

United States Department of the Interior National Park Service
NATIONAL REGISTER OF HISTORIC PLACES REGISTRATION FORM

1. Name of Property

historic name: West Virginia Colored Children's Home
other name/site number: West Virginia Home for Aged & Infirm
Colored Men and Women, University Heights Apartments

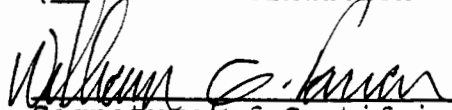
2. Location

street & number: 3353 U.S. Route 60 not for publication: n/a
city/town: Huntington vicinity: n/a
state: WV code: WV county: Cabell code: 011 zip code: 25705-2950

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act of 1986, as amended, I hereby certify that this X nomination request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60. In my opinion, the property X meets does not meet the National Register Criteria. I recommend that this property be considered significant nationally X statewide locally.

(See continuation sheet.)



Signature of Certifying Official

10/1/97
Date

State or Federal agency and bureau

Date

In my opinion, the property meets does not meet the National Register criteria. (See continuation sheet for additional comments.)

Signature of Certifying Official/Title

Date

State or Federal agency and bureau

West Virginia Colored Children's Home
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County and State

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4. National Park Service Certification

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I, hereby certify that this property is:

	Signature of Keeper	Date of Action
_____ entered in the National Register	_____	_____
_____ See continuation sheet.		
_____ determined eligible for the	_____	_____
_____ National Register		
_____ See continuation sheet.		
_____ determined not eligible for the	_____	_____
_____ National Register		
_____ removed from the National Register	_____	_____
_____ other (explain): _____	_____	_____

West Virginia Colored Children's Home
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5. Classification

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Ownership of Property:

Category of Property

(Check as many boxes as apply)

(Check only one box)

☐ private

☒ building(s)

☐ public-local

☐ object

☒ public-State

☐ district

☐ public-Federal

☐ site

☐ structure

Number of Resources within Property

(Do not include previously listed resources in the count.)

Contributing

Noncontributing

1

1

buildings

sites

structures

objects

1

1

TOTAL

Name of related multiple property listing

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

N/A

Number of contributing resources previously listed in the
National Register N/A

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6. Function or Use

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Historic Functions

Current Functions

(Enter categories from instructions)

Domestic/Institutional Housing/

Education/Education-Related/

Orphanage

University Housing

Health Care/Sanitarium/Rest Home

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7. Description

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Architectural Classification:

(Enter categories from instructions)

Materials

(Enter categories from instructions)

Late 19th & 20th Century Revivals/
Classical Revival

Foundation Brick-covered

Walls Brick, limestone

Roof Asphalt shingles/

Rolled roofing

Other Aluminum, vinyl

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Narrative Description

(Describe the historic and current condition of the property on one or more continuation sheets.)

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8. Statement of Significance

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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.

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 of age or achieved significance within the past 50 years.

Areas of Significance

(Enter categories from instructions)

Social History

Education

Ethnic Heritage

Architecture

Period of Significance

1922-1946

Significant Dates

1922-23

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Significant Person

(Complete if Criterion B is marked above)

N/A

Cultural Affiliation

N/A

Architect/Builder

Unknown

Narrative Statement of Significance

(Explain the significance of the property on one or more continuation sheets.)

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9. Major Bibliographical References

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Bibliography

(Cite the books, articles, and other sources used in preparing this form on one or more continuation sheets.)

See continuation sheet

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 # _____

Primary location of additional data:

- ☒ State Historic Preservation Office
- ☐ Other State agency
- ☐ Federal agency
- ☐ Local government
- ☐ University
- ☐ Other

Name of Repository:

West Virginia Colored Children's Home
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10. Geographical Data

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Acreage of Property: approximately 5.5 acres

UTM References (Place additional UTM references on a continuation sheet.)

<u>17</u>	<u>380070</u>	<u>4251920</u>	<u>Barboursville quad</u>
Zone	Easting	Northing	

Verbal Boundary Description

(Describe the boundaries of the property on a continuation sheet.)

Boundary Justification

(Explain why the boundaries were selected on a continuation sheet.)

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11. Form Prepared By

=====

Name/Title: Lisa Adkins- Historian

Organization: WV SHPO Date: July 17, 1997

Street & Number: 1900 Kanawha Blvd., East Telephone: (304) 558-0220

City or Town: Charleston State: WV ZIP: 25305-0300

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Additional Documentation

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Submit the following items with the completed form:

Continuation Sheets

Maps

A **USGS map** (7.5 or 15 minute series) indicating the property's location.

A **Sketch map** for historic districts and properties having large acreage or numerous resources.

Photographs

Representative **black and white photographs** of the property.

Additional Items

(Check with the SHPO or FPO for any additional items)

West Virginia Colored Children's Home
Name of Property

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Property Owner
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(Complete this item at the request of SHPO or FPO.)

Name: Marshall University of WV Board of Trustees

Street & Number: 400 Hal Greer Blvd. Telephone: (304) 696-3170

City or Town: Huntington State: WV Zip: 25755

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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. 470 et seq.).

Estimated Burden Statement: Public reporting burden for this form is estimated to average 18.1 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 Chief Administrative Services Division, National Park Service, P.O. Box 37127, Washington, DC 20013-7127; and the Office of Management and Budget, Paperwork Reductions Projects (1024-0018), Washington, DC 20503.

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Description of Property

The West Virginia Colored Children's Home was constructed 1922-1923 at a cost of \$60,000. It is set on a sloping, irregularly shaped lot which is part of a larger parcel now owned by Marshall University. The two remaining buildings of the facility are accessed from U.S. Route 60 by a hairpin-shaped access road which has roughly laid stone retaining walls along the steepest part of its curve. Several mature trees are present on the sloping front lawn; the remaining open space near the building adds significantly to its setting. The prominent, raised site of the building provides a scenic view of the Guyandotte River below.

The main building may have been designed by the same architect that designed a number of similar institutions for the state during the same time period, such as the nearby Industrial School for Colored Girls, the former WV School for Colored Deaf and Blind at Institute, and the Industrial School for Colored Boys at Lakin. Alterations have been made which allowed the building to be converted from institutional use to graduate student apartments.

This Classical Revival-style institutional building is constructed of red brick laid in an American bond. The three-story building has a raised brick-covered foundation, accented by a limestone beltcourse at the first floor level. The front (north) facade is visually divided into three units, featuring a full-length three-bay porch on the central large block, with large four-bay blocks on either side divided from the central block by internal stairwells. There are additional internal stairwells at either end of the building. Secondary wings attached at each end of the building have been altered to create enclosed areas using the original first floor end porches. The building's original slate hip roof has been replaced by a modern asphalt shingle roof on the main block, and by rolled roofing on the secondary wings. Two brick chimneys remain visible, along with three triangular attic ventilators.

The full-length central porch features colossal Doric columns which have been covered in sheet aluminum, and a continuous pediment with a bull's-eye window. The cornice has also been altered by the addition of aluminum soffit, which conceals the original architectural details. The original entry door at the basement level has been bricked in and the central first-floor doorway has been converted from a double-door entry to a modern single-door entrance. There is no external access to the porch at the first floor level, since the stairways which allowed

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access to the raised first floor have been removed. The double-door entrances to the central stairwells on the rear facade of the building now function as the primary access points to the interior.

Original wooden sash windows are symmetrically placed across the front and rear facades, both singly and in paired bays. The six-over-one double-hung sash windows at the first floor level have limestone keystones in the soldier arches which cap each single or paired window bay. Windows at the second story level have simple soldier arches. The location of the two stairwells which flank the central portion of the building are indicated on the exterior by paired, triple-hung sash windows.

The interior of the building has experienced relatively few alterations. There has been an addition of interior fire doors set in partitioned walls along the corridors. However, the rhythm of the interior doors still reflect the building's original use as institutional housing. The doors have been retained through the use of multiple entrances for each apartment. Most of the interior woodwork remains intact, including original doors and baseboards. The only significant interior change to the building's floor plan has been the addition of multiple kitchens and bathrooms to accommodate individual apartment units.

The small outbuilding which is included within the boundary as a non-contributing resource probably dates to 1921-22. A five room building is known to have been constructed to house the home's "farmer" when the main building was still under construction. An early description of the building states that it was a "stucco, pebble dash structure with shingle roof." Subsequently, the wood-frame building has been altered through the addition of vinyl siding, a modern shingle roof and replacement windows.

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Statement of Significance

The West Virginia Colored Children's Home was originally founded as the West Virginia Normal and Industrial School for Colored Children in Bluefield. This Huntington facility was the last of a series of buildings that were constructed to hold the state's first social institution exclusively serving the needs of black residents. It represents the evolution which occurred in the educational and social services offered to black children from the late nineteenth century to the end of government mandated segregation in the 1950s. The facility's dedication to the use of educational and vocational training reflected changing ideas about the most effective methods of preparing wards of the state for productive lives. The efforts of the home's founder, Reverend Charles Edmond McGhee, to create opportunities for the education of West Virginia's black children shared common ideals with the self-improvement tenets espoused in other black vocational schools across the country during the late nineteenth century. The building is significant under Criterion A in the areas of Social History, Education and Ethnic Heritage as a physical representation of the institution's longstanding role in the provision of social services and education to the state's black community. The building is also significant under Criterion C in the area of Architecture for its design as an Classical Revival-style institutional building constructed 1922-23.

The education of black children in the new state of West Virginia was first addressed by law in 1864 at the request of the State Superintendent of Public Schools. He was concerned "that there are not schools for the children of this portion of our citizens; as the law stands I fear that they will be compelled to remain in ignorance." In 1866, the State Legislature authorized the establishment of schools for black students between the ages of six and twenty-one years of age, provided that the schools maintained an average enrollment of sixteen students. The small size of typical black communities in West Virginia, however, meant that very few areas could maintain that level of enrollment. This legislation was amended in 1867 to allow local school boards to establish schools in any area where fifteen potential students were known to reside. The revised state constitution of 1872 specifically prohibited the education of black and white students in the same class, although the same buildings often came to be used to educate black and white classes during different months of the year.

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Statement of Significance (cont.)

Teachers for the education of blacks were scarce in West Virginia because Storer College, the state's first college training black teachers, did not begin producing significant numbers of teachers until the late 1870s. In many cases, teachers in West Virginia's black communities were also serving as religious leaders, particularly in Methodist and Baptist churches. Teachers serving black communities in West Virginia during the late nineteenth century often had migrated from other states. The first report of the state Bureau of Negro Welfare and Statistics from 1922 recounts that the growing numbers of emigrants were "...from other states, principally, from Virginia and other Southern States where opportunities for education [were] limited to a disgraceful extent".

Reverend Charles Edmond McGhee was one of these emigrants. He was born in Franklin County, Virginia in 1858. McGhee got a rudimentary education in the rural schools of that county before his father's death compelled him to begin working to help support his family. It is not clear when he moved to West Virginia, but he was living in Charleston and attending the First Baptist Church by the early 1880s. He subsequently moved to Bluefield to serve as the pastor of the Scott Street Baptist Church, and is thought to have continued his own education during that time. He was married in 1888 to Laura C. DeHaven, a teacher who had been trained at the Petersburg Normal School in Virginia.

Bluefield was at that time a community which was just beginning to boom as the southern coalfields drew an influx of workers to the region, many of whom were black. Many families migrated from southern and mid-Atlantic states in search of employment, tripling the number of blacks in the state from 1890 to 1920. By 1893, Reverend McGhee was actively working with other community members to help establish a school to serve these new residents, the Bluefield Colored Institute. West Virginia Senate Bill No. 122 authorized the adoption of this facility by the state in 1895. Over the first twenty-five years of its existence, the Bluefield Colored Institute would produce about fifteen graduates per year, many of whom became teachers.

Although the Institute was intended to serve as a teachers' school, the first classes to attend this facility were made up almost entirely of adult emigrants to the state, many of whom were barely literate. The children of these emigrants often had received little or no education.

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Statement of Significance (cont.)

These families depended on the region's growing coal industry for support, but were at the mercy of changing economic conditions and subject to chronic unemployment as mines went out of production. The only social service support for families often came from their church congregations, whose activities were severely limited by the low wages of church members.

The West Virginia Colored Children's Home was originally incorporated in Bluefield, WV on January 31, 1899 by Reverend McGhee. It is likely that the same concerned community members that contributed to the creation of the Bluefield Colored Institute also backed Reverend McGhee's new school. However, the Institute's acceptance of state funding for adult education would not have allowed the staff to use the facility to serve young children. Instead, the type of education that McGhee's new "West Virginia Normal and Industrial School for Colored Children" would offer consisted of more primary academic instruction, along with some basic vocational training.

According to McGhee's daughter, Mary Laura McGhee Hairston, the Reverend was inspired to found the "West Virginia Normal and Industrial School for Colored Children" by a family tragedy. Reverend McGhee's brother-in-law was killed while working in one of the region's coal mines, leaving Reverend McGhee's sister, Mariah McGhee Woody, without any financial support to raise her children. The lack of state-supported social institutions meant that the needs of growing numbers of black Appalachian families were rapidly overwhelming traditional sources of community assistance, such as local church and benevolent associations. McGhee's school was intended to address this lack in state-supported services.

The previous success of the Bluefield Colored Institute in becoming a state-backed institution did not mean, however, that a new school would automatically be granted state support. Using private funds, Reverend McGhee took an option on twenty acres of property in Huntington's Central City area and began the school's operations with 18 orphans and three staff members. This site may only have offered day classes, since a boarding department was added later. In 1903, the first state appropriation of \$1500 was granted to subsidize staff salaries. Another appropriation of \$2000 was granted as a maintenance fund for the facility. Unfortunately, Reverend McGhee was unable to raise enough funds to purchase the property before his option expired.

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Statement of Significance (cont.)

The school was reestablished in Blue Sulphur Springs with the financial assistance of private donors. The school's new facility had thirty-six rooms and was set in scenic surroundings. Unfortunately, circumstances described only as "certain antagonisms" forced the school to relocate once again. It is not clear what form these "antagonisms" took, since few contemporary accounts exist which would describe racially motivated incidents. However, these incidents were definitely serious enough that the promising new site was quickly abandoned. The school was then moved back into the Huntington area on a 200 acre site on Pea Ridge Road (now Norway Avenue), east of Huntington's downtown. This farm site on a knoll along the Guyandotte River was to become the school's permanent home.

The first building at the new site (ca. 1904) was a brick building constructed with the help of inmate (student) labor. The home was initially supported by the fund-raising activities of Reverend (now Superintendent) McGhee, private contributions, and revenue from the farm and boarding school. From 1903 to 1909, the state appropriated \$1500 per year towards the operating expenses of the facility. In 1911, the state legislature approved the purchase of the home from the "Colored Orphans Home and Industrial School Corporation" for \$10,000. At that time, the facility was renamed the West Virginia Colored Orphans' Home.

The students living at the home consisted of orphaned children and neglected children taken into the custody of the state. The home offered some academic classes, but initially the facility relied heavily on the efforts of student farm labor for financial support. Some placements were made of children from the facility, but more as contract laborers than as permanent family members. Under Reverend McGhee's supervision, the property was eventually improved with the introduction of a new water supply, sidewalks, landscaping and the aggressive cultivation of the property's extensive farm and orchards.

Mary McGhee Hairston recalls that an instructor from Booker T. Washington's Tuskegee Institute in Alabama was sent to help with the students' instruction during this period. McGhee and Washington were contemporaries and were both born in Franklin County, Virginia. After emigrating to West Virginia, both men became active in the Baptist Church while living in the Charleston area, and ultimately became dedicated educators with strong ties to the state's black community.

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Statement of Significance (cont.)

Reverend McGhee's efforts to improve the opportunities for black children in the state reflect the black community's growing determination to achieve equality through education. McGhee resigned from the home in August, 1914 after building the facility from a temporary schoolroom in Bluefield to a state-supported institution offering services to children from across West Virginia. Although McGhee continued to preach after he left the facility, he was also respected as a local businessman, becoming the owner of the McVernon Hotel and Restaurant in Huntington.

The home's new superintendent was James Levi Hill, a graduate of Kittrell College in North Carolina. Formerly the principal of a school in Martinsville, Virginia, he accepted the appointment to the West Virginia facility and immediately adopted reforms to the facility's service methods. New systems were developed to improve the institution's reception and placement of children, assisted by the appointment of a new field agent. The home's state appropriation was significantly increased to support the institution's operating expenses and provide for repairs to the building. An additional wing was added to the building which contained a nursery, girls' dormitory, parlor, schoolroom, drawing room, laundry, and staff quarters.

The farm acreage was reorganized through the use of efficient crop planning. The existing 500 tree apple orchard was pruned, while another orchard with a variety of species was planted. A large barn, a new dairy and a silo were constructed using modern sanitary features, and a new brick pump house was built for an upgraded water treatment system. Livestock was also purchased to broaden the agricultural base of the home's farm.

During the early twentieth century, educational opportunities for black children had been growing slowly across the state. The construction of West Virginia's first consolidated rural school for black children occurred at Keystone in 1903, followed by another school constructed at Kimball the following year. The position of State Supervisor of Colored Schools was created in 1914, although the position was left unfunded from 1917-1919. The General School Law of 1919 finally provided for the position's permanent appropriation, as well as for the creation of a Advisory Council to the State Board of Education for the management of schools serving black students.

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Statement of Significance (cont.)

By 1920, Superintendent Hill had finished his aggressive improvement campaign for the institution, and resigned his position to take over as principal of the Bluefield Colored City Schools. He was replaced by Isaac M. Carper of Charleston on March 17, 1920, who would later become the director of the West Virginia Bureau of Negro Welfare and Statistics. Unfortunately, Mr. Carper's tenure at the home was brought to an abrupt end when the West Virginia Colored Orphans' Home was destroyed in a fire on April 15, 1920. The 35 orphans living at the home were placed in foster homes by the State Board of Children's Guardians. The farm property was placed under the control of the director of the Huntington State Hospital to be cultivated along with the hospital's agricultural property.

The state appropriated \$42,500 for the home in 1921-22, and built a five-room cottage to temporarily house the new superintendent, H. H. Railey of Montgomery, while a new facility could be constructed. The home's new brick Classical Revival-style building was completed in 1922-23, and reopened to serve children by December 1st of that year. Several girls from other state facilities were transferred to the new home in order to reduce crowding.

By 1924, another building had been constructed nearby to house the State Industrial School for Colored Girls. The new facility was built on property subdivided from the tract of the West Virginia Colored Orphans' Home. Delinquent black girls had previously been assigned to the state Industrial School at Salem, which had served both white and black students. However, state law still required that black and white students had to be housed in separate buildings and offered instruction at different times. The construction of the two new facilities on the property greatly improved the housing available for black students under the protection of the state and would take advantage of the site's existing agricultural acreage to support the students of both institutions.

The staff of the West Virginia Colored Orphans's Home during the 1920s consisted only of a superintendent, cook, nurse, farmer, and an assistant farmer. For girls living at the home, some domestic training was provided, although both boys and girls received basic agricultural training. The institution's official policy was to keep children in the home only until good private homes could be found for them. As a result, the types of training and education offered to the children was

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Statement of Significance (cont.)

fairly rudimentary, since they were only supposed to be residents for a short period of time.

The Biennial Reports of the state Bureau of Negro Welfare and Statistics published during the 1920s decried the lack of financial support for the state's various charitable and educational institutions, particularly as the problem contributed to weaknesses in school curricula. Many of the best paying jobs available to blacks in West Virginia were in the mining industry. However, no vocational training was available in this field at the home or any other state facility at this time, despite a clear need for advanced industrial training to improve opportunities for employment.

In 1934, some improvements were made to the facility. The exterior trim of the home, and the outside of the barn and garage were painted by CWA labor, who also helped to clear and reclaim wet farm acreage near the river. The approach to the facility was paved and landscaped, the property was fenced, and improvements were made to the farm's livestock enclosures. Some minor remodeling was done on the home's interior, adding linen closets, recreation rooms, and screening of the porches. The 1941-1942 Biennial Report describes the construction of a new tennis court and playground, along with a wading pool, fish pond and meat house.

The 1935-1936 Biennial Report, however, had strongly recommended that a modern school building be constructed at the renamed West Virginia Colored Children's Home in order to offer more modern vocational training to the students. The facility's superintendents recognized the need to bring the home's original agricultural training courses closer to more modern ideas of vocational training and economic self-sufficiency.

As the delivery of social services gradually changed at the home, more extensive educational opportunities were offered to the children. The classroom at the home offered a full nine-month school term by the 1930s and was considered part of the Cabell County School System. The academic curricula at the home was too limited to effectively educate the students after elementary school, so students were bused into Huntington to attend Douglass High School after the sixth grade. During the 1940s, the facility offered children new vocational classes in automobile mechanics, electricity, sheet metal work, printing and

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power sewing. The Biennial Report of the Bureau of Negro Welfare and Statistics from 1943-44 describes these classes as a great improvement in vocational services, but stresses that the home still needed extensive upgrades to meet modern institutional service standards.

The facility did not, however, receive the modernizations that had been sought by the home's superintendents. The Survey of the Economic and Cultural Conditions of Charleston, West Virginia found that, in general, the state's schools for black children generally lacked quality vocational courses, classroom space and necessary equipment. The 1948 report further states that-

"The study discloses that many negroes receive little or no benefit from the existing social service programs. The work of the several agencies is sketchy and circumscribed; lacking trained leadership, finances, and carefully planned programs. They are unable to approach comprehensively problems usually considered within the province of such organizations. Few social welfare agencies..employ Negroes on their staff and in only rare instances do Negroes serve on policy-making boards".

When the federal court decision requiring public integration was mandated, the state began to dismantle the segregated government service agencies that served the state's black residents. The final, unofficial report of the Bureau of Negro Welfare and Statistics is titled The West Virginia Negro Employment Dilemma (A Premeditated Economic Squeeze), and was written by Field Deputy William Spriggs. In this paper, Spriggs offers a bleak report on the status of institutions serving blacks in West Virginia, and their uncertain future in the wake of the imminent integration of government services. His prediction was that integration would occur only on paper, and that the critical social services needed by the state's black residents would not be supplied by the established state agencies.

The West Virginia Colored Children's Home was closed in 1956. Most of the children in residence at that time were placed in foster homes; a few were transferred to the state Children's Home in Elkins. The Colored Children's Home was converted to use as a rest home, and functioned as the West Virginia Home for Aged and Infirm Colored Men and Women until the entire property was transferred to Marshall University in 1961.

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Statement of Significance (cont.)

Over time, the agricultural buildings that had been used by the home became deteriorated and were demolished by the university. The part of the property that faces U.S. Route 60 was gradually broken into smaller parcels for modern development. Currently, the home is used as student housing for Marshall University, with part of the former agricultural acreage having been used for the construction of modern student housing units, a state police headquarters, and a new mental health center.

The significance of the West Virginia Colored Children's Home rests in its service as a social institution offering educational and vocational training to the state's orphaned and abandoned children. An example of early approaches to the provision of government social services, the history of this institution reflects the evolution in thought regarding the education of disadvantaged children.

The West Virginia Colored Children's Home is also significant for its architecture. The facility's classically-inspired design represents the state's commitment to providing social services to dependent children in an attractive modern institution. The construction of this building in the 1920s demonstrates physically the evolution in social service facilities in the state. The property's prominent location at the crest of a small hill overlooking the Guyandotte River valley is the remaining quality which shows the rural character of the facility's original use as an agriculturally-based training school.

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Major Bibliographical References

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Manuscript, n.d.

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National Park Service

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West Virginia Colored Children's Home

Cabell County, WV

Section 10 Page 2

Verbal Boundary Description

Beginning at a point on a service road connecting the facility with U.S. Route 60 which is across from the intersection of the West Virginia State Police property and the parking area access road called Syncor Drive, thence following along the north edge of the service road as it leads east past the Children's Home and keeping with the edge of the road as it flows through a hairpin curve south of the building, thence leaving the service road to include a traffic circle at the rear of the facility, thence following a line in a southwest direction approximately 200 feet from the south side of the traffic circle to the remains of an old fence line, thence turning north and running downhill along a natural contour to the place of beginning.

Boundary Justification

The boundary was selected to include the main building of the facility and an amount of property sufficient to convey the feeling of the building's hilltop site. The relatively small size of the boundary proposed compared to the original land parcel is a result of changes which have occurred since the facility's period of significance. All of the agricultural buildings which served the facility have been removed. Most of the land formerly in cultivation to the south of the main building has returned to scrubby undergrowth. Significant portions of the property immediately adjacent to the facility have been used for the construction of modern university housing and other modern buildings, including a health-care facility and state police barracks. The former farmlands along U.S. Route 60 north of the main building have been used for modern strip development.

One small circa 1920 frame residence east of the main building has been determined to be a noncontributing resource due to significant changes which have occurred to its appearance. A small brick foundation remnant is included within the proposed boundary west of the main building. It appears to be the remains of a small raised garden or pond, as shown on a circa 1940 photo of the property. Stone retaining walls running along the hairpin curve on the service road adjacent to the property have been included within the boundary since they date to the period of significance, and were probably constructed by CWA labor in 1938.

United States Department of the Interior
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West Virginia Colored Children's Home

Cabell County, WV

Section Number FIGURES Page 1

Name: WV Colored Children's Home
Address: 3353 U.S. Route 60
City: Huntington, WV
County: Cabell County, WV

Figure 1 Rear Elevation of Facility Prior to 1938.
(Taken from Bureau of Negro Welfare & Statistics Biennial Report
1937-38, page 48.)

Figure 2 Grounds and Supporting Buildings of Facility Before 1940.
(Taken from Bureau of Negro Welfare & Statistics Biennial Report
1939-40, page 56.)

Figure 3 Rear Elevation of Facility Prior to 1952.
(Taken from Bureau of Negro Welfare & Statistics Biennial Report
1951-52, page 85.)

Figure 4 Aerial Photograph of U.S. Route 60 corridor March 1958
(Courtesy of WV Division of Highways- Photogrammetry Section.)

Figure 5 Aerial Photograph of U.S. Route 60 corridor March 1997
(Courtesy of WV Division of Highways- Photogrammetry Section.)

Figure 6 Site Plan & National Register Boundary
(Adapted from 1993 University Heights Site Plan, Courtesy of
Marshall University, Huntington, WV.)

Figure 7 Tax parcel map showing facility's location
(Taken from Tax Map for Guyandotte District, Sheet 3Q,
Cabell County, WV- WV State Tax Assessors Office.)

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

West Virginia Colored Children's Home

Cabell County, WV

Section Number PHOTOS Page 1

Name: WV Colored Children's Home
Address: 3353 U.S. Route 60
City: Huntington, WV
County: Cabell County, WV

Photographer: Lisa Adkins
Date: 3/12/97
Negatives: WV SHPO

Photo 1 of 6

Northern side of property overlooking U.S. Route 60
Camera looking southeast

Photo 2 of 6

North (Main) Elevation
Camera looking south

Photo 3 of 6

South (Rear) Elevation
Camera looking north

Photo 4 of 6

North (Main) Elevation- Porch
Camera looking southeast

Photo 5 of 6

Grounds of property with buildings in perspective
Camera looking west

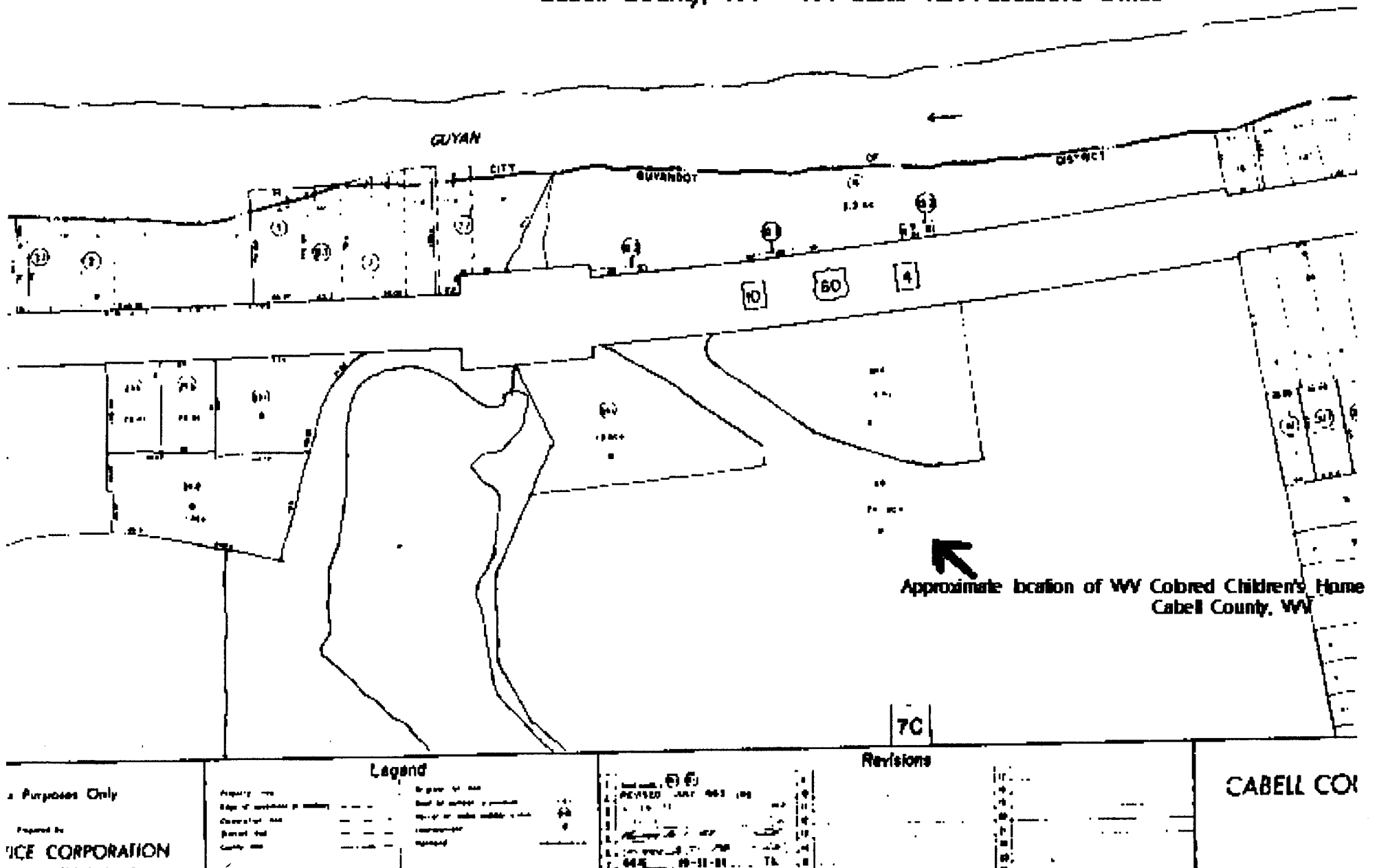
Photo 6 of 6

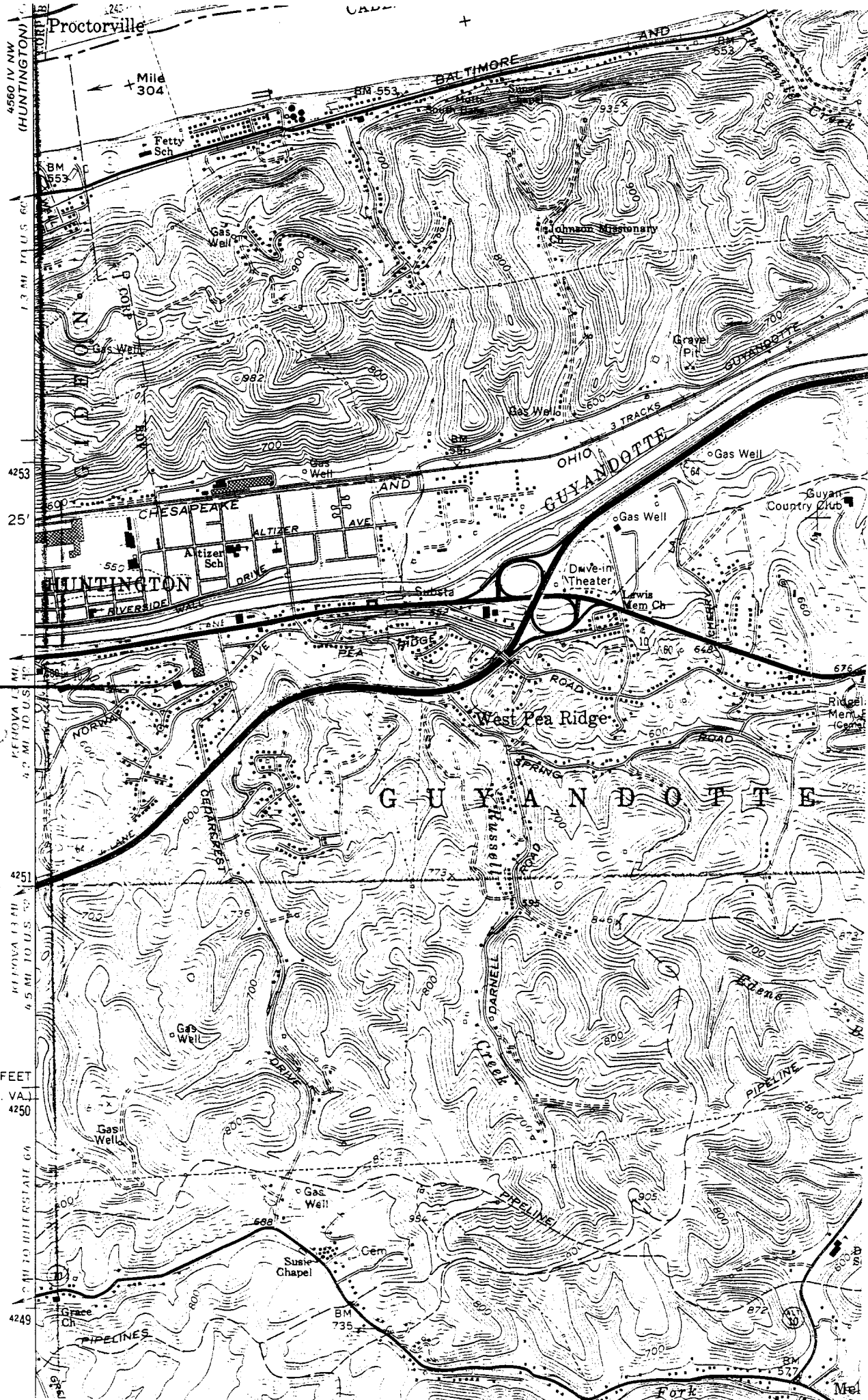
Non-contributing house and eastern elevation of home
Camera looking southeast

UNIVERSITY HEIGHTS
SITE PLAN
NOTED IN CITY RECORDS
1
UNIVERSITY HEIGHTS
1-1-1964

WV Colored Children's Home, Cabell County, WV

Figure 7 Tax Parcel Map showing facility's location
(Taken from Tax Map for Guyandotte District, Sheet 3Q
Cabell County, WV - WV State Tax Assessors Office





IV Colored
Children's Home
off Hwy W.V.

7 380070-425120

Bar-bourville, W.V.
road

510 000 FEET
(W. VA.)
4250

