

United States Department of the Interior
National Park Service



National Register of Historic Places Registration Form

1. Name of Property

historic name Eastwood School
other names/site number JF-2596, "E" School, Eastwood Colored School, Colored School Division 2, Muir Chapel

2. Location

street & number 610 Gilliland Road

NA	not for publication
NA	Vicinity

city or town Louisville
State Kentucky code KY county Jefferson code 111 zip code 40245

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act, as amended,
I hereby certify that this 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 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 local

Signature of certifying official/Title *Craig Potts* SHPO Date 6-13-14

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): _____

Greg J. ... 7-29-2014
Signature of the Keeper Date of Action

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5. Classification

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

- private
- public - Local
- public - State
- public - Federal

Category of Property
 (Check only one box.)

- building(s)
- district
- site
- structure
- object

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

Contributing	Noncontributing	
1	1	buildings
		district
		site
		structure
		object
1	1	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.)

VACANT /Not in Use

7. Description

Architectural Classification
 (Enter categories from instructions.)

Colonial Revival

Materials
 (Enter categories from instructions.)

foundation: Concrete
 walls: Vinyl, Horizontal wooden
 Weatherboard, Vertical wood siding
 roof:
 other:

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Narrative Description

Summary Paragraph

The Eastwood School (JF-2596) is a one-story frame building positioned on the west side of Gilliland Road in eastern Jefferson County, Kentucky and south of the ephemeral community of Eastwood. Originally a two-acre property, the school now sits on 0.9 acres, in a rural setting surrounded by farms, subdivisions and the newly formed Beckley Creek Park, part of the Parklands of Floyds Fork (figure 10; note: the figures appear at the end of this paper form, and are included as supplemental images on the image disc). The school was built between 1922 and 1923 and was used until 1937, when it was sold and converted into a residence; it is now vacant. The property proposed for listing consists of the former school building and one non-contributing two-car garage or shed, on approximately 1 acre.

Character of Site and History of Ownership

The former Eastwood Rosenwald School faces Gilliland Road with an east-west orientation, sitting approximately 100 feet to the west of the road, on a lightly treed lot. Gilliland Road is a rural road running south from Eastwood Cut-off to Echo Trail Road. Beckley Creek Park punches into Echo Trail Road from the west, just south of Gilliland Road and extends north to Shelbyville Road, paralleling Gilliland Road. For simplicity we will describe Gilliland Road as north/south and the school's orientation with respect to the road as east/west (figure 6).

The property perimeters are defined by a row of hardwood trees to the south, woods to the back and an apparent driveway bordering the northern part of the front yard. From a tree line near the back of the house, a clearing extends to the woods. Two vacant lots adjoin the nominated property, one to the north and the other to the south. The property to the north is cleared in front and includes the north-bordering driveway. To the back of the north-neighboring lot, the land is lightly wooded, extending to woods in the west and a shared pond to the northwest. The southern perimeter of the nominated property is shared by another vacant lot, which has a thin slip of land, providing it Gilliland Road frontage. From Gilliland Road, the southern adjoining property surrounds the schoolhouse land, and meets the northern adjoining lot in the western woods, which then extends west to Beckley Creek Park (figure 1).

Near the school, Gilliland Road is lined with clusters of older houses built on 2-to-5-acre lots interspersed with larger properties of 25-acre lots or farm acreage. The smaller lots are typical of those found in African American communities, sometimes called Black Hamlets in academic literature (Smith, 1971, and Owens, 2013). Adjacent fields are now gradually being converted to subdivisions. The road and area demonstrate an abundance of undeveloped woods and fields keeping a rural feel of the road near the school (figures 4, 5, 8, and 9).

The property's original outbuildings do not remain, but a non-contributing garage or shed exists on the southern property line about 35 feet from the southwest corner of the house. It is possible it was constructed on the site of a former outbuilding and was built using some original materials from outbuildings or the school when it was renovated into a residence (Crosby, 2013). A particularly distinctive window, now part of the garage/shed, has the same appearance as one of the windows in the two banks of windows now the missing from the front façade, as depicted in the original school photographs in the Fisk University Database, photo 1080a (figure 12).

Fisk Database Photos show a school with outbuildings situated on a field devoid of trees. Consistent with the recommendations of the Dresslar and Smith plans, with the purpose of providing shade, a row of trees of significant age are lined in a north-south orientation near the school on the west-facing side and were likely

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planted to provide shade. A similar line of trees is oriented on the south side of the property, likely planted for the same purpose, during the time the school operated (figure 1).

At the time of the school's construction, Eastwood was a rural community, with a train station to the north and the Louisville Interurban station and line to the south. Recent road improvements straightened Shelbyville Road and created Eastwood Cut-off. The historic village provided access to schools, markets, public transportation, a post office, restaurants, churches and farm products produced by neighbors and nearby farmlands (Dickerson-Calbert reunion, 2013). Many of the original businesses and markets have closed. The Post Office, Eastwood Fire Station, churches, and recreation field, continue to serve the public (figure 7).

The Eastwood School was built as part of the building program supported by grants from the Rosenwald Foundation and is one of seven schools built in Jefferson County using Rosenwald matching grants and community and public funds, as indicated by the Fisk University database related to Jefferson County schools. Upon closing in 1937 the Eastwood School was auctioned by the school system to W. B. Crosby, the owner of the field and farm across Gilliland Road and to the east of the school (JCPS Archives, 2013). The school was eventually repurposed as rental property, with only a few families having lived in the converted building, which was historically well maintained according to its neighbors, the Calberts (Dickerson-Calbert Reunion, 2013). A subsequent owner, the Wolfords, sold the property recently to another neighbor, William G. Johnstone, who currently owns the school property as well as adjacent properties to the north and non-adjacent property nearby to the south (figure 5). His plans are to renovate the building for residential use (Johnstone, 2013).

Exterior Description of Possible Historic Outbuilding Remnants

Original photographs of the building, available in the Fisk University Database of Rosenwald Schools #1080a and #1080b show five outbuildings surrounding the school, along with a manual water pump, which is situated on the northeast corner of the school. The outbuildings are no longer extant. It is likely, based on traditional Rosenwald Plans in the Community Plans Bulletin, one outbuilding was a privy, while another was likely a workshop, with the other outbuildings of indeterminate use. Based on the Fisk database photos, it is possible an outbuilding was located where the non-contributing garage/shed now stands, which is 34 feet from the southwest corner of the house (figures 12 and 11),

A manual Sears "Homeart" **water pump** was discovered on the northern adjacent property and is similar to the one seen in the historic photograph. An indentation in the ground off the northeast corner of the school is observed where the original pump was located in Fisk Database photo #1080a. It is also possible the discovered manual water pump served the non-extant teacher's house (figures 2 and 12).

About 20 feet off the southeast corner of the front of the school building, are the remnants of what could be an **outbuilding floor**. The possible floor is made of large river stone, the entire pad measuring approximately 7' x 7', extending about two feet past the edge of the extant school building. It is consistent with the approximate location of one of the outbuildings depicted in an historical photograph (figure 11).

Eastwood School (contributing building)

Exterior

The nominated building is a one-story rectangular balloon-frame structure, sided with wood weatherboard and was built from 1922 to 1923. It has front-side gables and an asphalt-shingled roof containing air vents. A statewide survey of Rosenwald Schools in 2007 reported the building in good condition (Legg, 2007); the

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building has changed little since then. For the original building plan, Dresslar and Smith designed tall narrow wooden casement windows to maximize the collection of ambient light (Community School Plans, 1924). They existed on the east facing façade of the school. On the west façade of the building, small diamond shaped “breeze” windows were installed to aid ventilation and avoid blinding light directed toward the students or teachers. Framing for the east and west facing windows remains, as does a narrow window repurposed for the shed.

The roof shows repairs where a non-historic chimney had been removed. Three exterior doors, none of which are contemporary to the original school, access the house at the northwest and southwest corners of its west side and from the interior center of the front porch. The current east-facing front door, interior to the porch, has a decorative black metal security door covering the wooden four-panel glass-frame door. Adjacent and to the south of the door is a set of darkly shuttered windows, with one main pane and two side panes. Further to the north and south of the porch are two sets of shuttered two-over-two double-hung windows. At the peak of the east and north facing gables are laterally louvered half-moon vents, with roof support details visible under the porch gable. The Fisk University photos 1080a and 1080b indicate that the current front-facing windows are not original to the school building, but the roof vents and exterior roof supports in the gables are original (figures 11 and 12).

The south side of the building has vinyl siding covering the weatherboards. That side is punctuated by three two-over-two double-hung windows, two closely positioned together at ground level and two further separated at the attic level. The horizontal wooden weatherboards on the north side of the school building are covered with painted particleboard siding. A 2-over-2 double-hung window has been added at the ground level on the north-facing side.

The building has a non-functioning cistern storage system for water off the west side of the building. As the school was converted to a residence, an addition was added to the west side of the building, and has since been removed, resulting in a large opening in the west wall. The large opening, window and two doors are now covered with plywood and plastic. Various small openings have been cut into the western wall of the building.

The foundation and front porch are made of poured concrete. The concrete contains large (1”-2” diameter) river rock. A sidewalk, partially made of similar material, extends from the road to the porch. The porch demonstrates the same poured concrete as the foundation, excluding the newly constructed steps. A gravel driveway on the southern perimeter of the property extends from Gilliland Road to the garage/shed (figure 1).

Interior

The major framing components of the school are still intact, including the joists supporting the floor and 12-foot ceilings. The interior framing for the original east- and west-facing windows can still be seen. The east-facing wall shows framing for tall banks of windows, consistent with the two banks of eight narrow windows visible in the original photograph of the building, while the west-facing wall demonstrates diamond-shaped framing for the higher diamond-shaped windows. The east-facing windows have been replaced and the west-facing diamond window framing has been covered with wooden weatherboard siding. The south wall appears to have newer framing material, with two new double-hung windows located high on the wall, and two closely spaced at ground level. The north-facing wall has been altered with a newly inserted ground-level window. The door locations on the west side of the building are new. A hole in the west side of the building is covered with plywood and provided the access point for an addition that has been removed. Darkened areas on the interior west wall and repairs in the roof visible from the inside indicate the location of two original stoves, no longer extant, but consistent with the original chimney locations visible in the Fisk University database photos (figures

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11 and 12). The roof repairs visible on the inside of the roof confirm the location of the two original chimneys. Another chimney, not original to the building, had been installed and later removed, as demonstrated by a repaired hole in the roof, toward the building's center. Interior wall framing is exposed, as are the floor and ceiling joists (figure 3).

Garage/Shed (non-contributing building)

Some original archival materials may have been repurposed to build the garage/shed, probably after the school was sold to the Crosby family. The garage is a wood-framed structure with a peaked roof and covered with plywood siding. Space for front-swinging doors, now absent, exposes the front of the building to weather. Framed windows have been covered on each side of the building. The midline roof joist shows burn marks and may have been retrieved from another original building. The rest of the framing looks new.

The now-covered windows of the garage/shed are covered on one side and recognizable by their shapes, as repurposed windows from the school building's original community room and front facade, or possibly from the other non-extant original outbuildings as seen in the Fisk database photograph #1080. Covered from the inside with boarding, one 10" x 64" wooden and glass four-pane window resembles exactly one of the windows in the two banks of windows, original to the east facing façade of the school. The repurposed window is now located in the south exterior wall of the garage/shed. The window is visible only on the external face of the south facing garage/shed wall because it is covered on the inside with wood material. Flakes of white paint are apparent on the narrow wooden sashes of the window, consistent with the original paint color of the school. The paint flakes give support to the view that these materials are original to the site and school, as does the narrow design of the window and window sash, which are consistent characteristics of the Dresslar/Smith plans for Rosenwald Schools. Three squarish four-pane windows are located in each of the east and west facing gables at the attic level, with the third window located at the ground level of the garage/shed, centered in the north facing wall. These three windows are visible from the interior of the garage/shed and are covered on their exterior with garage/shed siding. Those three windows look very similar to the windows used in the original community room of the school, which was subsequently converted into the now extant front porch (figures 3 and 12).

The garage/shed has round wooden frame supports that look like logs, spaced 18 feet along the north and south faces of the garage/shed. They are secured in the ground with concrete, similar in appearance to the concrete used for the front porch. The north and south walls extend another nine feet to form the rectangular footprint of the garage/shed. Newer supports can be seen at nine-foot intervals between the round stumps and at the end of the building extension. It is possible that the sides of the original building were 18 feet in length, with the additional supports having been added later to extend the dimension of the building. The concrete floor of the building could have been the floor of an original outbuilding on the site. The garage/shed is currently used for storage. A prominent outbuilding in Fisk Database photo #1020b on the south west side of the property is likely the location of the garage/shed and could explain what appears to be reuse of some original foundation material (figure 11).

Changes to the Property over time

After the school was sold at auction to W. B. Crosby in 1937, the building was converted to domestic property, which for sometime was rented. Neighbors of the school report that the building, after being converted to a residence, was very well cared for by its early tenants (Weber, 2013). An addition off the back of the house was added during its residential history and was recently removed, according to the current owner. The two banks of eight long windows on each side of the community room in the front of the building have been replaced with double-hung and shuttered windows. Original upper and lower framing are still visible from the inside of the

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building and one of the original windows was likely repurposed for the garage. The original white building was painted yellow. Similar plans published in the Community School Plan Book of 1924, by the Rosenwald Foundation, and the Fisk University Photograph 1080a, show an enclosed community room where the porch now stands, with the entrance to the school centered under the peak of the front gable facing Gilliland Road. West-facing diamond windows, visible on Fisk University Photograph #1080b on the west façade of the building have been covered with wooden weatherboard. The west side of the house has been modified with openings made for two exterior doors, while openings for a window and large addition have been covered with plywood and plastic. The weatherboard has been covered on the south and north sides of the building with vinyl and particle board paneling respectively (figures 11 and 12).

While the windows have been replaced or covered, their framing is apparent from the interior of the building and confirms their original locations and type. The chimneys used for the original stoves have been removed, but darkened interior framing identifies where they stood, as do roof repairs visible from the interior of the building. Another non-original chimney had been installed in a more central location and has been removed with the roof repair visible internally and externally to the building. All interior framing and joists are easily visible and accessible from the interior of the house.

The five outbuildings built at the same time as the extant building and visible in the Fisk University Database photograph #1080b, are no longer standing. It is possible that the garage/shed covers the former location of the original outbuilding located to the south and west of the building, due to the presence of a concrete pad in the middle of the garage/shed as well as other foundation supports (figure 11).

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8. Statement of Significance

Applicable National Register Criteria

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

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

Areas of Significance

(Enter categories from instructions.)

Education

Period of Significance

1922-1937

Significant Dates

1922

1937

Significant Person

(Complete only if Criterion B is marked above.)

NA

Cultural Affiliation

NA

Architect/Builder

Unknown

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.

Period of Significance: The POS is 1922-1937, the years when the property was functioning as an African American school.

Justification: The POS is set for the years when the strongest association exists between African American schooling and the nominated property.

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Summary Paragraph

Eastwood School (JF-2596) meets National Register Criterion A. The school's historic significance is evaluated within the historic context "**Rosenwald Schools in Jefferson County, Kentucky 1922-1975.**" Education for Kentucky's African American youth was under-funded and conducted in facilities that at best were churches and at worst were shacks. Beginning with the historic "separate but equal" policy developed following the 1896 US Supreme Court decision Plessy v. Ferguson, and further institutionalized by Kentucky's Day Law passed in 1904, which mandated segregated schooling, Kentucky's African American youth had distinct challenges in accessing educational opportunities, much less receiving educational parity. The local school districts struggled to maintain separate but equal school facilities in rural areas particularly, as African American families migrated to urban cities like Louisville or moved to the more industrial north where job opportunities were more plentiful. School districts and rural African American communities solicited Rosenwald School grants to help ameliorate the lack of quality rural educational opportunities serving the African American community. The Eastwood Rosenwald School provided the high quality educational opportunity the surrounding African American community was seeking for its youth, from the school's beginning in 1922 until it closed in 1937.

Historic Context: "**Rosenwald Schools in Jefferson County, Kentucky 1922-1975**"

The tradition of educating African American students after the Civil War was tenuous. While Freedmen's Bureaus aided many blacks in voting, obtaining jobs, and receiving some form of education, several other factors combined to make progress challenging for decades. These included Jim Crow laws, poor economic attainment, an overall poor post-war economy, pervasive low regard for the funding of public education, the development of state funding policies for local school districts that shorted African American schools, and the prevailing attitude that the freed blacks should help themselves (McVey, 1949). With local school boards underfunding schools for black students, many rural blacks were educated in churches or even private homes. In Jefferson County, regardless of the color of students, funding streams for rural schools remained tenuous throughout the close of the nineteenth century. Many deemed it acceptable that in rural areas, the working poor might not have access to education. Kentucky had issues of race as well as economics when addressing how to provide education for the public and how to fund their public schools (McVey, 1949).

Initially poll taxes were used to fund schools to avoid taxing landowners who usually were funding private institutions for the educational needs of their families. As the need and value of public education increased, property taxes gradually became the tax base supporting Kentucky schools with white and black property owners providing the tax bases used to support their separate school systems. In 1866, an act was passed in Kentucky that required the taxes collected from African American property owners would first fund the paupers living in Kentucky, with half of the taxes directed to the upkeep of the paupers. Any remaining balance was used to pay debts and then fund the schools. To further compound the problem of inadequate funding of schools serving African American children, the small amount of property owned by newly freed slaves was assessed at lower rates than their white counter-parts, yet, they were expected to fund the entire costs of their schools. So began the divergent funding streams for white and black educational facilities and the predictable consequences of decreased funding for African American schools, resulting in poor quality facilities, teachers, and supplies. To further the challenges, school boards were composed of predominantly white members elected from local districts, who were responsible for directing African American school systems (Link, 2000).

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The 1891 revision to the state constitution mandated segregated schools in Kentucky, with the Day Law of 1904 actually prohibiting integration. The institutionalization of segregated learning at the federal level occurred with the 1908 ruling, *Berea College v. Kentucky*, which determined “separate but equal” educational facilities were acceptable. A testament to the failure of that ruling was the passing of Jim Crow laws, which became prevalent in southern communities (Link, 2000). Thus was created a landscape assuring the delivery of inequitable educational opportunities for African American children with rural African American children bearing the brunt of the inequities.

In the early 1900s, each Kentucky County had to provide access to high schools for African American children (McVey, 1949). After grade school, children in the vicinity of Eastwood had a choice of attending Central High school near downtown Louisville, or the Lincoln Institute, which was east, in Shelby County, to which the JCPS school system paid tuition in order for the African American children to attend (Dickerson-Calbert Reunion, 2013).

Several programs arose to improve this educational landscape. Philanthropic entities outside of Kentucky recognized the disparities of educational funding between black and white students. John D. Rockefeller, Jr. developed the General Education Board, in New York, which was an education-focused foundation organized to support and improve African American education in the early 1900’s. Other like-minded foundations included the Anna T. Jeans Foundation, the John F. Slater Fund, and the Julius Rosenwald Fund.

Julius Rosenwald, president of Sears, Roebuck, Inc., became informed about the General Education Board activities upon meeting Booker T. Washington in Chicago around 1910. The two became fast friends and long time associates, as Julius Rosenwald joined the Tuskegee Institute’s Board of Directors in 1912, where Booker T. Washington was the head. To remedy the African American educational challenges in the south, Washington convinced Julius Rosenwald, along with the encouragement from his wife, to form a foundation to develop plans and processes that would address the challenges of educating rural African Americans in the south (Turley-Adams, 2005).

Rosenwald grants would be offered only if matched by local contributions in order to engage the community in the process of building and valuing their school. Those matching contributions were provided by the nearby community in either cash or “sweat equity,” i.e., volunteer labor to build the school. The program guidelines insisted that the schools provide space for community gatherings. Auditoriums were built, or in the case of two-teacher schools, flexible panels could be moved to create community-gathering places, further engaging the community in school activities. During the Rosenwald Fund years of the 1920’s, in order to qualify for Rosenwald Foundation grants, the community requesting the school was challenged to meet the following criteria: the school must serve a school year of greater than five months, community resources must fund the school beyond the grant or seed money (usually around \$500), the school had to be sited in an east-west or north-south orientation on at least two acres of land, the public school system must accept ownership of the property and agree to maintain the facility and grounds, the school property must be furnished with two sanitary toilets, and the buildings were to be equipped with desks, blackboards and heaters (Hoffschwelle, 2012).

In Kentucky the Rosenwald Fund leveraged eight times its original investment of \$130,590 to build 155 schools, three teacher schools, employ 402 teachers and educate 18,090 students during a three-decade period. The seven schools built in Jefferson County followed the design and funding phases of the Rosenwald Funding program, which was reviewed and modified about every ten years. The first decade of the Rosenwald Fund was

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characterized by plans developed at the Tuskegee Institute, which also managed the projects as well as funding applications at that time. The second decade was known as the "Rosenwald Fund period," and was characterized by plans developed by Dresslar and Smith, with the Rosenwald Fund taking over management of funding applications and project management. Toward the end of that period larger schools were built focusing on special vocational or industrial programs to better prepare students for the work force and could include high school grades. The final decade of the fund was characterized by less building and more special program incentives and support, which addressed the special needs of the student community, like extended school terms, attracting well qualified teachers and increased bus transportation for students to travel to consolidated schools. The incentives used to attract teachers though-out the program included: continuing educational opportunities, \$200 grants to build teacher schools or outbuildings for learning a trade and \$30 additional stipends per month during the school year.

Rosenwald program guidelines provided prescriptions for the design of schools. The guidelines called for a well-lit classroom, and the school's orientation to provide maximum lighting, to aid the educational process and decrease heating and electricity costs. To encourage play, and agricultural training, the landscape plans provided room for gardens with rows of trees planted for shade and to improve classroom lighting, ventilation, and comfort. Curricula were structured to prepare students for further schooling or work. Building rooms for community gatherings encouraged community engagement as part of the school culture. Either auditoriums were built as separate rooms or were created by the removal of flexible dividers between two classrooms (Turley-Adams, 2005). In Eastwood and in the surrounding Rosenwald Schools in Jefferson County, the auditoriums were used to congregate students to enjoy social and athletic endeavors along with the surrounding community. The students and community could attend athletic events and social programs like May Day events, fashion shows, and concerts. Annual "cleanup" days for the school building and grounds engaged the community in helping with maintenance of the school and property. It was a unique and effective way to engage the community in school activities (Weber, 2013).

In the first decade of the Rosenwald fund, in 1919, the Jacob School (2012, NRIS 12000449) was built as a three-teacher two-story school. The Jacob School design used a number of the elements found in the Tuskegee Plans published at that time including; a two story structure, outbuildings for training –the kitchenette, well heated facilities and room to play outside. While none of the schools in Jefferson County followed exactly a published plan, they all followed plans approved by the Rosenwald Fund and used general design characteristics demonstrated in the plans published by the Fund and the Institute. In the next decade, three two-teacher schools were built in Jefferson County along with a one-teacher school: Eastwood (1922-23, \$5,200), Harrison Kennedy (1923-24, \$4,000), and Dorsey School (1929-30, \$3,225). They featured the narrow multiple windows on one side of the school, front-side gables and outbuildings providing two-hole privies; all typical features of the Community School Plans developed by Dresslar and Smith, published in 1921 by the Rosenwald Fund. South Park was the name of the one-teacher school built in 1928-29. The final Rosenwald Schools built in Jefferson County were Jeffersontown and Newburg Schools. They were built in brick and followed designs consistent with the revised funding policies, which emphasized vocational educational, the so-called "industrial education," to better prepare students for the place in the workforce they were likely to inhabit.

The following table reflects the information related to the seven Rosenwald Schools built in Jefferson County between 1919 and 1930. The Jacob School was a "Tuskegee Period" school, meaning it was built when the Tuskegee exerted greater control over the design and construction qualities. The Eastwood School was the first school built in Jefferson County during the "Rosenwald Period," where the Rosenwald fund operated more

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autonomously from Tuskegee. All Jefferson County schools were built according to approved plans rather than using published plans. For this table, photographs available on the Fisk University website for each of the schools were used to identify the presence of outbuildings or teacher homes:

	Jacob (Jefferson Jacob)	Eastwood (figure 13)	Harris Kennedy (Point)	South Park	Dorsey	Jeffersontown	Newburg
Location	Harrods Creek	Eastwood	Clifton Heights	Fairdale	Middletown	Jeffersontown	Newburg
Budget Year - Year Built	1919	1922-23	1923-24	1928-29	1929-30	1929-30	1929-30
Building Plan	Three Teacher 2-story	Two Teacher 1-story	Two Teacher, 1-story	One Teacher 1-story	Two teacher 1-story	Six Teacher 1½-story brick	Six Teacher 1½-story
Year Closed	1957	1937	?	1953	1961	1963	1975
Application #	Tuskegee	15-B	24-C	6-H	14-I	1-I training	2-I training
Total Cost	\$4,800	\$5,200	\$4,000	\$4,000	\$3,225	\$21,875	\$20,000
Funding Sources:							
Negroes	400	200	50	400	225	200	300
Whites	0	0	150	0	0	0	0
Public	4,000	4,300	3,150	3,400	2,500	19,975	18,000
Rosenwald	400	700	700	200	500	1,700	1,700
Outbuildings/ teacher homes/other features per Fisk photos	Yes kitchenette and manual training	Yes teacher home and 3 other buildings	Yes teacher home/or out-building	No	No	Yes 1 st electric radio	Yes teacher house or outbuilding

Whenever a total grant of \$700 is observed, as with Eastwood and Harris Kennedy Schools, the sum likely reflects a school that includes standard privies and outbuildings for learning trades, but also funding for a teacher home, all built on the school property. South Park and Dorsey School funding was consistent with the policy of building less expensive small schools, which was later phased out in favor of the industrial school plans, as reflected in the Jeffersontown and Newburg schools. All the schools closed either due to the loss of students, as with Eastwood School (Dickerson-Calbert Reunion, 2013) or due to consolidation with the building of new integrated schools after the 1954 Supreme Court ruling of *Brown v. Board of Education*.

The resulting relationship between progressive educational thinkers produced innovative ideas and plans for rural schools that promoted high quality facilities, developed and attracted well-qualified teachers, and drew building plans that placed and built quality schools. The Rosenwald Foundation developed schools and curricula that provided an antidote to the deplorable conditions surrounding the education of rural African American youth. With the Rosenwald grants as incentives, local African American families and white-run school boards became engaged in the building and operation of quality community-engaged schools, to better prepare students for subsequent educational or work endeavors. By following a scheme that provided quality facilities that used

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ambient light in a sustainable manner, the interior and exterior facilities surrounding the school became a landscape for study and play. The external classroom served as an instructional site for agricultural- or industrial-based education, while the school building provided a carefully planned classroom that supported formalized classroom study, providing well-qualified teachers with well lit classrooms, and quality classroom materials and furnishings, all of which instilled a sense of pride and engagement by the school's surrounding community. Julius Rosenwald's program positively impacted over a third of the African American youth receiving education in the south from 1922-1965.

History of Eastwood Rosenwald School

Eastwood, Kentucky likely became a center for the surrounding farm community prior to the Civil War, due to its position between two train stations, one for the L&N Railroad, the other for the Louisville Interurban trains. Five roads now converge in Eastwood, including Shelbyville Road and two pairs of parallel roads; Long Run Road/Flat Rock Road and Eastwood-Fisherville Road/Gilliland Road. Shelbyville Road formerly split the village at Eastwood Cut-off, but has been re-routed south of the center of the village (Deetsch, 2013, figure 7, figure 4).

The last vestige of a 1,000-acre farm, Auvergne (listed on National Register in 1983 as the Robert Hord House, NRIS 83002682), remains near Eastwood. Its main house still stands on Shelbyville Road, according to its former occupant, Ms. Simms now living on Flat Rock Road and interviewed by Cliff Deetsch (Deetsch, 2013). Eastwood began to develop an African American population, as freedmen returned to Auvergne and other nearby farms and former plantations to sharecrop the land, and as southern blacks were recruited to work in the nearby Avoca quarries, as well as provide labor to lay the tracks for the nearby railroads. In return for their labor, the original plantation owners occasionally sold small plots of land inexpensively to families that would return as sharecroppers to work the land.

The African American community in Eastwood was primarily formed on Gilliland Road with some connection to Beckley Station Road, and was an example of what is called a Black Hamlet. Black Hamlets have been identified in academic literature as a type of post-bellum African American community, often centered on a community building such as a church or a school (McVey, 1949; Smith, 1971).

Jefferson County Public School (JCPS) school records refer to two Eastwood Schools. The nominated school appears in JCPS records as "E-School" or "Eastwood Colored School." Sometimes, JCPS would use letters with the black school name, while district numbers were affixed to the name to distinguish the white schools from them (Owens, 2013). For the purposes of this nomination, the Eastwood School on Gilliland Road serving African American children will be referred to as the Eastwood School. The other school in Eastwood, located east of the Eastwood Cut-off and now used as a Primitive Baptist Church, was the final destination of the Eastwood Grammar School; it is also called Eastwood School in JCPS records. The Eastwood Grammar School was integrated sometime in the 1950's and should not be confused with the Rosenwald Eastwood School that served only African American children, despite the school system's use of the same names for the different schools.

It was common practice in rural communities to use churches as schools for rural children. Classes for the African American Eastwood School were first conducted in rented facilities of the African Methodist Episcopal Church in 1898, called Muir Chapel located on Eastwood-Fisherville Road. Not coincidentally two years earlier the Plessy vs. Ferguson ruling had passed, allowing segregated public facilities to co-exist, which was

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subsequently applied to public schools. While African Americans attended school in Eastwood in a church distinguished by benches and a log cabin structure, it is clear at the same time, based on a digital archival map dated 1913, white children likely attended a school facility located at the corner of what was then Shelbyville Road, now Eastwood Cutoff, and was likely the precursor to the Eastwood Grammar School. Those were separate schools but clearly not equal facilities, based on photos of the Eastwood Grammar School represented in a newsletter of the Eastwood Christian Church dated September 18, 2011. In 1923, the Eastwood School for African Americans, moved out of Muir Chapel and into the new facility built with Rosenwald School funds, at 610 Gilliland Road, a quarter mile north of where the chapel now resides. A team of mules moved Muir Chapel across a field to its current location on Gilliland Road in 1960 (Dickerson-Calbert Reunion, 2013). The new school was built to better serve the educational needs of the growing numbers of African American youth living in the Eastwood area, many of whom lived on or near the school on Gilliland Road and Beckley Station Road about two miles to the west and north of the school.

For the Eastwood School, funding of the school was achieved with the Rosenwald Fund contributing \$700, the black community provided \$200 directly, and the public school system added \$4,300, according to the records kept in the Rosenwald database at Fisk University. This composition of funding was followed in constructing other Jefferson County Rosenwald schools. The process for the distribution of funds assured the grant money was directed entirely to the school project. This method of financing and building the school was typical of the second decade of the Rosenwald program, where Rosenwald Fund contributions were kept to \$500, and the local community was engaged to contribute additional necessary funds. The extra \$200 dollars contributed by the fund, above the standard \$500 grant, likely represented incentive money to build a teacher school, if the school term was increased. A teacher school and a number of outbuildings are shown in the original Fisk database photo #1080b (figure 11). The current owner has confirmed the existence of this feature (Johnstone, 2013). Curiously, the teacher school had been built as part of the Eastwood School property, but was not indicated in the total count of teacher schools built in Kentucky. As the school and outbuildings were constructed, a representative of the Rosenwald Foundation would review the progress of the project and issue a report approving the release of funds for contractor payments. Inspections oversaw the use of quality materials and workmanship and plan integrity, which assured an environment highly conducive to the education of its students (Turley-Adams, 2005).

During the Period of Significance for the Eastwood School, it is important to note bus transportation became a significant aspect in the continued successful attendance at schools for African Americans living on farms surrounding Hurstbourne, Eastwood, Simpsonville and Griffeytown and was the experience of Eastwood students as they traveled to a variety of consolidated schools when the Rosenwald School closed or they graduated (Dickerson-Calbert interview). It has not been determined whether the school district funded those buses or used Rosenwald funds to pay for them, which was an option consistent with the policy changes in the third decade of Rosenwald funding, which allowed funds to shift from construction to providing services or programs. The fund provided grants for the transportation of students to grammar schools or high schools and incentives that would extend the school year. The Eastwood School's \$500 grant from the Rosenwald Fund was \$200 more than the standard grant, which likely represented incentive funding used to build a teacher's residence, not included in the total building count, but evident in the original building photographs (figure 11).

The Eastwood Rosenwald School closed in 1937, the same year as the closing of the Southern office of the Rosenwald Foundation and five years after the passing of Julius Rosenwald. Eleven years later the fund made its last grant. The school's closing was likely a result of a couple of factors. First, fewer children were attending the

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school due to the flight of African American families to urban areas. Second, school consolidations, like Forest School in Griffeytown and the continued success of the Dorsey Rosenwald School closer to Hurstbourne Lane, drew students from the nominated property (Sweeney, 2013).

When the Eastwood Rosenwald School closed in 1937, the African American grade school students were bused to Forest School in Berrytown (supplemented by Owens, 2013). After the Brown v. the Board of Education Supreme Court ruling in 1954, black students returned to Eastwood, with the integration of Eastwood Grammar School. The Eastwood School was closed when students were bused to two Middletown schools: the Eastern High School and the Hite Middle School, constructed in 1963 (Dickerson-Calbert Reunion, 2013).

With the integration of public schools in the late 1950s and early 1960s, the small one- and two-teacher Rosenwald schools were closed and the student population consolidated into larger facilities. After their closing, four of the seven schools built in Jefferson County have disappeared. Of the remaining three schools, Eastwood, Jefferson-Jacob School remain in good condition, but are vacant or not currently in use, and the Jeffersontown School is occupied and in excellent condition (Legg, 2007). All are significant reminders of how public-private partnerships can produce extraordinary results in the face of adversity by leveraging grants and activating community involvement. The legal threads of segregation and the funding threads of the Rosenwald programs, initiated to begin to remedy the inequalities of education in the south, are inextricably woven and entwined in how education was delivered to white and black children living in rural Eastwood.

The Educational Experiences of Two Families Living in Eastwood During the Period of Significance

The following information was collected by the author at a reunion of the Dickerson and Calbert families and friends in the Eastwood Recreation Center on October 26, 2013. It provides facts about the Eastwood School, and its meaning to former students, which cannot be found in other written sources.

The son of a sharecropper, Horace Dickerson, age 83, whose parents lived off of Beckley Station Road, had twelve siblings some of whom walked the 2.5 miles to Eastwood School everyday. He described his parents as hard workers who stressed the importance of education and strong moral character. His father worked many of the surrounding farms with a team of mules to provide for his family. A middle daughter, Artie Dickerson "Aunt Artie Weaver" became a teacher at another two-teacher Rosenwald School, built seven years later and called the Dorsey School, which was located at the corner of Moser Road and Shelbyville Road in Middletown where it was recently demolished. Many of the children that might have attended Eastwood School were transported by their Aunt Artie to attend her school, to assure she kept her job.

Another of Horace's sisters formed the Calbert family, who lived in Eastwood with 11 of their children. One of those children, Patricia, described life on Gilliland Road fondly, with memories of a community that took care of each other with many children playing in the surrounding woods, building soap box cars, racing them in front of their house (which still stands on Gilliland Road), fishing in Floyds Fork, and attending Eastwood School (if a Dickerson) or at the Dorsey School (if a Calbert or a younger Dickerson). Another Calbert sister, Lataska Calbert Brewer (Lataska, 2013), described how families would trade goods they raised rather than having to purchase food at the market where they were not welcome. Later a food bus would stop by and sell groceries to the Gilliland Road families; perhaps a precursor to the popular food trucks.

The Dickerson children would first attend Muir Chapel for grades 1-8, moving as the schools opened, to either the Eastwood School on Gilliland Road or to the Dorsey School in Middletown where their aunt was a teacher;

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the schools opened in 1923 and 1930 respectively. After the Rosenwald School was closed, the children attending the school were transported by bus to Forest School in Griffeytown. When the Eastwood Grammar School was integrated, the local children were no longer bused to Forest School. Upon opening of Hite School and Eastern High School, the Eastwood Grammar School and Dorsey Schools were closed and teachers and children moved to Hite School, Eastern High School or Newburg School (oral history relayed at the reunion, supplemented by Sweeney, 2013).

Evaluation of the significance of the Eastwood Rosenwald School within the context of Rosenwald Schools in Jefferson County, Kentucky

The Eastwood Rosenwald School in Jefferson County provides a significant example of local efforts to achieve the goals of the “separate but equal” policy that led to racially segregated education in Kentucky. Jefferson County’s seven Rosenwald Schools, collectively, were significant projects in their funding and building designs; altogether, they help chart the evolution of the Rosenwald Program. With seven Rosenwald Schools built in Jefferson County, and only three extant, the remaining members, including Eastwood School, Jefferson Jacob School, and Jeffersontown School, must carry a greater share of this story. They were a source of pride for their adjacent communities and reflected the overwhelming appreciation of the value of education as a mechanism for the advancement of African American families, as they began to realize the promises of freedom after the Civil War.

The Eastwood School is significant in how closely its footprint matches Community School Plan No. 20. While all of the Rosenwald Schools built in Jefferson County were built from approved plans not published plans, the design elements used in the Eastwood School closely resembles the elements on the plan. It is thought the elements were repositioned or expanded to presumably better relate to the east-west aspects of the sun and site and to better address the educational needs of their teachers and student population (Community School Plans, 1924).

The Eastwood School was significant in the period of significance as the first two-teacher school built in Jefferson County under the Dressler and Smith plan modifications of the original Tuskegee Plans. Those plans improved light, ventilation and sanitation in the new school designs. The school provides a hallmark and measure of significant positive and negative trends in the provision of public education to rural African American children in eastern Jefferson County. Eastwood School reflected progress of education in rural Jefferson County during the period of significance as well as reflecting the results of the significant changes in the Rosenwald programs over time.

Students from the Rosenwald Schools in Jefferson County describe their schools as places where the 3R’s were taught and learned, teachers were highly-qualified and respected and children could play and have fun outside. A special feature of the Rosenwald schools involved the rotation of special activities amongst the various schools. The favored activities included style shows, music concerts, May Day events and special athletic contests. The Eastwood School formed its community room for the special activities by opening the divider between the two classrooms. While we have yet to interview someone attending the Eastwood school we know it was part of the rotation of activities as described by the Dorsey School attendees (Calbert’s and younger Dickerson’s) and demonstrated many of the internal elements standard in the two teacher Rosenwald School plan (Dickerson-Calbert Reunion, 2013).

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Evaluation of the Integrity between the Significance of the Eastwood School and its Current Physical Condition

The Rosenwald School program significantly changed how and in what manner education was delivered to rural African American youth. The buildings were so successful they were used as designs for some of the educational facilities built for white children (Turley-Adams, 2005). Clearly the Eastwood School is a property **associated** with events that have made a significant impact on the broad pattern for how educational changes occurred in Kentucky. The Eastwood School possesses additional integrity factors, which further support the conclusion of **integrity of association**: integrity of location, setting, materials and design.

Eastwood School maintains **integrity of location**. The school has not moved since it was built. The former school site, the Muir Chapel, resides a quarter-mile south of the school (JCPS Archives, 2013). The African American community it primarily served resides nearby in an enclave on Gilliland Road, in a small rural African American community (Owens, 2013). African American families whose relatives attended the Eastwood School continue to live on Gilliland Road (Dickerson-Calbert Reunion, 2013).

Eastwood School maintains **integrity of internal site setting**. The original structure was sited on two acres in a high part of a field facing east towards Gilliland Road. The Rosenwald Foundation encouraged builders to plan buildings that used light advantageously in conjunction with rows of trees, which could provide shade. The typical two-acre lots, required for Rosenwald site plans, encouraged the use of the property for lessons, play and gardens. Almost a hundred years later, some of the material elements that served those purposes remain on site. While the outbuildings did not survive intact, some of their parts remain on site, enabling the setting to enhance the story, if through remnant materials, and even archaeology. The original site looked like a field out of which the two acres were carved and has been gradually reduced to the current 0.9 acre lot (figures 1, 2, 11, 12).

Eastwood School possesses a fair amount of **integrity of materials**. The historical school is wrapped in the same style of wood and weatherboard as in the original building. Interior framing is original to the building, as demonstrated by the existing diamond framing on the interior west wall. The original half moon vents are located in original positions in the peak of the gables and the roof supports are original to the building. The foundation is not disturbed. Near the extant building, a window has been found in similar dimension to original windows in the front façade and community room and a manual water pump has been discovered in an adjoining property similar in appearance to the water pump depicted in the historical photograph from Fisk files #1080a (figure 12). Before the newer addition was recently removed, a review of the extant structure by the State Preservation Office assessed the building to be in good condition (Legg, 2007).

Eastwood School maintains many elements of **design integrity** for a building that has been used as a residence since 1937. Based on early photos, the current footprint, foundation, and roofline conform to those there originally. The windows and doors have been changed, and there is an opening in the middle of the back wall; what remains is the basic framing of the structure, which provides information about the original window sizes because that framing is not concealed behind plaster. The roof is still a front-side gable; the building footprint is situated on its foundation in the manner and orientation as depicted in the original Fisk database photograph, 1080a (figure 12). The foundation of the community room is in place and is used for the porch to access the main part of the building. A laterally slatted half-moon vent near the peak of the front and south-side gable remains, along with decorative roof brackets. The extant building is covered in a new material, yet the original design is discernible. The owner has expressed an intent to rehabilitate the structure for tax credits, and sufficient physical information is available which will guide that project

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With the amount of combined **location, setting, design, materials and building features**, the property has kept sufficient integrity of **association** to be made eligible for the National Register of Historic Places, as it is “associated with events that have made a significant contribution to broad patterns of our history.” The education of African Americans in Kentucky was significantly tied to the Rosenwald fund. This property is a good local example of this significant funding mechanism. Nationwide, the construction of schools with the help of the Rosenwald fund leveraged tens of millions of local dollars to build over 5000 schools, many of which would probably not have come into existence without the fund (Hoffschwelle, 2012). Adjusted to 2014 dollars, this represents an investment of over \$40,000,000. In Kentucky, 155 schools were added or renovated, with seven of the schools and facilities located in Jefferson County—the most of any Kentucky county. The grants stimulated community support for constructing schools for African Americans. The curriculum was structured to prepare students for success in either work or in higher education. Teachers became well qualified to deliver the student’s lessons through Rosenwald programs that supported continuing education, or through their attendance at Rosenwald-supported state teacher’s colleges and education departments.

The Rosenwald plans and policies were a model for how to deliver community-based education to economically disadvantaged students, helping them succeed in the pursuit of work or educational goals.

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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 epository: _____

Historic Resources Survey Number (if assigned): JF-2596

10. Geographical Data

Acree of Property 0.9 acres

UTM References

Fisherville Quad

Coordinates calculated by ArcGIS Explorer

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Photographs:

Name of Property: Eastwood School
City or Vicinity: Eastwood/Louisville
County: Jefferson
State: KY
Photographer: Debra DeLor
Date Photographed: February 2014

Description of Photograph(s) and number: 12 Photographs

- 1 of 12: East Elevation Facing Gilliland Road (Front Façade), Camera Facing West
- 2 of 12: East and South Elevations Camera Facing Northwest
- 3 of 12: North and West Elevations Camera Facing Southeast
- 4 of 12:-East, South and West Interior Walls with West Interior Wall Revealing Diamond Shaped Framing of No Longer Extant Original West Facing Diamond Windows and East Interior Wall Revealing Upper Framing of No Longer Extant Original Two Banks of Four Narrow Windows with Each Set Positioned on Either Side of Front Door Camera Facing Southeast
- 5 of 12: South Side of School and Garage/Shed Front with Part of East/West Tree Line Identifying Southern Property Perimeter Camera Facing West
- 6 of 12: Close-up of Long Narrow Window on Southern Exterior Side of Garage/Shed Likely Repurposed from Original Banks of Like Windows in School's Front Façade Camera Facing North
- 7 of 12: Extension of East/West Row of Hardwood Trees on Southern Property Line, Camera Facing Northwest
- 8 of 12: Row of Mature Hardwood Trees Lining the Western Side of the House to the North and South, Photographed to Southeast
- 9 of 12: East/West Row of Hardwood Trees Including a Likely Original Fence Post Establishing the Northern Property Lines for the School and Now Adjoining Property at 608 Gilliland Road, Photographed Northeast
- 10 of 12: Historic Manual Water Pump Installed on North Adjoining Property and Northern Part of East Elevation (Front Façade), Camera Facing Northwest
- 11 of 12: Historic Manual Water Pump on North Adjoining Property Camera Facing Northwest
- 12 of 12: Close up of Historic Manual Water Pump with Label "HOMART" Identifying it as a Sear's Manual Water Pump Camera Facing South

Description of Supplemental Images on Disc and Numbered

19 Supplemental Photographs

- 1 of 19: Mailbox on Gilliland Road Camera Facing South

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- 2 of 19: Front Gable Over Porch Identifying Extant Elements of Original Community Room Camera Facing West
- 3 of 19: Poured Cement Crack in Foundation of Porch Formerly Community Room Showing Material Used Contained Large Pebbles
- 4 of 19: Indentation in Ground on North and toward East (front façade) of School Building Indicating Location of Original Hand Water Pump Shown in Fisk Photo 1080a (Figure 12)
- 5 of 19: North and Eastern Interior Wall Revealing Remaining Interior Frame at Top of Non-extant North Bank of Original Narrow Window's Camera Facing East
- 6 of 19: West Side of Building with Tree Row Camera Facing North
- 7 of 19: Covered Non-original Cistern on West Side of School Camera Facing North
- 8 of 19: Furrow Confirming Property as Part of Floyds Fork Watershed Camera Facing West
- 9 of 19: Archeological Element on North Adjoining Property – Possible Well
- 10 of 19: Archeological Element on North Adjoining Property – Poured Cement Slab with Remnants from Demolition of Possible Original Teacher School Showing Location of Cast Iron Municipal Cover
- 11 of 19: Archeological Element on North Adjoining Property – Vestal Co., Sweetwater, TN Labeled Cast Iron Municipal Cover in Poured Cement Slab Camera Facing East
- 12 of 19: Archeological Element on North Adjoining Property - Foundation Under Poured Cement Slab
- 13 of 19: Archeological Element on North Adjoining Property - Driveway at Northern Property Line of Contributing Building Site
- 14 of 19: Residence of Current Owner Seen in Close Proximity to School Building
- 15 of 19: Close up of Extant Original School Window Repurposed for non-contributing Garage/Shed
- 16 of 19: Slab of cement in center of non-contributing Garage/shed Possible Artifact from Original Outbuilding
- 17 of 19: Foundation of Non-contributing Garage/Shed Possible Archeological Element from Original Outbuilding
- 18 of 19: Artifact from Property - Likely Clothes Line
- 19 of 19: View of Access to Crosby Farm Property from Gilliland Road and to the East of the Front Façade of the Contributing Building, Originally Owned by W. B. Crosby, Second owner of the Eastwood School Camera Facing East

Property Owner:

name William G. Johnstone
street & number 700 Gilliland Road telephone (502) 208-1208
city or town Louisville state KY zip code 40245

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List of Figures

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1: LOJIC Aerial Site Map with Key Property Elements Marked. Legend for Figure 1:

1. School now residence – focus building
2. Garage or shed containing possible historical artifacts
3. Indentation reflecting site of hand water pump
4. River gravel possibly identifying site of non-extant outbuilding at front of building
5. Cross hatching identifying likely original two acres of property

2: LOJIC Graphic Site Map with Key Elements Marked. Legend for Figure 2:

1. House or School – focus property
2. Garage or shed with possible historical artifacts
3. Possible site of front non-extant outbuilding defined by possible platform of river rock marked with “X”
4. Location of addition recently removed returning building to historic footprint of school
5. Row of mature hardwood trees lining southern property line and consistent with description of landscape methods
6. Mixed gravel driveway extending from road to garage and shed
7. Indentation predicting site of hand water pump marked with “X”
8. Row of mature shade trees on west side close to house
9. Plastic covered pile of soil from under interior joists
10. Pile of driveway gravel
11. Front walk from Gilliland Road

3: Current Floor Plan 2013

4: Eastwood Form District Boundary

5: LOJIC Map with Property Addresses Marked from south from 116-706 Gilliland Rd.

6: USGS Map with Property Marked

7: UofL Digital Archive Title Co Map #36

8: LOJIC Map with Property Coordinates

9: LOJIC Eastwood School Land Development Report

10: Aerial Relief of Geographical Area Around School

11: Fisk Database Photo 1080b

12: Fisk Database Photo 1080a

13: Fisk Database File 1080 for Eastwood School

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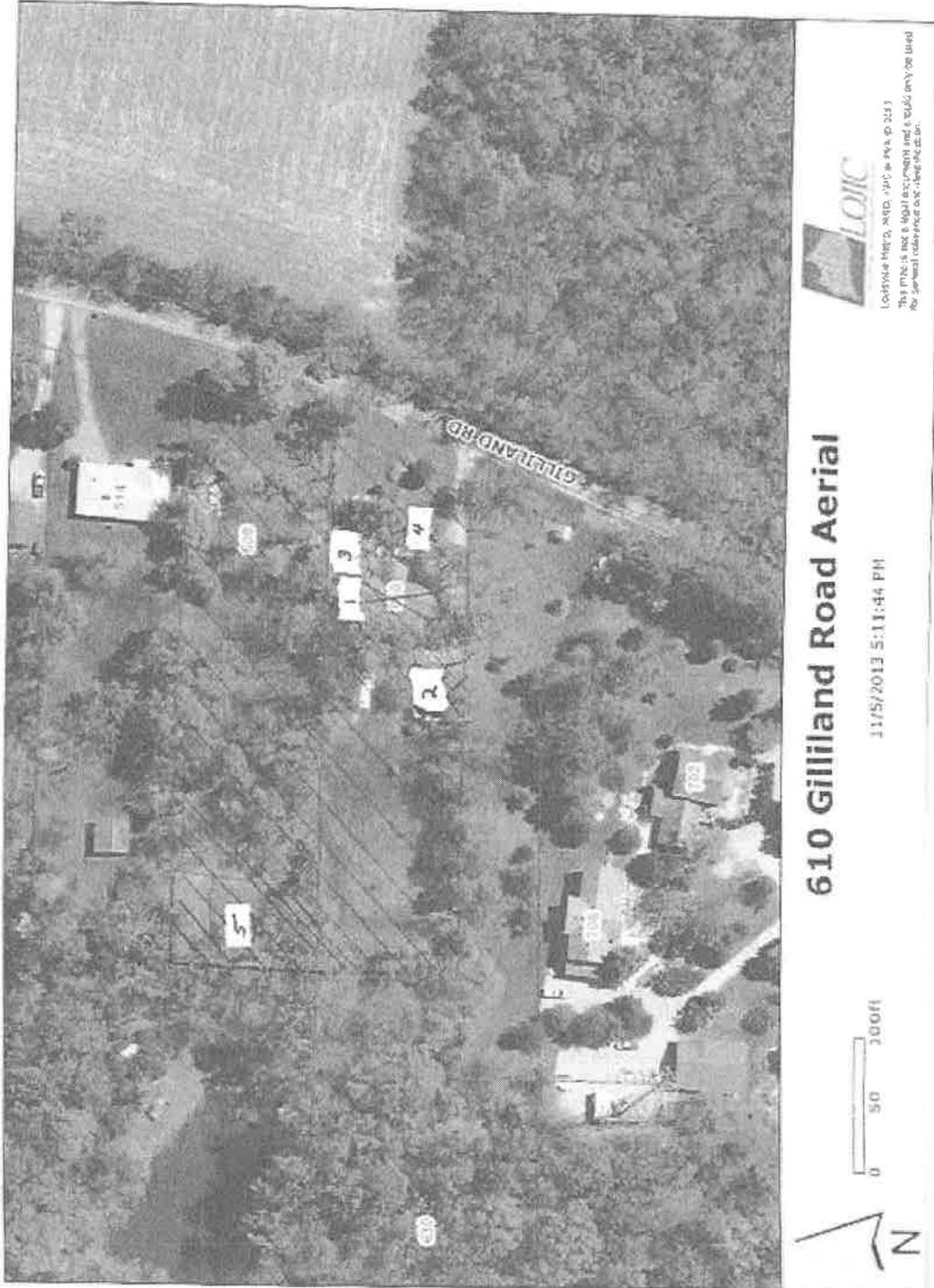
List of Figures Eastwood School Jefferson County, KY

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 3. Indentation reflecting site of hand water pump
 4. River gravel possibly identifying site of non-extant outbuilding at front of building
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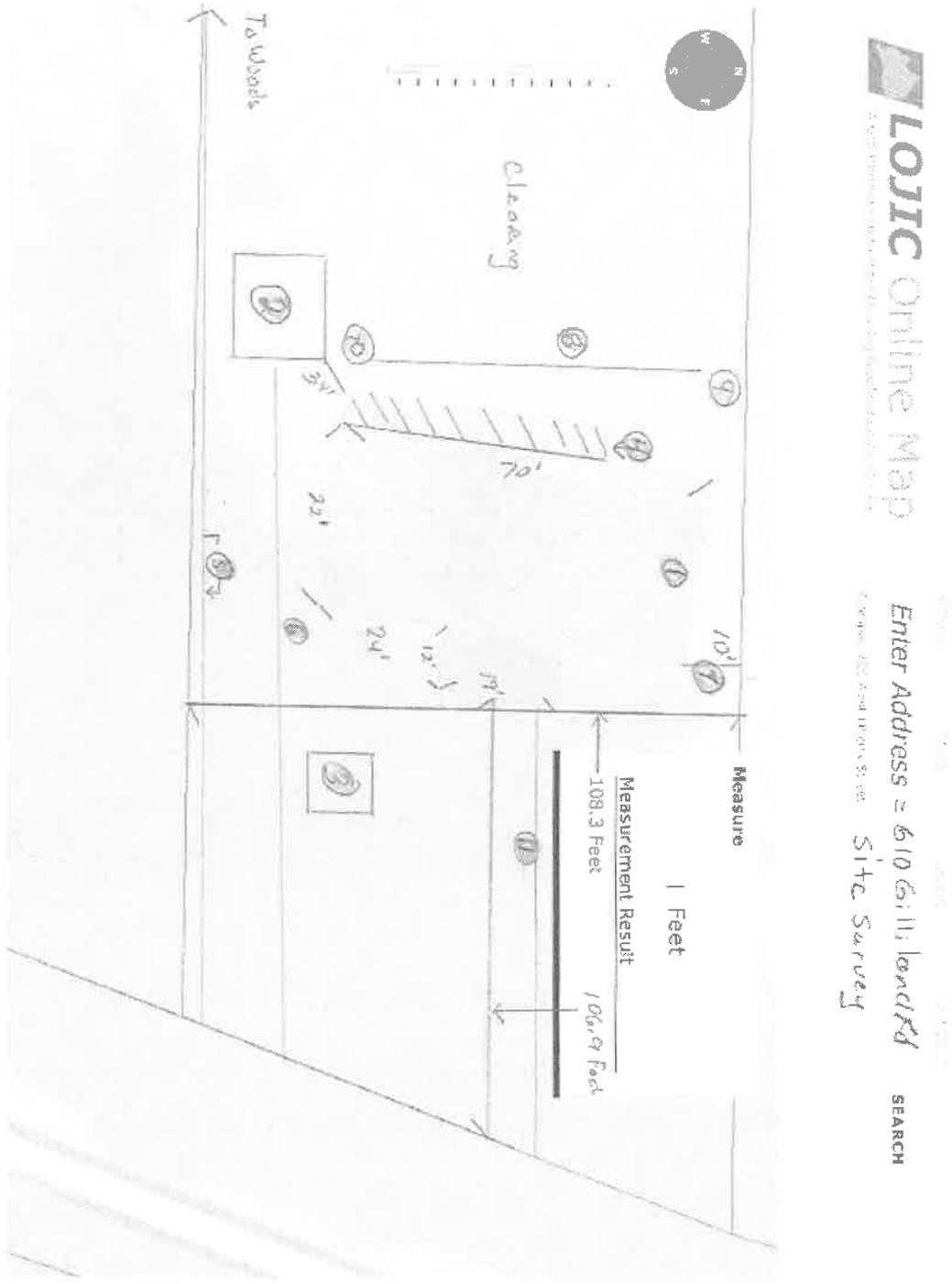
Figure 1: LOJIC Aerial Site Map with Key Property Elements Marked



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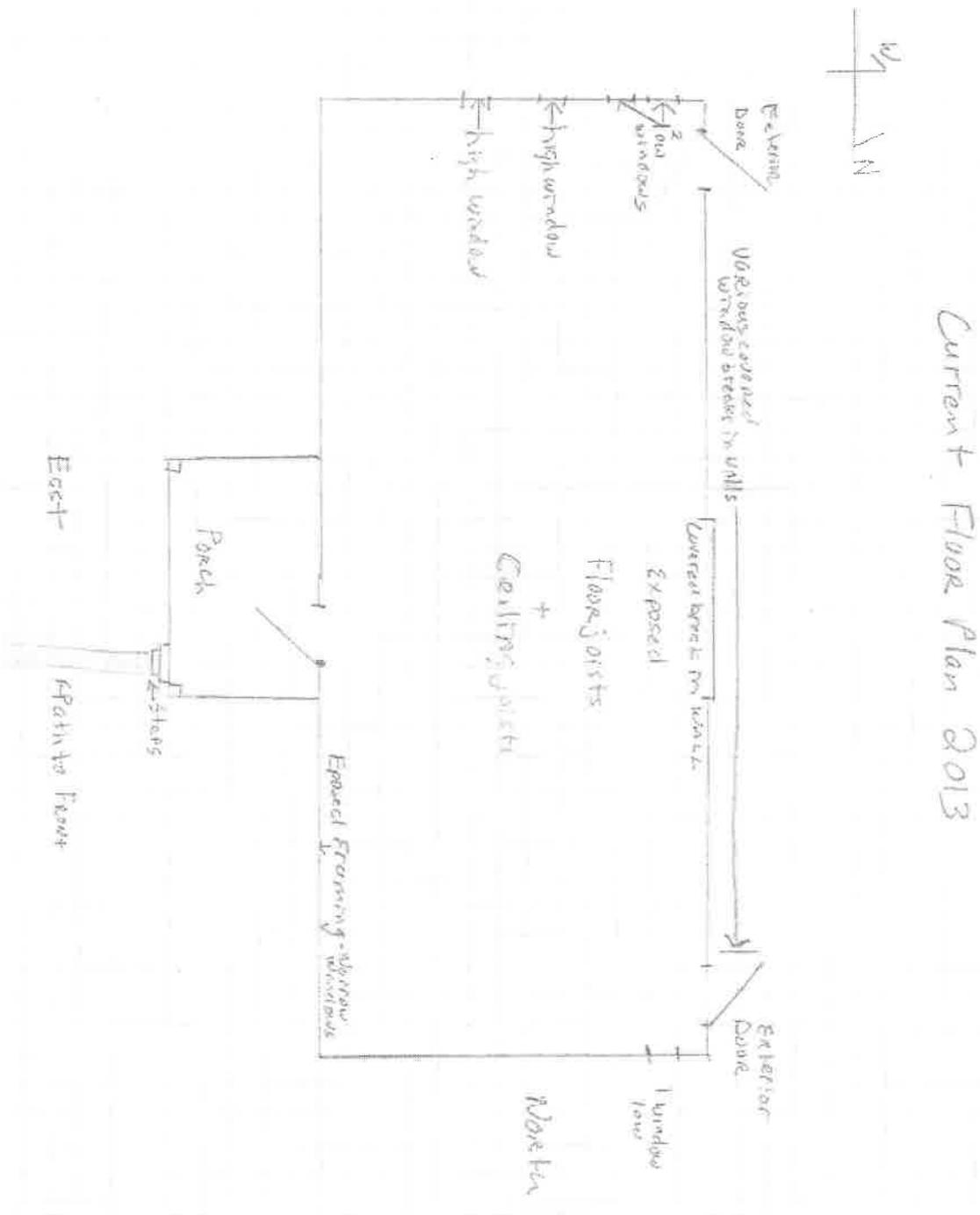
Figure 2: LOJIC Graphic Site Map of Property with Key Elements Marked



Eastwood School
Name of Property

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Figure 3: Current Floor Plan 2013



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Figure 4: Eastwood Form District Boundary

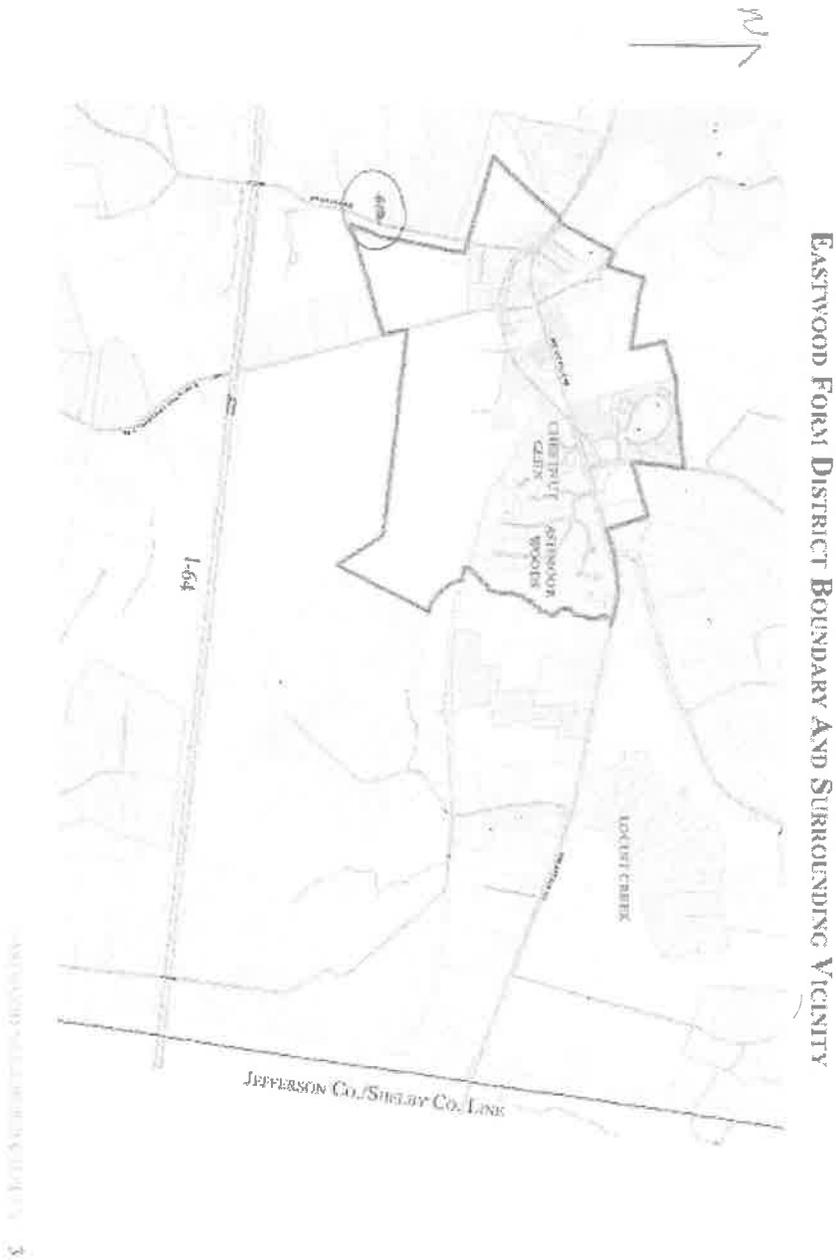


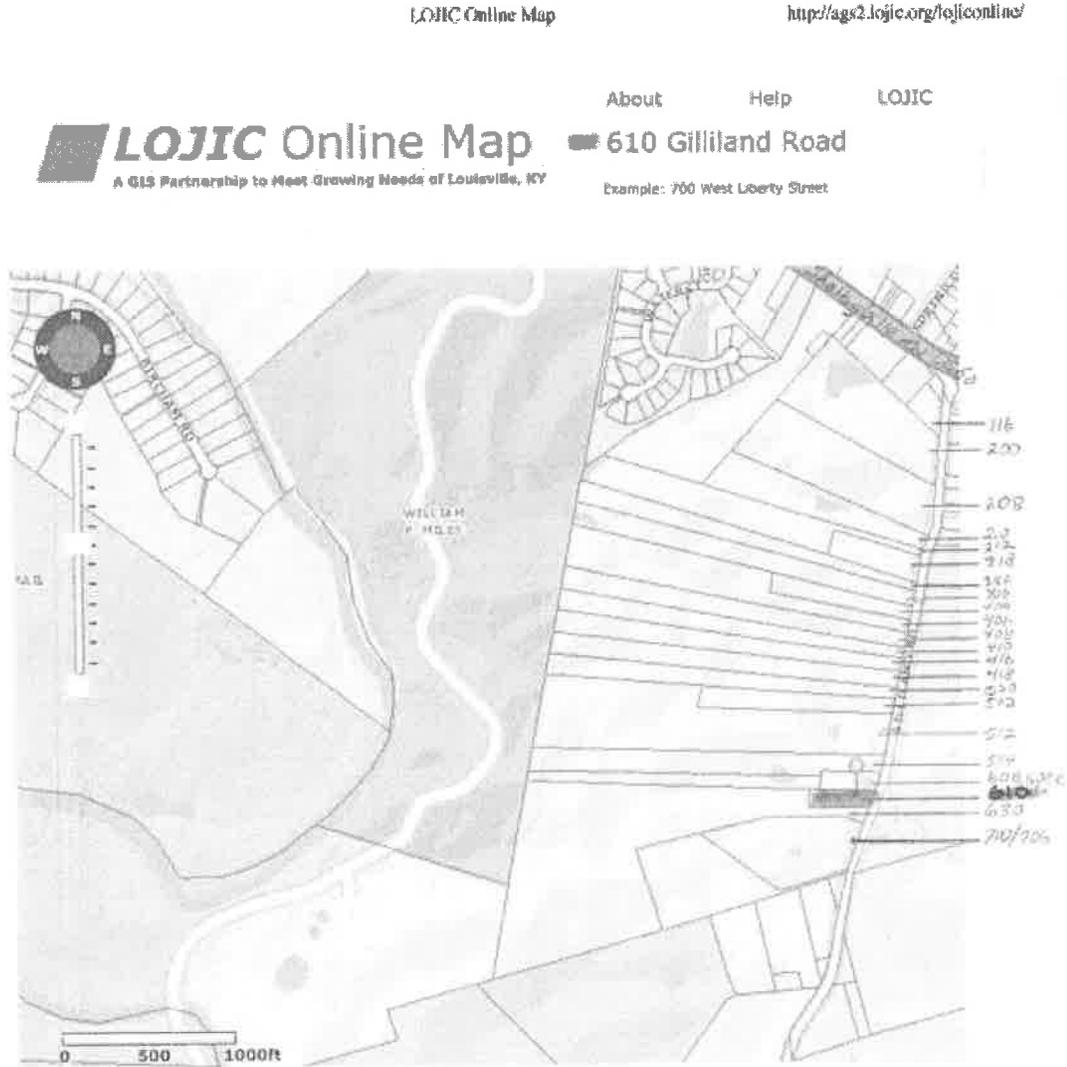
FIGURE 2

INTRODUCTION

Eastwood School
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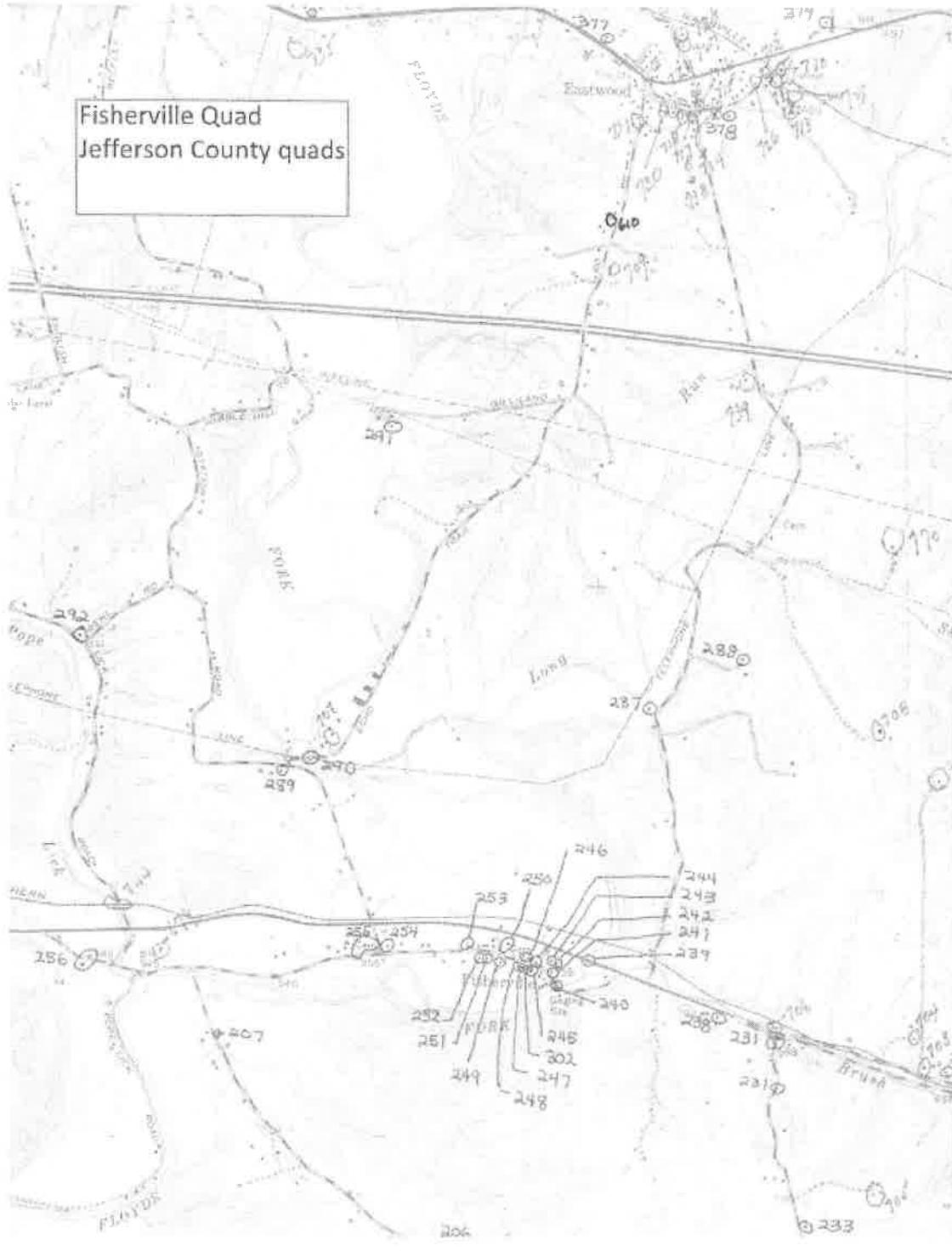
Figure 5: LOJIC Map with Property Addresses Marked from south from 116-706 Gilliland Rd



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Figure 6: USGS Map with Property Marked



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Figure 7: U of L Digital Archive Title Co Map #36



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Figure 8: LOJIC Map with Property Coordinates

LOJIC Online Map

<http://ags2.lojic.org/lojiconline/>

The screenshot displays the LOJIC Online Map web application. At the top left is the LOJIC logo with the tagline "A GIS Partnership to Meet Growing Needs of Louisville, KY". To the right are navigation links for "About", "Help", and "LOJIC", along with the address "610 Gilliland Road" and an example "Example: 700 West Liberty Street". The main area shows a map with a circular north arrow, a vertical scale bar, and a horizontal scale bar labeled "0 50 100ft". A popup window titled "Location Reports" is open over a point on the map, displaying the coordinates "X: 1293365.29" and "Y: 266853.83". Below the coordinates are menu options: "Parcel Report", "Land Development Report", "General Information Report", and "Delete".

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Figure 9: Eastwood School Jefferson County KY Eastwood School Land Development Code Report



Land Development Report

October 28, 2013 11:17 AM

[About](#) [LDC](#)

Location

Parcel ID: 003300170000
Parcel LRSN: 109404
Address: 610 GILLILAND RD

Zoning

Zoning: (R4)
Form District: NEIGHBORHOOD
Plan Certain #: NONE
Proposed Subdivision Name: NONE
 Proposed Subdivision Docket #: NONE
Current Subdivision Name: NONE
 Plat Book - Page: NONE
Related Cases: NONE

Special Review Districts

Overlay District: FLOYDS FORK DRO
Historic Preservation District: NONE
 National Register District: NONE
Urban Renewal: NO
Enterprise Zone: NO
 System Development District: B
 Historic Site: NO

Environmental Constraints

Flood Prone Area
FEMA Floodplain Review Zone: NO
FEMA Floodway Review Zone: NO
Floodplain Ordinance Review Zone: NO
Conveyance Zone Review Zone: NO
FEMA FIRM Panel: 21111C0051E
Protected Waterways
 Potential Wetland (Hydric Soil): NO
 Streams (Approximate): NO
 Surface Water (Approximate): NO
Slopes & Soils
Potential Steep Slope: NO
 Unstable Soil: NO
Geology
Karst Terrain: YES

Sewer

MSD Property Service Connection: NO
 Sewer Recapture Fee Area: NO

Services

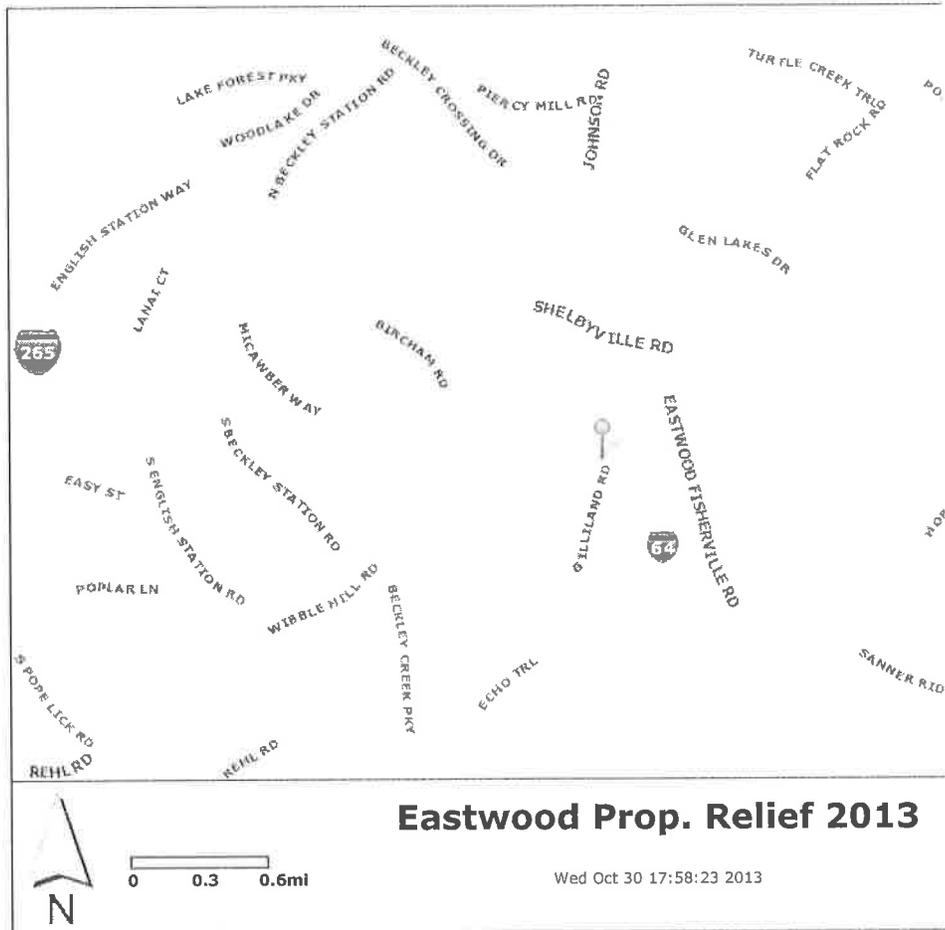
Municipality: LOUISVILLE
Council District: 19
Fire Protection District: EASTWOOD
Urban Service District: NO

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Figure 10: Aerial Relief of Geographical Area Around School

Print Layout <http://ags2.lojic.org/scripts/print/85x11-landscape.html?printTit...>



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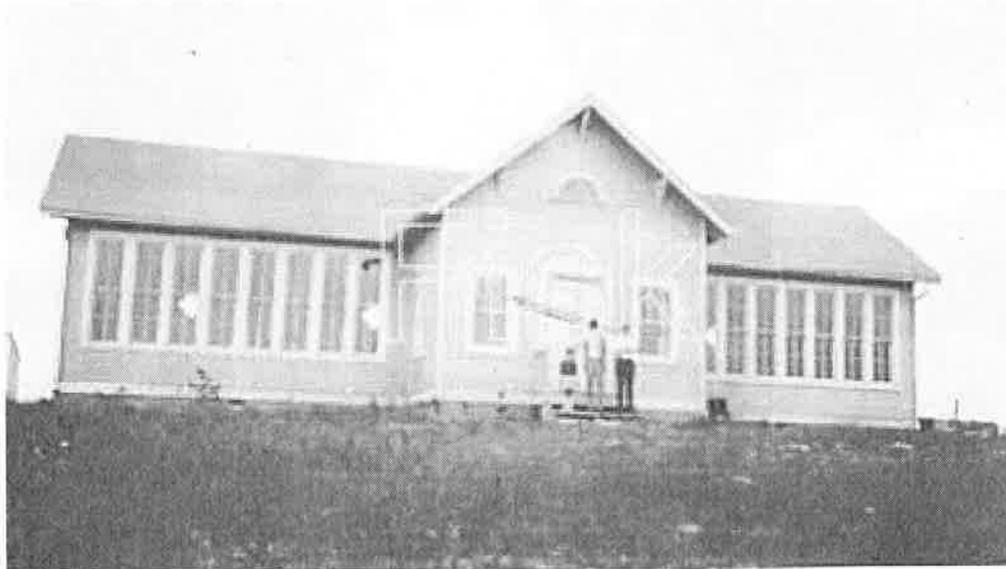
Figure 11: Fisk Database Photo 1080b



Eastwood School
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Figure 12: Fisk Database Photo 1080a



Eastwood School

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Figure 13: Fisk Database File 1080 of Eastwood School

Introduction

Welcome to the Fisk University Rosenwald Fund Card File Database.

Here you can find information about historical Rosenwald schools in the southern United States.

[<< Return to Search Results](#)

School Details

Historic Name	Eastwood School
Current Name	
Building Plan	Two-teacher type
Building Type	School
Budget Year	1922-23
Current Address	
Land (Acreage)	2.00
County	Jefferson
State	Kentucky
Application #	15-B
Total Cost	\$5200.00
Notes	Two acres of land approx.
Additional Comments	
Funding Sources	
» Negroes	\$200.00
» Public	\$4,300.00
» Rosenwald	\$700.00

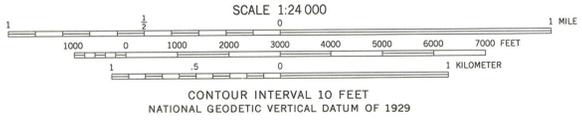
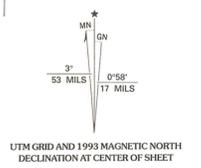
Related Images



Eastwood School
Jefferson Co., Ky
Fisherville quad
Zone 16
Coordinates NAD 27
Easting 634958.73
Northing 4231809.43
Coordinates NAD 83
Easting 634955.34
Northing 4232075.66



Produced by the United States Geological Survey
Control by USGS and NOS/NOAA
Topography by photogrammetric methods from aerial photographs taken 1949. Field checked 1950. Revised from aerial photographs taken 1978. Field checked 1978. Map edited 1982
Projection and 10,000-foot grid ticks: Kentucky coordinate system, north zone (Lambert conformal conic)
1000-meter Universal Transverse Mercator grid ticks, zone 16, shown in blue 1927 North American Datum (NAD 27)
North American Datum of 1983 (NAD 83) is shown by dashed corner ticks
The values of the shift between NAD 27 and NAD 83 for 7.5-minute intersections are given in USGS Bulletin 1875
Fine red dashed lines indicate selected fence and field lines where generally visible on aerial photographs. This information is unchecked
Purple tint indicates extension of urban area



ROAD CLASSIFICATION

Primary highway, hard surface	Light-duty road, hard or improved surface
Secondary highway, hard surface	Unimproved road
Interstate Route	U.S. Route
	State Route

COMPLIES WITH U.S. GEOLOGICAL SURVEY STANDARDS FOR SPATIAL ACCURACY - CLASS 2
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



FISHERVILLE, KY.
NW/4 TAYLORSVILLE 15' QUADRANGLE
38085-B4-TF-024
1982
REVISED 1993
DMA 3960 III NW - SERIES V853

Revisions shown in purple compiled in cooperation with Kentucky Geological Survey from aerial photographs taken 1991 and other sources. This information not field checked. Map edited 1993
Information shown in purple may not meet USGS content standards and may conflict with previously mapped contours