United States Department of the Interior
National Park Service

National Register of Historic Places Registration Form

FEB - 8 2013
NAT. REGISTER OF HISTORIC PLACES
NATIONAL PARK SERVICE

113

1. Name of Property

historic name Buck Creek Rosenwald School

other names/site number SH-383

2. Location

street & number 6712 Taylorsville Road | NA | not for publication

city or town Finchville | x | vicinity

state Kentucky code KY county Shelby code 211 zip code 40022

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act, as amended,

I hereby certify that this _X_ nomination ___ request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60.

In my opinion, the property _X_ meets ___ does not meet the National Register Criteria. I recommend that this property be considered significant at the following level(s) of significance:

___ national ___ statewide _X_ local

Signature of certifying official/Title **Lindy Casebier, Acting SHPO** Date 1/28/2013

Kentucky Heritage Council/State Historic Preservation Office
State or Federal agency/bureau or Tribal Government

In my opinion, the property ___ meets ___ does not meet the National Register criteria.

Signature of commenting official Date

Title State or Federal agency/bureau or Tribal Government

4. National Park Service Certification

I hereby certify that this property is:

✓ entered in the National Register

___ determined eligible for the National Register

___ determined not eligible for the National Register

___ removed from the National Register

___ other (explain:)

Signature of the Keeper Date of Action 3.22.13

Buck Creek Rosenwald School
Name of Property

Shelby County, Kentucky
County and State

5. Classification

Ownership of Property
(Check as many boxes as apply.)

- [x] private
- [ ] public - Local
- [ ] public - State
- [ ] public - Federal

Category of Property
(Check only **one** box.)

- [x] building(s)
- [ ] district
- [ ] site
- [ ] structure
- [ ] object

Number of Resources within Property
(Do not include previously listed resources in the count.)

Contributing	Noncontributing	
3	3	buildings
		district
		site
		structure
		object
3	3	**Total**

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

NA

Number of contributing resources previously listed in the National Register

0

6. Function or Use

Historic Functions
(Enter categories from instructions.)

EDUCATION/school

Current Functions
(Enter categories from instructions.)

DOMESTIC/single dwelling

7. Description

Architectural Classification
(Enter categories from instructions.)

Late 19th and Early 20th Century American Movements

Type: Rosenwald School

Materials
(Enter categories from instructions.)

foundation: Stone

walls: OTHER: Masonite

roof: Asphalt Shingles

other:

Narrative Description

Summary Paragraph

The Buck Creek Rosenwald School (SH-383) is located on Taylorsville Road, 1½ mile from the center of the village of Fitchville, in Shelby County, Kentucky. The school was built ca. 1920 as a one room schoolhouse. After 1959 its interior was sub-divided into several rooms to allow the building to be used as a residence. The property proposed for listing sits on 1/3 of an acre, and it includes two historic outhouses and 3 non-contributing sheds built after the Period of Significance.

Site Ownership and Site Description

The land where the Buck Creek School currently stands was sold to the Veech family in 1911 by Martha Thompson Sherman (Deed Book S#4, p. 540). From 1911 to 1919, the property was owned by Gilbert M. Veech, his wife Tabitha Veech, Alex B. Veech, and his wife Margueritte Veech. A tract of this land was purchased by the Shelby County Board of Education on November 29, 1919, and the piece of land the School Board bought was the same one third (33/100) acre that it is today (Deed Book S#4, p. 540). The Buck Creek School was constructed soon after the land was purchased by the School Board, with $400 from the Rosenwald Fund. The rest of the cost was covered by the community: $275 from African Americans, $325 from whites, and $800 from the general public (Turley-Adams 67). Students began attending the Buck Creek School shortly after it was built.

The Buck Creek Rosenwald School functioned as a school from circa 1920 until circa 1957. After the school closed, it was bought by George and Sally Smith in 1959 and turned into a residence (Deed Book 152, p. 422-423). The Smiths then sold the property to Claude Taylor Jr. and his wife Frances Taylor on August 24, 1961 (Deed Book 152, p. 424). It is now owned by Elizabeth Elaine Taylor, the daughter of Mr. and Mrs. Taylor (Deed Book 544, p. 876).

The property faces east, toward Taylorsville Road (State Route 55). The nearest property is the Allen Chapel Church, standing adjacent, to the north. The school's neighbor to the south stands almost 1/10 mile away, and sits about 1/10 mile off the highway. The area proposed for listing still includes green spaces on both sides and in the front of the old schoolhouse. There are several trees and plants that are growing alongside Buck Creek. There are also two prominent trees growing near each outhouse – one on each side of the school.

Students of the Rosenwald School remember playing in the grassy area to the north of the main building and in the untended area of trees and Buck Creek to the west. Since the Rosenwald School and the church lie in such close proximity, people associated with each property shared water from the well that is located near the front entrance of the church. It is now capped off with concrete for safety purposes.

In between the creek and the former Rosenwald School (behind the schoolhouse) are five outbuildings—two of which are original to the property. When the main building was being used as a schoolhouse, the boys used the outhouse to the north and girls used the outhouse to the south.

According to Bessie Davis, a former student at the Buck Creek School, there was previously a coal shed in between the two outhouses (Interview with Davis). It was the boys' chore at school to retrieve coal from the coal shed to keep the fire going in the stove (Interview with Jones, William Sr.). The coal shed was torn down sometime after 1961 by Mr. Taylor. His storage needs led to the construction of three other outbuildings behind his house. In 1960, Taylor had purchased a well known Finchville service station and hardware store from the original owner, his previous boss, Mr. Lynn Flood (Shelby County Historical Society 67). Once the service station closed, Taylor continued to fix tractors, lawnmowers, and automobiles for Finchville residents, and he used the space once consumed by the coal house for tools and supplies.

A driveway was added to the yard at some point, but is barely visible now. The driveway is near the nominated area's northeast corner.

Exterior Description of School (1 contributing building)

The school is one story tall, does not have a basement, and sits on a masonry base which has been covered with a layer of historic pressed metal. The outside walls are now covered by masonite lap siding. The hipped roof is covered in asphalt shingles; these are not original, appearing to post-date the Period of Significance. Some original bead board is visible on the underneath side of the roof overhang.

In total, there are seven windows – two on the south side, one on the front (east), one on the north side, and three in the back (west). The windows appear to be original, most in a 6-over-6 double-hung sash configuration. These now have aluminum-framed storm windows on their outside. The building has two doors, one in the front and one on the north side. The concrete chimney is original to the school and is located near the bottom, in the middle, of the north slope of the roof.

Interior Description of School

The Buck Creek Rosenwald School was first built as a one-room schoolhouse. An inside pull-wall partition, that split the school into two classrooms, was added in the mid-1940s, according to former students. This wall created one front room for the elementary grades and one back room for the middle school students. The partition started on the south wall inside the building, but did not connect with the north wall, leaving room for the stove and a walkway between the two classrooms (Interviews with Davis and Beckham).

To convert the school into a residence, additional walls were built inside, creating more rooms. No extra rooms were added that extended the historic footprint of the building. There are four rooms inside the building, as well as an attic.

Description of the 2 Outhouses (2 contributing buildings)

Each outhouse has pit latrine toilets. The girls' outhouse might have had three pit latrine toilets that were used during the years of the Buck Creek School. Two toilets in the outhouse are standing today. The girls' outhouse was built with wooden walls, a concrete base, and a metal shed roof. The boys' outhouse was not observable at this time, due to an overgrowth of weeds, but is presumed to

be similar to the girls'. After Mr. Taylor purchased the property in 1961, he covered the side and back walls of the girls' outhouse with a layer of tin. Also after 1961, he possibly removed the third toilet and added a second opening on the south side of the girls' outhouse. That second opening was made to enable the building to be used for storage. This outhouse was used by Mr. Taylor until his death in 2010, since the property had not yet been equipped with running water or indoor plumbing.

Description of the 3 Storage Buildings (3 non-contributing buildings)

There are three outbuildings behind the school that were built sometime after 1961 for Mr. Taylor's repair business. He used these buildings to store his gear and machine parts, as the main building does not have a basement. These three buildings are each one story high and are mainly made out of sheet metal. The three non-contributing buildings have not been cleared out since Mr. Taylor's death in 2010, and many of his tools and machine parts are currently stored inside them. These three outbuildings are located in between the two outhouses on the west side of the property.

Major Changes to the Building Since the End of the Period of Significance

Sometime after Mr. Taylor bought the property in 1961, he added a small front porch and side deck. Originally, there were two stone or concrete steps leading up to the front door; currently a small concrete porch sits in front of the main door. The porch is decorated with a cast iron railing. The deck is located on the north side of the house, and leads up to a door on that side; the side door is original but the deck is not. The deck is made of wood and has some lattice fencing around it.

Buck Creek Rosenwald School
Name of Property

Shelby County, Kentucky
County and State

8. Statement of Significance

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

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

Criteria Considerations
(Mark "x" in all the boxes that apply.)

Property is:

- [ ] A Owned by a religious institution or used for religious purposes.
- [ ] B removed from its original location.
- [ ] C a birthplace or grave.
- [ ] D a cemetery.
- [ ] E a reconstructed building, object, or structure.
- [ ] F a commemorative property.
- [ ] G less than 50 years old or achieving significance within the past 50 years.

Areas of Significance
(Enter categories from instructions.)

Ethnic Heritage--Black

Period of Significance

Ca. 1920 – ca. 1957

Significant Dates

Ca. 1920

Significant Person
(Complete only if Criterion B is marked above.)

NA

Cultural Affiliation

NA

Architect/Builder

Unknown

Following templates used by Rosenwald School Fund

Period of Significance (justification)

The Period of Significance, ca. 1920 – ca. 1957, is the period in which the building was used as a school, which is the function of the property that is defined as historically significant.

Criteria Considerations (explanation, if necessary): NA

Statement of Significance

Summary Paragraph

The Buck Creek Rosenwald School (SH-383) meets National Register Criterion A. Its significance is evaluated within the Historic Context "Rosenwald Schools in Kentucky, 1916-1964." It is one of only two known former schools in Shelby County, Kentucky, whose construction occurred through the contribution of the Julius Rosenwald Fund. Both of the examples in Shelby County are extant, and both have been converted to use as homes since being used as schools. The Buck Creek School offers several features that make it a good example of this resource, which can be found throughout the southeastern states of the U.S.: still-rural setting, extant outhouses, basic form retained, and continued associations by former students. On this property we can observe many of the lessons taught by Rosenwald Schools.

Historic Context: Rosenwald Schools in Kentucky, 1916-1964

The Civil War and the Emancipation Proclamation were both efforts in securing freedom for enslaved African Americans. Reconstruction after the Civil War brought Constitutional Amendments and created organizations such as the Freedman's Bureau to help the new African American citizens find jobs, receive education, and vote. While these efforts were important in assisting African Americans to have full participation in American society, feelings of superiority from the days of slavery left a residue in the minds of most southern whites. A push for separation of races took place in areas such as voting, employment, entertainment, and marriage. Segregation was also implemented in public facilities, such as railroad stations and restaurants. Considering all of the fields of separation that took place in many states across the country, perhaps the most crucial field of segregation on the African American race was education. Through the national Jim Crow laws and individual state laws and constitutions, African American children were forced to attend separate schools. The Supreme Court even ruled that "separate but equal" facilities were acceptable in the 1896 *Plessy v. Ferguson* case. In reality, the facilities were separate, but not equal ("Jim Crow Laws").

Education is key in preparing children for adulthood, and African American education endured great underfunding during the era of segregation. The separate African American schools were not given the same resources as schools for white children in the same county – from the building space available to the quality of the textbooks. As early as 1867 in Kentucky, there were state conferences held to discuss African American public schools. In 1874, the Kentucky General Assembly created a separate system of schooling, and the 1891 revision of the Kentucky Constitution legalized segregated schools. The Day Law of 1904 actually prohibited integration (Turley-Adams 10). Through segregation, everything related to African American education had to be approved by white trustees which allowed prejudices to occur and be accepted. As a result, most rural communities were only able to provide African American education in one-teacher schoolhouses or in church buildings. African American schools received poorer funding per capita than schools for whites. Prior to 1913, funds for black schooling came from leftover tax money and donations, if there were any (Turley-Adams 10).

In the state of Kentucky, the first law supporting African American education was passed in 1866. The law set aside a $2 poll tax to go to colored paupers and colored education. Unfortunately for the school system, the poll tax was gradually diverted to support primarily the paupers. This lack of funding largely contributed to lower attendance among African Americans, and the effects were indeed evident in Shelby County (Shelby County Historical Society 279). Still, blacks in Shelby County showed that education was not unimportant to them.

While there were only two African American schools in Shelby County, Kentucky in 1875, that total had grown to twelve schools by 1885. These schools were largely run in church buildings, and they almost all had school terms of three to five months. They received little tax money, so they were largely funded by public donations. By 1898, Shelby County had been divided into school districts. In the Buck Creek District, where the Buck Creek Rosenwald School was later built, there were a total of 67 students. During the time the Buck Creek School was operated, the vicinity had a sizeable African American population. This suggests that a better education for African American children was desired by people in the area (Shelby County Historical Society 279-80).

Even if most southern men on the school boards did not care whether African Americans received a proper education and were never willing to work towards improving their education (a view expressed by Shelby County Historical Society, p. 279), the need for a better education in rural communities was of interest to some northerners. Fortunately, Julius Rosenwald was a northerner willing to explore ways to support African American education.

Julius Rosenwald was born in 1862. His parents ran a successful clothing business that sold uniforms to the Union Army. Rosenwald himself learned the clothing business when he was seventeen and eventually became the president of Sears, Roebuck and Company. He earned a fortune throughout his career and was exposed to the idea of African American rights and freedom at a young age (Turley-Adams 4-5). He married Augusta Nusbaum, who became very interested in community service and spent many charitable hours herself. She encouraged Rosenwald to give to African American communities; she is said to have told her husband, "never hesitate to give money [to aid others], I will never stand in the way of any gift you want to make" (Werner 30). Julius Rosenwald had previously donated money to people like Jane Addams, the founder of the Hull House, and he was interested in other ways to give back to the community. These life experiences all led him to establish the Rosenwald Fund (Turley-Adams 6).

Booker T. Washington was on the Board of Trustees at the Tuskegee Institute and very interested in solving the issues of social inequality for the African American race. He partnered with Mr. Rogers of the Standard Oil Company to build African American schools for five years, but the project came to a halt in 1909 with the death of Rogers (Turley-Adams 9). In 1911, while on a fundraising trip to Chicago, Booker T. Washington attended a luncheon that was hosted by Julius Rosenwald. The two soon realized that they had much in common; they shared many of the same goals and philosophies (Turley-Adams 8). Rosenwald learned of Washington's previous project of building schools for African American children and he decided to start the project again. Rosenwald and Washington worked together for three years and built schools in Alabama, Tennessee, and Georgia. Sadly, Booker T. Washington died in 1915, but Rosenwald continued to fund the construction of African American schools (Turley-Adams 9).

In 1915, the Rosenwald Fund was removed from the control of the Tuskegee Institute and expanded to other states in the late 1910s, including Kentucky (Turley-Adams 17). The Fund's new headquarters also moved to Nashville, Tennessee in 1920 (Turley-Adams 17). In the end, the Rosenwald Fund reached out to African American children in fifteen different states in the south.

In Kentucky, F. C. Burton became the state's first Agent for Negro Schools in 1913. The Kentucky Negro Education Association, for which Burton worked, helped gain support for Rosenwald Schools (Turley-Adams 11). Eventually a total of 155 structures were built in Kentucky; most counties had at least one. Rosenwald Schools in Kentucky were first built in 1917 (Turley-Adams 25).

The Rosenwald Schools were so influential because local school boards had to provide their students with certain facilities and opportunities in order to receive the grant. These requirements included a minimum of a five-month school term, playground space, two sanitary toilets, desks, blackboards, and heaters (Turley-Adams 18). The fund also encouraged better teaching and better quality of education. These criteria were met with each Rosenwald School and were a step up from previous African American educational facilities. These requirements were what made the Rosenwald Schools so effective. It was clear that many communities around the south, including Finchville, were "ready for the active involvement of Julius Rosenwald . . . in funding African American education" (Turley-Adams, 16). Another reason that the Rosenwald Fund was so valuable is that it sometimes provided the first opportunity for the African Americans to have a voice in local education. They were required to supply a fraction of the construction cost and maintain the schools through the years.

The 1954 Supreme Court case *Brown v. Board of Education* was the first time that the integration of schools was made legal and mandatory. In Shelby County, the school system remained segregated for a few years, mainly because the white Shelby County residents were happy with their current system. In 1962, a committee was formed to study the specifics of desegregation in Shelby County, and integration officially began in the 1964-65 school year (Shelby County Historical Society 283). The Buck Creek School itself was closed just before the complete integration of the Shelby County school system, the property having been sold to George Smith and Sally Murphy Smith in 1959 (Deed Book 152, p. 422). While segregation in the 20th century was a detriment to the education of African Americans, the Rosenwald Fund helped ameliorate some of the damage caused by segregation's inequities. The Rosenwald Fund not only resulted in a better education for African American children, but also initiated a partnership between races during a segregated America.

History of the Buck Creek School

The following information was gathered through an interview with previous student William Jones, Sr. Jones attended the Buck Creek School from approximately 1940 to 1946 (1st through 6th grade), so the following information on the history of the school is from that time period.

Buck Creek School was a one-room schoolhouse in which children in grades 1-8 came to learn. There was only one teacher who taught all of the subjects in each grade level. Mrs. Boyd was the teacher and to discipline the students she would use a switch all day long, according to Mr.

Jones. Former students agree that this type of discipline was an acceptable and effective method of teaching (Interview with Jones, William Sr.).

Every morning the children recited the Pledge of Allegiance. It was the boys' chore to put coal in the stove and keep the fire going all day long. If it was warm outside, the building was cooled by simply opening the windows. Subjects the children studied included grammar, arithmetic, spelling, and American history. The teacher would write questions and items to study on the black board, and the students would then look in their books to find the answers. Jones said that the students were required to study the information they found in their books. The students typically used secondhand textbooks obtained as surplus material from the white schools. The school books were remembered as often having torn covers and ripped pages (Interview with Jones, William Sr.).

There was always homework to be completed after school. The students had to learn their lessons every day or they would be disciplined. There were final exams to pass the grade level at the end of each school year. There was a final exam for every subject (Interview with Jones, William Sr.).

The students of the Buck Creek School sat mainly in individual desks, but there were some two-person desks. There were outhouses for student use, but Jones indicated a dislike so strong that he did not even wish to speak about them (Interview with Jones, William Sr.).

The school day started at 8:00 or 8:30 am and ended around 2:30 or 3:00 pm. The school term began in September. There were only Thanksgiving and Christmas breaks – Thanksgiving break was two to three days and Christmas break lasted from December 24th to January 2nd or 3rd. Jones said that there was never a spring break (Interview with Jones, William Sr.).

The students were allowed to wear what they liked, which mostly consisted of a shirt and overalls for the boys. Jones said he and his siblings never wore shoes to school. The Jones children walked about a mile to and from school every day. The students always brought their own lunch which was usually homemade biscuits with butter and sugar for the Jones children. During recess, Jones remembers playing with a softball on the side of the building. Recess was Jones' favorite part of the school day (Interview with Jones, William Sr.).

The following information was gathered through interviews with previous students Edna Taylor Beckham, Bessie Davis, Richard Carl Jones, and Catherine Taylor. They all attended the Buck Creek School during the time period of 1944 to 1957, so the information on the history of the school dates to that time period.

There were many new teachers during this time including, Mrs. Garland, Mrs. Mays, and the husband and wife team of Mr. and Mrs. Miles. Mrs. Miles taught the elementary grades and Mr. Miles taught the middle school aged children (Interviews with Beckham; Davis; Jones, Richard Carl; Taylor). Davis, and the other former students who were interviewed, recalled that corporal punishment continued through the late-1940s until the school ceased to hold classes, at the end of the 1950s. They related that they learned their lessons to avoid making the same mistake twice (Interview with Davis).

The school day lasted from 8:00 am to 3:00 or 4:00 pm. Every morning, the students had to

take a teaspoon of cod liver oil and were given something to eat such as an apple or some raisins. This was done because the teachers believed that the children were not receiving the proper nutrients through their regular meals. Periodically, the students also received immunizations from a local nurse (Interview with Davis).

Each morning, the students of the Buck Creek School would recite the Pledge of Allegiance and would sing some church songs such as *This Little Light of Mine* (Interview with Davis). As another part of the morning program, the children would recite a Bible verse and some might read a poem (Interview with Beckham). Every Monday morning was also a time to share current events that students found in the newspaper (Interview with Jones, Richard Carl). The children learned subjects such as reading, writing, spelling, grammar, arithmetic, geography, history, and sometimes even a little science. They learned to write both print and cursive and continued to practice their handwriting throughout their years at the school. Richard Carl Jones said that the handwriting he learned from his teachers at Buck Creek was so neat that his high school teachers would ask him to write examples for the rest of the class on the board (Interview with Jones, Richard Carl). Davis also remembers Buck Creek School holding spelling bees (Interview with Davis).

Most of the work was completed individually but there was an occasional group science project. Poems and speeches were memorized regularly and presented in front of the class. Students always had one book for each subject, which were provided by the Shelby County Board of Education (Interviews with Beckham; Taylor). School supplies also included pencils, crayons, a writing pad, and a binder with loose leaf paper. The binder with paper and the writing pad were used for homework assignments, and the teachers would grade students' work in them. Homework usually consisted of a reading assignment in a book with questions the students had to answer. Homework was on a rotating basis – the students would have homework in a few subjects per night. Formal tests were taken regularly and the final exams determined whether they passed the grade level or not. Students received certificates for passing the grade at the end of the year; there was also an honor roll (Interview with Davis).

Girls always wore dresses or skirts to school, which, for the Taylor family, were made by their mother out of pretty fabric or feed sacks (Interview with Beckham). Davis either wore a pair of brown and white or solid brown saddle shoes to school, and the Taylor sisters wore high top shoes. Davis walked to school some days, but by the time she attended the Buck Creek School, there was school bus service. Davis brought her own lunch every day – a peanut butter and jelly sandwich, a baloney sandwich, fruit, or graham crackers with marshmallow cream – and she always ate inside, at her desk. The school obtained water from the nearby well. During recess, students could play ball, hide and seek, jacks, and jump-rope. There was an occasional field day in the spring called May Day, during which the Buck Creek Students would go to Montclair, another African American school, to play softball (Interview with Davis). Richard Carl Jones remembers making uniforms for his May Day basketball team by decorating plain white shirts with lipstick (Interview with Jones, Richard Carl). Students at the Buck Creek School also participated in the 4-H program. Representatives would visit the Buck Creek School often to teach students skills such as sewing and quilting (Interview with Beckham).

Davis estimates that there were about ten to twelve families whose children attended the Buck Creek School. Some of the families she remembers going to school with are: Triplett, Stivers, White,

Moore, Williams, Taylor, Beckham, and Jones (Interview with Davis).

Bessie Davis and Catherine Taylor both went to high school at the Lincoln Institute after the Buck Creek School and felt that the Buck Creek School prepared them well for high school (Interviews with Davis; Taylor). Edna Beckham did not go to high school because she started to work as soon as she finished eighth grade. She said that that the Buck Creek School prepared her well for the work force (Interview with Beckham).

The Buck Creek School continued to provide an education for African American children in Finchville until it closed sometime after Richard Carl Jones graduated in 1957. The exact closing date is not known, but it was closed before the official integration of the school system. Although the Shelby County Board of Education began discussing desegregation in 1954 after the *Brown v. Board of Education* Supreme Court Decision, integration in Shelby County officially began in the 1964-65 school year.

The School Board held an auction in June 1959 at which George and Sally Smith purchased the Buck Creek School building and the one-third acre property (Deed Book 152, p. 422). The couple owned the site until Claude Taylor Jr. and his wife Frances Taylor purchased the property on August 24, 1961 (Deed Book 152, p. 424). Frances Taylor died in 1991 and after Claude Taylor Jr. died in 2010, the property was first deeded to Carla Denise (Taylor) Bland and soon after to her sister Elizabeth Elaine Taylor (Deed 544, p. 876). Elizabeth Taylor currently owns the Buck Creek School and the same one-third acre of land that the Shelby County Board of Education first purchased in 1919.

Evaluation of the Buck Creek School within its Historic Context

The Rosenwald School Fund was a significant part of America's educational and social history. The Buck Creek Rosenwald School is significant, therefore, insofar as it remains associated with this movement which facilitated better education for African American children when local school boards were underfunding the education of that population.

The Rosenwald Fund is a major part of our nation's history. It not only addresses the issue of children's education in rural communities, but also the issues of Civil Rights and fair treatment of African Americans. Rosenwald himself was ahead of his time in pushing for proper and equal education for African American children, and his efforts were much needed in the segregated south. In Kentucky, his foundation's donations helped to construct 155 structures which served about 18,090 students. The Rosenwald Fund provided a major assistance to the little-to-no-funding that local school boards afforded to the education of African American children, especially those in rural communities. "Rosenwald Schools . . . represent the most sustained effort to improve the quality of public education for black Americans prior to the changes wrought by *Brown v. Board of Education*" (Turley-Adams 1).

The Buck Creek School provided a better education to children in Finchville than what was available previously. The school was located in an area with many African American children, so it was able to make a difference in many students' lives. When listening to former students tell the story

of the impact that the school had in their formation as teenagers and young adults, it is clear that the Buck Creek School provided a foundation that has stayed with the students for the rest of their lives.

The building is where school sessions were first held almost a century ago. It is where African American children growing up in a small, rural community were able to receive a proper education. This school prepared students well for high school, the military, and the work force. The Buck Creek Rosenwald School made a large impact on the students; lessons, friends, and teachers, are still fondly remembered by alumni. The Buck Creek School was a major step-up from the education that Finchville children were previously receiving.

Evaluation of the Integrity of the Significance of the Buck Creek School in light of its current physical character

The Buck Creek Rosenwald School has undergone physical changes, such as the addition of inside walls, a front porch, a side porch, a new roof, three outbuildings, and other materials that cover parts of the original structure. The property's physical presence still enables us to maintain an integrity with the memories that former students have of it and with the importance we ascribe to it today.

The Buck Creek School has integrity of **location** because the original building is still standing on its original foundation. The location is important because it documents the existence of a previous African American community, whose sense of belonging was fostered by the school and the church, sitting next door to the school, to the north. The mandated placement of the former school, outside of the village of Finchville, is also part of the story of segregation between white and black populations during the Period of Significance. African Americans were not allowed to live inside the official "town" limits, or downtown, but they lived just outside and were still proud to call Finchville their home. Residents of all racial backgrounds were and still are actively engaged in their community. Citizens continue to look for ways to improve it. "Residents, whose family connections often go back many generations, do things in the town, working together to meet whatever need arises" (Shelby County Historical Society 69). The Buck Creek School is a historically significant example of this; the entire community effectively worked together to raise funds for the needed school.

The Buck Creek Rosenwald School has integrity of its rural **setting** after almost a century. It sits next to the Allen Chapel Church, a place of worship for some former students. The school was located in a community with many African Americans, so it was able to provide an education for many children. Finchville was also the home of several stores, businesses, and the service station that Mr. Taylor, the property's owner after 1961, operated at the property for several years.

The school has a minimal integrity of **design**, sufficient enough to enable former students to continue to recognize its previous identity as a school. The original structure – its four walls, foundation, and chimney – are still evident. The windows and doors appear historic and are presumed to be original. The girls' and boys' outhouses are also still extant, extending design intactness to the site. The only major addition to the property at large is the addition of the three outbuildings that were used to store tools. The interior use of the building as a school has become harder to witness due to the addition of interior partition walls. However, something remains in the building that relates to the larger story of African American tenacity: Mr. Taylor, owner and occupant

of the building for nearly 40 years until his death in 2010, never chose to install running water or indoor plumbing. The continued absence of those utilities, even after the building's conversion into a residence, cannot be overlooked as a part of the integrity with the property's meaning and value. The building remains a small building, not vastly different from its conception as a one-room school house. The changes such as the new roof, the sheet metal foundation covering, and the added masonite exterior walls are surface materials that change the appearance of the former school, but do not eradicate the structure's basic design identity.

Even with the changes that have been made, the Buck Creek Rosenwald School still has an integrity of **association**, as it is "associated with events that have made a significant contribution to the broad patterns of our history." It is known to have arisen due to partial funding by the Rosenwald Fund. The Buck Creek School, as a part of this movement, did provide a better education for children in the Finchville area, contributing to local efforts to improve education and ethnic inequalities. The Buck Creek Rosenwald School is only one of two examples in Shelby County that represent an important nationwide movement. Even with the superficial changes to the property, the Buck Creek School still helps tell the story of a significant episode in America's evolving history – the way that African Americans acquired greater Civil Rights.

The Buck Creek Rosenwald School still includes many original features from the Period of Significance and was extremely important in providing education to some of Shelby County's African Americans.

9. Major Bibliographical References

Bibliography

Beckham, Edna Taylor. Personal Interview. November 9, 2012.

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Jones, William, Sr. Personal Interview. October 20, 2012.

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Turley-Adams, Alicetyne. *Rosenwald Schools in Kentucky 1917-1932*. The Kentucky Heritage Council, 1997. Print.

United States, National Park Service. *Jim Crow Laws*. http://www.nps.gov/malu/forteachers/jim_crow_laws.htm, accessed 11/15/2012.

Werner, Morris R. *Julius Rosenwald, The Life of a Practical Humanitarian*. New York and London: Harper & Brothers Publishers, 1939. Print.

Previous documentation on file (NPS):

____preliminary determination of individual listing (36 CFR 67 has been requested)
____previously listed in the National Register
____previously determined eligible by the National Register
____designated a National Historic Landmark
____recorded by Historic American Buildings Survey #_____
____recorded by Historic American Engineering Record #_____
____recorded by Historic American Landscape Survey #_____

Primary location of additional data:

____State Historic Preservation Office
____Other State agency
____Federal agency
____Local government
____University
____Other
Name of repository: _____

Historic Resources Survey Number (if assigned): ___SH-383

10. Geographical Data

Acreage of Property .33 acre

UTM References **Finchville Quad**
Coordinates given according to 1983 NAD: Zone: 16, Easting: 646 704.36; Northing: 4222 068.55

Coordinates given according to 1927 NAD:

	Zone	Easting	Northing
1	16	646 708.04	4221 862.59
2			
3			
4			

Verbal Boundary Description:

A certain tract of land lying on the waters of Buck Creek in Shelby County, Kentucky, and bounded as follows: BEGINNING at a point in the Shelbyville and Bardstown turnpike road, corner to the colored M.E. Church lot and in line of Pickett heirs and running thence S. 36 degrees W. 3.00 chains to corner to said Pickett heirs on eastern side of aforesaid road, thence N. 27 ¼ degrees W. 2.47 chains to a point on eastern bank of Buck Creek corner to aforesaid church lot, thence with the southern line of said lot N. 85 ½ degrees W. 2.90 chains to the beginning, containing thirty three one-hundredths (33/100ths) acre. Subject to existing legal roads and highways.

Boundary Justification:

The boundary includes the property that today retains integrity of associations. Those associations form the primary basis for the listing. The property, which is 1/3 of an acre, is the exact same piece of land that the school was first built upon during the Period of Significance.

11. Form Prepared By

name/title Julia Bache/Student
organization Kentucky Country Day School date November 1, 2012
street & number 4100 Springdale Road telephone 502-423-0440
city or town Louisville state Kentucky zip code 40241
e-mail juliabache@insightbb.com

Photographs:

Same information for each photograph:

Name of Property: Buck Creek Rosenwald School
City or Vicinity: Finchville
County: Shelby
State: Kentucky
Photographer: Julia Bache (1-6); Claude Taylor Jr. (7)
Date Photographed: October 20, 2012 (1-6); one picture from the 1960s (7)

Photograph-specific information: Description of Photograph(s), direction, and image number:

1 of 7: Front (east) façade of house, shot to the west.
2 of 7: Left (south) side of house, shot to the north-east.
3 of 7: Left (south) side of outbuildings, shot to the north.
4 of 7: Front (east) side of girls' outbuilding, shot to the west.
5 of 7: Back (west) side of house plus outbuildings, shot to the north-east.
6 of 7: Right (north) side of house, shot to the south-west.
7 of 7: Front (east) façade with out the porch (dating to the 1960s), shot to the north-west.

Property Owner:

name Elizabeth Taylor
street & number 6712 Taylorsville Road telephone
city or town Finchville state KY zip code 40022

Buck Creek Rosenwald School Shelby Co., Ky. Area proposed for listing

51A
24
25
TAYLORSVILLE RD
26
N
27
53
BUCK CREEK
28K
1
Buck Creek Rosenwald School
Shelby Co., KY

NO Scale

Buck Creek Rosenwald School
Shelby Co., Ky Floor Plan

UNITED STATES
DEPARTMENT OF THE INTERIOR
GEOLOGICAL SURVEY

STATE OF KENTUCKY
KENTUCKY GEOLOGICAL SURVEY
UNIVERSITY OF KENTUCKY

SIMPSONVILLE QUA
KENTUCKY
7.5 MINUTE SERIES (TOP

3960 IV SW (CRESTWOOD)
3960 IV SE (BALLARDSVILLE)
3960 III NW (FISHERVILLE)
(WATERFORD) 3960 III SW
(TAYLORSVILLE) 3960 III SE

85°22'30" 20' 17'30" 1 710 000 FEET
38°15'
12'30"
10'
38°07'30"
85°22'30"
1 680 000 FEET

Simpsonville
Lincoln Ridge
Veechdale
Montclair
Joyes
Scotts Station
Shiloh Ch
Finchville
Olive Branch
Substation
Water
Cem
Gaging Sta
Picketts Dam
Back Creek Sch

LOUISVILLE
NASHVILLE
MIDLAND TRAIL
SOUTHERN
PIPELINE
TELEPHONE LINE
OLD RAILROAD GRADE
NOLAND ROAD
WEBB ROAD
TAYLOR WOODS ROAD
BRUNERSTOWN ROAD
CLARK STATION ROAD
PARENT LANE
POPES CORNER
BLAYDES LANE
ARMORE LANE
SCOTTS STATION ROAD
JOYES STATION ROAD
HARRINGTON MILLS ROAD
ANTIOCH PIKE
FOX RUN
Little Bullskin Creek
BULLSKIN CREEK
CLEAR CREEK
Plum Creek
Buck Creek
Dry Run
Meadow Run
BRASHEARS CREEK
Wise Run
GUIST CREEK

2.3 MI. TO KY. 362
3 MI. TO KY. 362
LOUISVILLE (CIVIC CENTER) 21 MI.
EASTWOOD 4.5 MI.
LOUISVILLE (CIVIC CENTER) 22 MI.
1.7 MI. TO KY. 148
0.7 MI. TO KY. 148
JEFFERSONTOWN 13 MI.
CLARK 4 MI.
ELK CREEK 2.9 MI.
TAYLORSVILLE 9.1 MI.
3.2 MI. TO KY. 44
SOUTHVILLE 5.3 MI.

SHELBY CO
SPENCER CO
INDER BDY

Buck Creek
School
Shelby Co., KY
Simpsonville Quad
Zone 16

NAD 27
East: 646 708.4
North: 4221 862.59

NAD 83
East: 646 704.36
North: 4222 068.55

Mapped, edited, and published by the Geological Survey

Control by USGS and USC&GS

Topography from aerial photographs by photogrammetric methods
Aerial photographs taken 1952. Field check 1954. Revised 1960

Polyconic projection. 1927 North American datum
10,000-foot grid based on Kentucky coordinate system, north zone
1000-meter Universal Transverse Mercator grid ticks,
zone 16, shown in blue

Fine red dashed lines indicate selected fence and field lines visible on aerial photographs. This information is unchecked

Unchecked elevations are shown in brown

Revisions shown in purple compiled from aerial photographs taken 1976 and other source data. Contours adjusted adjacent to certain photo-revised hydrographic features. This information not field checked. Map edited 1978

MN GN
1° 18 MILS
1°03' 19MILS
UTM GRID AND 1978 MAGNETIC NORTH DECLINATION AT CENTER OF SHEET

20% TOTAL RECOVERED FIBER

SCALE 1:24000
1 MILE
1000 0 1000 2000 3000 4000 5000 6000 7000 FEET
1 KILOMETER

CONTOUR INTERVAL 10 FEET
NATIONAL GEODETIC VERTICAL DATUM OF 1929

THIS MAP COMPLIES WITH NATIONAL MAP ACCURACY STANDARDS
FOR SALE BY U. S. GEOLOGICAL SURVEY, DENVER, COLORADO 80225, OR RESTON, VIRGINIA 22092
KENTUCKY GEOLOGICAL SURVEY, LEXINGTON, KENTUCKY 40506
AND KENTUCKY DEPARTMENT OF COMMERCE, FRANKFORT, KENTUCKY 40601
A FOLDER DESCRIBING TOPOGRAPHIC MAPS AND SYMBOLS IS AVAILABLE ON REQUEST

KENTUCKY
QUADRANGLE LOCATION

ROAD CLASSIFICATION
Heavy-duty
Medium-duty
Light-duty
Unimprove
Interstate Route
U. S. Route

SIMPSONV
N 3807.5—W
196
PHOTOREV
AMS 3960 III NE

INTERIOR—GEOLOGICAL SURVEY, RESTON, VIRGINIA—

6712