in the National Register

*Beth Grosvenor* date 9/28/84  
 Keeper of the National Register

Attest: *See Continuation Sheet for Justification* date \_\_\_\_\_  
 Chief of Registration

United States Department of the Interior  
National Park Service

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Continuation sheet

Item number

Page 1 of 1

Multiple Resource Area  
Thematic Group

dnr-11

Name Educational Resources of All-Black Towns in Oklahoma Thematic Resources  
State Muskogee, Seminole and Wagoner Counties, OKLAHOMA

*Cover* \_\_\_\_\_ 9/28/84

Nomination/Type of Review

Date/Signature

1. Miller-Washington School

~~Substantive Review~~ Keeper

*Beth Grosvenor* 9/28/84

Attest \_\_\_\_\_

2. Rosenwald Hall

~~Substantive Review~~ Keeper

*Beth Grosvenor* 9/28/84

Attest \_\_\_\_\_

3. DuBois, W.E.B., School

~~Substantive Review~~ Keeper

*Beth Grosvenor* 9/28/84

Attest \_\_\_\_\_

4.

Keeper \_\_\_\_\_

Attest \_\_\_\_\_

5.

Keeper \_\_\_\_\_

Attest \_\_\_\_\_

6.

Keeper \_\_\_\_\_

Attest \_\_\_\_\_

7.

Keeper \_\_\_\_\_

Attest \_\_\_\_\_

8.

Keeper \_\_\_\_\_

Attest \_\_\_\_\_

9.

Keeper \_\_\_\_\_

Attest \_\_\_\_\_

10.

Keeper \_\_\_\_\_

Attest \_\_\_\_\_