

United States Department of the Interior
National Park Service

National Register of Historic Places Registration Form

This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in National Register Bulletin, How to Complete the National Register of Historic Places Registration Form. If any item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classification, materials, and areas of significance, enter only categories and subcategories from the instructions.

1. Name of Property

Historic Name: John S. Dawson High School

Other Names/Site Number: N/A

Name of related multiple property listing: N/A

2. Location

Street & Number: 7565 Tunica Trace

City or town: St. Francisville

State: LA

County: West Feliciana

Not for Publication: ☐

Vicinity: ☒


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, 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 ☐ state ☒ local

Applicable National Register Criteria: ☒ A ☐ B ☐ C ☐ D


Signature of certifying official/Title: Pam Breaux, State Historic Preservation Officer


Date

Louisiana Department of Culture, Recreation, and Tourism

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

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4. National Park Certification

I hereby certify that the property is:

- ☐ entered in the National Register
☐ determined eligible for the National Register
☐ determined not eligible for the National Register
☐ removed from the National Register
☐ other, explain: _____

Signature of the Keeper

Date of Action

5. Classification

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

| | |
|---|------------------|
| | Private |
| x | Public – Local |
| | Public – State |
| | Public – Federal |

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

| | |
|---|-------------|
| x | Building(s) |
| | District |
| | Site |
| | Structure |
| | object |

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

| Contributing | Non-contributing | |
|--------------|------------------|------------|
| 2 | | Buildings |
| | 1 | Sites |
| | | Structures |
| | | Objects |
| 2 | 1 | Total |

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; Work in Progress

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7. Description

Architectural Classification (Enter categories from instructions.): Modern Movement

Materials: (enter categories from instructions.)

foundation: Concrete

walls: Brick, Cinder Block, Concrete, Wood

roof: Asphalt

other: N/A

Narrative Description

(Describe the historic and current physical appearance and condition of the property. Describe contributing and noncontributing resources if applicable. Begin with a **summary paragraph** that briefly describes the general characteristics of the property, such as its location, type, style, method of construction, setting, size, and significant features. Indicate whether the property has historic integrity.)

Summary Paragraph

John S. Dawson High School is located approximately three and a half miles northwest of the town of St. Francisville in West Feliciana Parish, Louisiana. The western border of its 10.96 acre site is Bayou Sara, which connects with the Mississippi River just south of St. Francisville. Undulating slightly between approximately sixty-six and seventy feet in elevation, the site consists of cleared land bordered by mature trees. The existing buildings are clustered together at the front, eastern end. The primary resources are the high school, the elementary wing, the industrial arts/home economics building, and the agriculture building. Constructed between 1951 and 1965, these one-story buildings are modern in style and material. Concrete posts and protruding ceiling beams are the defining feature of the front elevation. Covered walkways connect the elementary wing and additional buildings with the original high school building as one unit, although they were constructed independently. Just to the northwest is the wood frame bus shed and drivers education building, that was constructed c. 1968. Closed since desegregation in 1969, the school has suffered deterioration, but remains very much familiar and recognizable to its alumni who attended during the 1951-1969 period of significance.

Narrative Description

By the mid-1960s, the campus of the John S. Dawson High School was composed of seven or so buildings: the original high school building, the elementary wing, a lunchroom building, an agriculture shop, an economic/industrial building, a band building, and an auditorium/gymnasium. The auditorium-gymnasium was built in 1959, but due to many years of non-activity and deterioration the building was demolished as were the lunch room and band building. Although these features are now gone the remaining buildings possess enough integrity in terms of location, design, materials, workmanship, feeling, and association to convey important elements of the school as it existed during the period of significance. Aside from deterioration, they remain mostly as built and thus the main area of integrity that has been affected by time is the integrity of materials with the loss of some roof material and interior finishes on the western wing of the high school. Amazingly, many of the original finishes, including blackboards and light fixtures remain within the original classrooms. There are no modern intrusions in the area. The surrounding area consists of farmland and Bayou Sara. There is 1 non-contributing historic site on the property – the slab where the former gymnasium stood. It can be seen on the Site Plan for the property at the end of the nomination. All other resources on the property date from the period of significance.

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The contributing count is 2 buildings – the Bus & Drivers Ed Building and then the other 4 buildings – Agriculture Shop, Industrial Arts/Home Economics, High School, and Elementary Wing – are counted as one building as they were consecutively built to function as one unit connected by covered walkways.

High School Building, Elementary Wing, Industrial Arts/Home Economics, and Agriculture Shop – 1 Contributing Building:

High School Building, 1951

The original building has an L-shaped plan with approximately ten rooms along its long (~ 208') side and three on its short (~85') side. An interior corridor runs between all of the rooms (Photo 1). The walls are constructed of concrete blocks finished with a smooth plaster on the classroom interiors and a roughcast stucco on the corridor and exteriors. The roof system was constructed of steel girders supporting wood joists and decking forming a slightly pitched roof topped by rolled or built-up asphalt. Ceilings were finished with tongue and groove wood. Much of the roof and ceiling has been destroyed by years of leaking. Ample daylight is afforded to all of the rooms by banks of triplet windows, which are largely intact. The sashes are wood, horizontally oriented two-over-two panes. Due to dense vegetation growth, it is impossible to photograph the exterior as a whole. Partings in the vegetation show the concrete block construction and roughcast stucco with an absence of ornamentation typical of its mid-century modern style. The south elevation features a concrete shelter and concrete screen on its right portion that define the main entrance to the school (Photo 2).

Elementary Wing, 1962

In 1962, an L-plan wing was added to serve lower grades. It meets the northwest and southeast ends of the original section and is constructed of cast concrete posts and beams that support a cast concrete roof structure. Its road side elevation forms the front elevation of the school. The front (east) elevation is composed of aluminum framed panels and windows, which fill the space between each concrete post in quadruplet in the left ten of the twelve bays (Photo 3). The right two bays have three small clerestory windows each, set in concrete block walls. (These correlate to bathrooms on the interior). Interrupting the expanse of the left ten bays is a gable-front, wood frame addition that served as a janitor's closet. The north elevation begins on the left with a continuation of the concrete block and clerestory windows and then picks up the repetition of the banks of windows between the concrete posts as seen on the front. It is not possible to photograph this side because of the dense vegetation. The south elevation is solid concrete block on the right. To the left is a recessed space that appears to have been open originally where it meets the high school building, but was subsequently closed with concrete blocks. In the middle of this south elevation is a concrete screen (Photo 4).

When this wing was added, its L and that of the original building created a central courtyard (Figure 1). Sheltered walkways on the courtyard side of the new wing provided outdoor circulation between classrooms. The courtyard side and interior walls are unplastered concrete block. Jalousie windows at the tops on the courtyard side walls provide light and air to the interior spaces. The front section of the wing is composed of one large room, a kitchen, and girls and boys lavatories. The flexible open space could be divided into four separate sections by accordion dividers attached to the exposed concrete beams (Photo 5). Three single classrooms, plus one double size classroom arranged linearly form the west wing of the elementary school. These classrooms were accessed through the sheltered exterior walkway (Photo 6).

Industrial Arts/ Home Economics Building, c. 1963

Directly behind the back end of the elementary wing and extending westerly is another building that was dedicated to the teaching of Industrial Arts and Home Economics. This building is believed to have been completed shortly after the elementary wing. It is of a similar design with exposed concrete posts and beams being its character defining features (Photo 7). One difference is the beams were cast with a V-notch at their

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ends and a slight indent to their profiles that adds a more dramatic flair to their appearance (Photo 8). Concrete blocks set in a stacked bond fill the space between the posts with jalousie transom openings for light and air like the courtyard side of the elementary wing. Also like that wing, the north elevation features banks of aluminum framed windows and panels between the concrete posts (Figure 2). The classroom space is accessed by exterior doors sheltered by the deep roof overhang.

Agriculture Shop, c. 1964

Constructed close in time to the Industrial Arts/ Home Economics Building is the Agriculture Shop. It sits just to the northwest of the other buildings. Although sharing the same one-story, concrete block construction as the others, it is less stylistically sophisticated. It has only a moderate roof overhang and lacks the distinctive exposed concrete beam ends. The west elevation is composed of two quintuplet banks of aluminum frame windows and panels flanked by garage doors with another garage door in the center (Fig 3 and Photo 9). The north elevation is stacked bond concrete block with one triplet of aluminum frame windows centered in the middle (Photo 10). The south elevation is all concrete block.

Bus Shelter and Drivers Education Building, c. 1968 - 1 Contributing Building

The Bus Shelter and Drivers Education Building is the only wood frame part of the high school. It sits directly northwest of the Agriculture Shop and its gable front faces south. This elevation is composed of two vehicle bays: a tall one, presumably for the bus, and a shorter one. The other sides are devoid of openings. It is clad in novelty weatherboard and has a metal roof (Photo 11).

Integrity and Mitigation of Alterations

As previously stated, there have not been any alterations made to the school as it was closed in 1969. Since then, the property has sat vacant, which has been the biggest factor in affecting the integrity of materials at the school. Additional figures have been provided at the end of this nomination to show that the integrity of the school is actually rather high despite the overgrowth of plants and trees. The biggest damage to the integrity of materials is on the western wing of the high school, where there has been roof damage and leaks. The rest of the complex is amazingly intact despite the years of vacancy. The John S. Dawson High School retains integrity of location, setting, feeling, association, design, and craftsmanship and any alumni of the school would easily recognize it as the school where they were educated at any point between 1951 and 1969.

8. Statement of Significance

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

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

Criteria Considerations:

| | | |
|--|----------|---|
| | A | Owned by a religious institution or used for religious purposes |
| | B | Removed from its original location |

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| | |
|----------|---|
| C | A birthplace or grave |
| D | A cemetery |
| E | A reconstructed building, object, or structure |
| F | A commemorative property |
| G | Less than 50 years old or achieving significance within the past 50 years |

Areas of Significance (Enter categories from instructions.): Education; Ethnic Heritage: Black

Period of Significance: 1951-1969

Significant Dates: 1951, 1969

Significant Person (Complete only if Criterion B is marked above): N/A

Cultural Affiliation (only if criterion D is marked above): N/A

Architect/Builder (last name, first name): Unknown

Period of Significance (justification): The period of significance encompasses the duration of the property's use as a school, from 1951 to 1969.

Criteria Considerations (explanation, if necessary): N/A

Statement of Significance Summary Paragraph (Provide a summary paragraph that includes level of significance, applicable criteria, justification for the period of significance, and any applicable criteria considerations.)

John S. Dawson High School is locally significant under Criterion A in the areas of education and ethnic heritage because it provided very important educational opportunities for African Americans in West Feliciana Parish. Most significantly, it was the first high school in West Feliciana Parish for African Americans. John S. Dawson High School provided students with a well-rounded educational foundation that enabled them to progress to college and pursue many different professions. The period of significance begins with the construction of the school in 1951 and terminates in 1969, the year John S. Dawson High school was closed.

Narrative Statement of Significance (Provide at least **one** paragraph for each area of significance.)

At the beginning of the twentieth century, public education in Louisiana was in a terrible state of affairs. The state constitution of 1898 had legally mandated the already status quo segregation of schools by race, and at that time students of all races were severely underserved.¹ The state's public school system was characterized by crude, deteriorating school houses and abysmally low attendance. During the first two decades of the century, great improvements were made in school house construction, curriculum standardization, and attendance through transportation advances and consolidation. However, these developments generally applied only to the white schools. In Louisiana's underfunded dual school system, African-American schools received little to no investment from their parish school boards. The disparity this created between the two separate and supposedly equal school systems was blatant.

¹ Rodney Cline, *Education in Louisiana – History and Development* (Baton Rouge: Claitor's Publishing Division, 1974), 34.

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The few schools that did exist for African Americans in rural areas were typically taught in churches or associated buildings on church property. Most of West Feliciana Parish's African American schools developed from Baptist church bases. Among them were Elm Park, Sage Hill, Old Hollywood, Independence, and Afton Villa.² The earliest known publicly organized school for African Americans in West Feliciana Parish was the Laurel Hill School. It was to this school that African American educator, John S. Dawson came from Mississippi in January of 1890.³ Recalling his first days at Laurel Hill, Dawson later wrote, "Before the week was over, one-hundred twenty-five children were enrolled. I had to figure out a way to teach this large number of pupils. Among this large number, not more than twenty could read at all."⁴ From this time forward, Dawson had a profound impact on education for African Americans in West Feliciana Parish. As remembered by John S. Dawson High School alumni, "He was the father, the teacher, he was everything to the Laurel Hill community."⁵

At the time Dawson began teaching in West Feliciana, the school board provided for four months of schooling for African Americans. Dawson noted that at the end of that four months, parents would then raise money to send their children to school for another three months. Rev. Roosevelt Wilkerson, a graduate of John S. Dawson High School's first class recalls that his father had to attend three different schools in order to complete a full year: Laurel Hill, Solitude, and Hollywood.⁶ School at Laurel Hill continued until the seventh grade. The most exemplary students to graduate from the seventh grade were in turn selected to go and teach other schools.⁷ That graduates of the seventh grade would be appointed to teaching positions illustrates the severe lack of secondary education for African Americans.

High school education, which was being so improved for white students, remained non-existent for black students in Louisiana until the second decade of the twentieth century. It is indicative of the statewide circumstances that in 1900, the school board of the relatively progressive city of New Orleans officially *reduced* education for African Americans to just five grades.⁸ Throughout the state, particularly in rural areas like West Feliciana Parish, there had never been much opportunity for secondary education for African Americans and the sentiment against it by parts of the white population was strong. A compromise between the demand of African Americans for secondary education and the reluctance of certain whites to provide it was found in the concept of "county training schools." An African-American educator, Professor A. M. Strange of Louisiana's Tangipahoa Parish, first proposed the idea of a school that would emphasize agricultural training and home economics in 1910. Through his efforts, the Tangipahoa Parish Training School was opened in 1911. Many

² West Feliciana African American Heritage Task Force Oral History Project, "Schooling and Education" (<http://www.wfpsb.org/education/components/scrapbook/default.php?sectiondetailid=17052&linkid=nav-menu-container-4-14306>, accessed December 1, 2014).

³ John S. Dawson, "My Life at Laurel Hill, Louisiana for Thirty Years." (Collection of John S. Dawson High School Alumni Association); Ken Dawson, interview by author, St. Francisville, LA, Oct. 11, 2014.

⁴ John S. Dawson, "My Life at Laurel Hill, Louisiana for Thirty Years."

⁵ Joyce Scott Baskin, Randy Butler, Ken Dawson, Mattie Wilcox Dunbar, Gloria Wilson Duncan, Henry L. Hardy, Yvonne White Jackson, Annette Mackie Keith, Rosie Lee Young Lindsey, Rufus McKnight, Calvin Miller, Sr., Myrtle Romsey Minor, Samuel Mitchell, Nathan D. Price, Vincent Smith, Willie Stevens, and Roosevelt Wilkerson, interview by author, St. Francisville, LA, October 11, 2014.

⁶ Rev. Roosevelt Wilkerson, interview by author, St. Francisville, LA, October 11, 2014.

⁷ John S. Dawson.

⁸ Donald E. Devore and Joseph Logsdon, *Crescent City Schools: Public Education in New Orleans, 1841-1991* (Lafayette: University of Southwestern Louisiana, 1991), 118.

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others across the south were soon to follow, but over a decade later, in the 1923-24 school year, just sixteen of Louisiana's sixty-four parishes had a parish training school.⁹

During the following decades, secondary education for African Americans in Louisiana slowly but steadily expanded. In 1929-30, there were still thirty-seven parishes without state approved black high schools. In 1944-45, the number of black four-year high schools had grown to eighty and one was accredited by the Southern Association of Colleges and Secondary Schools, but thirteen parishes remained without approved high schools for African Americans.¹⁰ Among them was West Feliciana Parish. Until the 1950s, West Feliciana Parish African Americans who completed the seventh grade and wished to continue their education had to look beyond their parish. Those who could manage the travel and accommodations went to schools such as Baton Rouge's McKinley High School (NR 1981), which opened in 1927 and is nearly thirty-five miles to the southwest of St. Francisville.¹¹

The quality of Louisiana school buildings for African Americans saw some improvement in the early twentieth century, mostly through the support of the Rosenwald Fund, a national philanthropic foundation. Four schools were constructed in West Feliciana Parish with partial funding from Rosenwald: Independence, a three-teacher school built before 1920; Afton Villa, a two-teacher school built in 1920-21; Polk, a two-teacher school built in 1921-22; and Solitude, a two-teacher school built in 1925-26.¹² These wood-frame schools were based on Tuskegee and Rosenwald Fund plans that were carefully designed to provide an effective learning environment through details such as good daylighting. None of these school buildings remain. The historic Independence Baptist Church is the only associated building of this period to survive. Each of the other churches have been replaced and a later Polk school building has been converted into a residence.¹³

In the 1950s, further strides were made in the construction of quality school buildings for African Americans. By this time, the wide disparity between the number and quality of public school buildings for African Americans versus those for whites was undeniable. The 1950s were ushered in by the filing of multiple lawsuits across the country challenging the constitutionality of "separate but equal" schooling and calling for the integration of schools. In 1952, New Orleans attorney, A. P. Tureaud filed *Earl Benjamin Bush et al. v. Orleans Parish School Board* for the integration of New Orleans schools. A suit was also filed for the integration of schools in St. Helena Parish, which lays two parishes west of West Feliciana. In the meantime, suits from other states were coming before the Supreme Court. Five became consolidated as *Brown v. Board of Education of*

⁹ National Register of Historic Places, Tangipahoa Training School Dormitory, Kentwood, Tangipahoa Parish, Louisiana, National Register #79001091.

¹⁰ J. B. Cade, "The Education of Negroes in Louisiana," in *The African American Experience in Louisiana: Part B*, ed. Charles Vincent (Lafayette: University of Southwestern, LA, 2000), 232, first published in the *Louisiana Colored Teacher's Journal*, 27 (1948): 7-11; Minns Sledge Robertson, "Development of the High-School Program," in *Education in Louisiana*, ed. Michael G. Wade (Lafayette: University of Southwestern Louisiana, 1999), 272, first published in Minns Sledge Robertson, *Public Education in Louisiana After 1898* (Baton Rouge: Louisiana State University Department of Education, n.d.g.), 55-82.

¹¹ Joyce Scott Baskin, Randy Butler, Ken Dawson, Mattie Wilcox Dunbar, Gloria Wilson Duncan, Henry L. Hardy, Yvonne White Jackson, Annette Mackie Keith, Rosie Lee Young Lindsey, Rufus McKnight, Calvin Miller, Sr., Myrtle Romsey Minor, Samuel Mitchell, Nathan D. Price, Vincent Smith, Willie Stevens, and Roosevelt Wilkerson, interview by author, St. Francisville, LA, October 11, 2014.

¹² Fisk University, "Fisk University Rosenwald Fund Card File Database," http://rosenwald.fisk.edu/?module=search&school_county=West%20Feliciana&school_state=LA&button=Search&o=0 (accessed February 23, 2014).

¹³ West Feliciana African American Heritage Task Force Oral History Project.

<http://www.wfpsb.org/education/staff/staff.php?sectiondetailid=16994&> (accessed February 23, 2014).

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Topeka, Kansas. As the case awaited review by the Supreme Court, some states, like South Carolina and Mississippi made a last ditch effort to protect segregation by implementing programs of school equalization.

Louisiana did not institute such a statewide program, but whether individual districts attempted to hold off integration by improving black schools is unclear. New modern facilities constructed for African Americans in the 1950s in Louisiana appear to have been derived from African American demands for equal facilities and from acknowledgement by school officials that new buildings were truly needed, even if white voters didn't always agree. Regardless of the impetus behind it, the construction of new modern schools in the 1950s provided African Americans with long awaited quality learning environments and were a source of pride for communities. John S. Dawson High School is an example of such a school.

The land for the school is believed to have been secured through the efforts of John S. Dawson before he passed away in 1950 and the school is deeply associated with his legacy. His sons carried on the family dedication to education with John Dawson serving as the first principal from 1951 to 1961, and Thomas Dawson teaching English and serving as principal from 1962 to 1969. The ten-plus acre site provided plenty of room for school activities and the additional building campaigns that expanded the physical plant in later years. The opening of John S. Dawson High School in 1951 was a tremendous advancement of education in West Feliciana Parish. The opening of the elementary wing for lower grades in 1962 was also significant. It consolidated the elementary education that had previously occurred at the disparate church based schools in one new, modern facility. The separate gymnasium, band building, home economics/ industrial arts wing, and agriculture shop further expanded the curricular and extracurricular capacities of this modern school plant.

John S. Dawson High School provided a diverse curriculum that included: Algebra, American History, Agriculture, Art, Biology, Chemistry, Chorus, English, Geometry, History, Home Economics, Industrial Arts, Louisiana History, Music, Social Studies, Trigonometry, and Vocal and Instrument studies. Alumni remember some of the educational disadvantages that the unequal public education created at John S. Dawson High School, such as old text books passed on from the white school that were missing pages and had names of white students written inside. Let the record show that students at John S. Dawson High School received a quality education and credit the excellence of their teachers. The teachers were concerned about the education of African American students and taught them everything they knew. Alumni note, "Everyone who went to Dawson learned something. There was no one who learned nothing."¹⁴ Because of the education they received at John S. Dawson High School, many alumni were able to continue to college and have pursued a variety of professions. John S. Dawson High School alumni include: approximately two-hundred college graduates; two doctorate degrees in mathematics; one doctorate in agriculture, chancellor at Southern University in Baton Rouge; a Judge in South Carolina; and two retired Army Generals.¹⁵ Because of the proximity of West Feliciana Parish to Southern University (thirty miles), a notable number of graduates went to college to become teachers. Thus, the John S. Dawson High School that began in 1951 truly had a profound impact on education for African Americans in this part of Louisiana

John S. Dawson High School closed in 1969 following the Supreme Court ruling in the case of *Carter v. West Feliciana Parish School Board*, which mandated all the area's schools be desegregated by February 1, 1970. Instead of using the John S. Dawson facilities for an integrated school, the parish school board reassigned its students to another school and closed the doors of John S. Dawson. Rather than attend a different school, a number of John S. Dawson's students dropped out.¹⁶ Less than two decades after opening, this crucial part of

¹⁴ Calvin Miller, Sr., interview by author, St. Francisville, LA, October 11, 2014.

¹⁵ Dr. Henry L. Hardy, draft for nomination, e-mail to author, July 18, 2014.

¹⁶ Joyce Scott Baskin, Randy Butler, Ken Dawson, Mattie Wilcox Dunbar, Gloria Wilson Duncan, Henry L. Hardy, Yvonne White Jackson, Annette Mackie Keith, Rosie Lee Young Lindsey, Rufus McKnight, Calvin

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African American education, like many of its contemporaries across the state, was left empty. Therefore the period of significance for this nomination terminates in 1969, until which time John S. Dawson High School was vital in its historical role for African American education in West Feliciana Parish.

Developmental History/Additional historic context information

See above.

| |
|---|
| 9. Major Bibliographical Resources |
|---|

Bibliography (Cite the books, articles, and other sources used in preparing this form.)

Baskin, Joyce Scott, Randy Butler, Ken Dawson, Mattie Wilcox Dunbar, Gloria Wilson Duncan, Henry L. Hardy, Yvonne White Jackson, Annette Mackie Keith, Rosie Lee Young Lindsey, Rufus McKnight, Calvin Miller, Sr., Myrtle Romsey Minor, Samuel Mitchell, Nathan D. Price, Vincent Smith, Willie Stevens, and Roosevelt Wilkerson, interview by author, St. Francisville, LA, October 11, 2014.

Cline, Rodney. *Education in Louisiana – History and Development*. Baton Rouge: Claitor's Publishing Division, 1974.

Dawson, John S. "My Life at Laurel Hill, Louisiana for Thirty Years."

Devore, Donald E. and Joseph Logsdon. *Crescent City Schools: Public Education in New Orleans, 1841-1991*. Lafayette: University of Southwestern Louisiana, 1991.

Fisk University, "Fisk University Rosenwald Fund Card File Database,"
http://rosenwald.fisk.edu/?module=search&school_county=West%20Feliciana&school_state=LA&button=Search&o=0 (accessed February 23, 2014).

National Register of Historic Places, McKinley High School, Baton Rouge, East Baton Rouge Parish, Louisiana, National Register #81000292.

National Register of Historic Places, Tangipahoa Training School Dormitory, Kentwood, Tangipahoa Parish, Louisiana, National Register #79001091.

Vincent, Charles, ed., *The African American Experience in Louisiana: Part B, From the Civil War to Jim Crow*. Lafayette: Center for Louisiana Studies, University of Southwestern Louisiana, 2000.

Wade, Michael G., ed. *Education in Louisiana*. Lafayette: University of Southwestern Louisiana, 1999.

West Feliciana African American Heritage Task Force Oral History Project.
<http://www.wfpsb.org/education/staff/staff.php?sectiondetailid=16994&> (accessed February 23, 2014).
The original audio recordings for this project are archived in Louisiana State University's Library Special Collections through the T. Harry Williams Center for Oral History.

Miller, Sr., Myrtle Romsey Minor, Samuel Mitchell, Nathan D. Price, Vincent Smith, Willie Stevens, and Roosevelt Wilkerson, interview by author, St. Francisville, LA, October 11, 2014.

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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 repository: _____

Historic Resources Survey Number (if assigned): _____ N/A

10. Geographical Data

Acreage of Property: 10.96 acres

Latitude/Longitude Coordinates

Datum if other than WGS84: _____
(enter coordinates to 6 decimal places)

| | |
|------------------------|-----------------------|
| 1. Latitude: 30.844121 | Longitude: -91.405294 |
| 2. Latitude: 30.843633 | Longitude: -91.401551 |
| 3. Latitude: 30.843179 | Longitude: -91.401127 |
| 4. Latitude: 30.842088 | Longitude: -91.404177 |
| 5. Latitude: 30.842591 | Longitude: -91.405380 |
| 6. Latitude: 30.842831 | Longitude: -91.405471 |

Verbal Boundary Description (Describe the boundaries of the property.)

Located in Section 56, T2S, R3W, and more particularly described a beginning at a fence post on highway 124 at Northeast corner; thence SW for 13.98 chains to Sycamore tree; then N 82-30" west for 5.34 chains; then north in center stream of Big Bayou Sara for 9.75 chains. Now begin at the POINT OF BEGINNING at a post on Highway 124, then along said Highway #124 N-46-0" for 3.27 chains; then S 81-45" for 3.37 chains, thence N 45-45" W. 1.58 chains; thence N 63-15" W for 1.63 chains; thence N 88-15" for 1.28 chains; thence N 78-0" for 1.61 chains; thence 82-30" W for 5 chains to point in midstream of Big Bayou Sara. (see submitted plat map – Figure 12)

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Boundary Justification (Explain why the boundaries were selected.)

The boundary is the historic boundary of the John S. Dawson High School campus and includes no modern intrusions.

11. Form Prepared By

name/title: Laura Ewen Blokker
organization: Southeast Preservation
street & number: 11627 Hwy 37
city or town: Greensburg state: LA zip code: 70441
e-mail: lblokker@sepreservation.com.
telephone: 985-514-7802
date: February 27, 2015

Additional Documentation

Submit the following items with the completed form:

- **Maps:** A **USGS map** or equivalent (7.5 or 15 minute series) indicating the property's location.
- **Sketch map** for historic districts and properties having large acreage or numerous resources. Key all photographs to this map.
- **Additional items:** (Check with the SHPO, TPO, or FPO for any additional items.)

Figures

Figure 1: Camera facing southwest and showing courtyard and covered walkway between high school on left and elementary wing addition on right and behind camera (image from 2010 when the property had been cleared of debris and overgrowth). (JSDAA, 2010)



Figure 2: Camera facing northeast and showing the other side of the courtyard and elementary wing (image from 2010 when the property had been cleared of debris and overgrowth). (JSDAA, 2010).

John S. Dawson High School
Name of Property

West Feliciana Parish, LA
County and State



John S. Dawson High School
Name of Property

West Feliciana Parish, LA
County and State



Figure 3: View of the elementary wing, which faces onto the courtyard; camera facing north. (Image from 2010 when the property had been cleared of debris and overgrowth). (JSDAA, 2010).



Figure 4: View of the Agriculture Shop and Bus & Drivers Ed Building; camera facing northwest. (Image from 2010 when the property had been cleared of debris and overgrowth). (JSDAA, 2010)

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Figure 5 (top photo): View of the Agriculture Shop, Industrial Arts/Home Economics, and High School Building as viewed from the rear of the property; camera facing east. (Image from 2010 when the property had been cleared of debris and overgrowth). (JSDAA, 2010).

Figure 6 (bottom photo): View of the north side of the Industrial Arts/Home Economics Wing; camera facing south. (Image from 2010 when the property had been cleared of debris and overgrowth). (JSDAA, 2010).

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Figure 7: Camera facing east and showing north side of Industrial Arts/ Home Economics Wing (image from 2010 when the property had been cleared of debris and overgrowth). (JSDAA, 2010)



Figure 8: Camera facing northeast and showing west side of Agriculture Shop (image from 2010 when the property had been cleared of debris and overgrowth). (JSDAA, 2010)

Figures 9, 10, 11 on next page: Interior views of a hallway and two classrooms showing original materials intact including louvered transoms, concrete block walls, metal windows, exposed structural concrete ceilings, blackboards, and lighting fixtures. (Images from 2010 when the property was cleared of debris and overgrowth). (JSDAA, 2010).

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John S. Dawson High School
Name of Property

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County and State



Figure 12. John S. Dawson High School Plat Map. Image courtesy of the West Feliciana Parish Tax Assessor's Website.

John S. Dawson High School

Name of Property

West Feliciana Parish, LA

County and State

Photographs

Submit clear and descriptive photographs. The size of each image must be 3000x2000 at 300 ppi (pixels per inch) or larger. Key all photographs to the sketch map. Each photograph must be numbered and that number must correspond to the photograph number on the photo log. For simplicity, the name of the photographer, photo date, etc. may be listed once on the photograph log and doesn't need to be labeled on every photograph.

Photo Log

Name of Property: John S. Dawson High School

City or Vicinity: St. Francisville vicinity

County: West Feliciana

State: LA

Photographer: Laura Ewen Blokker; John S. Dawson Alumni Association (JSDAA)

Date Photographed: October 11, 2014; November 26, 2010

Description of Photograph(s) and number, include description of view indicating direction of camera:

1 of 11: Camera facing southwest and showing view of high school corridor. (Blokker, 2014)

2 of 11: Camera facing northeast and showing high school entrance shelter with elementary addition at right. (Blokker, 2014)

3 of 11: Camera facing northwest and showing front/road side elevation of elementary school addition. (Blokker, 2014)

4 of 11: Camera facing west and showing southeast elevation of elementary addition with high school at left. (Blokker, 2014)

5 of 11: Camera facing north and showing interior of front (east) portion of elementary wing. (Blokker, 2014)

6 of 11: Camera facing southwest and showing covered walkway or elementary wing with doors to classrooms on right. (Blokker, 2014)

7 of 11: Camera facing northwest and showing south side of Industrial Arts/ Home Economics Wing. (Blokker, 2014)

8 of 11: Camera facing north and showing south side of Industrial Arts/ Home Economics Wing. (Blokker, 2014)

9 of 11: Camera facing northeast and showing west side of Agriculture Shop. (Blokker, 2014)

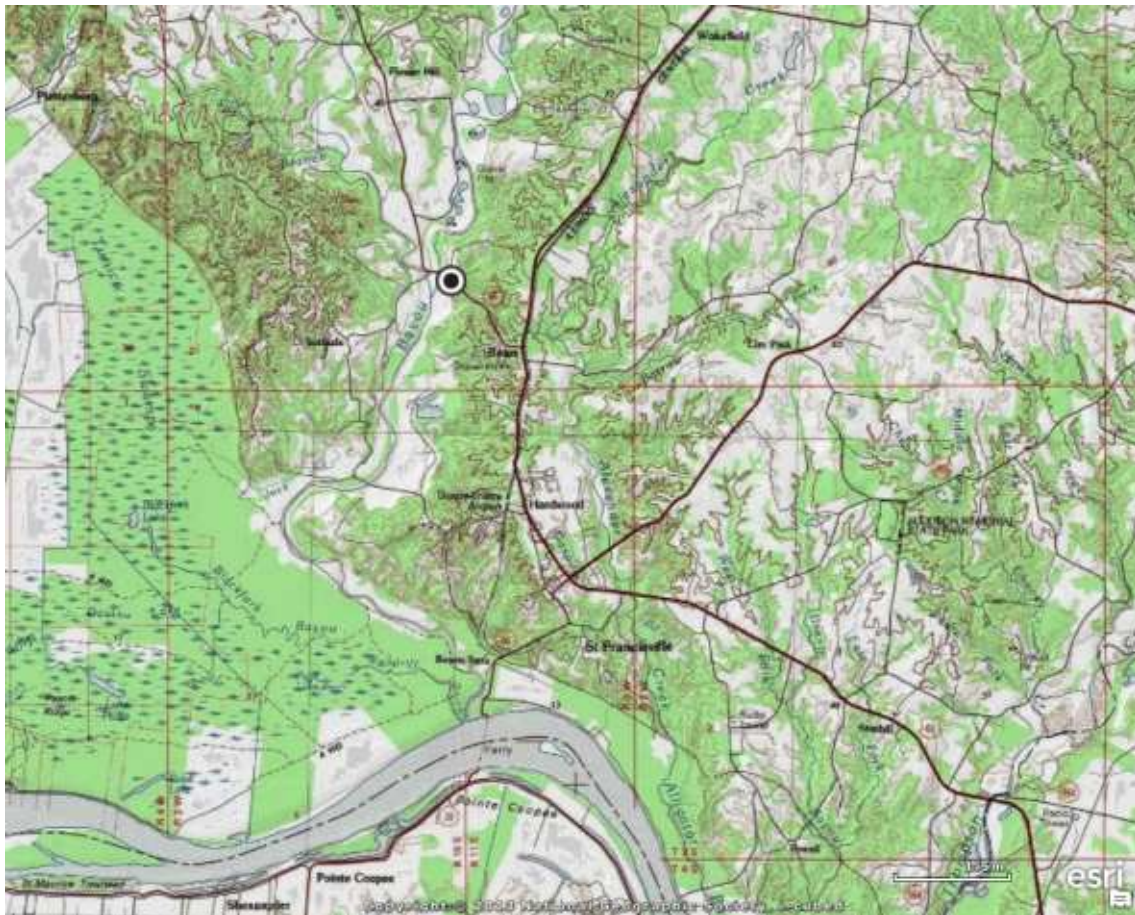
10 of 11: Camera facing southeast and showing north side of Agriculture Shop. (Blokker, 2014)

11 of 11: Camera facing northeast and showing west and south sides of Bus and Drivers Education Building. (Blokker, 2014)

Paperwork Reduction Act Statement: This information is being collected for applications to the National Register of Historic Places to nominate properties for listing or determine eligibility for listing, to list properties, and to amend existing listings. Response to this request is required to obtain a benefit in accordance with the National Historic Preservation Act, as amended (16 U.S.C.460 et seq.).

Estimated Burden Statement: Public reporting burden for this form is estimated to average 100 hours per response including time for reviewing instructions, gathering and maintaining data, and completing and reviewing the form. Direct comments regarding this burden estimate or any aspect of this form to the Office of Planning and Performance Management, U.S. Dept. of the Interior, 1849 C. Street, NW, Washington, DC.

John S. Dawson High School, West Feliciana Parish, LA

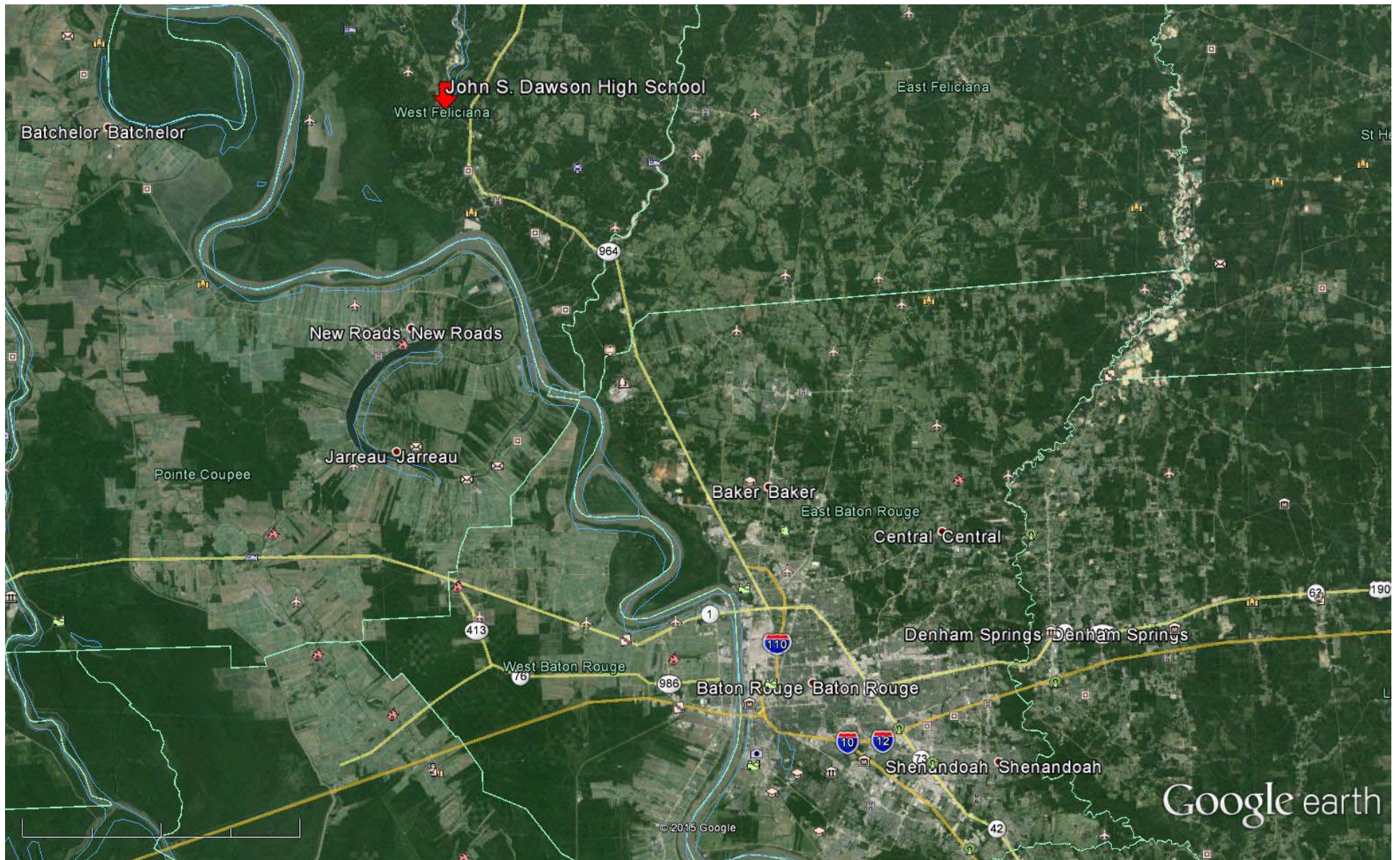


Latitude: 30.843136 Longitude: -91.402128

John S. Dawson High School, West Feliciana Parish, LA



Latitude: 30.843136 Longitude: -91.402128



Google earth



John S. Dawson High School, St. Francisville vicinity, West Feliciana Parish, Louisiana

Latitude: 30.843136 Longitude: -91.402128



Google earth

feet
meters

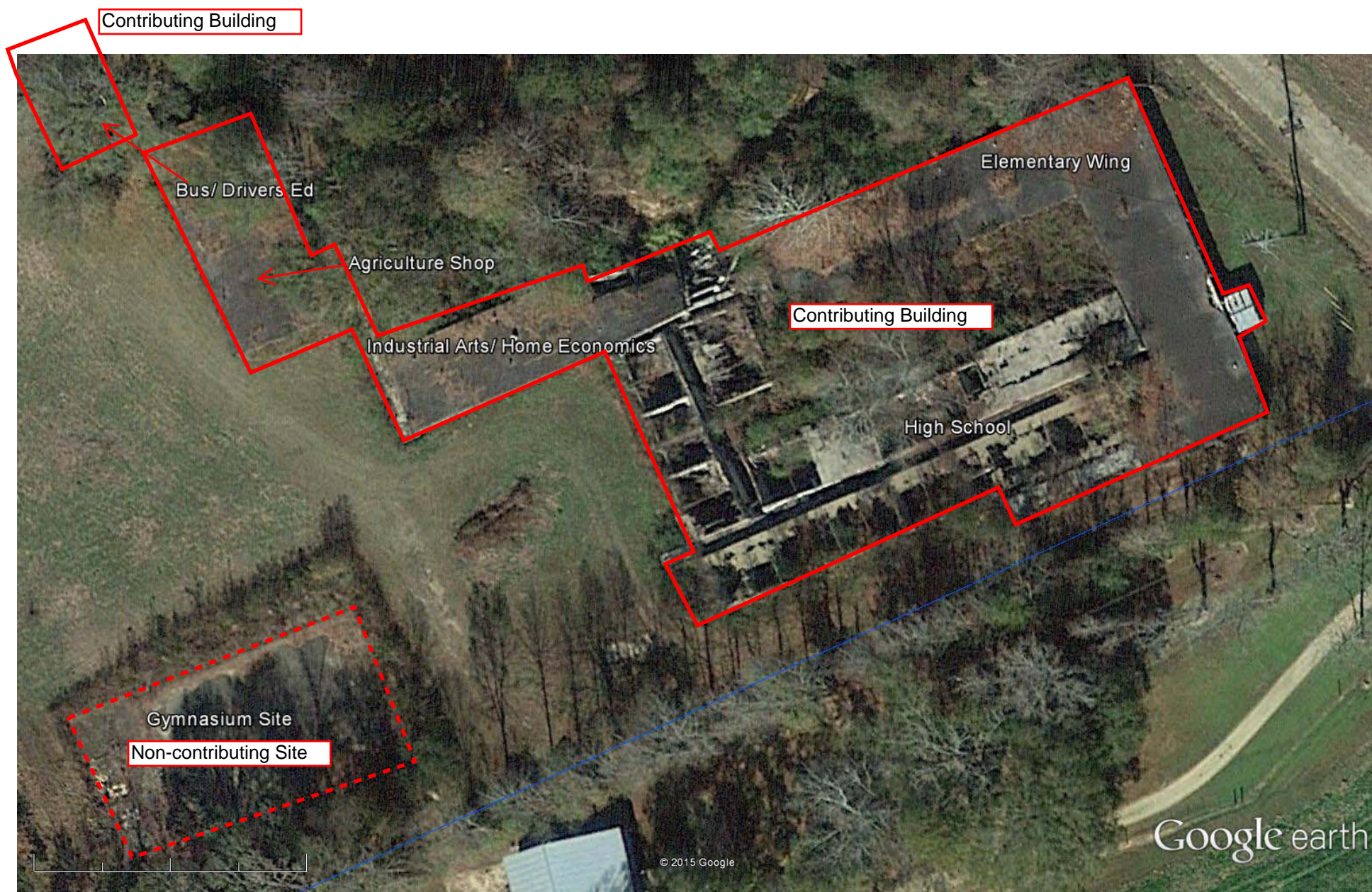
1000

400



John S. Dawson High School, St. Francisville vicinity, West Feliciana Parish, Louisiana

- | | |
|------------------------|-----------------------|
| 1. Latitude: 30.844121 | Longitude: -91.405294 |
| 2. Latitude: 30.843633 | Longitude: -91.401551 |
| 3. Latitude: 30.843179 | Longitude: -91.401127 |
| 4. Latitude: 30.842088 | Longitude: -91.404177 |
| 5. Latitude: 30.842591 | Longitude: -91.405380 |
| 6. Latitude: 30.842831 | Longitude: -91.405471 |



Google earth

feet
meters

300
100



John S. Dawson High School, St. Francisville vicinity, West Feliciana Parish, Louisiana
Contributing/Non-Contributing Map

John S. Dawson High School, St. Francisville vicinity, West Feliciana Parish, LA

Photo Sketch Map

