

Chapter Three

Regional History and Community Institutions: A Blended Qualitative

Methodology

Purpose of the Study

The purpose of the present study is to examine the relationship between the Faith Cabin Libraries and the Rosenwald Schools in South Carolina from 1932 through 1943. These schools and libraries provided access to literacy during the days of racially defined dual system of institutions that meant less quality and quantity for blacks. Further, the purpose of the study is to investigate the motives of two white men, Julius Rosenwald and Willie Lee Buffington, who contributed to the uplift of rural southern blacks through their work in establishing the two educational institutions. Their efforts through education took place in a time when many whites endeavored to deny blacks the civil, social, and economic rights afforded white American citizens. Specifically, the study addressed four primary questions:

1. What motivated Julius Rosenwald to provide financial support for building schoolhouses for rural southern blacks during the first three decades of the twentieth century?
2. What motivated Willie Lee Buffington to dedicate significant time and effort to building libraries and acquiring books for the use of rural southern blacks beginning in 1932?
3. What was the relationship between the Rosenwald schools and the Faith Cabin libraries from 1932 to 1943?
4. What influence did this library-school relationship have on changes in communities for rural South Carolina blacks over this period of time?

The questions are not listed in a hierarchy of importance but are arranged in the order in which they are addressed by the researcher. It is critical to the study that the relationship between the institutions be explored in the light of the motivation of Rosenwald, founder of the school building program and of Buffington, founder of the Faith Cabin Library movement. In terms of flow of the study, the questions are coupled, numbers one and two and numbers three and four.

Significance of the Study

The significance of this study is supported by four relevant factors. First, the history of South Carolina schools and satellite educational organizations illuminates similar problematic issues of today and may enable policymakers to make more intelligent and reflective decisions. Second, educators should actively search out creative ways of disseminating knowledge based, in part, on the many lessons learned from our past. Third, good education is an asset in overcoming poverty, but educational opportunities have not been equal in South Carolina's rural areas. Fourth, it is beneficial for rural communities, public libraries, and public schools to collaborate for enhanced community culture and community health.

Local history can illuminate contemporary issues

We manage our own lives more effectively through definition of who we are and from where we originated. We are better prepared to cope with the diverse circumstances life presents if we have reasonable expectations of community institutions (Kyvig & Marty, 2000). Specifically, the deeper the understanding educators have of the history of educational problems, the clearer their understanding of the interrelationships of schooling and society. While historical

knowledge alone will not provide solutions to contemporary problematic issues, it can provide a foundation for the illumination of current situations (Brickman, 1973).

Ronald Butchart (1986) argues that history is, “roughly speaking, a form of collective memory” (p. 3). History provides a way of coming to terms with the past, its previous influences, our current situations, and the possibilities of the future. An understanding of the past offers the community a description of where they came, how they responded to challenges, where they drew support and wisdom, and where they were headed. Historical knowledge prevents the community from starting over at the beginning each time it addresses issues. Community history shapes the contemporary circumstances that its people must live with and deal with (1986).

Historical Lessons Aid in the Dissemination of Knowledge.

Educators and policymakers should actively pursue new and creative means of disseminating knowledge. This includes an examination of previous practices and an assessment of the applicability of those practices to today’s circumstances. As educators, we should imagine how the world would look to us if we were not functionally literate or how difficult daily affairs would be if we did not know how to critically assess them. A fundamental role of educators

is to advocate literacy and to share knowledge. Examination of the efficacy of a movement in South Carolina seventy years ago that expanded educational opportunities is significant in that it will expand the body of knowledge we currently have on how to promote literacy through schools and libraries.

Educational Opportunities — Separate and Not Equal

The 2000 Census data indicate that 67.8% of the school districts in South Carolina are considered rural. The median household income of those South Carolina counties with greater than 50% rural population is about \$11,027 less than the United States median household income. Almost three-fourths of children in the State's rural school districts are eligible for free or reduced lunch prices and for Medicaid. While it is true that poverty does not in and of itself create a barrier to schooling, poverty does manifest itself in conditions that roll obstacles in the way of obtaining a first rate formal education (The South Carolina Rural Education Grassroots Committee, 2003).

According to The National Center for Educational Statistics, literacy proficiency is lowest for individuals who have not graduated from high school, higher for high school graduates and highest for individuals who have attended postsecondary schooling" (Green, Bernard, & Lewis, 2002). Public libraries are a source of adult literacy programs and are often the foundation of supportive

schooling for community schools serving as well as a wellspring of continuing education and enrichment.

Marion A. Wright, a white South Carolina lawyer, advocated for public libraries in the 1930's and 1940's. He believed that the problem of illiteracy among the rural citizens in the State had to be solved before South Carolina could make social progress. He noted that the role of libraries was to maintain skills and knowledge received from public education and to keep Americans aware of the changing social, economic and political world (Whitmire, 1997). This belief holds true today as we begin the twenty-first century with its technological advancements, global economy, continuous change and ambiguity.

Community Collaboration Enhances Education

Collaboration among local agencies in the rural communities of South Carolina can serve to establish a community center and focus for the people of the area. Because Rosenwald recognized that community members valued their schoolhouse more if they contributed to its construction, he required that standards of accountability be a part of an agreement to fund schools (Sosland, 1995).

Buffington also knew that the communities took pride in libraries that they erected. His standards of accountability included that the collections be

accessible to both adults and children. Building on the school grounds was a practical matter; resources could be shared (Lee, 1991). For Buffington, collaborative effort between schools and libraries in the rural communities of South Carolina could be a vital link in the battle for literacy.

Limitations

There are three primary delimitations addressed in this study: First, the geographical region included in the sampling; second, the location of the schools and libraries; third, the physical proximity of the schools and libraries

Over seventy-five Faith Cabin Libraries were organized and stocked with books in Georgia as part of Willie Lee Buffington's work. Most of the libraries in Georgia were located on Rosenwald school grounds or in the schools (Lee, 1991). This study did not examine the libraries established by Buffington beginning in 1944 in the state of Georgia.

In 1941, there were twenty-five Works Progress Administration (WPA) sponsored library programs for blacks in South Carolina. At the same time, there were 26 Faith Cabin Libraries in South Carolina. Following the end of the WPA library projects in the State, the State Library Board was the primary agency charged with library development. The State Library Board did not initiate

service to blacks until 1949 (Lee, 1991). This study was focused only on the Faith Cabin Libraries that extended service to rural blacks.

The foundation of Faith Cabin Libraries was based on the fact that they would serve as a center for community activities. Therefore, Buffington made access to the libraries by adults a criterion for the grant-in-books. While the use of library facilities as a community center was not unique to Faith Cabin Libraries at the time, the locating of the libraries adjacent to or in the Rosenwald schools meant that there would be some staffing for the libraries and that children and adults could access the materials (Lee, 1991). The researcher in this study examined only those Faith Cabin Libraries that were near or in the Rosenwald schools.

Research Designs and Methods

The purpose of this section is to describe the design of the study and the forms of inquiry and analysis to be used in the study. The section consists of six parts: an overview of the study; the concepts and their operational definitions; the samples and sampling plan; the sources of evidence; the treatment, processing, and analysis of the evidence in terms of the research questions; and a summary of the study procedure.

Overview of the Design of the Study

A visual display of the study's conceptual framework is shown in Figure 1. The Rosenwald funded schools and the Faith Cabin Libraries shared physical space and clientele from the communities in which they were located. Attributes such as community attitude, desire for literacy, and work ethic are also shared by the institutions. Both the schools and the libraries aimed at working within the community to providing an opportunity for learning to the community members.

The constant comparison method (LeCompte & Preissle, 1993) and the first three steps of the historical method (Brickman, 1973) are used to address the questions in assessing primary and secondary documents. The present study also employs an inductive to deductive method as described by LeCompte and Preissle (1993). Analysis of the data illuminated the reasons behind Rosenwald's interest in and concern with education of southern blacks that led him to donate a large amount of his personal fortune and to use his privileged position among capitalists to influence their contributions to this cause. The data also elucidate motives for Buffington's active interest in access to education for rural blacks in South Carolina during the era when Jim Crow delineated all aspects of southern life into categories of race. The relationship between the Rosenwald schools and

the Faith Cabin Libraries in South Carolina from 1932-1943 is also clear from study of the data.

The data for this present study are examined through an eclectic approach using elements of ethnography, historiography, and biography. LeCompte and Priessle (1993) define ethnography as a study of a phenomenon that is thought to be individual in its occurrence. It is a process of writing about people that results in a story of their shared beliefs, behaviors, or practices. Strategies used in ethnographic research are used to determine phenomenological and worldview perspectives of the participants. It is holistic as it is an attempt to describe the interrelationships of causes and results surrounding the phenomena as the data lead the researcher to construct the situation in its context (LeCompte & Priessle).

Ethnographic research for the present study is appropriate because it offers a means of describing an educational setting in its natural context. The learning environments can be viewed as they naturally occurred in their context (LeCompte & Priessle, 1993). The qualitative paradigm is particularly useful in historical and document analysis to illuminate answers to the research questions stated in this chapter.

This interpretive study is an effort by the researcher to recount the meanings the subjects gave to the reality around them through systematic identification of causal and consequential factors surrounding the historical events. Further, the

present study is descriptive in that it documents the development of Faith Cabin Libraries in relationship with Rosenwald Schools in South Carolina from 1932 until 1943. The inductive to deductive process is employed appropriately as the researcher began the study with an examination of the phenomena followed by successive and thorough examinations of similar and dissimilar phenomena. Using the inductive to deductive process allowed the researcher to begin with the collected data and to build from the data theoretical categories and arguments drawn from the relationships discovered among the data. These theoretical categories provide data that explain the answers to the research questions (LeCompte & Priessle, 1993).

The researcher used an inductive process to discover a theory that explained the data. Examination of the Faith Cabin Libraries and the Rosenwald Schools in South Carolina was done through document review. The documents concerning the Faith Cabin Library are those archived in the South Caroliniana Library as well as those recently donated to the collection and prepared for archiving by the researcher. A highlight of this present study is that the analysis of the documents is a more complete one than has been previously possible as new acquisitions have further illuminated the phenomenon of this string of libraries established to provide access to books to rural African Americans in the Jim Crow days in South Carolina. These primary documents were written while Buffington was

active with the library work and resulted from interviews with him and others involved in the movement. Additional documents relating the history of libraries in the State and in the South were located for use in the present study.

The documents concerning the Rosenwald Schools in South Carolina are photocopies of those in the Rosenwald Fund Papers at Fisk University. These copies of photographs and text were made by members of the South Carolina State Preservation Office as part of its effort to “identify, evaluate, and protect properties significant in South Carolina history” (South Carolina State Preservation Office, 2004). As suggested by Howell and Prevenier (2001) the photocopies were analyzed for “faults” (p. 61). These photocopies were clear and sharp appearing to have no faults due to mechanical failure or to voluntary manipulation. Other primary and secondary documents focusing on the Southern School Building Program and schooling for blacks in South Carolina were included in the analysis. The data were accumulated, analyzed, and coded. The coded data were classified into theoretical categories based on relationships exposed from drilling through the data.

Historiography is not just a recitation of bits of evidence revealed by data, rather, it is a narration and interpretation of what happened at a particular time in the past (Breisach, 1994). The interpretation of events in the present study

focuses on interpretation within historical context rather than a simple descriptive chronology of events.

Historiographers use the historical method codified by Leopold von Ranke (Howell & Prevenier, 2001) in an attempt to assure the accuracy of the articulation of events. Application of the principles and practice of historiography legitimizes the study of the problems of educational history.

Three steps from the historical method have particular applicability to resolving the research questions in this present study. First, the search for sources was made. The researcher was intentional in inclusion of data from studies done at the time of the historical phenomena to paint an accurate, and in some instances, quantitative, picture of the setting in which the phenomena occurred. The sources were documents that were created during the time of the events that provide the focus of this study. Butchart (1986) defines a primary source and its value to the building of historical understanding:

Briefly, a primary source is any material created contemporaneously to an event being studied. A secondary source, on the other hand, is an account created subsequently; usually by a historian or other scholar, using a number of primary sources. (p. 35)

Brickman (1973) expounded on creating historical meaning through secondary sources:

The value of a secondary source is directly proportional to the extent to which it has made use of primary sources. Thus, a secondary source may incorporate accurate quotations from a primary source and, to that extent, it assumes primary characteristics. (p. 93)

The second step, criticism of the documents, yielded the facts. Statements about the events in the Faith Cabin Library-Rosenwald schools phenomena were identified through "sifting information contained in many sources, by listening to many voices" (Howell & Prevenier, 2001, p. 69). Analysis of meaning through this phase of internal criticism is done fact by fact from one document to another. Basically, if all the sources agree on a fact, the fact is considered proven. If the sources do not support the same specific point, the researcher has to identify the source that appears to be the authority (Howell & Prevenier). In this present study of the Faith Cabin Libraries, the autobiographical article published in 1942 and the written interview completed by Carr in 1958 are considered the standards for comparison of facts in the present study. The family-sponsored Werner biography of Rosenwald is thought to be the standard for comparison in this study of the Southern School Building Program.

The third step of historical research that is applicable to this present study is the identification of theories, concepts, and notions that explain the interrelationships within the event and between the compared events (Brickman, 1973). All of the data were evaluated to determine the resolutions of the research questions. The circumstances in the South and in South Carolina that seriously limited blacks' access to education at the time the Rosenwald Schools were introduced and at the time the Faith Cabin Libraries were established was interwoven with the data to determine the motives of the white founders of the two movements as well as the relationship of the establishment of the Faith Cabin Libraries.

Biographical research provides an approach to describe behavior and to illuminate the ways in which education and educational policy play out in people's lives (Kridel, 1998). This study combines biographical inquiry with ethnography and historiography to more clearly understand the founders of the Faith Cabin Library movement and the Rosenwald Schools. It is hoped that by clarifying the motives and purposes of these men the two educational institutions the research will shed light on the relationship between the two institutions.

Oates (1986) argues that a critical study of a biographical subject requires that the researcher "analyze (s) his subject with appropriate detachment and

skepticism, comparing his subject with similar lives in other eras, offering judgments about significance and consequence,” (p. x). Illumination of the motives and purposes of Rosenwald and Buffington offer basis for judging the significance and results of their work in the educational uplift of rural southern blacks during the time of Jim Crow.

The similarity between ethnography and biography lies in process; evidence sources for both approaches are documents, archives, and interviews. The difference between the approaches lies in the product. Biography is aligned with literature and as such, biographers adhere to the notion of writing as an art. Ethnographers see themselves as researchers and writing as required to do their work (Glesne, 1986). This blended approach of ethnography, historiography, and biography enhances the accuracy of the product of the present research, the story of increased access to education by rural blacks in South Carolina.

Concept Definitions

As shown in the conceptual framework in Figure 1, this study involved three major concepts. Definitions of these concepts are outlined here in order to promote mutual understanding of the study. The first concept, *Rosenwald schools*, refers to schools for southern rural blacks that were built with seed money from Chicago philanthropist Julius Rosenwald or funneled through the Rosenwald

Foundation during the American Progressive Era. Rosenwald's approach offered an opportunity to blacks for a better future and the means to organize themselves within their communities (Embree & Waxman, 1949).

A second concept, *Progressive Era*, encompassed the first twenty years of the twentieth century (Edgar, 1998). This amorphous turn of the century political and social movement embraced complex reforms that were designed to promote public health and welfare, political democracy, and corporate regulations and to correct evils such as illiteracy, disease and poverty. Southern progressives became known for their adherence to strict delineation by race and class as a way to resolve the chronic struggle between whites and blacks. The delineation was manifested in an elaborate system of codified disenfranchisement and segregation, known as "Jim Crow." The notion of white supremacy made racism and reform complementary.

The third concept, *Faith Cabin Libraries*, refers to 30 libraries established in rural African American communities of South Carolina. The first six of the libraries were log cabins built on the campuses of Rosenwald schools; the second half dozen were built of other materials also located on Rosenwald school campuses

and most of the remainder of the libraries were situated within the Rosenwald school buildings. The cabins were built through community effort and stocked with books and materials donated by philanthropic groups around the nation. Organization of the community effort and acquisition and categorizing of the materials was done by Saluda County, South Carolina native, Willie Lee Buffington (Lee, 1991).

The fourth concept is *relationships* as it relates to schools and libraries since neither education nor literacy growth stop at the door of the school. *Public Libraries in the United States of America*, an influential report published in 1876, conveyed the message that public libraries were in partnership with educational institutions. A year later at the urging of the American Library Association, the National Education Association studied interrelationships between the two organizations resulting in their recommendation that cooperation continue between the organizations (Fitzgibbons, 2000).

Sampling and Samples

Data were collected from archival documents and secondary sources. This study requires three phases of archival research. The first stage was a general reading of secondary sources that focused on the involved communities in order to set the contextual framework for the study. This generalized reading

illuminated when, where, and how Rosenwald schools and Faith Cabin Libraries originated and who was involved in their original conception and development as well as the circumstances of life in the American rural south at the time.

Both primary and secondary sources were collected for this study. Butchart (1986) defines a primary source and its value to the building of historical understanding:

Briefly, a primary source is any material created contemporaneously to an event being studied. A secondary source, on the other hand, is an account created subsequently; usually by a historian or other scholar, using a number of primary sources (p. 35).

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it has made use of primary sources. Thus, a secondary source may incorporate accurate quotations from a primary source and, to that extent, it assumes primary characteristics (p. 93).

The second phase of archival research involved the researcher serving as a volunteer archive processor. Descendants of Willie Lee Buffington donated

materials found on the family property in Spartanburg, South Carolina to the University of South Carolina Caroliniana Library. The materials included in this donation had to be processed for entry into the archives and the researcher secured permission to work as the volunteer processor. The researcher made an independent study of processing methodology sources suggested by Herbert Hartsook, curator of the South Caroliniana Library in preparation for this volunteer opportunity.

These historical manuscripts are considered an “organic collection” (Schellenberg, 1988, p.174), because they accumulated naturally through the course of Buffington’s life. Personal manuscripts contain records such as correspondence, newspaper clippings, photographs, financial records, and other documents that describe the individual’s life. The Buffington collection contains visual remains, financial records, newspaper clippings, magazine articles, sermons, and church records among other items. The working finding aid for the newly acquired materials is shown in Appendix A.

The goal of the processor is to organize the collection in a hierarchical structure that will facilitate retrieval of its information. The job of the processor is to arrange the material and prepare finding aids that will provide access to the manuscripts for patrons and staff. Efficient processing is accomplished through the processor continually considering the researcher’s use of the collection when

developing the systematic arrangement of the contents of the collection.

Processing work includes development of finding aids that help researchers find the collection and descriptive aids that point to the specific contents of the collection as well as recommendations for conservation work (Hartsook, 2001).

Hartsook (2001) outlines five steps for processing personal papers. The first is to learn about the collection's creator by developing a chronological sketch of the subject's life. If there is no biographical information available, the timeline is developed through appraisal of the materials in the collection. Secondly, the processor should make an overview of the collection. This cursory study should identify the types of records in the collection, their inclusive dates, and the volume of each type of record. The third step requires the processor to develop a preliminary arrangement plan. She should determine the creator's original order of the material and decide whether to maintain or restore the original order. Personal judgment must be exercised at this juncture to determine the most useful and the simplest method of information retrieval. The fourth processing step involves complete rearrangement as necessary of the documents in the collection. This would include consolidation of similar items, ordering the items, placing them in new folders, new boxes, and shelving the boxes. The fifth step in processing a newly acquired collection of personal papers is discarding duplicate or irrelevant materials. Weeding involves replacement of staples and paper clips

with new clips and noting or performing needed conservation measures.

Thoughtful weeding yields a useful collection.

The notes taken while processing a collection are the foundation of the finding aid which is used by researchers and staff to learn about the collection and its contents. The processor is the person most familiar with the collection and as such should be careful to pass on all relevant information. Concise, precise writing and accurate information are critical to the creation of useful finding aids (Hartsook, 2000).

The methods employed by the processor to prepare both the manuscripts contained in a collection and the finding aids that guide the researcher to and through the documents should be done in such a way as to preserve the identity and the integrity of the materials. The methods should facilitate access to the collection, provide guides through the materials, and reflect the institution's recognition of the value of the information (Thibodeau, 1988).

The third stage of document review was study and analysis of primary sources. This review includes the new collection of personal papers given to The South Caroliniana Library as well as the previously acquired 42-item collection of mixed media from Buffington, the founder of the Faith Cabin Library movement. Included with these unique scholarly resources are a list of the locations of the libraries in South Carolina and Georgia, three scholarly studies

dated 1937, 1958, and 1991 as well as scripts from two radio programs, one done in 1948, and the other in 1951.

Other artifacts and records that were examined include Works Progress Administration indexes, newspapers, photographs, maps, archival records in the South Caroliniana Library and South Carolina State Department of Archives and History. Analysis of these documents and artifacts was the basis of “constructing good history” (Butchart, 1986, p. 76) that addresses the research questions.

Sources of Evidence

Kyvig and Marty (2000) recommend that statements made about historical events should be tested for accuracy by historiographers. The historical method supplies the techniques for validity and evaluation of these statements. The steps of the historical methods are summarized in the following steps: (1) search for sources; (2) criticism of sources; (3) interrelationships of sources; (4) hypothesis; and (5) presentation. (Brickman, 1973). In this study, the researcher applied the first three steps of the historical method along with the constant comparison method (LeComte & Priessle, 1993) to address the research questions. The constant comparison method allows the researcher to record and classify the data simultaneously while comparing the data across categories.

Treatment, Processing, and Analysis of Evidence

Two stages of document review were conducted. First, a general reading of secondary sources that focused on the involved communities set the contextual framework for the study. This general reading provided an illumination of when, where and how the Rosenwald schools and Faith Cabin Libraries began and who was involved in their conception and development. This stage gave the researcher a chronology, a list of significant events, and names of people who participated in the establishment of the schools and libraries. This stage also supplied “some arguments to test and some facts to verify” (Butchart, 1986, p. 48). In addition to examining secondary documents that provide local history, the researcher read a general history of South Carolina and the United States to deepen the contextual framework within a broader historical perspective.

The second stage of document review was the study and analysis of the multiple primary sources. The first three steps of the historical method (Brickman, 1973) were applied to analysis of these documents. After collecting and organizing the primary sources, the researcher examined the data externally and internally. External criticism established the genuineness of the documents. It also distinguished original publications from later printings, revisions, and

interpretations. Internal criticism involved analysis of the meaning of the content of the document. Assessment of mistakes of fact, errors in judgment, and motivational distortion was made through internal criticism (Brickman, 1973).

Credibility of statements was determined next. Observations that were alike in all essential respects except phrasing were considered independent facts. Comparisons of statements from different observers were made and when the significant details were found to be in agreement, a fact was considered credible. Contradictory evidence was identified when the researcher uncovered conflicting statements that were valid as assessed through the historical method. Contradictory evidence was not used for generalizations (Brickman, 1973).

The significance of the collected facts were more significant when woven together to reveal their interrelationships. By means of the constant comparative method the researcher analyzed the archival and documentary data by focusing on identifying categories and on generating statements of relationships. The interrelationships between the data were continuously refined throughout the data collection and analysis process and continuously fed back into category identification (LeComte & Preissle, 1993).

The final part of analysis of evidence was to summarize the information in the paper and explain the conclusions reached through the research. Suggestions for further related studies are included in the paper.

Organization of Study

This study is organized in six chapters. The first three chapters are introductory to the study topic and methodology. The fourth chapter describes the findings of the research on Buffington and the Faith Cabin Library movement. The fifth chapter is concerned with the findings of the research related to Rosenwald and the Southern School Building Program. The last chapter contains the conclusions drawn from the research and suggestions for further related studies.

Chapter One is an introduction to the topic studied. It also offers an overview of education for rural southern blacks during the first three decades of the twentieth century, terminology, and reasons supporting the study.

Chapter Two is a critical review of historical descriptions of the South at the beginning of the twentieth century. This review includes information on economic, educational, political, and religious aspects of life in the rural areas of the region.

Chapter Three contains a description of the methodology used to complete the study. The research questions and a discussion of the researcher's work as a volunteer archival processor are also contained in the chapter.

Chapter Four is the presentation of the findings relating to the Faith Cabin Libraries in South Carolina that satisfy the research questions. Findings concerning Buffington, the movement's originator are included.

Chapter Five describes the findings relating to the Rosenwald schools erected in South Carolina through the Southern Schools Building Program of the Julius Rosenwald Fund. Findings related to the Fund's benefactor, Julius Rosenwald, are included.

Chapter Six summarizes the findings of the research. Conclusions drawn from the data by the researcher are expressed in this chapter as are suggestions for future studies.

Summation

The purpose of the present study is to examine the motives of two white men, Julius Rosenwald and Willie Lee Buffington who supported the uplift of rural blacks through education in a time when other whites endeavored to deny blacks the civil, social, and economic rights afforded white American citizens. Further, the purpose of the study is to investigate the relationship between the Faith Cabin Libraries and the Rosenwald funded schools in South Carolina during the period from 1932 to 1943. The researcher's goal is to expose the story of Buffington and his determination to nurture literacy among the rural African

American communities that he knew and understood. It is long overdue that this story becomes part of the literature of South Carolina.