



THE DOGWOOD

A beautiful tree for school grounds

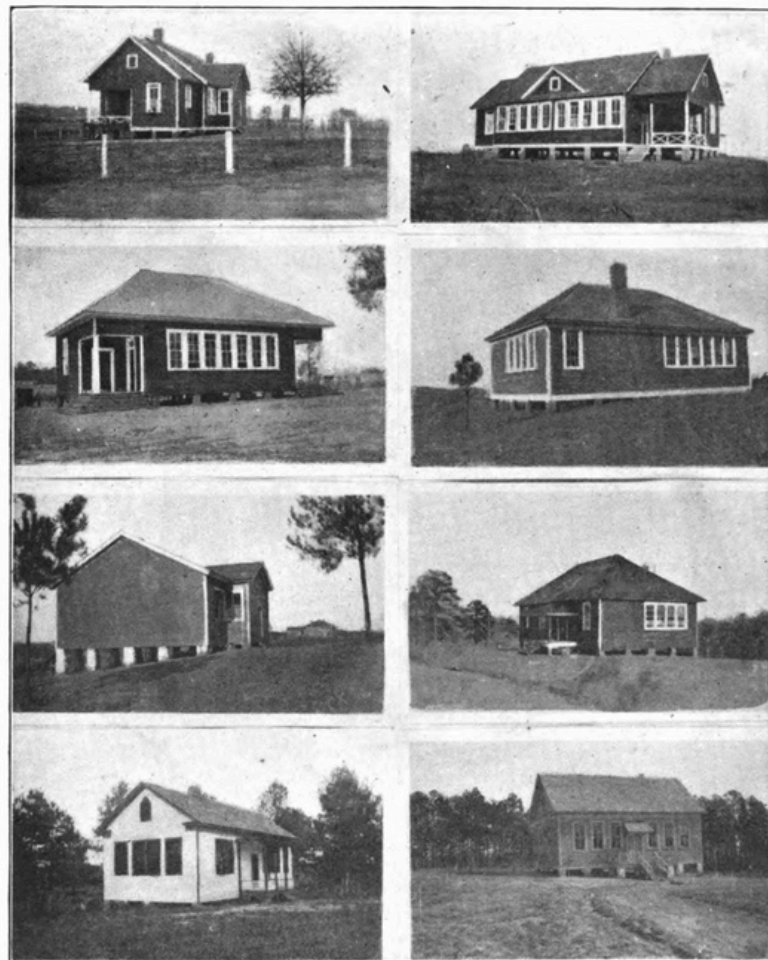
THE BLACK RURAL SCHOOL AND ITS RELATION TO THE COMMUNITY



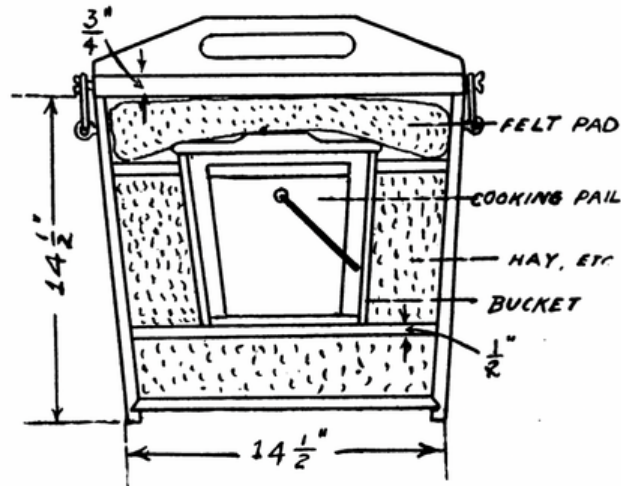
*A zine reflection on Booker T. Washington's
The Negro Rural School and Its Relation to the Community*



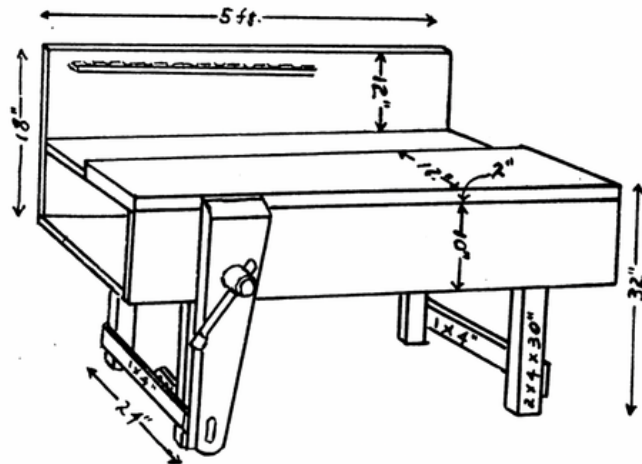
A RURAL SCHOOL WITH INDUSTRIAL BUILDING
Montgomery County.



SOME NEW RURAL NEGRO SCHOOLHOUSES
RECENTLY ERECTED IN ALABAMA



A HOMEMADE FIRELESS COOKER



AN INDIVIDUAL WORK BENCH
Homemade Vise.

ABOUT THE TEXT

The Negro Rural School and its Relation to the Community was published in 1915 by Booker T. Washington and the Tuskegee Normal and Industrial Institute, which would later become the influential HBCU, Tuskegee University. Washington believed the union of self-determination and education could provide a real paradigm shift for Black Americans in the aftermath of Reconstruction and Jim Crow oppression and violence. The mark of a centuries' old ethno-economic caste system did not simply vanish with the end of the Civil War. Washington knew he had to provide alternative means for social mobility.

"For Washington, the teacher's ability to build a schoolhouse was as essential as growing one's own food."

-Sarah Lerner

Washington is thought of as an early but controversial civil rights figure because of his acceptance of the system of racial segregation. Some revisionist historians have reconsidered him a pragmatic voice during a time of rampant inequality and corruption.* Regardless of his complicated legacy, Washington left a lasting mark on the American landscape through the instruction, development, and construction of public schools for Black students living in the rural South in the early 1900s.

*Sarah Lerner, "St. Paul Baptist Church and Armstrong School National Register of Historic Places Nomination Form." (2021)

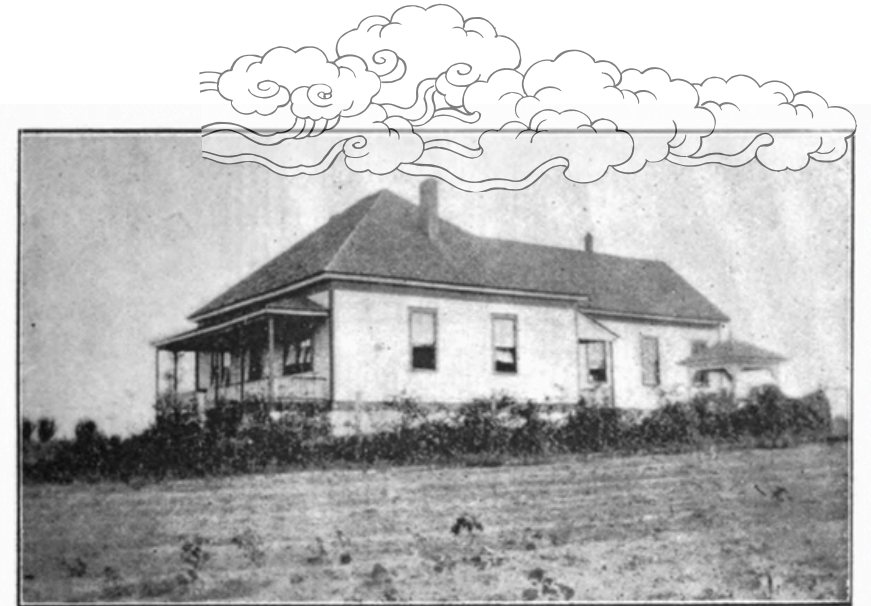
*Richard Warmser, "The Rise & Fall of Jim Crow: Booker T. Washington: 1856 - 1915." *Thirteen*. PBS. (2002).



This 144-page document outlined the needed processes, paperwork, materials, and values to build community-rooted schools for advancing Black education and upward mobility in a country determined to solely uplift its white counterparts.

During a time of immense racial and economic tension, this publication provided Black educators and community members with the necessary blueprints to build and develop schoolhouses, central schools, and training centers in regions with little to no current education infrastructure. It is an early example of a now ubiquitous design model, the *toolkit*, offering to its reader supply lists, seasonal charts and how-to construction guides for the novice community developer.

Washington's instruction did not stop at the physical school building, gardens, or homestead; the text explains the significance of the school's process of existence and maintenance in creating systems of care and self-sufficiency around the educational system. Washington encouraged nurturing the school as a source of pride and inspiration for the surrounding community.



TEACHER'S HOME IN CONNECTION WITH RURAL SCHOOL
New Rising Star Community, Macon County, Alabama.

BILL OF MATERIALS FOR ONE-TEACHER SCHOOL, DESIGN No. 11

Brick, 4,500.
Lime, 5 barrels.
Sand, 5 cubic yards.

Framing Lumber		Board Measure
10 pieces 6-in. x 8-in. x 16 ft. Sills		640 feet
4 pieces 6-in. x 8-in. x 14-ft. 0-in. Sills		224 feet
1 piece 6-in. x 8-in. 10-ft. 0-in. Sills		40 feet
12 pieces 2-in. x 4-in. x 12-ft. 0-in. Sub-sills		96 feet
4 pieces 2-in. x 4-in. x 14-ft. 0-in. Sub-sills		38 feet
64 pieces 2-in. x 10-in. x 16-ft. 0. Floor joists		1,708 feet
27 pieces 2-in. x 6-in. x 24-ft. 0-in. Ceiling joists		648 feet
14 pieces 2-in. x 6-in. x 14-ft. 0-in. Ceiling joists		196 feet
230 pieces 2-in. x 4-in. x 12-ft. 0-in. Studs		1,840 feet
44 pieces 4-in. x 4-in. x 12-ft. 0-in. Corner and door posts		704 feet
4 pieces 2-in. x 12-in. x 10-ft. 0-in. Stringers for Steps		80 feet
23 pieces 2-in. x 4-in. x 20-ft. 0. Plates		920 feet
52 pieces 2-in. x 6-in. x 20-ft. 0. Common Rafters		1,040 feet
4 pieces 2-in. x 6-in. x 24-ft. 0. Hip Rafters		96 feet
18 pieces 2-in. x 6-in. x 14-ft. 0. For rafters Ends (Dressed 3 sides)		252 feet
14 pieces 2-in. x 2-in. x 16-ft. 0. For Lattice (Rough)		75 feet
		8,597 feet

Finishing Lumber		Board Measure
Flooring $\frac{3}{4}$ -in. x $3\frac{1}{4}$ -in.		1,900 feet
Sheathing or "Cull" flooring, 1-in. x 4-in.		2,100 feet
Sheathing for eaves, flooring		600 feet
Weatherboarding, $\frac{5}{8}$ -in. x 6-in.		2,600 feet
Shingles, 4-in. x 18-in.	19,000	
Watertable, 3-in. (lineal ft.)	175	
Scotia, Moulding 1-in. (lineal ft.)	175	
Scotia, Moulding $\frac{3}{4}$ -in. (lineal ft.)	300	
Beaded Ceiling $\frac{5}{8}$ -in. x $3\frac{1}{4}$ -in.	6,600 feet	
Quarter Round 1-in. (lineal ft.)	950	
8 pieces Quarter round $1\frac{1}{2}$ -in. x 14-ft. 0-in.		
Base Board 1-in. x 8-in. (lineal ft.)	300	
7 pieces for Treads $1\frac{3}{4}$ -in. x 12-in. x 8-ft. 0-in.	77 feet	
7 pieces for Risers $\frac{3}{4}$ -in. x 8-in. x 8-ft. 0-in.	33 feet	
12 pieces Outside base $\frac{3}{4}$ -in. x 10-in. x 16-ft. 0-in.	140 feet	
2 pieces 4-in. x 4-in. x 10-ft. 0-in. Dressed for Hoods	27 feet	
2 pieces 4-in. x 4-in. x 8-ft. 0-in. Dressed for Hoods	22 feet	
1 piece 2-in. x 4-in. x 10 ft. 0-in. Dressed for Hoods	7 feet	
3 pieces 2-in. x 6-in. x 14-ft. 0-in. Dressed for Hoods	42 feet	
4 pieces 1-in. x 6-in. x 16-ft. 0-in. Saddle Boards	23 feet	
8 pieces $1\frac{1}{2}$ -in. x 4-in. x 14-ft. 0-in. Corner Boards	154 feet	
64 pieces 1-in x 6-in. x 14-ft. 0-in. Lattice Dressed	448 feet	
2 pieces $\frac{3}{4}$ -in. x 12-in. x 16-ft. 0-in. Dressed both sides for Shelves in Closets	28 feet	



Words matter: reflecting on the text's original title

What's the deal with the antiquated term 'negro'?

Today, 'negro' is considered an offensive word, with its casual usage beginning to decline in the 1960s. However, both Black and White Americans used the term for much of the 19th and early 20th centuries as a politically correct appellative. Literally meaning 'black', *negro* predates the founding of the United States, originating during Portuguese and Spanish colonialism.

Scholars cite a major moment in the switch to 'Black' with Stokely Carmichael's use of the phrase 'Black Power' at a rally in 1966. Carmichael would go on to demonstrate in his writing how 'negro' has been used to imply Black inferiority and submissiveness. By the early 1970s, most Black Americans preferred the term 'Black.' *

*Jim Crow Museum: "When Did the Word Negro Become Socially Unacceptable?" (October 2010)

What does it mean to make tangible the celebration of the everyday?

“...The Black body not as the spectacle
but as the mundane.”

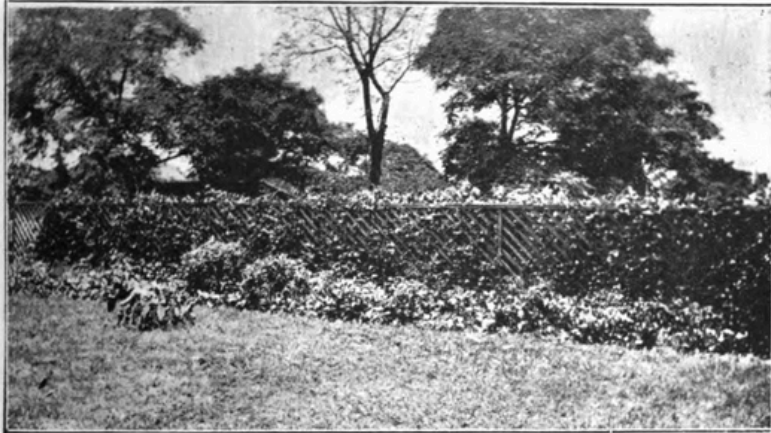
-Walter Hood

Raspberries and blackberries may be planted near a fence, or used to form a hedge. A small part of the garden should be devoted to strawberries.

The children should be encouraged to see how much they can grow from the small area of the school grounds.

Beautifying the School Grounds.

No place can be called either beautiful or attractive that has no trees, shrubs, vines, grasses, or properly laid-out walks and paths, which appeal to the child's aesthetic nature and set before him the most important of all secular lessons, order and system. A few suggestions are here offered so that every teacher will put forth strenuous



HIDE YOUR FENCES WITH VINES

Butterbeans are useful as well as ornamental



SEWING EQUIPMENT
This need not be expensive.

“Could I design a landscape that was inspired by
African American daily life?”

-Walter Hood

**Black Landscapes Matter, “Ritual and Displacement in New Orleans”
(Walter Hood & Grace Mitchell Tada, 2020)*



AN ATTRACTIVE HOME GARDEN
Montgomery County.

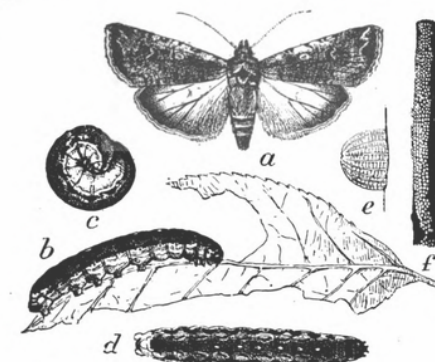
“...It was important to create one’s own culture -
a culture of belonging rooted in the earth.”
-bell hooks



CHILDREN’S HOUSE, TUSKEGEE INSTITUTE

Showing proper method of planting shrubbery at rear of building and at sides,
leaving open spaces for play.

(b) The effect of excessive heat and cold upon plant
owth.

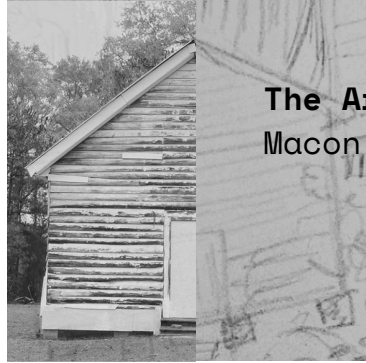


CABBAGE CUT WORM

- a. Adult of the cut worm.
- b. Larva eating the leaf.
- c. Side view of larva.
- d. Showing back view of larva.
- e. Egg.
- f. Eggs on stem.



SCHOOL GARDEN IN MOBILE COUNTY



The Armstrong School
Macon County, AL

The Armstrong School, completed in 1901 and pictured above in 2024, was an early prototype of the self-sustaining Black community school.

In the photo below, Dr. Kwesi Daniels of Tuskegee University speaks to students about the history and preservation needs of the historic structure in 2021.



Historical Context

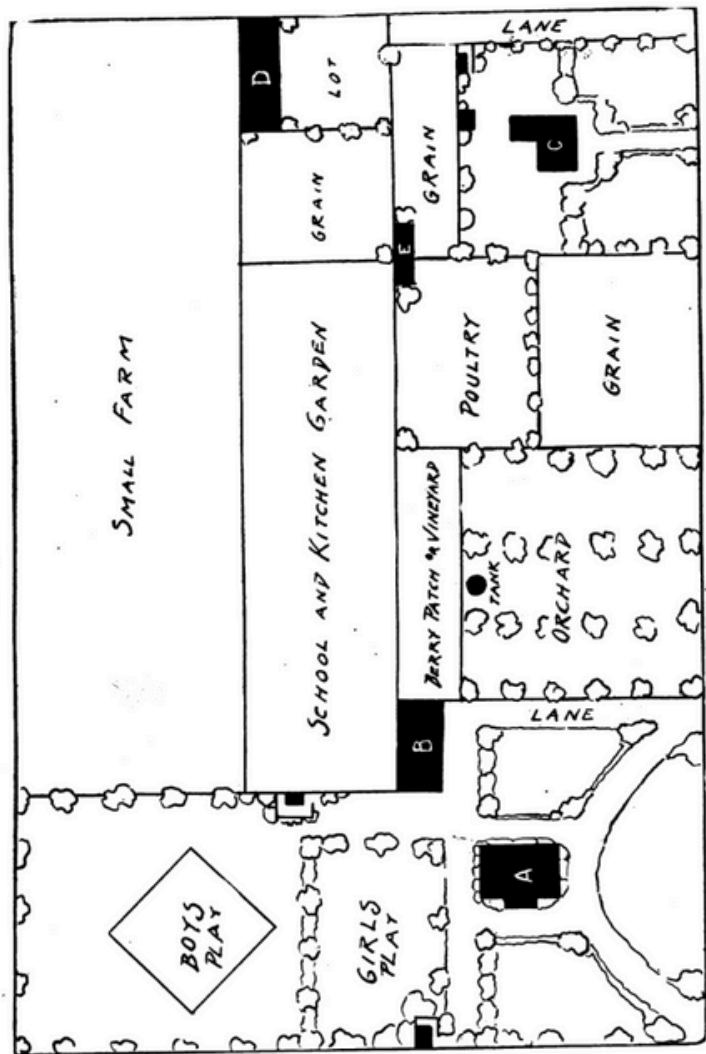
Booker T. Washington and Julius Rosenwald (part owner of Sears & Roebuck Department store) toured the South together after meeting and realizing they shared common goals for equal education and social opportunity. The Tuskegee-Rosenwald Community School Fund was established in 1917 to formally implement and help build Black schools across the rural Southeast. Approximately 5,000 schools were constructed between 1917 and 1932.*

The Negro Rural School and Its Relation to the Community is published two years prior to this moment in history and is somewhat overshadowed by a prominent white philanthropist's support with the involvement of Rosenwald.

Moreover, there were schools constructed even earlier than this text and the Rosenwald schools. An example is the Armstrong School, which is the oldest one-room school house remaining in Macon County, AL connected to the Tuskegee Institute initiative. It was completed in 1901 with support from Washington and architect Robert Taylor. Its continued existence in the landscape signifies the lesser-told narratives around grassroots organizing in the rural South. The building faces several conservation challenges, which are being addressed by community partners and researchers to sustain its rightful place in the telling of Black civil rights history.

*National Park Service, "The Rosenwald Schools: Progressive Era Philanthropy in the Segregated South," *Teaching with Historic Sites Program*.

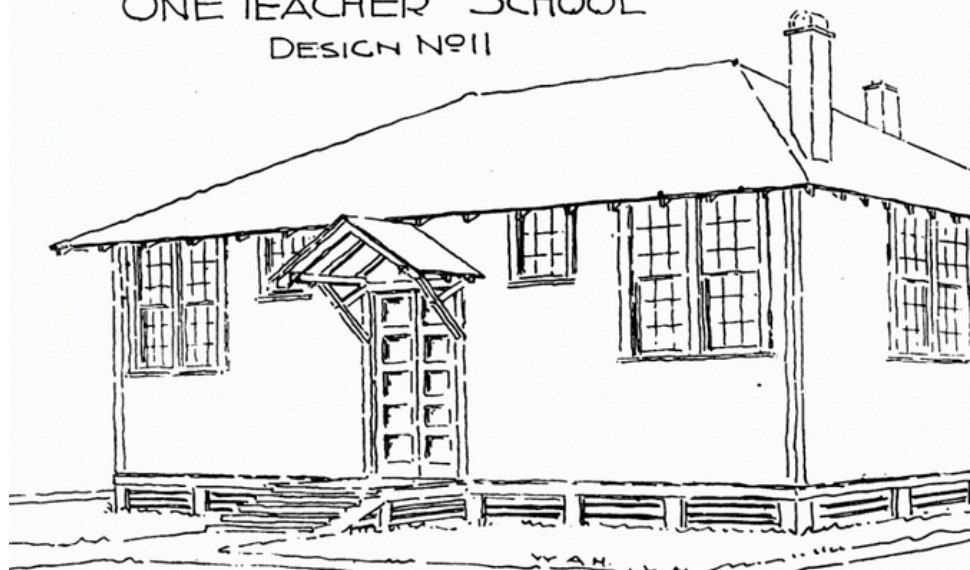
NORTH



DESIGN FOR A SIX-ACRE SCHOOL PLOT

Showing arrangement of grounds and grouping of buildings. (a) School building. (b) Workshop. (c) Teacher's Home. (d) Barn. (e) Poultry. Note water tank in orchard.

PERSPECTIVE VIEW ONE TEACHER SCHOOL DESIGN NO. 11



DESIGN NO. 11.—ONE TEACHER SCHOOL



KITCHEN

This was built in the back yard of a one-teacher school at Citronelle, Alabama.
Teacher's wife gives the lessons.



THE EQUIPMENT FOR CANNING IS VERY SIMPLE

A demonstration at a teachers' institute, Brewton, Ala.



A MOTHERS' CLUB, MONTGOMERY COUNTY

This club was organized and led by the teacher who lives in the community all the year round.

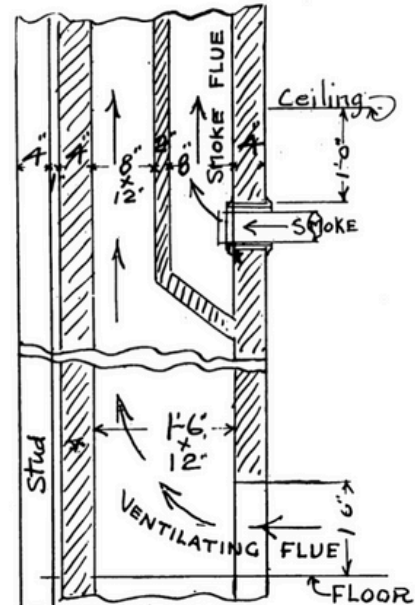
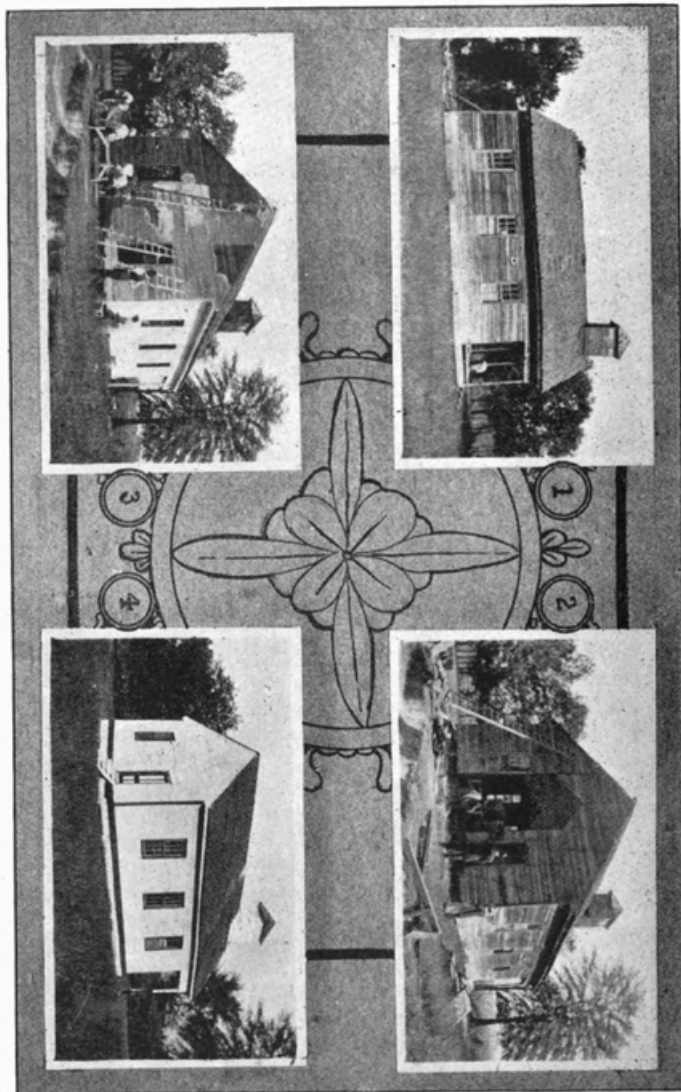
Fig. 1. Original building.

Fig. 2. Tearing away pulp.

Fig. 3. Putting on whitewash.

Fig. 4. Improved.

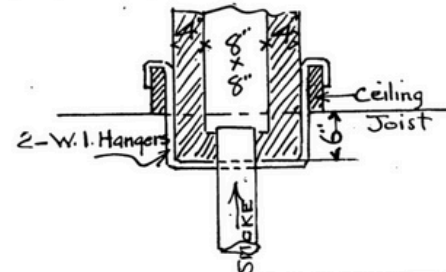
IMPROVING AN OLD SCHOOL—MONTGOMERY COUNTY
New appearance due largely to whitewash and mineral paint. Total cost of all improvement less than \$30.00.



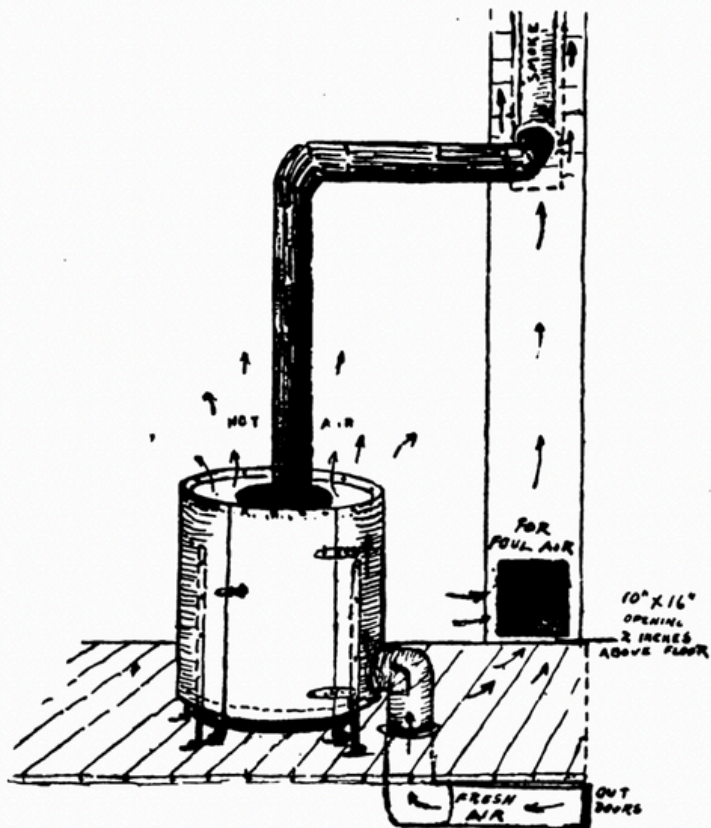
TYPICAL
DETAIL
OF
CHIMNEY.
Scale 1 in. = 1 ft.

DETAIL OF CHIMNEY WITH VENTILATING FLUE

In the one-teacher school, two of these chimneys with ventilating flues are built side by side, one serving the classroom and the other the workroom



HOW TO PROPERLY HANG A STOVE FLUE FROM THE CEILING
This is used in the kitchen. The flue hangs a few inches below the ceiling line.

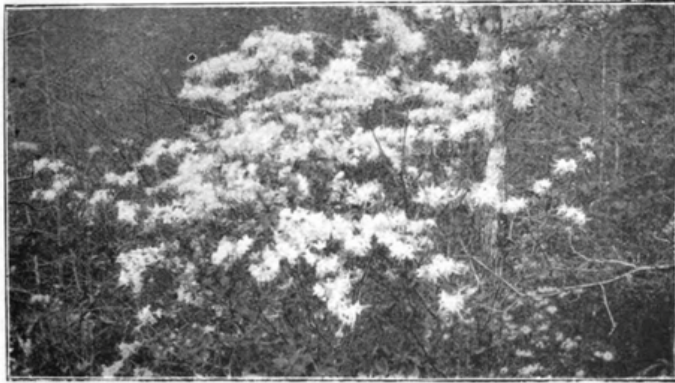


HEATING AND VENTILATING SYSTEM

Both are essential to health. This plan uses a jacketed stove and a ventilating flue. See page 23 for detail of ventilating flue.

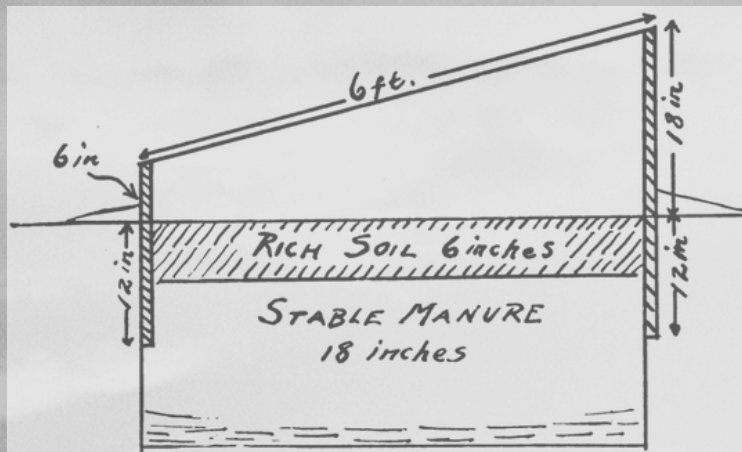


MANUAL TRAINING IN A RURAL SCHOOL—MACON COUNTY



AZALEA OR WILD HONEY SUCKLE

Our environment is part of us, we cannot divide who we are from our surrounding spaces. As film director Agnes Varda states, "If we opened people up, we'd find landscapes."



DESIGN FOR A HOT BED



CHILDREN AT WORK IN A SCHOOL GARDEN

REMODELING OLD BUILDINGS

It is often more expensive to remodel an old building than to erect a new one.

Occasionally, by proper rearrangement of windows, the addition of cloakrooms and work room, and the erection of a ventilating flue, an old building can be effectively made over.

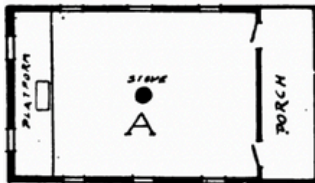


Fig. 1.



FIG. 2.

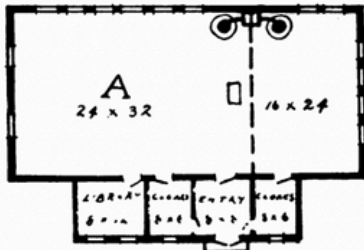


Fig 3

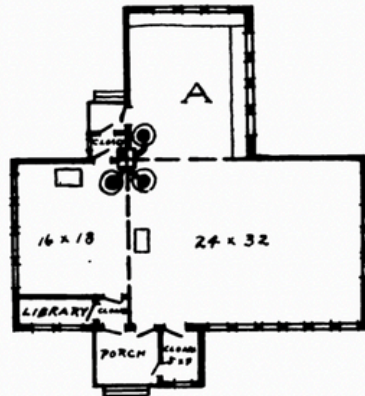
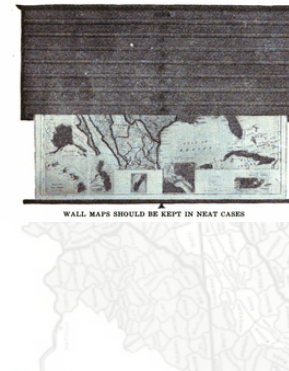


FIG. 4



A ZINE IS A THIRD PLACE!



Reconstructing
Forgotten
Texts
through
Zine
making

historical overview (1)

(2) I do

How to preserve marginalia

bring in other sources

brief analysis
of significance
of Doc

④ collection of images + captions

Call
use
mine
for
this
+
100

“Today, people who stick to print do so because of its warm, human feel...” -Joel Biel

HOW DOES MEDIA CARVE OUT NEW DIMENSIONS FOR MEMORY WORK?

I believe by supporting analog forms of communication, zines provide a different means of connection in a globalized, digitized age. Preservationists need humanity. Sure, we are attentive and in tune with the built environment, but it's really about the people behind the building because it is their presence that we are drawn to - the *spirit of place*. When we place humanity first, our work can become more meaningful, inclusive, and even revolutionary!

*Joel Biel & Bill Brent, *How to Make a Zine: Start Your Own Underground Publishing Revolution*. (Microcosm Publishing, 2017).

School spirit can be greatly encouraged if the teacher will organize teams of baseball, basket ball, or volley ball, and play games with neighboring schools.



"LITTLE SALLIE WALKER"

Secure a copy of School Improvement Bulletin No. 41 from the State Department of Education of Alabama for a list of games and directions for playing them. (Postage 4c.)

SOME SUITABLE GAMES

Fox and Hounds.
Little Sally Walker.
Leap Frog.
Drop the Handkerchief.
Tug of War.
Open Gates as High as the Sky.
Marbles.
Last Couple Out.

PRESERVING HISTORICAL TEXTS THROUGH ZINE-MAKING

"One of zines' greatest functions is connection."

-Melissa Mursch-Rodriguez

In creating this zine, I wanted to understand how alternative mediations with place can recover, reflect, and conserve cultural narratives. A zine of a historical text can be a primer for the audience and writer; it allows us to distill dense information, and contextualize it within our modern times.

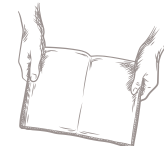
Historic preservation is a wide term used to define the conservation, interpretation, and engagement of public history. Despite this all-encompassing definition, the field often finds itself in a niche hole it has dug for itself, holding too tightly to traditional pathways of preserving historic spaces. The reality is that the magic of public history exists in the in-between, often in the places, ephemera, and memories lost to time and neglect.

*Melissa Mursch-Rodriguez, "Standing on My Soapbox Lovingly Lecturing About Zines," *Syllabus Project*. (2023)

INST. - Negro rural school

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THE PUBLIC DOMAIN & ZINES



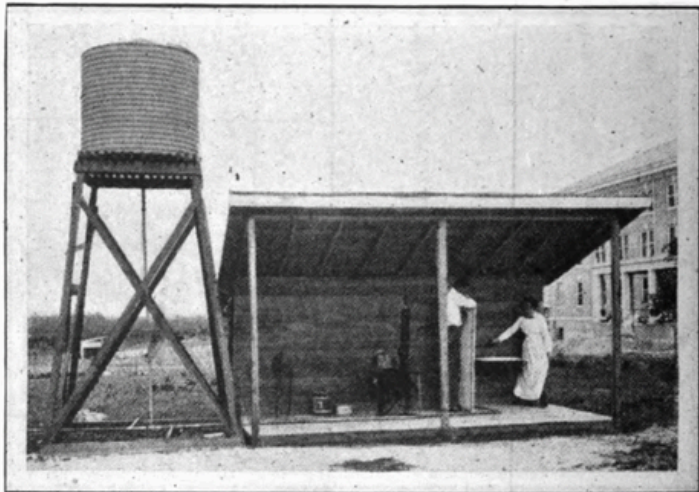
The images, illustrations, and select screenshots in this zine are made available through the public domain, which allows any text 100 years or older to become freely accessible and usable without copyright infringement concerns. Of course, cite your sources like no tomorrow! But the affordance of the zine format is we get to play around with the remnants of mystery and beauty that exist in this 1915 text.

To explore an entire press collective dedicated to this creative process of media interplay and applying radical approaches to remembering and uplifting underrepresented narratives, check out Sojourners for Justice Press, founded by Mariame Kaba in 2020.

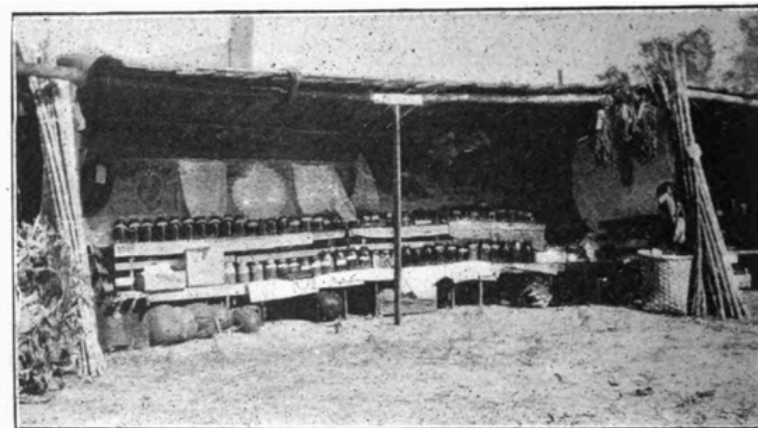


*A special thanks to HathiTrust Digital Library for digitizing and sharing *The Negro Rural School and Its Relation to the Community* with the internet community.





Courtesy Pres. Joe Cook, Hattiesburg, Miss.
AN INEXPENSIVE SYSTEM OF HOME OR SCHOOL WATERWORKS.
 This one cost less than \$125.



A COMMUNITY FAIR
 Exhibits from rural school communities.

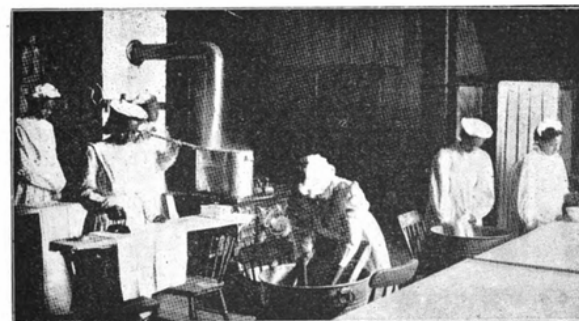


TEACHER'S HOME AND RURAL SCHOOL
 Macon County, Alabama. (Erected 1895.)

SCHOOL GARDENS

The normal child instinctively prefers to deal with natural objects and real things than with imitation of something else or with the narration of what someone else has done. Again, it has been proven that the child trained in schools where garden work is a part of his activities, has as a result the following characteristics:

1. Quicker discriminating powers.
2. Greater skill and agility with the hands.
3. More accurate and painstaking habits.
4. Love of ownership and an eye for business.



Courtesy Hampton Institute.
A CLASS IN LAUNDERING

Who are we in the creation of zines?

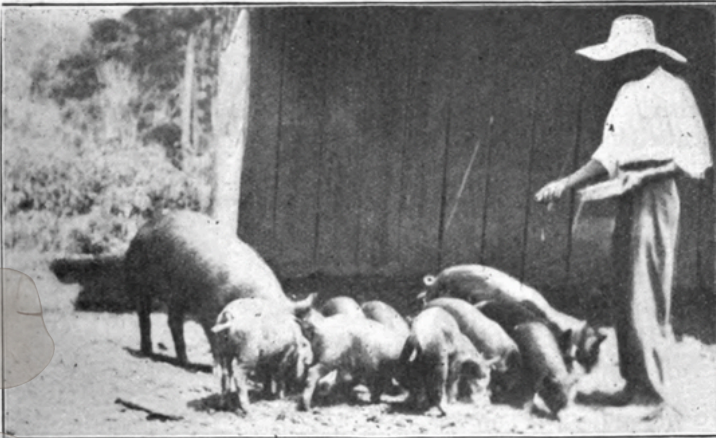
We may attempt to place our experiences and perspectives aside to remain anonymous and objective - but we never truly are.

I am a 30-year-old white cis-woman from Upstate New York living in Philadelphia, PA. I studied history and cultural heritage management and currently work in historic preservation. I came across the following text through work-related research. And feel very fortunate to share it with you.

I'll never know what it's like to have to fund the building of my own school and face subsequent violence and corruption at every turn. But I know what it feels like to find and nurture community and I wish to uplift a document which recognized this power.

As my colleague Kelvin Vu states, *The Rural Negro School and Its Relation to the Community*, "Brings together architecture, landscape, public institutions, and construction knowledge as complementary vehicles for community self-determination." An early interdisciplinary model of what is possible.

Thanks for reading :)



PIGS—SOMETIMES CALLED "MORTGAGE LIFTERS"
These belonged to a County Training School.



YOUNG BLACKSMITHS
Calhoun Colored School—Lowndes County, Alabama.