

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: Higginbotham, William E., Elementary School

Other names/site number: High School of Commerce, W.E.B. Dubois Preparatory Academy, Aisha Shule Academy

Name of related multiple property listing:

Public Schools of Detroit

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

2. Location

Street & number: 8730 Chippewa Street

City or town: Detroit State: Michigan County: Wayne

Not For Publication: Vicinity: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 X nomination ___ request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60.

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

___ national ___ statewide X local

Applicable National Register Criteria:

X A ___ B X C ___ D

| | | |
|---|-------------|------------------|
|  | Deputy SHPO | November 2, 2022 |
| Signature of certifying official/Title: | | Date |
| <u>Michigan SHPO</u> | | |
| State or Federal agency/bureau or Tribal Government | | |

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County and State

| | |
|---|--|
| In my opinion, the property ___ meets ___ does not meet the National Register criteria. | |
| _____ | _____ |
| Signature of commenting official: | Date |
| _____ | _____ |
| Title : | State or Federal agency/bureau or Tribal Government |

4. National Park Service Certification

I hereby certify that this property is:

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

James Gabbert
Signature of the Keeper

12-9-2022
Date of Action

5. Classification

Ownership of Property

(Check as many boxes as apply.)

- Private:
- Public – Local
- Public – State
- Public – Federal

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Category of Property

(Check only **one** box.)

- Building(s)
- District
- Site
- Structure
- Object

Number of Resources within Property

(Do not include previously listed resources in the count)

| Contributing | Noncontributing | |
|--------------|-----------------|------------|
| <u>1</u> | <u>0</u> | buildings |
| <u>0</u> | <u>0</u> | sites |
| <u>0</u> | <u>0</u> | structures |
| <u>0</u> | <u>0</u> | objects |
| <u>1</u> | <u>0</u> | 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

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7. Description

Architectural Classification

(Enter categories from instructions.)

LATE 19TH AND 20TH CENTURY REVIVALS/Mediterranean Revival

Materials: (enter categories from instructions.)

Principal exterior materials of the property: Concrete, Brick, Terra Cotta, Asphalt

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

The William E. Higginbotham Elementary School (or simply the Higginbotham School) is located at 8730 Chippewa Street in Detroit, Wayne County, Michigan. It was constructed in three major building campaigns between 1927 and 1948. The first block of the school was designed in 1926 (completed in 1927) with subsequent additions in 1946 and 1948. The original block was designed by the architectural firm of the N. Chester Sorensen Company, it is unknown who designed the additions. The two-story, brick school was designed in the Mediterranean style. The school has a roughly U-shaped footprint with a main entrance that faces east onto Wisconsin Avenue, a vacated street, on the northwest side of Detroit. The exterior remains remarkably intact, with decorative limestone and cast stone detailing, terra cotta tile roofing, and round entry door surrounds that clearly conveys the Mediterranean style.

The Higginbotham School also retains many of its original wood-sash, multi-light windows and fenestration patterns. The 1927-1948 interior plan remains intact, and most spaces retain their original volume. The school has a total of 48,300 square feet of space. Many original finishes and character-defining features remain throughout the school including wide corridors with perimeter classrooms, built-in wood cabinetry and furnishings, plaster walls, and ceramic tile

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block walls. Minor alterations include installation of dropped acoustic ceiling tiles, non-historic vinyl tile flooring, and some damage to the building including buckled floors due to water damage. These alterations and existing conditions do not significantly impact the interior's reflection of the building's historic function as a school or its architectural integrity overall. The Higginbotham School appears to be in good condition on the exterior. The property possesses historic integrity and is able to convey its historic and architectural significance through all seven aspects of integrity.

Narrative Description

SETTING AND SITE

The William E. Higginbotham Elementary School (or simply Higginbotham School) is located at 8730 Chippewa Street in Detroit, Wayne County, Michigan. The school is in the Eight Mile-Wyoming neighborhood, which is approximately nine miles northwest of downtown Detroit. The Higginbotham Elementary School is two blocks south of Eight Mile Road (M-102 or Michigan Highway 102), a major nine-lane road that is the dividing line between the city of Detroit and the suburbs to the north. Eight Mile Road also divides Wayne County from Oakland County to the north, and it is an east-west state trunkline that was once called Baseline Road, and Eight Mile Road is the northern border of the city of Detroit.

The Higginbotham Elementary School occupies the southern third of the block on which it is located. The school is bounded on the west by Indiana Street, on the south by Chippewa Street, on the east by the vacated Wisconsin Avenue, and on the north by a fenced playfield, and Norfolk Street. The school's original 1926 building and entrance face east onto Wisconsin Avenue, a street vacated in 1967. Higginbotham Elementary School is oriented eastward towards the former Johnson Recreation Center and Joe Louis Playfield, now owned by the University of Detroit Jesuit High School and Academy. The Higginbotham School's secondary façade (containing the auditorium entrance) faces southward toward Chippewa Street. The western façade of the school faces Indiana Street, a residential street lined with homes; the western façade has one entry door. At each façade, the school is set back from the sidewalk by a lawn. A surface parking lot is adjacent to the school building on the north and another parking lot is on the east, opposite of the vacated right-of-way of Wisconsin Avenue, adjacent to the former Johnson Recreation Center. North of the Higginbotham School building is the school's former playground, running from the surface parking lot north to Norfolk Street. The northern section of the historic Higginbotham playground is now a separate property, bordered with a chain link fence and owned by University of Detroit Jesuit High School & Academy, the new owners of the former Johnson Recreation Center.

The Higginbotham School property is surrounded by a perimeter sidewalk on three sides, and a grass berm at the Indiana and Chippewa Street curbs. Surrounding the school on the south, east, and west facades are green lawns with occasional trees planted in the lawn, and large, overgrown foundation plantings are at each façade of the school. An aluminum flagpole is centered in the southern lawn of the school. A sign for Aisha Shule 6th Grade Academy is on the western lawn

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near the entry door, and a sign for W.E.B. Dubois Preparatory Academy is on the southern lawn near the auditorium entrance. The north side of the school property is mostly paved with asphalt and concrete. A section of lawn is at the western and eastern sides of the parking lot, and a concrete sidewalk at the eastern side of the property remains from the time when Wisconsin Street ran north-south at the eastern side of the school property. Transmission and electrical line poles run the perimeter of the eastern side of the property, another element from the time when Wisconsin Street was at the eastern side of the property. An aluminum chain link fence is at the eastern and northern property lines, recently installed in 2021.

The Higginbotham School is surrounded by residential properties to the north, west and south of the school property. The residential homes were constructed in from 1920s to the 1950s, and most have manicured lawns dotted with mature trees and foundation plantings. This area is known as the Eight Mile-Wyoming neighborhood of Detroit, and historically was known as the Garden Homes neighborhood.

East of Higginbotham School is the former Johnson Recreation Center, formerly a City of Detroit recreation center, which was recently renovated for use by the University of Detroit Jesuit High School & Academy. The property surrounding the former recreation center is a grass lawn, and the northern area was known as the Joe Louis Playfield, used for sports fields, and a community playscape. The historic boundary for the Higginbotham School was altered in 2020 when the northern section of Higginbotham playground was sold to the University of Detroit Jesuit High School and Academy.

EXTERIOR

Overview

The Higginbotham School was built in three phases. The first phase of construction began in 1927, and in 1946, and 1948 as a series of additions were constructed. The school is a one and two-and-a-half story U-shaped brick building that sits on a mostly unexcavated basement. The central courtyard of the “U” is accessible from the rear elevation (north elevation), but the entry is partly obscured by the boiler house. The courtyard is also accessible from the interior of the school’s kitchen. Higginbotham School has a flat-centered, Spanish terra cotta tile hip roof on the portion that was constructed in 1927. There are flat roofs on portions of the 1948 additions. Each elevation of the Higginbotham School is faced in multi-shaded beige brick set in a five-course common bond pattern. Bays are divided by vertical piers of beige brick. Some piers on the western facade feature a pattern of stacked, quoin-like dark, maroon-colored brick set in rectangular outlined shapes. The piers on each side of the western entry door have the outlines of dark, maroon-colored brick running along each side and top edges of the piers. This same running concentric dark maroon brick pattern lines the corner piers of the building, and at the eastern and western entry doors as well. The western brick piers are capped with a terra cotta gable shape that reflects the roofline. Regularly arranged window openings are found on each elevation and align vertically between the first and second stories. Most of the windows of the second story have been covered with plywood, but the original windows are visible from the

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interior of the school. The first-story windows retain the original multi-light wood-framed windows. All of the first-story windows have an exterior metal grate protecting the windows.

While the Higginbotham School was constructed in phases, the additions to the original portion of the school are all modeled to match the original 1927 Mediterranean style building. In 1946 an addition was constructed that extended west along Chippewa Street and to Indiana Street. The differing colors of Spanish clay-tiles on the roofs reveal the distinction in these two eras of construction. In 1948 a final addition, in three sections, was completed that included an auditorium, classrooms, and gymnasium/lunchroom. The auditorium has a separate entrance facing Chippewa Street. A section of the final (1948) addition to Higginbotham School added a gymnasium/lunchroom, at the center of the building. Higginbotham School appears to be in good condition on the exterior and retains a high degree of historic integrity.

1927 Block

The original Higginbotham School building faces Wisconsin Avenue, and was a roughly rectangular structure. The 1927 Higginbotham School is two stories in height and has a reinforced concrete frame structure that supports a concrete slab-and-beam roof structure. The Wisconsin Street primary entrance bay of Higginbotham School projects slightly from the front façade. Each elevation of Higginbotham School is faced in multi-shaded beige brick set in a five-course common bond pattern. Piers on each side of the entry door feature a pattern of stacked, dark maroon-colored brick set in outlines of rectangles to resemble quoins. Red double-doors with patterned lights (now boarded) and a round-arched transom above comprise the entrance. The limestone transom once featured block letters engraved with the name "WILLIAM E. HIGGINBOTHAM SCHOOL" in all capital letters; this is now painted over, and a light fixture inside of a metal security box projects from the center of the round transom. A detailed limestone arch surrounds the round transom space above the entrance. Centered above the limestone arch is a cast stone shield containing the coat of arms of the State of Michigan. A metal balconette and large, curvilinear-arched, multi-light window is above the entry at second-story level. Detailed ornamented vertical pilasters of cast stone extend from the flanking column capitals of the entrance, rising to the height of the second-story window, and are topped with miniature engaged obelisks. To the north of the entrance bay is a brick bell tower rising from the ground; it is topped with a side-facing, Spanish tiled, gable roof above double louvered openings rising above the roofline. The last bay on the north end of the front façade is divided from the northern bay next to it by a second bell tower, capped with Spanish terra cotta tiles on a gabled roof. The second (northern) bell tower has three louvered vertical openings at the north and south facades. The gabled roof of the northern bell tower faces east-west and it has brown Spanish terra cotta tiles on its roof. An antenna is attached to the roof of the northern bell tower.

Windows are arranged into groupings of five, four-over-four wood sash windows (although one window in each classroom has been replaced by a modern anodized aluminum window to facilitate emergency egress), the first-story window grouping has a continuous limestone sill course. According to a 2008-2009 survey of Detroit public school buildings, wood sash windows are quite rare, as they have been replaced on the vast majority of schools in the city during the early 21st century. Almost all of the second-story windows are currently boarded.

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A large cast stone cartouche occupies the second-story eastern end of the Chippewa Street façade, centered above a grouping of three windows on the first floor. The cast stone cartouche features the lamp of knowledge, stars, fleur-de-lis and several colorful Pewabic Pottery ceramic tile inserts. Decorative scrolls and classical motifs surround the cartouche. The roof of the original 1926 school is sheathed with large brown Spanish terra cotta tiles, and it has the distinctive Mediterranean style wide overhanging eaves. The original (1927) school building's steep-sloped roof is hipped with dark red gutters at the roofline, and drainpipes running down the three center piers.

The north façade of the 1927 school building has a centered double door that leads to the schoolyard. The double doors are covered by a shed roof supported by double brackets. The entry projects from the north façade wall and a tall vertical window (now boarded) with a limestone sill is at the second story, centered over the entry doors. There is a limestone water-table sill that runs the length of the building. Exterior light fixtures, covered in protective metal grillwork, project from the north façade. The same maroon-colored quoin-like brickwork pattern is on each corner of the north façade.

1946 Block

The 1946 two-story addition to Higginbotham School extends along Chippewa Street and continues to Indiana Street. The 1946 addition adjoins the southwest corner of the original (1927) building. A 1948 Detroit Public School plot plan of the school building calls this addition the "first addition." The roof of the 1946 addition is sheathed in orange and red terra cotta tiles, distinguishing it from the original school's brown roof tiles. The 1946 addition's roof is a combination of forms: the center of the roof is flat and covered in a black membrane, while a pitched surround is covered in orange and red terra cotta tiles. At the western side of the Chippewa Street façade, at first story, a three-sided bay projects from the south façade of the building to accommodate a window seat in the room that was originally the library. The projecting bay window has a hipped roof (no longer tiled) that is currently painted red.

In 1948, two conservatory/greenhouses were added; one to the original 1927 building and one to the 1946 addition. One greenhouse was at the eastern side of the Chippewa Street section of the 1946 addition. The conservatory/greenhouse faced Chippewa Street and had two entrances to accommodate each of the two classrooms on each side. Later, the conservatory/greenhouse was demolished and the doors in the Chippewa Street façade wall were bricked in, and today evidence of the entry doors remain. A concrete foundation for the conservatory/greenhouse remains on the ground outside the building. Evidence of a greenhouse at the northern façade at the 1926 original building is not visible due to overgrown vegetation, but the greenhouse is depicted on the 1948 plot plan, and a mid-century Sanborn Map.

At the western side of the Chippewa Street façade is an entry door located adjacent to the 1948 auditorium. The door is similar to the door on the western (Indiana Street) façade; a double door surmounted by a round transom and limestone surround. The entry door transom has a cast stone plaque where the name "WILLIAM E. HIGGINBOTHAM SCHOOL" was once engraved but has been covered over with a concrete product. A light fixture inside of a metal grate projects from the center of the transom. The entry door is recessed into the entrance alcove, and it is

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accessed by two concrete steps. The round-arched limestone surround of the entry has coffers, now painted black and green. At each side of the entry is a cast stone entablature.

The 1946 addition extends to create a portion of the Indiana Street façade of the building and features a second main entry door set into a projecting entrance bay. The one-and-a-half story gabled entrance bay projects from the Indiana Street façade and the door is capped by a rounded arch transom. The gable roof of the entry is tiled with red terra cotta Spanish tiles. Although the transom above the entry door is now painted red, historic evidence shows that the transom had a cast stone plaque with the name “WILLIAM E. HIGGINBOTHAM SCHOOL” carved above the entry door. The recessed entry door is approached by two concrete steps, and there is a concrete base on each side of the door. There is a cast stone rounded surround at the entry, with the square coffers now painted black and dark green. Similar to the original 1927 Wisconsin Street façade, is a vertical pattern of dark red brick outlines resembling quoins on the piers at each side of the entry door. A light fixture inside of a metal grate box projects from the transom’s center. Above the Indiana Street (west façade) entry door is a short window with a limestone sill. All of the second-story windows are boarded.

In the 1946 addition, two bays of multi-paned windows are north of the Indiana Street (west façade) entry, and an orange and red terra cotta tiled roof projects above. The window bay closest to the entry door consists of a group of paired windows. A view of the roof from an aerial view shows that clay tile was on each side of this addition’s roof, and it has a flat central section, now with a black membrane at the center. Even the ventilation shafts at the rooftop have hip-roofs with red clay tiles.

1948 Block

The 1948 block (called the Second Addition on the 1948 plot plan) was actually three separate additions to the building: an auditorium, a kindergarten and classroom wing, and gymnasium/lunchroom. Each of these additions were constructed with a concrete and steel frame, concrete joist and slab system, and flat concrete roof deck. The joists are both precast I-shaped members and cast in-place tee joist-slab members depending upon the location within the building. Each of the additions are faced with the same beige colored brick. The auditorium is located at the southwestern corner of the building, facing the northwest corner of Chippewa and Indiana Streets. The auditorium is one-story tall and has windows on its western facade. There is a projecting entry bay for the auditorium at its southern side. The auditorium adjoins the 1946 addition at its eastern wall. The three-sided, one-story entrance bay to the auditorium is capped by a gabled roof sheathed with red and orange Spanish terra cotta tiles. An arched window is above the entry door, although it is now boarded. The entry doors are recessed into an alcove. At each corner of the entry alcove are quoin-like dark maroon-colored brick set in rectangular outlined shapes. The quoin-like brickwork is also at the piers on the western (Indiana Street) façade. The roof of the auditorium is flat.

The 1948 addition on the north end of the building’s Indiana Street façade is a two-story classroom addition. The classroom addition adjoins the 1946 addition at its northern side. The 1948 Indiana Street classroom addition has a double-loaded corridor with classrooms and restrooms along each side. On the exterior, the same pattern of stacked, maroon-colored brick

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quoins is at the piers of the 1948 classroom addition. The addition has a flat roof covered with a bitumen membrane and has an entry alcove and double doors at the northern façade. The same maroon-colored quoin-like brickwork pattern is on each side of the north façade entry alcove. The alcove is approached by one concrete step and a concrete landing. The north façade of the addition has a second-story window centered above the entry alcove, although it is now boarded. The roofline of the entry alcove is flat. At the roof, above the northern entry and second-story window is a taller section running the length of the hallway in the center of the addition. The monitor-like elevation area connects to the 1946 section of the western side of the building.

The third 1948 addition is the gymnasium and lunchroom which adjoins the original 1927 building at its western side, an interior of the “U” at the center of the building. The one-and-a-half-story gymnasium is rectangular in plan and it is adjacent to the music room, part of the original 1927 building on the Wisconsin Avenue side of the building.

The gym has a flat roof and windows on its western side, looking into the interior courtyard. The courtyard of the “U” is accessible from the rear elevation (north elevation) of the school building, but the entry is partly obscured by the boiler house. The courtyard is also accessible from the interior of the school’s kitchen. The western section of the gymnasium/lunchroom is adjacent to the school’s boiler house, chimney, and coal storage room. The chimney stands alone at the rear and center of the northern side of the building. Beige and off-white alternating colored brickwork creates horizontal stripes around the very top of the chimney. The flat-roofed coal storage building and flat-roofed boiler house both have rear access doors facing north. The boiler house, chimney, and coal storage room are described, but not pictured in a 1927 article regarding Higginbotham School, therefore, it is likely that they date from the earliest construction year, 1926. In recent years, chain-link aluminum security fencing was added at the rooftop of the boiler house, gymnasium, and coal storage room.

On the exterior as well as the interior, much of the historic appearance of the building remains intact. Other than the elimination of two greenhouse/conservatories (formerly at the south façade and north facade), the building has received no major alterations since 1948.

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INTERIOR

Overview

The interior of the one and two-story Higginbotham School (1927-1948) has a double-loaded U-shaped circulation plan with stairs and entrances at four ends. There are three main corridors on each level. The school has twenty-six classrooms arranged around both the perimeter of the building and facing the central courtyard. The school has a total of 48,300 square feet of space, including the boiler house and coal storage room. An auditorium is located at the southwest corner of the building, and a gymnasium/lunchroom is at the northeastern side of the building. Original four-over-two, wood-frame windows are present throughout the school. A modern renovation to the windows installed a metal single-pane window to be used as an emergency escape exit. There are three main entrances to the school building (west, east, and north facades) plus one auditorium entrance and two service entrances. Finishes include terrazzo flooring and entry vestibules, stairs, and bathrooms, vinyl tile in corridors, and vinyl tile and carpet in classrooms. Corridor walls are of beige glazed tile and plaster. Classroom walls are of glazed tile and painted plaster and feature stained wood trim. Original wood built-in cabinets are also typical in classrooms. Original ceiling heights remain throughout, but they occasionally feature non-historic acoustic tiles and drop ceilings. Cast iron radiators are throughout the building. The auditorium retains its original raked wood floor, wood seating, and balcony.

Basement

According to historic plans for the Higginbotham School, the basement is largely unexcavated with the exception of portions of the 1946 building. The basement has a plenum chamber which runs east-west through the basement. The center of the basement contains the coal room and boiler room as well as an ash storage room. Two fan rooms connected by a tunnel are in the center of the building. A pipe tunnel is at the south side of the Chippewa Street façade, and another pipe tunnel runs the circumference of the auditorium.

First Floor

Entering through the primary (east) entrance of the 1927 Higginbotham School building, the main office sits to the right, with a classroom immediately on the left, on the southeast corner of the building's first floor. A hallway extending to the north contains what were originally the music and art rooms and provides access to a combined gymnasium and lunchroom. Another hallway extending to the west, towards the auditorium, provides access to science rooms (originally including a ground-level conservatory which has since been removed) and a library; the library has been damaged by fire. Further west is an addition containing the auditorium which has a separate, dedicated entrance at the south that allows the space to be accessed independently from the rest of the building. The auditorium is naturally lit by large windows on both the east and west sides. The balcony of the auditorium was later converted into a small classroom and an office. The auditorium's north end has a proscenium, stage, fly loft, and rigging. There is access to the auditorium through the south addition's hallway doors. A hallway leading perpendicular and north from the auditorium is double-loaded with two kindergarten rooms, restrooms, classrooms, and a staircase at the north end.

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Throughout the building, walls are defined by a base and several courses of beige glazed block, with painted plaster above. Walls in the classrooms of the western side of the building (from the 1946 addition) are constructed of concrete masonry unit (CMU) block that has been painted. Original wood built-in cabinets, sinks, and other fixtures remain in many classrooms. There are drinking fountains in a recessed spaces of the hallway that are lined with square light-green ceramic tiles. Another drinking fountain is in a kindergarten room, and it is also backed with light-green square ceramic tiles.

Staircases between the first and second stories are lined with plaster walls and have an enclosed, plastered banister. There are wood hand railings at each side of each staircase. A staircase at the western hallway has the wall and a railing half-wall tiled with beige and brown glazed ceramic tiles. The kitchen and gymnasium/cafeteria walls are lined with beige glazed block tiles, and collapsible, wall pocket cafeteria tables are a recent addition. The floors of the gymnasium have begun to bow.

Second Floor

The second floor echoes the arrangement of the first-floor plan with some exceptions where the auditorium and gymnasium/lunchroom are not duplicated. The second floor is accessed through three stair wells at the end of corridors, mainly at the eastern and western ends of the building. The original (1927) building contains five classrooms and the girl's restroom at the second story, and the upper part of the gymnasium/lunchroom is at the west side of the original 1927 (Wisconsin Street) side of the school. The western wing, along Indiana Street contains four classrooms, and the boy's restroom. Along the southern corridor (the Chippewa Street side) are five classrooms, and the upper part of the auditorium takes up the western side of the southern corridor. Second-floor corridors are also clad with glazed tile and plaster ceilings and walls. Classrooms on the western side of the Higginbotham School in the 1946 addition are constructed of concrete masonry units (CMU) that has been painted. Wooden built-in seating and cabinets, large chalkboards and bulletin boards are throughout the classrooms. Wood flooring is present in some classrooms, though most classroom floors are covered with square vinyl tiles. Original ceiling heights are evident in most rooms, and in the hallways and classrooms, concrete beam construction is visible. Several second-story classrooms contained a hanging ceiling system that is now collapsed due to water infiltration. Other second-story classrooms have intact ceilings and wood parquet floors.

Summary of Alterations and Integrity

The Higginbotham School retains excellent exterior and interior integrity and continues to convey its Criterion C significance in the area of Architecture. Within the period of significance, Higginbotham School received two major additions: one in 1946, and one in 1948. The school's historic setting is largely preserved within the immediate surroundings of the building, including the courtyard area. Overall, the Higginbotham School possesses integrity and is able to convey its historic and architectural significance. The school retains all seven aspects of integrity. The school is in a residential neighborhood and operated as a school until its closure in 2013 establishing integrity of location, setting, as well as feeling and association. The exterior remains

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remarkably intact, with doorway surrounds, plaques, and bell towers that clearly convey the Mediterranean style. Many original finishes remain throughout the school including wide corridors with perimeter classrooms, built-in wood cabinetry and furnishings, plaster walls, and beige tile corridor cladding. Minor alterations include non-historic vinyl flooring, dropped ceilings, and some damage to the building including graffiti and collapsed plaster ceilings and walls due to water damage. These alterations and existing conditions do not prevent the building from conveying its historic function and significance as a school or impacts its key architectural features.

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8. Statement of Significance

Applicable National Register Criteria

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

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

Criteria Considerations

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

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

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Areas of Significance

(Enter categories from instructions.)

ARCHITECTURE

EDUCATION

SOCIAL HISTORY/

Civil Rights

Period of Significance

1927-1961

Significant Dates

1927

1946

1948

Significant Person

(Complete only if Criterion B is marked above.)

Cultural Affiliation

N/A

Architect/Builder

Sorensen, Niels Chester

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.)

The William E. Higginbotham Elementary School (Higginbotham School), located at 8730 Chippewa Street in Detroit, Wayne County, Michigan, is locally significant under National Register Criterion A in the areas of Education and Civil Rights. The school illustrates and

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embodies the prevailing policies, racial demographics, and trends of elementary school education in the city of Detroit from the 1920s through the 1940s. Higginbotham School also reflects the story of the surrounding African American Community. Throughout the mid-twentieth century in Detroit, school boundaries were used to further racial and social class segregation. Several organizations such as the Committee on Equal Education Opportunities were formed to advocate for school integration and new school boundaries. The William E. Higginbotham Elementary School was constructed in phases between 1927 and 1948 and reflects the growth of the surrounding Eight Mile-Wyoming neighborhood and the city of Detroit into the late 1940s. The school is also locally significant under National Register Criterion C in the area of Architecture. The school building is an important example of variations found in the Mediterranean style in Detroit and is important as a rare expression of the Mediterranean style applied to a public school in Detroit in the 1920s.

The Higginbotham School is nominated under the *Public Schools of Detroit, Wayne County, Michigan* Multiple Property Documentation Form (MPDF) and the school meets the registration requirements outlined in the *Public Schools of Detroit* MPDF. The Higginbotham School was built as a public school in the Detroit Public School system within the period of significance for the MPDF (1888-1960). The building is in its original location and continued operation as a school until 2013. It also retains historic integrity. Despite the building being vacant for over ten years and in deteriorating condition due to vandalism, graffiti, and deferred maintenance, it retains a remarkable degree of its original materials, including historic windows, decorative brick work, overall massing, roof form, and exceptional details. The basic character of the interior remains mostly intact as well despite the condition, and retains original room layout, circulation patterns, interior plaster work, and wood cabinets in the classrooms.

The period of significance under Criterion A begins in 1927 with the completion the first section of the school and extends to 1961, which is near the closing date of the “Development of Public Education in Detroit” context of the *Public Schools of Detroit* MPDF. The period of significance under Criterion C encompasses the years of construction of the original building to 1948 when the third addition was completed on the western side of the school.

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

William E. Higginbotham Elementary School (Higginbotham School) was built at the northern outskirts of the city of Detroit during a period of tremendous growth in the area. The city eventually reached 139 square miles through annexations, the last of which was completed in 1926. Detroit's population topped 1.5 million residents as recorded in the 1930 United States Census. This growth was the result of industrial expansion propelled by automobile production at the major plants such as Detroit's Packard Plant in 1903, Hamtramck's Dodge Main Plant in 1911, and Highland Park's Ford Plant in 1914, and at the numerous smaller factories throughout the city. The demand for automobiles and the increased productive capacity in the city led to the explosion of the automobile industry with which Detroit became so much identified. African American southerners also relocated to northern and midwestern cities including: New York, Chicago, Cleveland, and Pittsburgh. The opportunity for jobs spurred an estimated 1.6 million southern African Americans to migrate north during the Great Migration, and Detroit was the destination for many. According to the *20th Century Civil Rights Sites in the city of Detroit* survey report:

Detroit's African American population stood at just under 6,000 in 1910. By 1920 it had increased over 611% to 40,828. The Detroit Urban League estimated that in 1920 alone an average of 1,000 African American migrants arrived in Detroit each week, causing the city to "experience the largest relative growth in African American population of all the large industrial cities" in America...The African American population doubled from 40,838 to 81,831 between 1921 and 1925.¹

In order to provide public education to the children of the newcomers to Detroit, eighty elementary schools, twelve intermediate or junior high schools, and seven senior high schools were built for the Detroit Board of Education between 1920 and 1931. An additional sixteen schools were built between 1920 and 1926 in the adjacent townships prior to their annexation to the City of Detroit. As of 1922 only one of these Detroit public schools was majority African American: Sidney D. Miller Intermediate School (later High School), although other Detroit schools were integrated.² Miller Intermediate School, located at 2322 DuBois Street, near the African American neighborhoods on the east side of Detroit, was a predominately African American school beginning in the 1920s.³ Even though segregation in public schools was

¹ Quinn Evans, *20th Century Civil Rights Sites in the city of Detroit, Reconnaissance and Intensive Level Survey Report*, MPDF 2019. Lansing, MI: MISHPO. April 2019, p. 25.

² Jeffrey Mirel, *Rise and Fall of an Urban School System: Detroit, 1901-1981*. Second Edition, The University of Michigan Press, Ann Arbor, MI, 1999. p. 187.

³ Sidney D. Miller School (1918) educated nationally known political and civic leaders such as Mayor Coleman A. Young, Charles Diggs Jr., two Olympic gold medalists, and the music program produced jazz musicians Kenny Burrell, Milt Jackson, and Yusef Lateef. Miller remained a middle school for fifty years

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outlawed in the State of Michigan in 1870, many schools in the state, including Detroit, were segregated through discriminatory housing practices and the location of school boundaries. In addition to segregated schools, many Black schools in Detroit were overcrowded. A study by the Detroit Urban League found that schools were segregated by gerrymandering attendance boundaries and offered an inferior curriculum to Black students.⁴

According to the same *20th Century Civil Rights* survey:

Black citizens experienced discrimination and inequality in primary and secondary education facilities. School locations reflected the *de jure* and *de facto* segregation settlement patterns that were created by restrictive housing covenants, redlining, and social pressure. The segregation of educational resources was widespread. Typically, as Black populations became predominate in a changing neighborhood, the neighborhood school would be designated for Black students...City government was responsible for providing schools in Black as well as White neighborhoods and Black-majority schools were often crowded and more poorly maintained than White-majority schools.

Black parents and students protested this inequality, such as a walkout at Northern High School in 1966, and the protest at William E. Higginbotham Elementary School in 1947 (described below).

The Eight Mile-Wyoming neighborhood, originally part of Greenfield Township, was a professional and working-class African American neighborhood that was settled in the late 1910s and early 1920s by a small group of African Americans who migrated to Detroit and settled on this former farmland. Restrictive covenants that limited settlement of African Americans in White neighborhoods did not exist in the Eight Mile-Wyoming area because its initial residential ownership was African American. The first residents lived on both sides of Eight Mile Road, and the educational, recreational, and commercial buildings served African American residents on both sides. In the early 1920s, Henry G. Stevens, a Detroit philanthropist, and Detroit Urban League (DUL) president, purchased a great deal of land in the Eight Mile-Wyoming area. Stevens sold the land to real estate developers who subdivided the land for land contract sale to African American families. The DUL initiated the effort to provide land to African Americans and enabled homeownership when it simply was not an option for them in most of Detroit.

African American students in the Eight Mile-Wyoming area originally attended a small red brick one-room schoolhouse named Lockport School. Lockport was located at the southeast corner of Eight Mile Road and what is now Wisconsin Street. Once Lockport School became overcrowded and too small for the neighborhood students, the local school board of Greenfield Township made arrangements to have the students attend Birdhurst School at 20445 Woodingham Drive (no longer extant). Birdhurst School began to accommodate both African American and White

and closed in 2007. The Sidney D. Miller School is listed on the National Register of Historic Places and is a City of Detroit historic district (2010).

⁴ Mirel, p. 252.

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children in 1920. Birdhurst School was constructed by the Greenfield Township School District in an all-White area in 1914.

In 1922 the east side of Greenfield Township was annexed by the City of Detroit. However, because of racism, the new annexed land excluded the African American neighborhood (today's Eight Mile-Wyoming area) north of Pembroke Street and west of Roselawn Street. This left the African American residents of the area, who were at that time, a small, working-class community, as the sole financial support for the school.⁵ Unable to pay the teachers' salaries, they had to close Lockport School, and parents attempted to send their children to nearby Birdhurst School. The White parents of students at Birdhurst objected to being integrated, and Birdhurst School was closed to prevent integration. African American students were forced to go back to the re-opened one-room Lockport School.

Two years later, Greenfield Township's remaining section, now called the Eight Mile-Wyoming area, was annexed to Detroit on September 11, 1924. The Detroit Board of Education announced initial plans to build a new integrated school south of Pembroke Street, the *de facto*⁶ segregation line, but White parents objected to an integrated school. The Board of Education abandoned the Pembroke Street site and acquired land at Chippewa and Wisconsin Streets for a new school for elementary school students.⁷ Several residential properties on the site were purchased in addition to vacant land. The homes were cleared, and the school design and site work began in 1926.

Higginbotham School was built in less than a year. Construction began in February 1927 and the school opened in January 1928.⁸ Higginbotham School was an elementary school built for kindergarten through eighth grade classes with a capacity of 580 pupils. It was constructed to serve the African American students of the segregated Eight Mile-Wyoming neighborhood. The school was designed by the Detroit architectural firm of N. Chester Sorensen Company and built at a cost of \$156,652. The construction contractor for Higginbotham School was the Stibbard Construction Company, as noted by an article in the *Detroit Free Press*. The *Detroit News* noted the Spanish tile roof design and its lower cost compared to a flat roof.⁹ The preliminary renderings printed in both of the newspapers at the time depicted a different design for the school than that which was executed. When Higginbotham opened in January 1928, the new school had

⁵ "B. Of E. Refuses No. 11's Appeal," *Detroit Free Press*, June 12, 1923, p. 2.

⁶ *De facto* means a practice that exists in reality, even though the practice is not officially recognized by laws.

⁷ Jeffrey Mirel, *Rise and Fall of an Urban School System: Detroit, 1901-1981*. Second Edition, The University of Michigan Press, Ann Arbor, MI, 1999. p. 104.

⁸ "Three New Schools," *Detroit News*, January 28, 1928, p. 8.

⁹ "Another Big School Unit Soon to Rise," *Detroit News*, June 12, 1927, p. 142.

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an interracial staff and the building initially included fourteen classrooms, a conservatory, gymnasium, and power plant, providing the students with a modern curriculum in a modern facility. The Higginbotham School playfield was north of the school building and extended from the school building to Norfolk Street. The *Detroit News* reported in January 1928 that the new Higginbotham School would relieve the crowded conditions in the vicinity.

Higginbotham School was constructed with the same quality of materials and design, as well as amenities as the other public schools built in Detroit at that time. In other words, there was no discrimination in the school's development as it was planned in 1926. As a school designed for the surrounding African American community, Higginbotham School illustrates and embodies the prevailing policies and trends of elementary school education in Detroit from the 1920s

through the 1940s. The quality education provided by the staff and faculty was known in the area and demonstrated in its significant successful students. One major fault in the planning of Higginbotham School was its initial lack of space for future population growth and expansion. Additions were constructed in 1946 and 1948. The segregated streets surrounding Higginbotham were described by educational historian Jeffrey Mirel, who observed that "the Higginbotham School (attendance) boundaries were built upon the actual physical barriers erected by neighboring Whites intent on keeping blacks out...by various assignment, transfer, and transportation practices."¹⁰ The racial segregation surrounding Higginbotham School suggests that the education provided could have been substandard, but that was not the case.

In October 1929 the stock market crashed and nearly twenty-eight percent of the 400,000 automobile-related jobs in the Detroit metropolitan area were soon eliminated. As with the rest of the nation, the effects of the Great Depression materialized slowly at first, but became apparent in Detroit through the 1930s. The accumulative impact of the Depression on the Detroit Public School system led to a transformation of educational policies in Detroit that could not have been more complex. Detroit was the hardest hit major city in the nation in the first years of the Depression.¹¹ Unemployment, along with soaring tax delinquencies, caused widespread City public debt for public works and public schools; unpaid taxes went from fifteen percent in 1930-1931 to over thirty-five percent by 1933, which was one-third higher than any other major

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Detroit Free Press, July 17, 1927. This preliminary rendering was not the school's final design.

¹⁰ Jeffrey Mirel, *Rise and Fall of an Urban School System: Detroit, 1901-1981*. Second Edition, The University of Michigan Press, Ann Arbor, MI, 1999. p. 104.

¹¹ Sidney Fine, *Frank Murphy: The Detroit Years*, University of Michigan Press, Ann Arbor, MI, 1975.

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American city.¹² In response to the crisis, President Franklin D. Roosevelt and the federal government initiated the “New Deal,” a wide-ranging program to instigate economic recovery.

Federal programs were created to assist with mortgage lending during the Great Depression. The Home Owners’ Loan Corporation (HOLC) and the Federal Housing Administration (FHA) instituted practices that, for the first time, would establish *de jure* segregation as federal policy.¹³ To assist in evaluating the safety of mortgages, the HOLC engaged local real estate agents to conduct appraisals of neighborhoods and assign them to risk categories on maps, from safest (green or blue) to riskiest (yellow or red). While the maps were supposed to consider objective factors such as the condition of housing stock and the demand for houses, in practice Black neighborhoods, whatever their conditions, were coded as red, and prospective Black homeowners excluded from mortgage relief. The practice of systematically excluding minorities from mortgage eligibility thus came to be known as “redlining.” Black neighborhoods across Detroit, including the Eight Mile-Wyoming area, were classified red on the HOLC’s 1939 map.¹⁴

In 1934 a nursery school was established in the Higginbotham School building by the Federal Emergency Relief Administration (FERA), the first New Deal program instituted to help the needy and unemployed. A year later, FERA was incorporated into the Works Progress Administration (WPA), the largest New Deal agency created by executive order by President Franklin Delano Roosevelt to stem the tide of the Depression. After 1934 the eighth graders at Higginbotham School were sent to Post Junior High (Intermediate School) located at 8200 Midland (extant), between Cloverlawn and Greenlawn streets, a school with a predominantly White student population.¹⁵ From 1934 on, Higginbotham accommodated students through the seventh grade.

In 1941, six blocks west of Higginbotham School, a six-foot-high concrete block wall was constructed to separate the existing African American neighborhood from a White one being privately developed with Federal Housing Administration (FHA) bank loan insurance. The wall, which came to be known as the Birwood Wall, extended along the Birwood Street alleyway southward from Eight Mile Road to Pembroke Street, roughly one-half mile long. Birwood Street, located on the eastern side of the wall, was once the African American residential side of the wall. This symbol of segregation exists to this day, emboldened with colorful murals.¹⁶ The Birwood Wall was listed in the National Register of Historic Places in 2021.

Just as Detroit was transformed by the Great Depression, the city was changed again as a result of World War II. The entry of the United States into the war in Europe and in Asia jolted Detroit

¹² Sidney Fine, *Frank Murphy: The Detroit Years*, University of Michigan Press, Ann Arbor, MI, 1975.

¹³ *De jure* segregation is the practice that legally recognizes racial segregation.

¹⁴ Quinn Evans, *Detroit and Ann Arbor, Eight Mile-Wyoming Neighborhood, Detroit Michigan*, Survey Report, p. 23.

¹⁵ Detroit, City of, Board of Education. *Histories of the Public Schools of Detroit*. Detroit: Board of Education, 1967, p. 561.

¹⁶ Gerald Van Dusen, *Detroit's Birwood Wall: Hatred and Healing in the West Eight Mile Community*, 2019, p. 116.

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with an unprecedented industrial boom. As billions of dollars of military equipment rolled off Detroit assembly lines, the Detroit area once again moved to the nation's center stage as "The Arsenal of Democracy." By November 1943, more than 867,000 people were employed in the city, with the majority working in the manufacturing industry.¹⁷ During the 1940s there was a second influx of African Americans into Detroit as work in the defense plants was plentiful. The Black population of Detroit more than doubled in the 1940s, from 149,119, about nine percent of the total population, to 303,721, more than sixteen percent.¹⁸

In the war years, the Detroit Public Schools high school curriculum was transformed with the emphasis being placed on vocational instead of academic instruction. The vocational track was established during the Depression to help the children of the rural populations migrating from the South find jobs after graduation. Throughout the 1940s, school leaders expanded vocational programs to meet the enormous demands of the war industries, and completely reorganized the high school program. Vocational programs were employed for all high school students during the World War II era, both Black and White.¹⁹

Because of the thousands of new workers that moved to Detroit during the war, federal and City of Detroit planning officials sought open land throughout the city for the construction of temporary wartime housing. During the Second World War, the Federal Public Housing Authority (FPHA) and the Detroit Housing Commission (DHC) built hundreds of permanent public housing units and thousands of temporary units such as Quonset huts.²⁰ The Eight Mile-Wyoming area was the site of wartime housing for African Americans after the Carver Progressive Association and the Eight Mile Road Civic Improvement Association negotiated with Michigan's FHA housing administrator, Raymond Foley. These two Eight Mile-Wyoming civic associations advocated for their neighborhood and negotiated an agreement. The agreement was that the federal government would build temporary veteran's housing in a small portion of the Eight-Mile Wyoming neighborhood, but Black property owners were granted the ability to apply for FHA home mortgage loans to construct single family residences on the remaining land. According to Van Dusen, "this successful community advocacy was rare for the post-World War II period and a real victory for the Black community."²¹ This is an example of the early Civil Rights advocacy occurring in the neighborhood that includes Higginbotham School.

As a result of the community groups' negotiations, there were several temporary war housing projects constructed in the Eight Mile-Wyoming area in the late 1940s. One of the largest war housing sites in Detroit was the 285 single-family homes constructed for African Americans, the Robert Brooks Homes. Private Robert H. Brooks (1915-1941), an African American, was officially declared the first United States Armed Forces casualty of World War II. Brooks died at Fort Stotsenburg in the Philippines when the Japanese attacked the base. The Robert Brooks

¹⁷ Earl L. Bedell and Walter E. Gleason, "Detroit Public Schools in the War," *Industrial Arts and Vocational Education*, March 1943.

¹⁸ Mirel, p. 153.

¹⁹ Mirel, p. 156.

²⁰ Thomas J. Surgue, *The Origins of the Urban Crisis*, Princeton University Press, Princeton, New Jersey, 1996, p. 69-71.

²¹ Van Dusen, p. 57.

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Homes were located along Wyoming Street south of Eight Mile Road. The United States Department of Public Welfare financed the Robert Brooks Homes in 1944, and they were vacated from government use in 1955.

Fifteen acres of land directly across from Higginbotham School, on the east side of Wisconsin Street, was cleared of some of the homes of African Americans and used as veterans' temporary housing in 1945 and 1946. By 1949 many of the lots on the site were consolidated and Quonset huts had been constructed. This tract was for temporary war housing for African Americans, interspersed among existing homes on the site.²² A letter from the Detroit Housing Commission to the Detroit City Council described that ten-and-a-half-acres of the site were developed with city-owned Quonset huts, each containing two families. The Detroit Housing Commission began the removal of the Quonset huts in late 1953 and later, that tract was known as the Norfolk-Wisconsin Playfield.

Higginbotham School had a series of additions constructed over the years. The original 1927 school building faced Wisconsin Avenue, and was a rectangular structure. In 1946, an addition was constructed that extended west along Chippewa Street.²³ The differing colors of Spanish clay-tiles on the roofs reveal the distinction in these two eras of construction. In 1948 another three-part addition was completed that included an auditorium, six classrooms, and enlarged the gymnasium/lunchroom. The auditorium was constructed with a separate entrance facing Chippewa Street. The 1948 classroom addition (called the "second addition" on the Detroit Public Schools' site plan) to Higginbotham School was necessary as the population of the area swelled with families of returning World War II veterans. This two-story classroom addition ran along the west side of the property at Indiana Street and featured homemaking rooms, and another kindergarten classroom for a total of twenty-six classrooms at Higginbotham School. In post-World War II years, the student population continued to increase, and Higginbotham School became heavily overcrowded. Because of the influx of students, two temporary annex classroom buildings were constructed just north of Higginbotham's north elevation.

In the 1940s, because of the overcrowding at Higginbotham, the eighth-grade students were assigned to attend Post Intermediate School (8200 Midland Street, extant). Post Intermediate School was attended by majority White students at that time. Later, seventh grade Higginbotham students were sent to Post. In the fall of 1947 complaints from White parents caused the Detroit School Board to reassign seventh and eighth grade African American students from Post to Higginbotham, supposedly due to over-crowded class sizes. Higginbotham parents objected to the overcrowding at Higginbotham, and the school board announced plans to reopen Birdhurst School for the students in the area. By 1947, Birdhurst School was in poor condition due to its closure as a school over fifteen years prior. A *Detroit Tribune* article titled "Discrimination or Convenience" from September 13, 1947, suggested that the school board was trying to funnel all African American students into Birdhurst and Higginbotham schools, while Louis Pasteur Elementary and Post Intermediate were reserved for Whites. African American parents,

²² DTE Aerial Photograph Collection, map dated 1949, https://digital.library.wayne.edu/dte_aerial/index.html.

²³ "Schools Rush New Buildings," *Detroit News*, September 1, 1946, p. 45.

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supported by the Detroit Branch of the NAACP and the Carver Progressive Club (an African American social action group), protested the Birdhurst School's poor conditions and the segregationist policies of the Detroit Board of Education. The neighborhood group picketed in opposition to the plan for almost two weeks, and no children attended either school. The protests led to the formation of a liberal-labor-African American alliance, Save Our Schools, in 1948.



Students at the front steps of Higginbotham School, 1958, courtesy of the archives of Dwight Smith, President of the Eight Mile Road Old Timers Club.

The outcome of the Higginbotham School strike was the school board's commitment to rehabilitate the school and study the issue of segregation in Detroit public schools, the latter unresolved.²⁴ The Higginbotham School strike, and community involvement in protesting the racist actions of the school board, was one of the significant struggles and accomplishments of the Eight Mile-Wyoming community.

Throughout the mid-twentieth century, school boundaries were used to further racial and social class segregation. In 1962 the Committee on Equal Education Opportunities, was formed to advocate for school integration and new school boundaries. The "Organization and Administration" subcommittee of the Committee on Equal Education Opportunities was chaired by Damon J. Keith (1922-2019), later a United States Circuit Court judge. Keith charged that Higginbotham School was an "island Negro school" an all-African American school serving African American residents surrounded by an all-White area. Keith stated, "when Higginbotham was bursting at the seams, the Board of Education refused to transfer pupils to the Pasteur,

²⁴ Jeffrey Mirel, *Rise and Fall of an Urban School System: Detroit, 1901-1981*. Second Edition, The University of Michigan Press, Ann Arbor, MI, 1999. p. 81.

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MacDowell, and Vernor schools, although they had space, because they had all white pupils. And when these three schools were overcrowded later, they refused to transfer white students to Higginbotham because it was Negro.”²⁵ Keith observed that the school populations could have been equalized if the board had not insisted on “rigid and arbitrary boundaries...and should have been laid out to encompass both Negro and white residential areas.”²⁶ These were the same concerns stated by the Carver Progressive Club in 1947.²⁷ The Board of Education reviewed and analyzed school boundaries in 1962 and the district boundaries were later revised.

The history of Higginbotham School is closely tied to the property east of Wisconsin Street. Beginning in 1947, most of the properties on the block to the east of Wisconsin Street were acquired by the City of Detroit for parkland through condemnation.²⁸ Just at that time, the post-World War II housing crisis prompted a need for temporary war housing in Detroit. The Higginbotham School playground (the school grounds ran from Chippewa Street north to Norfolk Street) remained a playfield at that time. To the east, most of the property bounded by Wisconsin Street to Norfolk Street to Cherrylawn Street to Chippewa Street was acquired by the city and used as temporary war housing mostly comprised of Quonset huts. In 1955 the Quonset huts east of Higginbotham School were removed and the site was developed as a playfield with baseball diamonds, basketball court, swimming pool, and a field house. Named the Joe Louis Playfield in 1955, it became a community asset along with the recreation center, first called the Chippewa Cherrylawn Center, and later named the Shelton Johnson Recreation Center. In 1967 Wisconsin Street was vacated between Norwalk and Chippewa Streets, creating a grass lawn east of Higginbotham School.

Higginbotham School’s excellent elementary education for African American children developed talented students who were noted residents from Detroit and recognized nationally. One of the most significant was jazz musician Major Quincy Holley Jr. (1924-1990), who became an internationally known jazz bassist who played with Ella Fitzgerald, Charlie Parker, Oscar Peterson, and Woody Herman. Sophia Holley Ellis (b. 1927) was an educator and instructor who received the Educator of the Year award from the United States State Department in 2006. Other significant Higginbotham students included Pat Flowers (Ivelee Patrick Flowers, 1917-2000), a jazz pianist and singer who worked with Fats Waller in New York City and recorded popular songs as well as engagements as long-term piano appearances at Baker’s Keyboard Lounge, the Country Club of Detroit, and other Detroit area locations. John C. Anderson Jr. was a United States Air Force technical sergeant and Tuskegee Airman. Teri Thornton (Shirley Enid Avery, 1934-2000), was a jazz singer who recorded in the 1960s and also performed on the *Ed Sullivan Show*, and others. Burniece Avery (1908-1993) was a stage actress, activist, and author of the book *Walk Quietly Through the Night and Cry Softly* (1977), which chronicled her family’s experiences in Detroit and moving to the Eight Mile-Wyoming neighborhood. Vondie Curtis Hall (b. 1950) is an actor, screenwriter and television director who starred in the television show *Chicago Hope*, the movie *Romeo & Juliet* (1996) and the television

²⁵ Harry Salsinger, “Boundary Plan Encouraged to Aid Integration,” *Detroit News*, March 11, 1962, p. 37.

²⁶ Ibid.

²⁷ “Picketing Parents Vote to Continue,” *Detroit News*, September 8, 1947, p. 8.

²⁸ “Playground Suit Rests with Jury,” *Detroit News*, June 9, 1946, p. 73.

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series *ER*, among many others. Bennie White Jr., also known as Ethiopia Israel (b. 1937) is a Detroit artist known for painting a mural tribute to Malice Green in 1992 as well as a portrait of Shelton Johnson that hung in the Johnson Recreation Center.

The 1950 United States Census reported the peak population of Detroit at almost 1.85 million, and thereafter Detroit's population declined. By 1955, as the postwar growth of the city wound down, the temporary wartime housing in the neighborhood of Higginbotham School was removed, the school population declined, and the temporary annex buildings behind the school were vacated and demolished. By 1966 academic performance at Higginbotham was below national standards and most students were steered into vocational curricula. The building housed the High School of Commerce in the late twentieth century and in 2006, it became a charter school, renamed the W. E. B. DuBois/Aisha Shule Preparatory Academy, for grades six through twelve. The W.E.B. DuBois/Aisha Shule Preparatory Academy was founded in 1974 and taught an African-centered curriculum. When the school opened, it was located at 17500 Meyers Road in Detroit. The Academy moved into Higginbotham School in 2006 until it closed in 2013.

Today the Higginbotham School is owned by the City of Detroit and is part of the Planning & Development Department's vacant historic school building reuse plan titled *After School Detroit*.²⁹ The boundaries of the school property changed when the Joe Louis Playfield, the Higginbotham School playground, and the Johnson Recreation Center were sold to the University of Detroit Jesuit High School & Academy in 2020. The Higginbotham School property is now shortened to include only the parking lot to the north of the school, and grass lawn area to the east of the parking lot.

Architectural Significance

The Higginbotham School is significant as a local example of the variations within Mediterranean (or Mediterranean Revival) style vocabulary. The Mediterranean style and the stylistically similar Spanish Colonial Revival were popular in the United States in the early twentieth century during a period of heightened interest in exotic or eclectic styles. In the United States, these styles were popularized by nineteenth century hotels in Florida, the Panama-California Exposition of 1915-1916,³⁰ and "doughboys [who] had coursed through the rural areas of France and England" in World War I and "imported it to America."³¹

Interest in the Mediterranean and Spanish Colonial Revival styles was concurrent with interest in "exotic" architectural styles, generally. In the 1920s through the 1940s architects incorporated elements of what was then viewed as exotic cultures. In some cases, characteristic features of multiple styles were combined into one building, much like classically styled buildings of the period often incorporated multiple vocabularies. Characteristics of the Arts and Crafts

²⁹ www.afterschooldetroit.com, accessed December 2, 2021.

³⁰ Todd Walsh and Leo Early, "Grande Ballroom," National Register of Historic Places Registration Form (Washington, DC: U.S. Department of the Interior, National Park Service, 2018), Section 8.

³¹ "Added Conveniences Push Cost of Home Building Up," *Detroit Free Press*, July 5, 1936.

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movement, which generally preceded the eclectic period, are sometimes incorporated into Mediterranean style buildings. Though the latter are typically more formal in appearance and arrangement.

These styles both reflected modern, progressive tastes and called to mind the villas of Italy and Spain as well as American coastal environments with historical Spanish colonial connections. Defining characteristics of the Mediterranean style include broad overhanging eaves, low-pitched hipped tiled roofs, wrought iron details, tiled roof, strategically placed jewels of decoration, and arched door surrounds.

California architect Richard S. Requa, during a trip through the Mediterranean region in the mid-1920s noticed environmental similarities of that region to southern California, described several characteristic aspects of western Mediterranean architecture, which he described as “substantially the same,” from country to country.³² Among the general characteristics Requa observed were: simple massing, “pleasing and picturesque proportions and treatment,” stucco exterior, flat or low-pitched roofs covered in clay barrel tiles, simple and purposeful decoration, elaborated doorways, and “generous areas of plain wall surfaces.”³³ Requa also found courts, patios, and gardens to be “indispensable,” as were terraces, gardens, pergolas, and “other interesting and practical garden accessories.”³⁴

The most significant architectural features of the Higginbotham School are at the eastern facade (Wisconsin Street façade), specifically the off-center entrance bay, the clay barrel tile roof, the two bell towers which reflect the Mediterranean style, and decorative masonry details. The school lacks other characteristic exterior features, such as round arch window openings and balconettes. The interior of the school lacks Mediterranean characteristics and instead expresses the educational policies and societal expectations regarding the form and function of an educational building in Michigan and standard interior plans as devised by Malcomson and Higginbotham. As a result, Higginbotham School expresses an important variation within the Mediterranean style in Detroit in the middle decades of the twentieth century and illustrates a particular combination of architectural characteristics with form and function of a then-modern school building.

The Mediterranean or Spanish Colonial Revival style was used in five other Detroit Public school buildings, according to the *Public Schools of Detroit, 1888-1960 Multiple Property Documentation Form* nomination (2009), representing less than one percent of all schools surveyed during the preparation of that documentation form. Among the schools identified are the Fanny E. Wingert School (1907, Malcomson & Higginbotham) and Thomas M. Cooley High School (1927, Donaldson & Meier). That so few schools were designed in the Mediterranean or Spanish Colonial Revival style reflects the fact that “by the end of World War I, around 75% of the country’s new school buildings were designed in the Collegiate Gothic, or Jacobethan,

³² Richard S. Requa, “An Architectural Style for Southern California,” *California Architect and Engineer*, June 1927, 45-46.

³³ Requa, “An Architectural Style for Southern California.”

³⁴ Requa, “An Architectural Style for Southern California.”

Higginbotham, William E., Elementary School

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style.”³⁵ As time went on interest in exotic styles was supplanted by the emergence of the Art Deco and Moderne styles of the Modern Movement. Higginbotham School, then, is also architecturally significant as a rare expression of the Mediterranean style as expressed in educational buildings in Detroit in the twentieth century.

Among the significant non-educational buildings reflecting the Mediterranean or Spanish Colonial Revival style in the Detroit area constructed in the 1920s are the Detroit Yacht Club (1923, George D. Mason & Co. NRHP 2011), The Players theater (1925, William E. Kapp, NRHP 1987), the Chateau Frontenac Apartments (1926, J. Will Wilson, demolished), the Grosse Pointe Yacht Club (1928, Ralph Coolidge Henry and Henry P. Richmond, NRHP 2015), and the Grande Ballroom (1928, Charles N. Agree, 2018). These buildings were preceded by the Belle Isle Casino, completed in 1908 and designed by Van Leyen & Schilling, which may have been among the earliest buildings to exhibit Mediterranean and Spanish Colonial Revival characteristics. Additionally, many homes – extant and demolished – in Detroit were designed with Mediterranean influences, such as those in the Berry Subdivision and in several historic districts throughout the city.

Its Namesake and its Architect



William E.
Higginbotham
(1858-1923)

The William E. Higginbotham School was named after prominent Detroit architect William E. Higginbotham (1858-1923), one of the partners of Malcomson & Higginbotham, the architectural firm selected by the Detroit Board of Education as its architect for thirty years, 1893-1923. Born and educated in Detroit, Higginbotham began his training at the age of nineteen as a draftsman with architect John V. Smith in 1877. Higginbotham stayed under Smith’s employ until 1885, when he went into practice by himself. In 1890, Higginbotham joined William George Malcomson (1858-1937) in a partnership that lasted thirty-three years. His personal life was noted by his membership at the Detroit Athletic Club, and the Detroit Commandery, Knights Templar (a Masonic organization), and he was a Fellow of the American Institute of Architects. Higginbotham attended the Cathedral Church of St. Paul, of the Episcopal Diocese, on Woodward Avenue.

Specializing in school architecture, the partnership of Malcomson and Higginbotham designed more than three-quarters of Detroit’s public-school buildings erected prior to 1923.³⁶ The architectural firm of Malcomson & Higginbotham designed many other major buildings in Detroit, as well as other educational structures at the University of Michigan, Eastern Michigan University, and Flint, Michigan. Significant Detroit commissions included Cass Technical High School (1922), Old Main (1895-96), the Light Guard Armory (1902), and many of Detroit’s churches.

³⁵ “Architectural Styles (1900-1945),” *An Honor and an Ornament: Public School Buildings in Michigan* (Lansing: State Historic Preservation Office, 2003), 20.

³⁶ Henry F. Withey and Elsie R. Withey, *Biographical Dictionary of American Architects (Deceased)* (Los Angeles: Hennessey & Ingalls, Inc.), 1970: 285.

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C. William Palmer joined the partnership from 1921 through 1923, his name reflected in the firm Malcomson, Higginbotham & Palmer, during those few later years. On April 9, 1923, Higginbotham passed away in Atlanta, Georgia, at the age of sixty-five. The firm continued after Higginbotham's death, although the name changed through the years as different partners joined the firm.

Although school architecture took on a more institutional look after 1910, Malcomson and Higginbotham recognized that, while there was growing concern for the cost of school buildings, architecturally attractive schools could cost little more than unadorned ones and still satisfy educational, health and safety, and community needs. They designed school buildings in a variety of architectural styles, including the Medieval sub-styles of Collegic Gothic, Arts and Crafts, and English Tudor. Several architects that had worked for Malcomson & Higginbotham continued designing architecturally significant schools after their association with the firm ended, including N. Chester Sorensen, the architect of Higginbotham School. The building contractor for Higginbotham School was the Stibbard Construction Company of Detroit.

Niels Chester Sorensen worked for Malcomson & Higginbotham briefly in the early 1920s before forming his own firm. Afterwards, he designed many school buildings for the Detroit Public Schools Board of Education in several different architectural styles under his own firm's name. The Neo-Georgian style Bagley School (1930), the Neo-Gothic and Art Deco style Arthur School (1930), the Romanesque Revival style Alexander Macomb Elementary School (1929), the Art Deco style Chadsey High School (1931), and the Neo-Georgian style Western High School (1935), and the International style Ann Arbor Trail School (1946) are examples of his work for the Detroit Board of Education. Other notable commissions of Sorensen's were the Rackham Golf Course clubhouse in Huntington Woods (1924) and Peace Lutheran Church in Detroit (1940-1941).

In the early 1940s, Sorensen moved from Detroit to Los Angeles and continued to practice architecture to at least the mid-1950s and was listed in the 1962 American Institute of Architects directory. He returned to Detroit at least once to design the McColl School (20550 Cathedral Street), for which he specified a type of cinder block used on the West Coast but that had not been used in Michigan. The blocks, and their construction technique, did not conform to standard practice at the time and the bricklayers objected. The dispute was resolved with a hybrid solution that used Sorensen's specified technique in places and standard masonry techniques in others. Other than one project, the Temple City sheriff's headquarters (1954), little is known about Sorensen's time in California at this time.

Higginbotham, William E., Elementary School
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9. Major Bibliographical References

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Higginbotham, William E., Elementary School
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“Two School Alterations Approved,” September 1, 1967.
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Higginbotham, William E., Elementary School
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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): _____

Higginbotham, William E., Elementary School
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10. Geographical Data

Acreage of Property 2.55

Use either the UTM system or latitude/longitude coordinates

Latitude/Longitude Coordinates

Datum if other than WGS84: _____

(enter coordinates to 6 decimal places)

- | | |
|------------------------|-----------------------|
| 1. Latitude: 42.441471 | Longitude: -83.158645 |
| 2. Latitude: | Longitude: |
| 3. Latitude: | Longitude: |
| 4. Latitude: | Longitude: |

Or

UTM References

Datum (indicated on USGS map):

NAD 1927 or NAD 1983

- | | | |
|----------|----------|-----------|
| 1. Zone: | Easting: | Northing: |
| 2. Zone: | Easting: | Northing: |
| 3. Zone: | Easting: | Northing: |
| 4. Zone: | Easting: | Northing: |

Higginbotham, William E., Elementary School
Name of Property

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County and State

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

E WISCONSIN ALL 205 THRU 214 275 THRU 284 PART OF 274 215 152 THRU 162 PART OF VAC WISCONSIN AVE VAC ALLEY ADJ DETROYAL GARDENS SUB L35 P77 PLATS, W C R 16/364; ALL DESC AS BEG AT SW COR LOT 284 DETROYAL GARDENS SUB L35 P77 PLATS TH N 00D 00M 24S E 427.78 FT TH N 89D 58M 00S E 324.33 FT TH S 00D 00M 24S W 427.78 FT TH S 89D 58M 00S W 324.33 FT TO POB 138,739 SQFT SPLIT/COMBINED ON 12/11/2019 FROM 16034932-50, 16035808.;

Boundary Justification (Explain why the boundaries were selected.)

The Verbal Boundary Description is the legal description for the parcel on which the property is located. The historical parcel included the northern half (roughly) of the parcel as would have been defined by Wisconsin Avenue. Until at least 1963, Wisconsin Avenue continued north-south through this parcel and separated the school parcel and block from the adjacent block to the east, which was defined by Ohio Street on its eastern end. During the 1940s a small building existed to the north of the school, but within the boundaries as presently defined. Historical aerial photographs indicate the northern half was never built upon and has remained open field.

11. Form Prepared By

name/title: Rebecca Binno Savage
organization: City of Detroit Historic Designation Advisory Board
street & number: 2 Woodward Avenue, Suite 218
city or town: Detroit state: MI zip code: 48226
e-mail: rebecca.savage@detroitmi.gov
telephone: (313) 224-2110
date: July 30, 2022

Higginbotham, William E., Elementary School
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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.)

Photographs

Submit clear and descriptive photographs. The size of each image must be 1600x1200 pixels (minimum), 3000x2000 preferred, 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.

Higginbotham, William E., Elementary School
Name of Property

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Photo Log

Name of Property: William E. Higginbotham Elementary School

City or Vicinity: Detroit

County: Wayne State: Michigan

Photographers: Rebecca Savage, Jennifer Ross

Dates Photographed: November 23, 2021, January 23, 2020

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

1 of 32 . MI_Wayne County_William E. Higginbotham Elementary School_0001
South elevation looking north – photo by Rebecca Savage

2 of 32 . MI_Wayne County_William E. Higginbotham Elementary School_0002
West elevation looking east – photo by Rebecca Savage

3 of 32 . MI_Wayne County_William E. Higginbotham Elementary School_0003
West elevation looking northeast – photo by Rebecca Savage

4 of 32 . MI_Wayne County_William E. Higginbotham Elementary School_0004
South elevation (at Chippewa St.) looking northeast – photo by Rebecca Savage

5 of 32 . MI_Wayne County_William E. Higginbotham Elementary School_0005
South elevation (at Chippewa St.) looking north – photo by Rebecca Savage

6 of 32 . MI_Wayne County_William E. Higginbotham Elementary School_0006
South elevation (at Chippewa St.) looking north – photo by Rebecca Savage

7 of 32 . MI_Wayne County_William E. Higginbotham Elementary School_0007
South elevation and side of auditorium looking west towards Indiana St. – photo by Rebecca Savage

8 of 32 . MI_Wayne County_William E. Higginbotham Elementary School_0008
South elevation detail of cast stone and tile plaque at the eastern end looking north – photo by Rebecca Savage

9 of 32 . MI_Wayne County_William E. Higginbotham Elementary School_0009
East elevation looking west – photo by Rebecca Savage

10 of 32 . MI_Wayne County_William E. Higginbotham Elementary School_0010
East elevation details: entry door transom arch, Juliette balcony looking west – photo by Rebecca Savage

11 of 32 . MI_Wayne County_William E. Higginbotham Elementary School_0011

Higginbotham, William E., Elementary School
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East elevation looking southwest – photo by Rebecca Savage

12 of 32 . MI_Wayne County_William E. Higginbotham Elementary School_0012
East and north elevations looking southwest – photo by Rebecca Savage

13 of 32 . MI_Wayne County_William E. Higginbotham Elementary School_0013
North elevation of utility buildings looking southeast – photo by Rebecca Savage

14 of 32 . MI_Wayne County_William E. Higginbotham Elementary School_0014
North elevation at the western side, looking southwest – photo by Rebecca Savage

15 of 32 . MI_Wayne County_William E. Higginbotham Elementary School_0015
First floor - Southern hallway looking west – photo by Jennifer Ross

16 of 32 . MI_Wayne County_William E. Higginbotham Elementary School_0016
Southern hallway looking west – photo by Jennifer Ross

17 of 32 . MI_Wayne County_William E. Higginbotham Elementary School_0017
Second floor - Southern hallway looking east – photo by Jennifer Ross

18 of 32 . MI_Wayne County_William E. Higginbotham Elementary School_0018
First floor - Auditorium – view of seats looking northwest – photo by Jennifer Ross

19 of 32 . MI_Wayne County_William E. Higginbotham Elementary School_0019
First floor - Auditorium – view of stage looking south – photo by Jennifer Ross

20 of 32 . MI_Wayne County_William E. Higginbotham Elementary School_0020
First floor - Classroom – view to the northeast – photo by Jennifer Ross

21 of 32 . MI_Wayne County_William E. Higginbotham Elementary School_0021
First floor - Gymnasium – view to the northwest – photo by Jennifer Ross

22 of 32 . MI_Wayne County_William E. Higginbotham Elementary School_0022
First floor - Gymnasium – view to the southwest – photo by Jennifer Ross

23 of 32 . MI_Wayne County_William E. Higginbotham Elementary School_0023
First floor - Cafeteria kitchen – view to the southwest – photo by Jennifer Ross

24 of 32 . MI_Wayne County_William E. Higginbotham Elementary School_0024
Southeastern staircase – view to the east – photo by Jennifer Ross

25 of 32 . MI_Wayne County_William E. Higginbotham Elementary School_0025
Southeastern staircase – view to the west – photo by Jennifer Ross

26 of 32 . MI_Wayne County_William E. Higginbotham Elementary School_0026

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Second floor - Hallway – view to the west – photo by Jennifer Ross

27 of 32 . MI_Wayne County_William E. Higginbotham Elementary School_0027
Second floor - Classroom – view to the northeast – photo by Jennifer Ross

28 of 32 . MI_Wayne County_William E. Higginbotham Elementary School_0028
Second floor - Classroom – view to the northwest – photo by Jennifer Ross

29 of 32 . MI_Wayne County_William E. Higginbotham Elementary School_0029
Basement staircase – view up the staircase – photo by Jennifer Ross

30 of 32 . MI_Wayne County_William E. Higginbotham Elementary School_0030
Basement – view to the northwest – photo by Jennifer Ross

31 of 32 . MI_Wayne County_William E. Higginbotham Elementary School_0031
Exterior view of the south façade - to the northeast at Chippewa Street – photo by Rebecca Savage

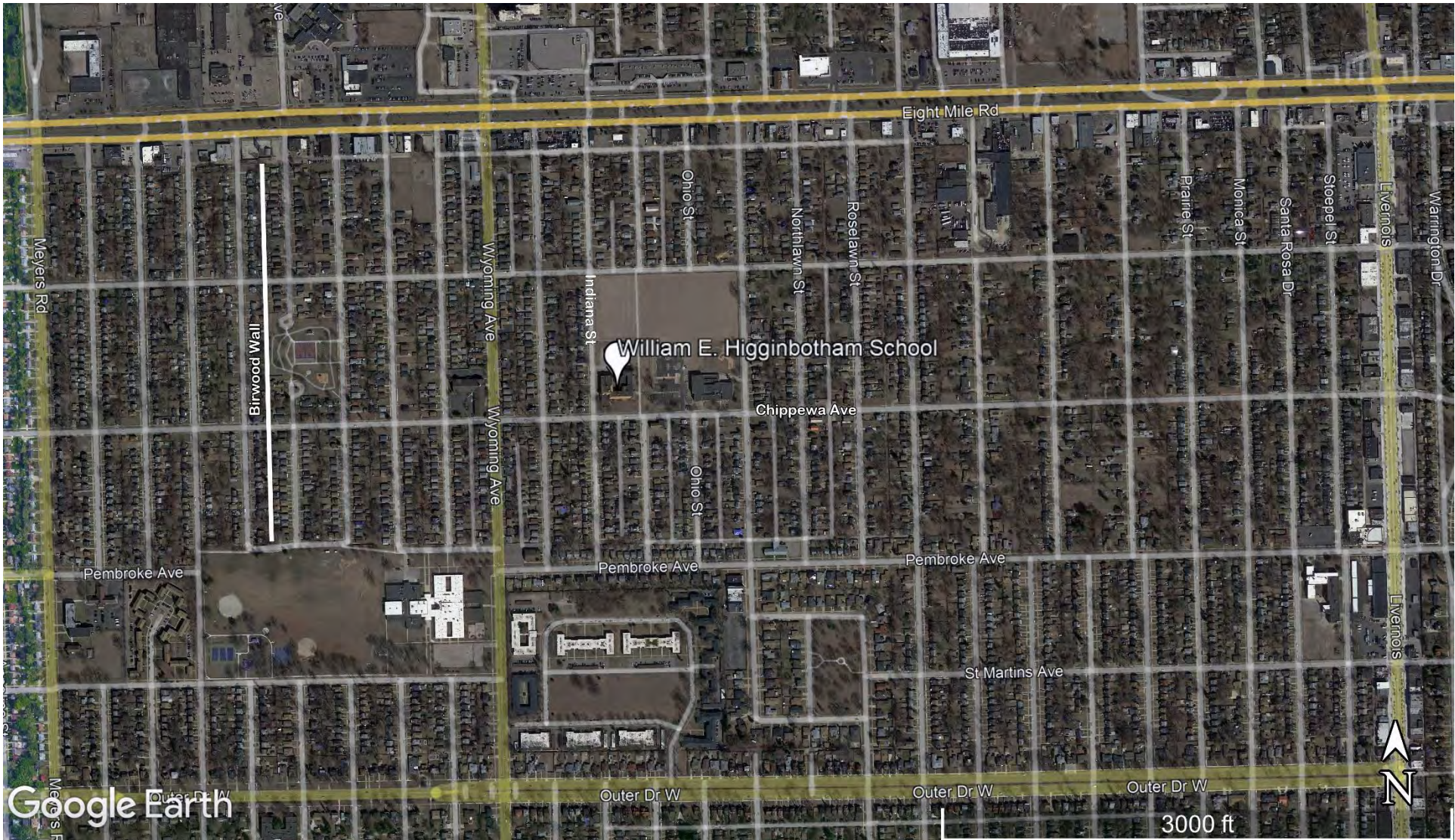
32 of 32 . MI_Wayne County_William E. Higginbotham Elementary School_0032
Exterior view of the south and west facades – view to the northwest at Indiana Street – photo by Rebecca Savage

Paperwork Reduction Act Statement: This information is being collected for nominations 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.). We may not conduct or sponsor and you are not required to respond to a collection of information unless it displays a currently valid OMB control number.

Estimated Burden Statement: Public reporting burden for each response using this form is estimated to be between the Tier 1 and Tier 4 levels with the estimate of the time for each tier as follows:

- Tier 1 – 60-100 hours
- Tier 2 – 120 hours
- Tier 3 – 230 hours
- Tier 4 – 280 hours

The above estimates include time for reviewing instructions, gathering and maintaining data, and preparing and transmitting nominations. Send comments regarding these estimates or any other aspect of the requirement(s) to the Service Information Collection Clearance Officer, National Park Service, 1201 Oakridge Drive Fort Collins, CO 80525.



William E. Higginbotham School
8730 Chippewa Avenue, Detroit, Wayne County, Michigan

Latitude: 42.441471 Longitude: -83.158645





William E. Higginbotham School

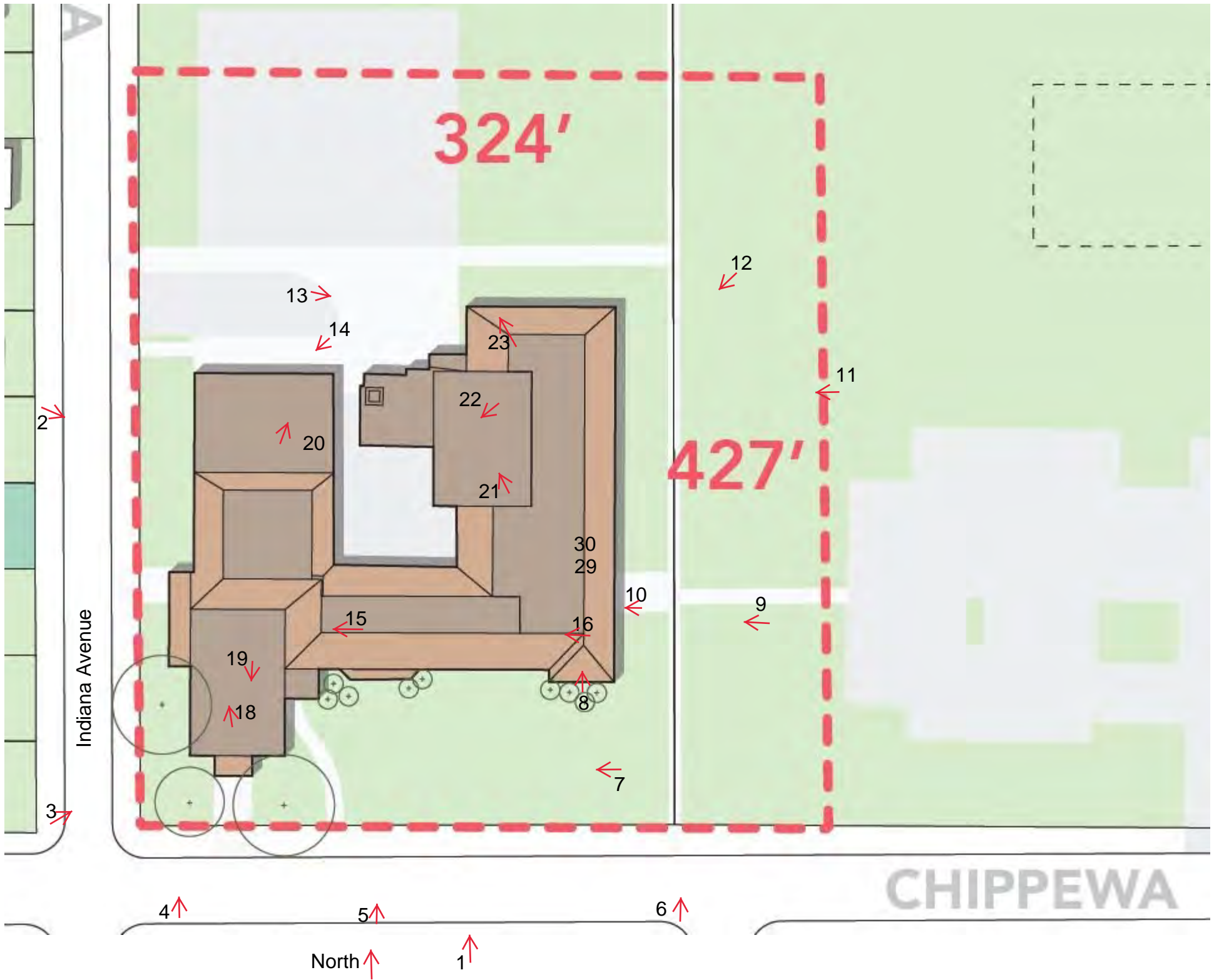
8730 Chippewa Avenue, Detroit, Wayne County, Michigan

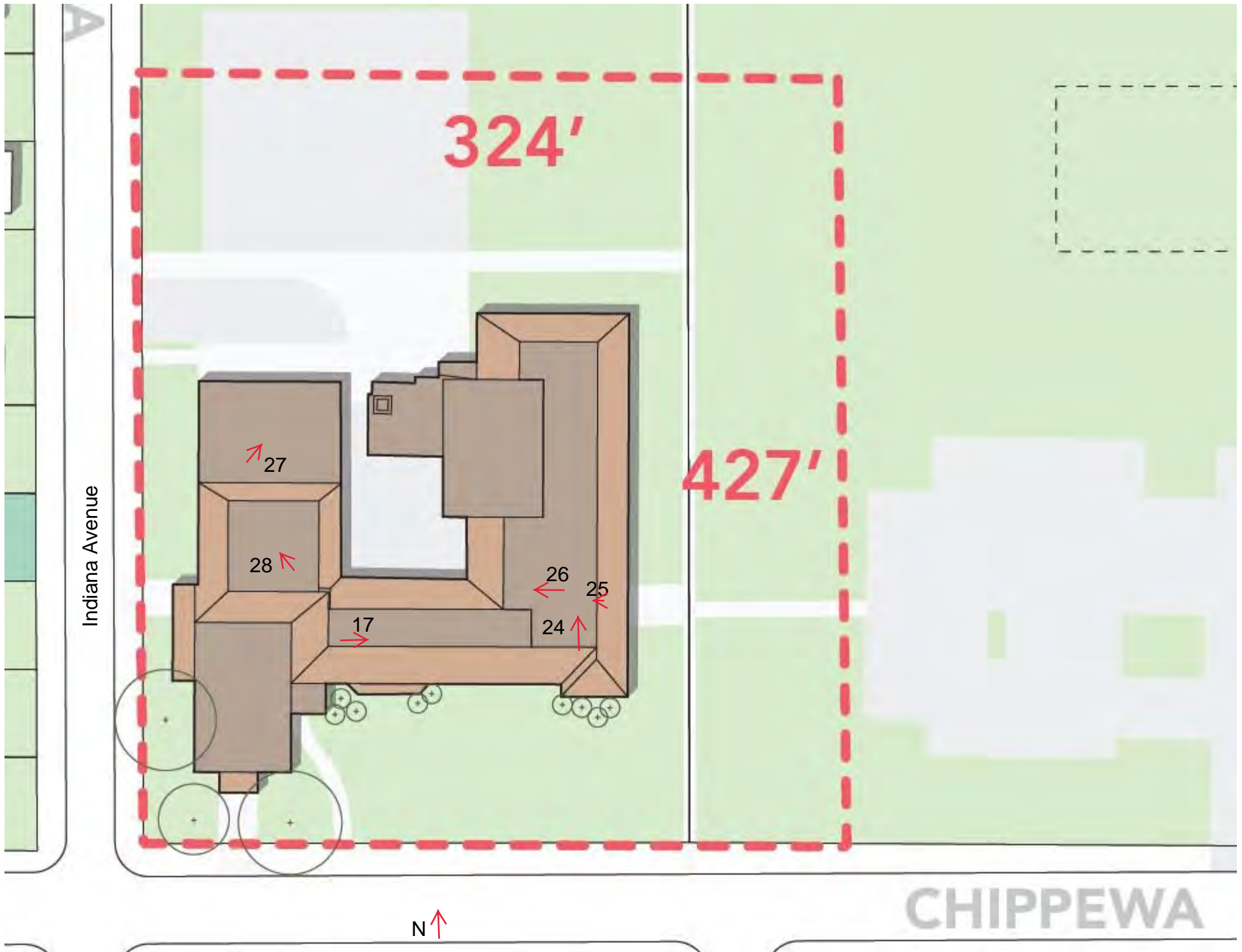
Latitude: 42.441471

Longitude: -83.158645



William E. Higginbotham Elementary School Photo Map - First story











L'ACCADEMIA
S. MARIA SPINALE





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Mentoring Academy
616.456.6050
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A small, square, metal mesh box is mounted on the wall inside the archway.

TUEBOR
CIRCUMSPICE
E PLURIBUS UNUM
SILVIBUS PENSULAM MENTARI











EXIT

LABEL
OTHER
END

MASAI

KIKUYU

AMARA

TE

AMGYN





MASAI KIKUYU

WALL PAPER

6050

Small white sign on the door













WEAR
YOUR
GLOVES



ASDFA

A bulletin board with several papers pinned to it, including a green one and a yellow one.











Put in work...

WALL
10th

Decorative bulletin board with stars and a drawing of a building.











UNITED STATES DEPARTMENT OF THE INTERIOR
NATIONAL PARK SERVICE

NATIONAL REGISTER OF HISTORIC PLACES
EVALUATION/RETURN SHEET

Requested Action:

Property Name:

Multiple Name:

State & County:

Date Received: 11/3/2022 Date of Pending List: 11/21/2022 Date of 16th Day: 12/6/2022 Date of 45th Day: 12/19/2022 Date of Weekly List:

Reference number:

Nominator:

Reason For Review:

Accept Return Reject 12/9/2022 Date

Abstract/Summary Comments:

Recommendation/ Criteria:

Reviewer Jim Gabbert Discipline Historian

Telephone (202)354-2275 Date _____

DOCUMENTATION: see attached comments : No see attached SLR : No

If a nomination is returned to the nomination authority, the nomination is no longer under consideration by the National Park Service.



GRETCHEN WHITMER
GOVERNOR

STATE OF MICHIGAN
MICHIGAN STRATEGIC FUND
STATE HISTORIC PRESERVATION OFFICE

QUENTIN L. MESSER, JR.
PRESIDENT

November 2, 2022

Ms. Joy Beasley, Keeper
National Park Service
National Register of Historic Places
1849 C Street, NW, Mail Stop 7228
Washington, DC 20240

Dear Ms. Beasley:

The enclosed file contains the true and correct copy of the nomination for the **William E. Higginbotham Elementary School, 8730 Chippewa Avenue, Detroit, Wayne County, Michigan**. This property is being submitted for listing in the National Register of Historic Places. This nomination is a X New Submission Resubmission Additional Documentation Removal.

- 1 Signed National Register of Historic Places Registration Form
- 2 Locational maps (incl. with registration form)
- 2 Sketch map(s) / figures(s) / exhibits(s) (incl. with registration form)
- 1 Piece(s) of correspondence
- 32 Digital photographs
- n/a Other: _____

COMMENTS:

- Please ensure that this nomination is reviewed.
- This property has been approved under 36 CFR 67.
- The enclosed owner objections constitute a majority of property owners.
- This nomination has been funded by the following NPS grant:
Underrepresented Communities Grant (2019)
- Other:

Questions concerning this nomination should be addressed to Todd A. Walsh, National Register Coordinator, at (517) 331-8917 or walsht@michigan.gov.

Sincerely yours,

Martha MacFarlane-Faes
Deputy State Historic Preservation Officer

