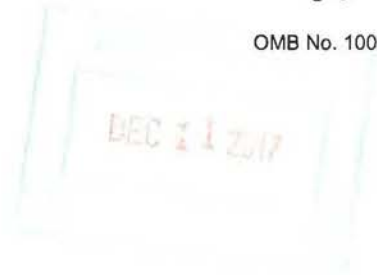


United States Department of the Interior
National Park Service



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 *How to Complete the National Register of Historic Places Registration Form* (National Register Bulletin 16A). Complete each item by marking "x" in the appropriate box or by entering the information requested. If an 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. Place additional entries and narrative items on continuation sheets (NPS Form 10-900a). Use a typewriter, word processor, or computer, to complete all items.

1. Name of Property

historic name Caswell County Training School
other names/site number Caswell County High School, N. L. Dillard Junior High School

2. Location

street & number 403 Dillard School Drive N/A not for publication
city or town Yanceyville N/A vicinity
state North Carolina code NC county Caswell code 33 zip code 27379

3. State/Federal Agency Certification

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

Kevin Cherry, SHPO 11/28/2017
Signature of certifying official/Title Date
North Carolina Department of Natural and Cultural Resources
State or Federal agency and bureau

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

Signature of certifying official/Title Date

State or Federal agency and bureau

4. National Park Service Certification

I hereby certify that the property is:

- entered in the National Register.
 See continuation sheet
- determined eligible for the National Register.
 See continuation sheet
- determined not eligible for the National Register.
- removed from the National Register.
- other, (explain): _____

Joe Walker ^{Fa} Signature of the Keeper 1.25.2018 Date of Action

5. Classification

Ownership of Property

(Check as many boxes as apply)

- private
- public-local
- public-State
- public-Federal

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 count.)

Contributing	Noncontributing	
3	0	buildings
1	0	sites
0	0	structures
0	0	objects
4	0	Total

Name of related multiple property listing

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

N/A

Number of Contributing resources previously listed in the National Register

N/A

6. Function or Use

Historic Functions

(Enter categories from instructions)

EDUCATION: School

RECREATION AND CULTURE: Sports Facility

Current Functions

(Enter categories from instructions)

VACANT: Not in use

VACANT: Not in use

7. Description

Architectural Classification

(Enter categories from instructions)

MODERN MOVEMENT

Materials

(Enter categories from instructions)

foundation BRICK

walls BRICK

roof SYNTHETICS: Rubber

ASPHALT

other

Narrative Description

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

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.)

Property is:

- A** owned by a religious institution or used for religious purposes.
- B** removed from its original location.
- C** a birthplace or grave.
- D** a cemetery.
- E** a reconstructed building, object, or structure.
- F** a commemorative property
- G** less than 50 years of age or achieved significance within the past 50 years.

Areas of Significance

(Enter categories from instructions)

- Architecture
- Education
- Ethnic Heritage: Black
-
-
-

Period of Significance

1949-1969

Significant Dates

1949
1951
1960

Significant Person

(Complete if Criterion B is marked)

N/A

Cultural Affiliation

African American

Architect/Builder

Atwood and Weels, architects, 1951 building
Mitchell, H. F., contractor, 1951 building
Stinson-Arey-Hall, architects, 1960 gymnasium
N. C. Monroe Construction Company, 1960 gymnasium

Narrative Statement of Significance

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

9. Major Bibliographical References

Bibliography

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

Previous documentation on file (NPS):

- preliminary determination of individual listing (36 CFR 67) has been requested
- previously listed in the National Register
- Previously determined eligible by the National Register
- designated a National Historic Landmark
- recorded by Historic American Buildings Survey # _____
- recorded by Historic American Engineering Record

Primary location of additional data:

- State Historic Preservation Office
 - Other State Agency
 - Federal Agency
 - Local Government
 - University
 - Other
- Name of repository: Caswell County Public Library,
Yanceyville
State Library, Raleigh

Caswell County Training School
Name of Property

Caswell County, NC
County and State

10. Geographical Data

Acreage of Property 13. acres

UTM References

(Place additional UTM references on a continuation sheet.)
See Latitude/Longitude coordinates continuation sheet.

1	<u> </u>	<u> </u>	<u> </u>	3	<u> </u>	<u> </u>	<u> </u>
	Zone	Easting	Northing		Zone	Easting	Northing
2	<u> </u>	<u> </u>	<u> </u>	4	<u> </u>	<u> </u>	<u> </u>

See continuation sheet

Verbal Boundary Description

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

Boundary Justification

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

11. Form Prepared By

name/title Heather Fearnbach
organization Fearnbach History Services, Inc. date 5/5/2017
street & number 3334 Nottingham Road telephone 336-765-2661
city or town Winston-Salem state NC zip code 27104

Additional Documentation

Submit the following items with the completed form:

Continuation Sheets

Maps

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

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

Photographs

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

Additional items

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

Property Owner

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

name Dillard Education and Economic Development Services, Gladys Fowler Graves, president (also see cont. sheet)
street & number 4157 County Home Road telephone 828-748-8957
city or town Blanch state NC zip code 27212

Paperwork Reduction Act Statement: This information is being collected for applications to the National Register of Historic Places to nominate properties for listing or determine eligibility for listing, to list properties, and to amend existing listing. Response to this request is required to obtain a benefit in accordance with the National Historic Preservation Act, as amended (16 U.S.C. 470 *et seq.*)

Estimated Burden Statement: Public reporting burden for this form is estimated to average 18.1 hours per response including time for reviewing instructions, gathering and maintaining data, and completing and reviewing the form. Direct comments regarding this burden estimate or any aspect of this form to the Chief, Administrative Services Division, National Park Service, P. O. Box 37127, Washington, DC 20013-7127; and the Office of Management and Budget, Paperwork Reductions Projects (1024-0018), Washington, DC 20303.

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Caswell County Training School
Caswell County, NC

Section 7. Narrative Description

Setting

Caswell County Training School is located in an African American neighborhood approximately one-half mile southeast of Yanceyville, North Carolina's central courthouse square. The three-story, flat-roofed, red brick, 1951 school faces west toward Dillard School Drive in the north section of an irregularly shaped 5.03-acre lot. The 1949 rear wing comprises an auditorium and cafeteria.¹ A flat-roofed canopy spans the distance between the school and the one-story, tripartite, flat-roofed, red brick, 1960 gymnasium to the south. The parcel slopes to the south and east, resulting in fully exposed lower-level walls for the school's rear (east) elevation and the gymnasium. The topography is the result of extensive grading. A deep ravine was filled and the site leveled to create a suitable setting for the school.

Deciduous and evergreen shrubs punctuate the façade and flank the concrete sidewalk that leads to the primary entrance. A tall flagpole rises from the yard north of the sidewalk. A grass lawn fills the remainder of the area between the building, the street, and the asphalt-paved access drive that wraps around the complex. The access drive intersects Dillard School Drive northwest and southeast of the school. Unpaved parking lots to the south and east accommodated faculty vehicles and buses.

Large tracts that were historically part of the campus and are still owned by the Caswell County Board of Education abut the parcel's northeast and southwest edges. A grass baseball field and remnants of a chain-link batting cage remain on the two parcels encompassing 7.31314-acres northeast of the school. This acreage is included within the National Register boundary. The four-acre southwest tract is predominantly wooded, although the area adjacent to Dillard School Drive has been cleared. A well and a small front-gable-roofed prefabricated shed once used by vocational classes are on the access drive's south side south of the gymnasium. Two sizable privately-owned lots south and east of the school are also mostly wooded.

Modest one-story dwellings flank Dillard School Drive. The Colonial Revival-style, front-gable-roofed, brick-veneered Yanceyville Missionary Baptist Church stands on the street's west side opposite the school. The site of the demolished 1924 Yanceyville Colored School, which became known as Caswell County Training School in 1934, is in a wooded area north of the church and three houses. Extant features include ruins of the steps that provided access from the road to the school yard near 296 Dillard School Drive and the foundation of an auxiliary building that stood east of 170 Julia

¹ Although the funding needed to erect the entire building was not available in 1949, the Caswell County Board of Education proceeded with the construction of what would become the school's rear wing.

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Section number 7 Page 2 Caswell County Training School
Caswell County, NC

Street.² The 1924 school briefly served as a gymnasium prior to its August 1951 demolition.³ Fulton Funeral Home is further north on Dillard School Drive's east side. Pearson Chapel AME Church, also a front-gable-roofed, brick-veneered building, fronts NC 62 northeast of Caswell County Training School. Across the road from the church, Bartlett Yancey High School occupies an approximately forty-six-acre campus that extends north to East Main Street.

Classroom, Auditorium, and Cafeteria Building, 1949, 1951, contributing building

Exterior

The three-story flat-roofed school has a T-shaped footprint with an eight-bay-long, north-south-oriented, 1951 main block and a four-bay-deep 1949 rear wing. Masons veneered the concrete-block walls in five-to-one common bond red brick with cast-stone window sills and coping. At the primary entrance in the slightly projecting fourth bay from the west elevation's south end, cast-stone-panel sheathing and a stepped parapet reflect a restrained Art Moderne stylistic influence. A full-height multipane aluminum-frame window, three single-leaf, aluminum-frame, glazed doors, and a three-pane matching transom fill the area within the cast-stone surround. The window comprises fifteen large square sections, all of which were originally clear glass. However, in order to mitigate intense heat and glare in the stairwell, metal panels were added in the outer sections and tinted glass installed in the three central sections during the late-twentieth century. An earlier attempt to address the issue involved painting the inside surface of the perimeter glass panes.

The remainder of the façade comprises four bays of grouped steel-frame windows on each floor north of the entrance and three bays to the south. The bays flanking the primary entrance and stair illuminate offices and other administrative spaces. They thus have a different configuration than the classroom windows. Each bay comprises a narrow twelve-pane central window and two outer sixteen-pane sash, all with hoppers. The classroom windows are each divided into six twelve-pane sections with four-pane hoppers. The façade's first story is slightly below grade, with window sills at ground level. Many first-floor sash throughout the building have been enclosed with particle board to discourage vandalism.

At the main block's north and south ends, three-story brick stair towers with open-air vestibules on each floor are set back from the façade and extend past the building footprint. Concrete steps with metal-pipe railings lead to below-grade first-floor entrances ornamented with fluted cast-stone surrounds. The one-bay-square vestibules that comprise each tower's west third are characterized by cast-stone window sills, unpainted brick walls, and concrete floors. The towers' east sections enclose

² "Yanceyville School," 2015 survey file, North Carolina Historic Preservation Office, Raleigh.

³ Caswell County Board of Education Meeting Minutes, Book 2, August 9, 1951, p. 96.

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concrete stairs with metal-pipe railings. The space is not climate-controlled, making the functionality of the two tall, rectangular, steel-frame, ten-pane windows with four-pane hoppers that pierce the east elevation imperative. The metal-frame windows in the upper-level openings were a late-twentieth-century addition and have been partially removed. Double-leaf aluminum-frame doors surmounted by four-pane transoms provide access to the stairs and the main block's north-south corridors. The south tower entrance is sheltered by a flat-roofed canopy that spans the distance between the school and the gymnasium.

The auditorium and cafeteria wing projects from the rear (east) elevation. The four-bay north and south elevations mirror each other. Three pairs of tall, rectangular, steel-frame, fourteen-pane windows, each with two four-pane hoppers, illuminate the auditorium. The east window surmounts a double-leaf aluminum-frame door. Concrete and steel steps with steel railings lead to the auditorium entrances. Beneath the landings, single-leaf aluminum-frame doors provide cafeteria access. On the south elevation, west of the door, two pairs of steel-frame, eight-pane windows with four-pane hoppers light the cafeteria. Two matching single sash and an upper-level four-pane window are stacked in the walls' east bay.

The wing's east elevation is blind with the exception of two pairs of steel-frame, eight-pane cafeteria windows with four-pane hoppers. The one-story, flat-roofed, brick kitchen that projects from the east elevation's north half has blind south and east walls. Two single-leaf wood-panel doors pierce the kitchen's north elevation.

The east bay of the wing's north elevation differs slightly from the south elevation, in that the lower-level window has only four panes. A one-story, flat-roofed, brick storage room extends from the wall's west half. The two small windows on the storage room's east and north elevation have been enclosed. A single-leaf steel door on its north elevation provides interior access.

North and south of the wing, the main block's arrangement is nearly symmetrical, with outer stair towers, intermediary classroom, and restrooms adjacent to the wing. However, the north section contains three classroom bays, while the south section has only two. Also, a roll-up door provides access to the vocational classroom in the north section's north bay. Two steel-frame, twelve-pane windows with four-pane hoppers are north of the door. The classroom windows comprise six twelve-pane sections with four-pane hoppers. A single twelve-pane steel sash with a four-pane hopper originally illuminated each restroom, but the lower half of each sash has been removed and that portion of the window opening enclosed.

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Caswell County Training School
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Interior

The school has a double-loaded corridor plan. Entrance vestibules at the center of the west, north, and south elevations provide access to the north-south corridors. An open steel-and-concrete double staircase with metal-pipe railings leads to all levels from the central entrance on the west elevation. The small, flat-roofed, concrete-block room at the base of the steps has a single-leaf door and a square single-pane window on its east wall. Steel and concrete staircases with metal-pipe railings fill the stair towers at the building's northeast and southeast corners.

The first floor contains nine classrooms at the north and south ends as well as administrative offices and a cafeteria, infirmary, and teachers' lounge at the building's center. The vocational shop and agriculture classrooms are on the north corridor's east side. The music room on the corridor's west side retains a three-tiered seating platform with a hardwood-floor. The second floor encompasses twelve classrooms, restrooms, and the auditorium. The northeast home economics room features cabinets with red linoleum countertops and backsplashes. The third floor comprises a large library with two workrooms at its south end, restrooms, and nine classrooms. Five science laboratories retain full walls of built-in wood cabinets and a few work stations. The auditorium balcony is accessed from the third floor.

Painted concrete-block walls, plaster ceilings, and vinyl-composition-tile floors characterize the interior. Celotex acoustical tiles sheathe some ceilings. Hollow-core wood-veneer doors hang in simple steel frames. Wood-trimmed blackboards and bulletin boards are intact in all but a few rooms. Most classrooms originally featured small pent-roofed corner closets with two-panel doors and attached bookshelves. Plywood cabinets were later installed in a few rooms. Steel lockers line the corridors. Linear fluorescent lighting remains in most areas. Radiators heat the building.

The auditorium retains original finishes and steel-frame wood seats on the main level and in the balcony. In both areas, seating comprises a wide central section flanked by two wide aisles and two narrower outer sections. Two square posts support the balcony, which has a metal-pipe railing. The stage's stepped flat proscenium arch displays a restrained Art Moderne aesthetic. Four wood steps at either end of the stage lead to the hardwood platform. The north stair has a metal-pipe railing. Velvet curtains are suspended from the ceiling on steel rods. Two small one-story rooms flank the stage, accessible through single-leaf entrances both from stage level and the auditorium's main level. Double-leaf doors on the north and south walls near the stage allow exterior egress. The corridor entrances are on the west elevation. The pendant lights, opaque globes with metal shields, appear to be original.

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Caswell County Training School
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The multi-stall restrooms accessed from the corridors have square glazed-tile wainscoting, small square white-and-black floor tiles, painted wood partition walls, and white porcelain sinks and lavatories.

Gymnasium, 1960, contributing building

Exterior

The Modernist red brick gymnasium is characterized by a tripartite plan and a curved wall that extends from its northwest corner. The walls are laid in common bond with five courses of stretchers followed by a course of alternating headers and stretchers. The parcel slopes to the south and east, allowing for fully exposed lower-level walls. The flat roof extends to deep eaves. The central basketball court is taller than the west lobby and east classroom/locker room wings. On the north and south elevations, clerestory windows with grouped steel-frame three-horizontal-pane sash and slightly projecting concrete sills illuminate the basketball court. The walls are blind beneath the windows. A flat-roofed canopy shelters two single-leaf steel doors at the south elevation's center.

A steel-frame curtain wall comprising three single-leaf steel doors with glazed upper sections, a full-height window, and a four-part transom fills most of the lobby wing's one-story north elevation. A small rectangular ticket window pierces the wall west of the entrance. The wing's west elevation is blind. A central double-leaf steel door with a tall, six-part, steel-frame transom punctuate the two-story south elevation.

The classroom/locker room wing extends from the basketball court's northeast corner. At the west end of the wing's one-story, one-bay-deep south section, a recessed entrance vestibule provides access to the basketball court. Two steel-frame two-horizontal-pane sash pierce the south and east elevations. The windows are hinged at the top, allowing them to swing open. The paired steel-frame horizontal-pane sash on the south elevation of the wing's two-story north section lights the corridor. On the east elevation, six pairs of steel-frame six-horizontal-pane sash illuminate the second-story classrooms while four two-horizontal-pane sash brighten the first-story locker rooms. Two single-leaf steel doors in the east elevation's central bays provide locker room access. Flat-roofed canopies surmount the doors. The north elevation is blind with the exception of a single, central, two-pane locker room window. The double-leaf steel door with glazed upper sections on the west elevation provides access to the classroom corridor. This entrance is sheltered by a flat-roofed canopy that covers the concrete walkway between the school and the gymnasium. Concrete steps with a metal pipe railing lead from the grass rear yard to the walkway.

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Caswell County Training School
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Interior

The gymnasium's tripartite plan comprises a central regulation-sized basketball court flanked by west lobby and east classroom/locker room wings. Steel trusses carry the roof load over the wide span above the basketball court, which also functioned as a tennis court. Insulated ceiling panels ameliorated the noise during athletic events. The court has vinyl-composition-tile floors and painted concrete-block walls. Collapsible wood stadium seating lines the north wall. Although sections of the ceiling and roof decking failed after sustaining damage during a series of storms, the trusses are intact.

The west wing's north doors open into a lobby with a ticket booth at its northwest corner. The remainder of the upper level was utilized for concession sales. At the lobby's south end, concrete steps with metal-pipe railings lead to the lower-level rear doors, basketball court entrance, and restrooms. The east and west wings both have painted concrete-block walls, vinyl-composition-tile floors, insulated-panel ceilings, and metal-framed steel doors. The east wing encompasses two second-story classrooms, a corridor, a stair, and first-story locker rooms and offices. Each locker room contains a changing area with wood benches and wall-mounted hooks for clothing, a shower room, and a restroom. Square-glazed-tile wainscoting sheathes the lower two-thirds of the shower and restroom walls.

Baseball field, circa 1951, contributing site

The ten-acre northeast lot includes a grass baseball field with a wooded perimeter. Remnants of a chain-link batting cage remain.

Shed, 1960s, contributing building

Vocational classes used the one-story, frame, prefabricated storage building with a low front-gable roof and T-111 siding that stands on the access drive's south side south of the gymnasium. A double-leaf door made of siding panels pierces the north elevation's center. The other walls are blind.

Integrity Statement

Caswell County Training School possesses integrity of location, setting, feeling, association, design, materials, and workmanship. The buildings display character-defining elements of mid-twentieth-century institutional architecture. Tall, rectangular, grouped, steel-frame, multipane windows illuminate the three-story, flat-roofed, red brick school. The central entrance bay's cast-stone-panel sheathing and stepped parapet reflect an Art Moderne stylistic influence. The interior is remarkably intact, featuring a double-loaded corridor plan; wall, ceiling, and floor finishes; and original doors,

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Caswell County Training School
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cabinets, bookshelves, blackboards, bulletin boards, and stairs. The auditorium retains its plan, stage, seating, and light fixtures. The music room features a three-tiered seating platform with a hardwood-floor. Roof leaks have caused some water damage in the school, but it is not extensive.

The flat-roofed red brick gymnasium also has painted concrete-block walls, vinyl-composition-tile floors, insulated-panel ceilings, and metal-framed steel doors. Steel trusses carry the roof load over the wide span above a regulation-sized basketball court and collapsible wood stadium seating. Sections of the basketball court ceiling and decking failed after sustaining storm damage.

Archaeology Potential Statement

The structure is closely related to the surrounding environment. Archaeological remains such as trash pits, privies, wells, and other structural remains which may be present can provide information valuable to the understanding and interpretation of the contributing structures. Information concerning land-use patterns, the structural evolution of African American school buildings, social standing and social mobility, as well as structural details, is often only evident in the archaeological record. Therefore, archaeological remains may well be an important component of the building's significance. At this time no investigation has been done to discover these remains, but it is likely that they exist, and this should be considered in any development of the property.

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Caswell County Training School
Caswell County, NC

Section 8. Statement of Significance

Caswell County Training School (CCTS) is locally significant under Criterion A for Education and African American ethnic history and Criterion C for Architecture. The complex, comprising a 1949 auditorium/cafeteria wing, a 1951 main block, and a 1960 gymnasium, is the product of a statewide mid-twentieth-century campus improvement and consolidation campaign. At the time of its completion, CCTS, which then served first- through eleventh-grade African American youth, was the county's largest and best-equipped educational facility.⁴ The 1949-1951 building replaced the nearby one-story, weatherboarded, 1924 Yanceyville School, which became known as Caswell County Training School in 1934 upon attaining high school accreditation from the State Department of Public Instruction. Funding for the new school complex was insufficient, so the Caswell County Board of Education elected to first construct the 1949 auditorium and basement cafeteria, which would become the school's rear wing upon completion of the main block in 1951. The school's principal at the time, Nicholas Longworth Dillard, advocated this approach, as he feared the auditorium and cafeteria facilities would never be constructed otherwise and this would ensure the complete project's eventual execution. The gymnasium was added to the complex in 1960. The period of significance begins with the auditorium/cafeteria wing's 1949 completion and continues through the Caswell County school system's 1969 desegregation.

CCTS's imposing façade epitomizes the school's importance to the African American community. The expansive three-story flat-roofed red brick 1951 school designed by Raleigh architects Atwood and Weeks allowed for greatly increased enrollment capacity and manifests the North Carolina Department of Public Instruction's initiative to supply students with spacious, well-ventilated, and amply lit instructional areas. CCTS displays Modernist tenets in its form, massing, and double-loaded corridor plan. The primary entrance bay's cast-stone-panel sheathing and a stepped parapet exhibit an Art Moderne stylistic influence. The 1949 rear wing encompasses an auditorium that provided a much-needed venue to hold academic and civic events as well as a basement cafeteria that supplied separate, sanitary food service facilities for the first time in the school's history. The two-story flat-roofed red brick gymnasium designed by Winston-Salem architects Stinson-Arey-Hall provided amenities including a basketball court, physical education and health classrooms, and locker room not previously available to the county's African American students.

⁴ The nearby white Bartlett Yancey campus, which was most comparable to CCTS in terms of student body size and housed all grades, was terribly overcrowded by 1951. An eight-classroom high school was completed in 1957. "Bartlett Yancey High School Occupies New Building Here," *CM*, May 2, 1957, p. 1.

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Caswell County Training School
Caswell County, NC

African American Education Context

North Carolina's African American children were afforded limited educational opportunities during the nineteenth century. Religious groups including the Moravians and the Society of Friends, known as Quakers, provided basic literacy lessons for free blacks and slaves, and according to oral tradition, continued even after the General Assembly enacted legislation forbidding the education of North Carolina's enslaved population in 1830. Public schools served only white students in some urban and rural areas beginning in 1840. In rare instances, free black youth attended private North Carolina schools.⁵

Reconstruction policies included the promise of universal access to quality academic instruction. However, the North Carolina General Assembly, mandated by the state's 1868 constitution to provide free public education for all children, adopted in 1875 an amendment that allowed for the creation of "separate but equal" schools. As educational facilities relied on inequitably distributed local funding, this policy left black students with inferior buildings and supplies, shorter terms, and fewer instructors. Despite these challenges, African American leaders promoted education as a means of realizing individual potential and strengthening communities. The State Colored Education Convention, composed of 140 delegates from 40 counties, met in Raleigh in 1877 to plan systemic educational improvements. Politicians in Charlotte, Greensboro, Raleigh, Washington, and Winston soon sponsored initiatives to create the state's first black graded schools. African American students interested in becoming teachers undertook advanced studies at normal schools established by religious denominations and private entities in Charlotte, Concord, Greensboro, Raleigh, and Salisbury.⁶

After North Carolina legislators mandated the creation of county boards of education in 1885, public schools were more uniformly organized.⁷ By 1887, Caswell County contained seventy-four school districts, evenly divided between black and white students despite the larger African American population. Black schools received approximately \$1,000 more in overall funding apportioned from local taxes.⁸ Class attendance was sporadic, particularly during planting and harvest seasons when children labored on family farms. Caswell County public school rosters included 1,501 African American youth in 1885, but daily turnout averaged only 800 pupils. Black enrollment decreased slightly by 1887, when 723 of 1,425 students were regularly present.⁹

⁵ Emma King, "Some Aspects of the Works of the Society of Friends for Negro Education in North Carolina," *The North Carolina Historical Review*, Volume I, Number 4, October 1924, 403; Jeffrey J. Crow, Paul D. Escott and Flora J. Hatley, *A History of African Americans in North Carolina* (Raleigh: North Carolina Department of Cultural Resources, 1992), 153.

⁶ Crow, et. al., *A History of African Americans in North Carolina*, 79, 81, 153.

⁷ "The New School Law," *Carolina Watchman* (Salisbury), March 19, 1885, p. 2.

⁸ George N. Thompson, letter to the Caswell County Board of Education, *Caswell News*, December 23, 1887, p. 2.

⁹ *Ibid.*

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Caswell County superintendent of public instruction George N. Thompson noted disparities in teacher salaries and school term length during this period. In 1887, African American instructors typically received \$24 per month for sixteen-week terms, while white teachers earned \$27 each month for thirteen-week terms. Thompson awarded teaching certificates to sixty-five applicants in 1887. Most had at least some formal training and continuing education was strongly encouraged. Thirty-one African American and twenty-five white educators attended training institutes in Yanceyville that summer.¹⁰

Little is known about late-nineteenth-century scholastic opportunities for Yanceyville's African American youth. The board of education operated thirty-seven black public schools throughout Caswell County in 1896, but in most cases physical locations have not been determined.¹¹ Yanceyville's African American residents chartered a school in 1897. In addition to these venues, African American children often received academic instruction at churches. The earliest documented site of a twentieth-century Yanceyville school for black students was a two-story, center-hall, single-pile, four-room dwelling that had originally belonged to John Stephens, a white farmer killed by the Ku Klux Klan on May 21, 1870. In May 1906, seven African American citizens purchased the house and four acres from his children, who then lived in Tennessee, to utilize it as a school.¹² Newspapers advertisements indicate that the building, although vacant for much of its history, had previously served educational purposes. In fall 1887, C. E. Kerr announced that she would be opening a subscription school at the "Stephens place," charging \$1.00 per month for "common school" coursework.¹³

The African American school, initially called Stephens School, was subsequently referred to as Yanceyville School #38 or Yanceyville Colored School. The facility accommodated first- through seventh-grade classes as well as community events. Although almost immediately inadequate in size, the building served the town's black citizens for almost two decades.¹⁴

When state subsidies for public education became available in 1897, legislators did not apportion funds to black schools. Local taxes and citizen contributions continued to make school operation possible. However, during the early twentieth century the general assembly designated capital for extensive improvements to both black and white schools. Municipal and county boards of education

¹⁰ Ibid.

¹¹ Levi Branson, *Branson's North Carolina Business Directory* (Raleigh: Levi Branson, 1896), 162.

¹² Stephens' wife and children inherited the property, but departed Caswell County soon after his death. Caswell County Will Book A, p. 51; Deed Book A, p. 4; Deed Book 61, p. 200; William S. Powell, *When the past refused to die: a history of Caswell County, North Carolina, 1777-1977* (Durham, N. C.: Moore Publishing, 1977), 387; Walker, *Their Highest Potential*, 14-15.

¹³ "Mrs. Kerr's School," *Caswell News*, October 7, 1887, p. 3.

¹⁴ Walker, *Their Highest Potential*, 14-15.

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implemented more stringent teacher qualification standards, undertook building renovation and construction, and consolidated smaller schools. Between 1910 and 1912, rural North Carolina communities erected 132 African American and 574 white schools, many using plans distributed by the Department of Public Instruction. In 1912, the state enumerated 2,226 rural and 105 urban black schools and 5,265 rural and 181 urban white schools.¹⁵

Despite this progress, inherent disparities between black and white educational facilities prevailed. Prominent educators including Nathan C. Newbold, James B. Dudley, and Charles H. Moore thus began addressing the appalling condition of African American schools. Newbold, appointed Agent for Rural Black Schools in 1913, served as the state's first Director of the Division of Negro Education upon its 1921 creation. With the aid of philanthropic concerns such as the Jeanes, Peabody, Rosenwald, and Slater Funds, he hired supervisors and teachers for rural schools and orchestrated building upgrades.¹⁶

Beginning around 1918, North Carolina's first public secondary schools for black youth, located in highly populated counties such as Durham, Forsyth, Guilford, Mecklenburg, and Wake, offered a few years of high school coursework. Earlier private schools including Palmer Memorial Institute in Guilford County, established in 1902 by African American educator Charlotte Hawkins Brown, and Laurinburg Institute in Scotland County, created in 1904 by Emmanuel Monty and Tinny McDuffie, remained alternatives for black children from counties such as Caswell in which public secondary education was not available.¹⁷

North Carolina strengthened compulsory school attendance legislation in 1919, resulting in escalated enrollment that could not be contained on existing campuses. The Department of Public Instruction's 1921 inventory of 7,467 public schools revealed that 3,698 one-room and 2,460 two-room schools served the state's youth. The vast majority of those buildings were frame, but 81 log and 248 brick structures remained in use. Most housed first through seventh grades; only seventy of one hundred counties, including Caswell, operated at least one rural high school.¹⁸ County school superintendents

¹⁵ Jim Sumner, "The Development of North Carolina's Public School System through 1940," context essay prepared for the Survey and Planning Branch of the North Carolina Historic Preservation Office, 1990, 5-6; William S. Powell, *North Carolina through Four Centuries* (Chapel Hill: University of North Carolina Press, 1989), 445-447; North Carolina Department of Public Instruction, *Biennial Report of the Superintendent of Public Instruction to Governor W. W. Kitchin for the Scholastic Years 1910-11 and 1911-12* (Raleigh: Edwards and Broughton, 1912), 8-9.

¹⁶ Crow, et. al., *A History of African Americans in North Carolina*, 155-158; Hugh Victor Brown, *A History of the Education of Negroes in North Carolina* (Raleigh: Irving Swain Press, Inc., 1961), 61, 64; James D. Anderson, *The Education of Blacks in the South, 1860-1935* (Chapel Hill: University of North Carolina Press, 1988), 204; Hugh Victor Brown, *E-Qual-ity Education in North Carolina Among Negroes* (Raleigh: Irving Swain Press, Inc., 1964), 129-130.

¹⁷ Crow, et. al., *A History of African Americans in North Carolina*, 155-158.

¹⁸ Jim Sumner, "The Development of North Carolina's Public School System through 1940," context essay prepared for the Survey and Planning Branch of the North Carolina Historic Preservation Office, 1990, p. 7, appendices.

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and boards of education subsequently oversaw widespread building enhancements, new school construction, and a consequent reduction in the total number of campuses and school districts. Statewide road improvements facilitated school consolidation by allowing for more efficient busing.

School curriculums changed in 1920 after the Department of Public Instruction implemented academic benchmarks and high school ratings. The school system mandated that institutions interested in standard high school classification offer seventh- through eleventh-grade courses during school sessions of at least 160 days, possess a minimum of 3 certified teachers and 45 pupils in average daily attendance, and execute a department-approved study program utilizing appropriate materials. By the end of the 1920-1921 term, 116 public high schools for white students had attained accreditation. In 1924, the state certified 21 black campuses: 4 normal, 3 rural, and 14 urban schools. At the close of the 1929-1930 academic year, the Department of Public Instruction enumerated 60 white and 68 black accredited high schools.¹⁹

Caswell County's public educational system manifested statewide trends. Student population grew steadily through the twentieth century's first decades. In 1900, 1,736 African American students enrolled in county schools, but only 1,302 regularly attended classes. African American registration numbers decreased slightly by 1910, when 1,122 of 1,677 children were often present at school. Fewer African American students—1,396—were on school rosters in 1920, and attendance also dropped to 759.²⁰

In 1921, Caswell County's forty-four school districts employed ninety-nine teachers, thirty-three of whom were African American. Most educators taught first- through sixth or seventh grades in one-room log buildings for six-month terms. Overall white and African American enrollment numbered 3,465, with 1,827 black pupils attending twenty-two schools. Furnishings were sparse and supplies such as maps, globes, blackboards, and crayons meager. Students sat on backless benches as they learned reading, spelling, arithmetic, and geography. Many teachers had achieved only fifth-grade-level educational proficiency.²¹

In order to improve deficient facilities and instructor caliber, North Carolina disbursed eighteen million dollars in operational funds to public African American elementary and high schools, summer programs, normal schools, and colleges between 1921 and 1925. Of that amount, teacher salaries

¹⁹ Ibid., 17-18, appendices; North Carolina Department of Public Instruction, "Biennial Reports of the Superintendent of Public Instruction," 1921-1930, State Archives of North Carolina, Raleigh.

²⁰ "Caswell County," North Carolina Department of Public Instruction, Division of Schoolhouse Planning, County Building Reports, 1935, State Archives of North Carolina, Raleigh.

²¹ "School Progress Has Been Rapid," *Caswell Messenger* (hereafter abbreviated *CM*), April 10, 1941, p. 5; "Educational Growth in Caswell County Colored Elementary Schools," *CM*, April 10, 1941, p. 3.

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totaled around ten million dollars, new buildings and equipment five million dollars, and teacher training and higher education almost three million dollars.²²

The Caswell County Board of Education (CCBE) initiated numerous campus improvement projects during the 1920s. Architects including Frank B. Simpson and Linthicum and Linthicum of Raleigh, Northrup and O'Brien of Winston-Salem, and the State Department of Public Instruction supplied the drawings used to erect white schools.²³ The Rosenwald Fund, an organization devoted to improving educational venues for southern African American children, provided critical assistance to Caswell County's black school construction initiative. The fund, in collaboration with local and state boards of education and private citizens, facilitated the completion of 813 North Carolina buildings, including schools, teachers' residences, and industrial education shops, between 1915 and 1932, more than in any other state. As Caswell County school administrators sought to construct new buildings—most of which were one-story and weatherboarded—they solicited subsidies from the fund as well as donations from community residents. Rosenwald, state, and local contributions enabled the construction of six Caswell County schools: Blackwell (1924), Beulah (1925), New Ephesus (1925), Yanceyville (1925), Dotmond (1929), and Milton (1931). None are extant. All had two classrooms with the exception of the Yanceyville school, which featured a four-room plan.²⁴

The economic challenges that ensued from the Great Depression limited facility improvement funding during the 1930s. However, the North Carolina Emergency Relief Administration (NCERA), the state's first New Deal program that created jobs for unemployed citizens, subsidized Caswell County enterprises between 1932 and 1935 ranging from constructing a civic center in Yanceyville to renovating the courthouse and building a water treatment plant to serve that building and the jail. The NCERA's education-related projects in Caswell County included school, gymnasium, and athletic field construction and maintenance, heating system installation, and grounds improvements. Privies were erected at forty one-teacher schools and twenty wells dug on African American campuses. At Yanceyville Colored School, which became Caswell County Training School upon its high school accreditation in 1934, the NCERA facilitated the building's repair and painting, site leveling, and grass planting at a cost of approximately \$2,000. At White School, which served rural African American students, NCERA subsidized a replacement building's construction. NCERA also provided funds for

²² North Carolina State Board of Charities and Public Welfare, "North Carolina's Social Welfare Program for Negroes," Special Bulletin Number 8, Raleigh, N. C., 1926, 42.

²³ Caswell County Board of Education Meeting Minutes (hereafter abbreviated CCBEMM), Book 1, August 6, 1923, p. 3; August 15, 1923, p. 6; March 2, 1925, p. 44; June 1, 1925, p. 57; November 1, 1926, p. 132; January 3, 1927, p. 137.

²⁴ CCBEMM, Book 1, August 6, 1923, p. 3; May 4, 1924, p. 24; October 1, 1928, p. 196; "Caswell County Schools," Fisk University Rosenwald Fund Card File Database, Julius Rosenwald Fund Archives, 1917-1948, John Hope and Aurelia E. Franklin Library, Special Collections, Fisk University, <http://rosenwald.fisk.edu> (accessed in May 2017); "North Carolina Rosenwald Schools," <http://www.historysouth.org/schoolsnc.html> (accessed May 2017).

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school nurse and janitor salaries countywide.²⁵

Although the CCBE continued to consolidate schools in the 1930s, black facilities remained inferior. During 1934-1935, 2,814 African American and 3,195 white youth enrolled in seven districts. Black students attended forty-six schools, all of which were frame. Inspectors indicated that thirty buildings were in poor condition and none had inside restrooms. Caswell County Training School was the only African American institution that offered all eleven grades; most schools housed first- through seventh-grade students. White children were assigned to ten campuses, five of which—Anderson, Bartlett Yancey, Cobb Memorial, Prospect Hill, and Semora—provided first- through eleventh-grade instruction. All but one school was brick.²⁶

State and local funding for school improvements was insufficient. However, the Federal Emergency Administration of Public Works, which became the Public Works Administration (PWA) in 1939, provided grants and loans to be used for this purpose. The CCBE received a \$12,319 grant in 1935 to subsidize the construction of a new high school on the white campus in Yanceyville, completed in July 1936.²⁷ The federal Works Progress Administration (WPA) also offered assistance. As part of its mission to provide unemployed citizens with meaningful jobs, the WPA supplied grants for school renovation and construction as well as lunch room operation. The program sponsored adult academic instruction and vocational training, much of which took place at public schools.²⁸

Caswell County schools operated for eight-month terms in 1941. African American youth attended forty-six schools, the majority of which accommodated seven grades in small weatherboarded buildings. Thirty of these schools had one teacher, thirteen had two, one had three, and one had four faculty members. PTAs were active on forty-three campuses. Only fifteen schools then served hot lunches; twenty-seven provided fruit. Caswell County Training School, with eighteen instructors, remained the only African American institution with eleven grades. The building did not have a lunch room. Eight buses transported black high school students to Yanceyville.²⁹

²⁵ J. S. Kirk, Walter A. Cutter and Thomas W. Morse, eds. *Emergency Relief in North Carolina: A Record of the Development and Activities of the North Carolina Emergency Relief Administration, 1932-1935* (Raleigh: North Carolina Emergency Relief Administration, 1936), 201, 463.

²⁶ CCBEMM, Book 1, August 7, 1933, pp. 250-252; NCDPI, DSP, Administrative Surveys, 1935-1936, Box 1, State Archives of North Carolina, Raleigh.

²⁷ CCBEMM, Book 2, November 4, 1935, p. 1; July 6, 1936, pp. 7-8; May 20, 1938, p. 27.

²⁸ North Carolina Works Progress Administration, *North Carolina WPA: Its Story* (Raleigh: North Carolina Works Progress Administration, 1940), 14-16, Fred J. Cohn, "29,449 Adults Now In School Under Program," *Citizen-Times* (Asheville), October 23, 1938; "WPA Program Touches Thousands," *Greensboro Daily News*, October 23, 1938.

²⁹ "Educational Growth in Caswell County Colored Elementary Schools," *CM*, April 10, 1941, p. 3; "School Progress Has Been Rapid," *CM*, April 10, 1941, p. 5.

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As attendance escalated in the mid-1940s, the CCBE planned to undertake school construction and maintenance that had been deferred due to building material shortages during and after World War II. Caswell County campus consolidation continued as classrooms, cafeterias, auditoriums, and vocational buildings were erected from the late 1940s through the 1960s to remedy overcrowded conditions and replace inadequate structures. Improvements were typically executed in phases. Between 1949 and 1958, the county spent about \$1,849,918 on construction projects. Approximately \$1.2 million of the total was expended to replace forty-three frame African American schools with six brick consolidated schools. Taxpayers supported school bond issuance, with funding split almost equally between local and state government. Caswell County bonds provided \$812,629 of the overall cost. State bonds of \$406,362 in 1949 and \$406,268 in 1953 subsidized the remainder.³⁰ African American students benefited from new facilities at Caswell County Training (1949, 1951, 1960), High Rock (1957, 1962), Jones (1956, 1961, 1966), New Dotmond (1947, 1956, 1962), Oakwood (1967), Stoney Creek (1956, 1967), Sweet Gum (1956, 1962). All but Caswell County Training School housed seven grades.³¹ Winston-Salem architects Stinson-Arey and their successor firms rendered plans for many of these buildings.³²

Although the U. S. Supreme Court decreed school desegregation in 1954, most North Carolina municipalities integrated slowly. The state legislature passed the 1955 Pupil Assignment Act to afford local school districts complete latitude in delineating student placement; thus perpetuating segregation. That year, a contingent of fifteen African American Caswell County parents began protesting school assignments on the basis of race, initially via petitions to the CCBE. A series of legal actions followed when their concerns were not addressed.³³

The Charlotte, Greensboro, and Winston-Salem school boards were the first in the state to allow African American students to apply for admission to white schools in the summer of 1957.³⁴ At the same time in Caswell County, black parents petitioned to obtain placements for forty-three children at

³⁰ CCBEMM, Book 2, March 1, 1954, p. 127 "Caswell County Spends \$1,649,917 on School Building Construction During Period 1949-1957," *CM*, August 22, 1957, p. 1; "Bartlett Yancey High School Occupies New Building Here," *CM*, May 2, 1957, p. 1.

³¹ North Carolina Department of Public Instruction, Division of School Planning, *Caswell County School Survey* (Raleigh: North Carolina Department of Public Instruction, 1973), 120-133; CCBEMM, Book 2, October 15, 1956, pp. 168-169; August 5, 1957, p. 188; June 17, 1960, pp. 255-256; July 6, 1960, p. 257; September 11, 1961, p. 284; March 7, 1966, p. 425.

³² CCBEMM, Book 2, March 7, 1955, p. 139; September 5, 1955, pp. 147-148; January 2, 1956, p. 151; January 27, 1956, pp. 152-153; February 16, 1956, p. 155; April 25, 1956, p. 159; July 16, 1957, pp. 185-186; May 26, 1958, p. 209-210; July 7, 1958, p. 214; June 7, 1965, pp. 398-399; "Ersoy Brake Appleyard Architects Project List," March 2009.

³³ "Supreme Court Orders Local Officials to End School Segregation 'as Soon as Practicable,'" *Winston-Salem Journal*, June 1, 1955, p. 1; CCBEMM, Book 2, September 5, 1955, p. 147; August 6, 1956, p. 164.

³⁴ "Jeffrey J. Crow, Paul D. Escott, and Flora J. Hatley, *A History of African Americans in North Carolina* (Raleigh: North Carolina Department of Cultural Resources, 1992), 171-173.

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white schools that were much closer to their homes than the African American campuses to which they had been assigned. The CCBE rejected the applications for school transfers in August 1957 and continued to deny subsequent petitions through 1962.³⁵

Finally, in response to federal court rulings in lawsuits filed on behalf of seven African American Caswell County youth, the CCBE was forced to allow all students to enroll in the school of their choice beginning in January 1963. The process was fraught with conflict. The sixteen black children who integrated four schools were physically threatened and emotionally abused throughout the semester.³⁶

Although the Civil Rights Act of 1964 mandated school integration as a prerequisite for federal funding eligibility, it was not until the late 1960s that the CCBE, like most North Carolina school systems, completely integrated school districts. The freedom-of-choice plan, enacted in 1965, was an attempt to allow parents to choose which schools their children would attend. However, few citizens took advantage of this opportunity. Only fifty-seven African American youth had enrolled in predominately white Caswell County schools by 1967. A federal court judge ruled the plan unconstitutional and an invalid means of desegregating schools in 1968. That finding encouraged student busing to achieve racial integration, a practice that became widespread in the 1970s.³⁷

The CCBE implemented a county-wide campus integration plan in fall 1969. That term, Yanceyville's white and African American first- through third-grade students received assignments to either Oakwood or Jones Elementary schools. Bartlett Yancey Elementary housed fourth through seventh grades. Caswell County Training School functioned as N. L. Dillard Junior High School, serving eighth and ninth-grade pupils. Tenth through twelfth-grade students attended Bartlett Yancey High School.³⁸

³⁵ CCBEMM, Book 2, August 22, 1957, pp. 188-189; August 26, 1957, pp. 190-191; August 28, 1957, pp. 191-192; September 3, 1957, pp. 192-193; June 17, 1960, pp. 254-255; July 6, 1960, p. 257; April 10, 1961, p. 272; August 24, 1961, pp. 281-282; "One Negro Student Applies for Admittance to Bartlett Yancey High School Here," *CM*, August 1, 1957, p. 1; "Board Rejects Applications of 32 Negro Pupils for School Transfers," *CM*, August 1, 1957, p. 1; "Board Interviews Negro Parents of Pupils Applying for Transfers," *CM*, August 1, 1957, pp. 1, 4; "State Answers School Suit of Co. Negroes," *CM*, January 17, 1957, p. 1; "One Negro Pupil Applies for Admittance to Bartlett Yancey High School Here," *CM*, August 1, 1957, p. 1; Walker, *Their Highest Potential*, 187-189.

³⁶ Jasper Brown, the father of four of the children and one of the principle complainants in the lawsuit, narrowly escaped being lynched. In the course of his pursuit by a white mob, Brown shot two men. While he awaited trial, white men bombed his yard. Walker, *Their Highest Potential*, 187-191; Deborah F. Brown, *Dead-End Road* (Bloomington, Indiana: Author House, 2004), 53-57, 78-79.

³⁷ CCBE, Book 2, April 12, 1965, pp. 394-395; Crow, et. al., *A History of African Americans in North Carolina*, 171-173; Walker, *Their Highest Potential*, 191.

³⁸ *North Carolina Education Directory* (Raleigh: NCDPI, 1970), 42.

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Caswell County Training School Historical Background

The 1949-1951 Caswell County Training School replaced the 1924 Yanceyville School (known as Caswell County Training School after 1934) that stood on Dillard School Drive's west side. Both schools were erected following many years of advocacy and fundraising by the African American community. In June 1924, the CCBE accepted bids for the construction of a one-story, weatherboarded, side-gable-roofed, four-classroom building. Yanceyville contractor W. E. Reagan was awarded the contract in July and soon erected the school beside the Stephens House on the edge of a ravine.³⁹ The \$4,828-building was the product of public-private partnerships. The Rosenwald Fund supplied \$1,100 and state and county boards of education and other donors \$2,890 of the project's overall cost. The African American community contributed \$838, \$800 of which was raised by the school's Parent-Teacher Association, organized in 1924 to facilitate the building's construction.⁴⁰ The CCBE allocated \$175 to furnish desks for five rooms of the Yanceyville and Beulah schools in April 1925.⁴¹ The Yanceyville building required maintenance by the late 1920s, but repairs were not undertaken until the school was expanded with a three-classroom addition in early 1930.⁴² Roll-up partition walls allowed multiple rooms to be collectively used as an auditorium.

Enrollment numbered eighty students in fall 1930, when twenty-four-year old Shaw University alumnus Nicholas Longworth Dillard became Yanceyville School's principal. The faculty comprised Dillard and three female teachers including Danville, Virginia native Gladys Moore Motley, who Dillard married on December 27, 1934. His mission to provide a challenging yet nurturing academic environment quickly transformed the school. In addition to executing administrative duties, he taught sixth- through eighth-grade pupils. Dillard began offering eighth-grade instruction his first year and gradually introduced upper-level coursework in order to allow the class to progress from ninth through eleventh grades. Secondary education had not previously been available to Caswell County's African American residents. Dillard's pioneering pedagogical approach enabled the campus to attain high school accreditation from the State Department of Public Instruction in 1934. The institution then became Caswell County Training School.⁴³

³⁹ Reagan was awarded a \$4,465 construction contract, plus an additional allowance for composition roof shingles. CCBEMM, Book 1, May 5, 1924, p. 24; July 7, 1924, p. 27.

⁴⁰ CCBEMM, Book 1, February 1925, p. 43; "Yanceyville School," Fisk University Rosenwald Fund Card File Database and Photograph Collection, Julius Rosenwald Fund Archives, 1917-1948, John Hope and Aurelia E. Franklin Library, Special Collections, Fisk University, <http://rosenwald.fisk.edu> (accessed in May 2017); Walker, *Their Highest Potential*, 17.

⁴¹ CCBEMM, Book 1, April 6, 1925, p. 48.

⁴² CCBEMM, Book 1, December 2, 1929, p. 135; September 7, 1931, p. 191.

⁴³ "Dream Comes True," *CM*, March 1, 1951, p.1; Marriage certificate; Walker, *Their Highest Potential*, 26-31; "Caswell County Training School," "Principal's Annual High School Reports," NCDPI, DIS, 1935; *Educational Directory of North Carolina* (Raleigh: NCDPI, 1936), p. 29.

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Principal Dillard and his faculty promoted academic excellence and encouraged participation in extracurricular activities. Enrollment progressively increased. In 1934-1935, Dillard, Chattie L. Price, C. H. Couch, and William Ridley Jr. instructed 143 high school pupils in four classrooms. One of the seven 1935 graduates planned to attend normal school, a significant achievement in an county where few African American students had the opportunity to pursue higher education. Three female educators including Gladys Dillard oversaw 123 elementary school children. Youth published a newspaper called "The Monitor," played baseball and basketball, and participated in glee, drama, literary, and Hi-Y clubs. Student performances drew large audiences.⁴⁴ The NCERA facilitated the school's repair and painting, site leveling, and grass planting that year at a cost of approximately \$2,000.⁴⁵

Community members also supported the school through donations of money and labor. In November 1930, a delegation requested that the CCBE subsidize excavating a well for the site. However, when T. S. Lea and Peter Graves presented the \$140 bill for the well's installation, the CCBE declined to reimburse them, stating that funds were not available and the plan had not been approved prior to execution.⁴⁶ During the mid-1930s, Yanceyville School's PTA collaborated with students and faculty to provide approximately \$530-worth of furnishings, equipment, and books. The ten classrooms were so packed that school patrons leased a "hall" to serve as auxiliary space for \$16 a year. Parents also assisted with event preparations and facilitated student transportation. For about two years beginning in 1933, farmer E. C. Jones, whose children attended the school, conveyed youth from Milton to Yanceyville in a "bus" created by enclosing a truck bed. He was unable to recoup the cost, and donated the truck to the state in 1935. The PTA then purchased a bus that covered the Milton route. Similar efforts ensued to provide access to Yanceyville from other rural communities.⁴⁷

Thelma Johnson, who attended the school during the 1930s, remembers that students were assigned to one of two four-hour shifts—8:00 am to noon or noon to 4:00 pm—in order to reduce overcrowding. This also allowed youth to eat at home, which was important as there was no school lunch room. Thelma and her eleven siblings walked to campus from their farm. Most of the children attained seventh-grade certificates, but none continued through high school. Rather, they labored on the farm until establishing their own households.⁴⁸

Charles Blackwell took advantage of the secondary instruction offered at CCTS from 1938 until 1940. His family's farm was approximately six miles from Yanceyville. He had previously attended Iowa

⁴⁴ "Caswell County Training School," Principal's Annual High School Report, NCDPI, DIS, 1935.

⁴⁵ Kirk, et. al., *Emergency Relief in North Carolina*, 463.

⁴⁶ CCBEMM, Book 1, November 3, 1930, p. 175; January 5, 1931, pp. 182 and 183.

⁴⁷ CCBEMM, Book 2, April 4, 1938, p. 26; Walker, 32-33, 37-38, 74.

⁴⁸ Thelma Johnson, interview with Heather Fearnbach in Yanceyville, April 20, 2017.

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School, which accommodated first through seventh-grade students closer to his home. As busing was not available for CCTS students during his first two years at the school, he boarded with Jessie Lee Graves in Yanceyville. He also recalled the absence of a lunch room, and remembers purchasing snacks from a store near campus. Blackwell was able to live at home and ride the bus to CCTS during tenth grade, after which he left school and began his career as a truck driver at the age of fourteen.⁴⁹

CCTS was gradually enlarged in response to high enrollment, bringing the classroom total to ten by 1938. However, the facility remained inadequate in size, functionally obsolete, and was a high fire risk due its frame construction. Dillard and CCTS parents continued to advocate for a new building, first petitioning the Caswell County Board of Education and then soliciting assistance from Division of Negro Education Director Nathan Newbold. Following an August 1938 meeting with CCTS representatives, Newbold recommended that the board apply for federal funding to subsidize a new school's construction. The resulting \$16,000 PWA loan was not sufficient enough to allow building to commence. However, the CCBE commissioned Raleigh architects Atwood and Weeks to render plans for the county's first brick African American high school. Howard R. Weeks presented drawings and specifications at the January 23, 1940 CCBE meeting and revised them in accordance with the board's comments. The plans were then tabled pending funding availability.⁵⁰

CCTS students continued to excel despite facility limitations. In 1939-1940, Dillard reported that 402 of 440 registered high school pupils regularly attended classes. Students participated in glee, drama, sewing, and debating clubs and published "The Torch" newspaper. Five of the sixty-one youth who graduated in May had enrolled in a college or university and another five planned to attend a normal or industrial school.⁵¹ Dillard facilitated this by encouraging students to take college entrance exams, paying tuition and fees, and arranging for scholarships at institutions including his alma mater, Shaw University.⁵²

In May 1941, the Department of Public Instruction's Schoolhouse Planning director W. F. Credle notified CCBE superintendent Holland McSwain that a \$10,000 loan from the State Literary Fund would supplement the \$16,000 PWA loan for a new CCTS. The CCBE deemed the frame school, which then accommodated 590 children in ten classrooms, to be a fire hazard in November 1941. The board resolution also requested that the WPA reallocate a portion of its Caswell County labor force to build the school. African American residents contributed lumber toward the effort, but World War II's

⁴⁹ Charles Blackwell, interview with Heather Fearnbach in Yanceyville, April 20, 2017.

⁵⁰ CCBEEMM, Book 2, September 5, 1938, pp. 29-30; January 2, 1939, p. 31; June 2, 1939, p. 33; January 23, 1940, p. 36; Walker, *Their Highest Potential*, 48-51.

⁵¹ High school faculty comprised four men in addition to principal Dillard and nine women. Four female teachers instructed the elementary grades. "Caswell County Training School," "Principal's Annual High School Report," NCDPI, DIS, 1940.

⁵² Walker, *Their Highest Potential*,

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escalation made additional materials and labor unavailable. Oral tradition holds that after Murphey School, which served white students, burned in March 1943, the lumber was used to construct a new structure on that campus. The CCBE engaged architect Lindsey M. Gudger to render plans for a fire-resistant Murphey School in April 1944. The CCBE authorized building material purchase for Murphey School and CCTS the following month, but work did not transpire. Although the necessity of both projects was well established, construction was postponed until 1948.⁵³

Despite the delayed availability of new facilities, Dillard implemented measures to improve CCTS. He recruited faculty with advanced degrees and encouraged them to pursue ongoing education, subsidizing conference and workshop attendance and graduate-level coursework. Dillard set an example by attaining a Master's degree in education from the University of Michigan in 1942 after spending four summers studying in Ann Arbor. He also attended national conferences and was regarded by his white North Carolina colleagues as being extremely well-versed in current educational trends. CCTS faculty joined the Caswell County Education Association, the North Carolina Teachers Association, and the National Education Association and regularly participated in local, regional, and national meetings. Dillard also brought speakers to CCTS.⁵⁴

CCTS accommodated a large number of students in crowded, inadequate quarters in 1945-1946. Dillard, three male, and seven female teachers headed eleven ninth- through eleventh-grade classrooms comprising 360 youth. Pupils were still without a lunch room, gymnasium, home economics room, or indoor restrooms.⁵⁵ CCTS's student body grew significantly after World War II, comprising 421 high school and 415 elementary school students in 1949-1950. Youth had the ability to join junior educators', library, and reading clubs. Students benefited from health care services including physical exams, glasses, dental care, and tonsillectomies provided by registered nurses and physicians.⁵⁶

The CCBE finally began moving toward constructing the desperately needed new school in July 1948 by authorizing the \$1,800 purchase of 3.15 acres southeast of the existing building. Since funding remained insufficient, the board elected to first erect what would become the school's rear wing, containing an auditorium and basement cafeteria. Dillard advocated this approach, as he felt that it

⁵³ CCBEMM, Book 2, November 3, 1941, pp. 45-46; April 3, 1944, p. 53; May 22, 1944, p. 53; July 3, 1944, p. 43; April 2, 1945, pp. 56-57; October 7, 1946, p. 65; January 6, 1947, pp. 66-67; North Carolina Department of Public Instruction, Division of Schoolhouse Planning, State Loan Fund Applications, 1938-1941, Box 3, State Archives of North Carolina, Raleigh; Walker, *Their Highest Potential*, 52-55.

⁵⁴ "Dream Comes True," *CM*, March 1, 1951, p.1; Walker, *Their Highest Potential*, 8, 162.

⁵⁵ "Caswell County Training School," "Principal's Annual High School Report," NCDPI, DIS, 1946.

⁵⁶ Fourteen teachers, half male and half female, headed twelve high school classes. Two male and seven female educators instructed first- through eighth grades in six classrooms. Second through seventh grades shared three rooms, leaving three rooms for 196 eighth-grade pupils. "Caswell County Training School," "Principal's Annual Elementary School Report," NCDPI, DIS, 1950.

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would ensure the complete project's eventual execution. Otherwise, he feared that the auditorium and cafeteria, amenities that had not previously been available to CCTS students, would never be constructed. On November 1, 1948, the CCBE awarded contracts to Burlington general contractor H. F. Mitchell (\$46,526), Heating-Alliance Company of Durham (\$4,880), and Kimsey Electrical Maintenance of Rutherfordton (\$2,441). The site required extensive grading and infrastructure improvements. In order to allow for a baseball field and parking, the CCBE in July 1949 acquired 9.11 acres north and east of the 3.15-acre tract upon which the school was being erected. The wing was finished in December 1949 and immediately placed into service.⁵⁷

Additional school bonds were issued in 1950 to allow for the building's completion. R. H. Pinnix Construction Company executed the project with the assistance of contractors including Arrow Plumbing and Heating and L. R. Wensil Plumbing. Architectural services were a line item in the approximately \$245,149 budget, but the scope is unknown and the architect has not been identified. It is likely that Atwood and Weeks' 1940 plans were simply updated as needed. The school was completed in February 1951 at a total cost of about \$325,000, with the state subsidizing all but \$80,000. Site landscaping valued at \$10,000 was also undertaken that year.⁵⁸

CCTS's opening was a landmark event for the county's African American population. The community celebrated the new school at a dedication ceremony on Sunday, March 4, 1951, the afternoon before the building was placed into service. North Carolina College at Durham (now North Carolina Central University) professor James T. Taylor gave the keynote address. Local officials and representatives from the State Department of Public Instruction also spoke and the school band and glee club entertained the audience. In addition to twenty-seven classrooms, the building encompassed a library, music and band rooms, home economics and vocational agriculture departments, offices, a teachers' lounge, and restrooms on all three floors. Each classroom featured coat hangers, blackboards, and built-in cabinets. PTA donations subsidized items including Venetian window blinds valued at \$3,000. The auditorium had a 722-person capacity and a stage with floodlights and \$1,800 curtain funded by student contributions. Advanced technology included a public address system, movie projector, and other audiovisual equipment.⁵⁹

The greatly improved campus allowed CCTS to achieve new standing and expanded enrollment

⁵⁷ The 9.11-acre tract wrapped around the north and east edges of a 0.91-acre lot upon which the Yanceyville Sanitary District had a well. The Town of Yanceyville conveyed this parcel to the CCBE in January 1987. CCBEMM, Book 2, July 5, 1948, p. 74; November 1, 1948, p. 78; January 3, 1949, p. 76; Caswell County Deed Book 111, p. 82; Deed Book 240, p. 132; Plat Book 2, p. 389.

⁵⁸ CCBEMM, Book 2, January 17, 1950, p. 81; November 6, 1950, "Caswell County Training School," "Principal's Annual Elementary School Report," NCDPI, DIS, 1950; "Caswell County Training School," "Principal's Annual High School Report," NCDPI, DIS, 1950.

⁵⁹ "Dedication of Caswell County Training School Building Set for March 4," *CM*, March 1, 1951, p. 5.

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capacity. The institution was accredited by the Southern Association of Schools and Colleges in 1955, becoming the county's only high school (black or white) with that designation.⁶⁰ Nineteen faculty members oversaw 578 high school students in 1955-1956. Fourteen teachers instructed the elementary grades. Due to the time-intensive nature of the school's administration, Dillard relinquished his role in the classroom in fall 1957.⁶¹

Campus improvements during the 1950s were routine, including landscaping, interior painting, and bulletin board, window screen, flagpole, entrance light, and playground equipment installation.⁶² The 1924 school briefly served as a gymnasium prior to being demolished in August 1951.⁶³ Around that time, an area northeast of the school was graded to create a baseball diamond.

The CCTS PTA began petitioning for a new gymnasium in January 1956. The CCBE commissioned architects Stinson-Arey-Hall to render the plans in May 1958, but it was not until June 1959 that contracts were awarded to Greensboro general contractor N. C. Monroe Construction Company, R. A. Suggs Plumbing and Heating of Durham, City Electric of Yanceyville, and plumber Ingram's, Inc., of Durham. A sizable building that included a lobby, regulation-size basketball court, locker rooms, and physical education and health classrooms was completed in July 1960, remedying disparities in facilities available to the county's African American and white students.⁶⁴

Enrollment grew and opportunities for advanced academics and extracurricular activities expanded during the 1960s. In 1959-1960, the faculty comprised eleven elementary school teachers and twenty high school instructors. Eighty-seven of 641 high school students graduated in May.⁶⁵ Beginning in September 1961, the campus was called Caswell County High School (CCHS). Elementary and high school enrollment totaled 1,195 students in April 1965. Forty-two African American teachers and a white driver's education instructor led classes. In 1965-1966, 142 of 762 high school pupils completed their studies. The CCHS curriculum then included a full complement of academic, business, agriculture, home economics, industrial arts, health, physical education, music, and art classes. New courses in building construction and public speaking were offered that year. Youth participated in band, chorus, drill team, student government, and honor society; literary, journalism, drama, science, math, and history clubs; future farmers, homemakers, and teachers associations; and published a

⁶⁰ Walker, *Their Highest Potential*, 117.

⁶¹ "Caswell County Training School," "Principal's Annual High School Reports," NCPI, DIS, 1956; CCBEMM, Book 2, July 16, 1957, p. 186.

⁶² "Caswell County Training School," "Principal's Annual High School Reports," NCPI, DIS, 1955-1960.

⁶³ CCBEMM, Book 2, August 9, 1951, p. 96.

⁶⁴ CCBEMM, Book 2, January 2, 1956, p. 151; February 6, 1956, p. 154; May 28, 1956, p. 161; May 5, 1958, p. 207; May 26, 1958, p. 210; April 6, 1959, 226, 228; June 1, 1959, p. 232; February 1, 1960, p. 246; July 6, 1960, p. 257.

⁶⁵ "Caswell County Training School," "Principal's Annual High School Reports," NCPI, DIS, 1955-1960.

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newspaper. Cheerleaders encouraged the basketball and baseball teams.⁶⁶ Dillard and faculty felt that extracurricular programs provided much more than recreation. Such activities built leadership and teamwork skills and exposed students to opportunities beyond their rural community.⁶⁷

CCHS continued to provide first- through twelfth-grade instruction until September 1967, when the primary grades moved to the newly completed Oakwood Elementary School. Although Dillard and parents would have preferred that the facility be erected on the CCHS lot, the CCBE selected a site 1.5 miles northeast of CCHS for the one-story, flat-roofed, Modernist, red brick building. The campus was the county's first to have an integrated staff, with African American faculty and a white principal, secretary, and cafeteria manager. Several long-time CCHS elementary-grade teachers including Gladys Dillard retired, but most transferred to the new school.⁶⁸

CCHS enrollment comprised 838 ninth-through-twelfth-grade students in 1967-1968. Approximately eighty-two percent of the student body participated in nonathletic extracurricular activities and about four percent joined basketball and baseball teams. Although Caswell County educators attempted to ameliorate unease regarding impending school integration the following year, the atmosphere was highly charged. Dillard's health had been declining. Perhaps exacerbated by stress, he died on February 21, 1969 at the age of 62. His tenure as principal had spanned thirty-nine years. The CCBE recognized his extraordinary service with a resolution adopted at a special session on March 17, 1969.⁶⁹

Assistant principal Robert L. Fleming Jr. assumed the school's oversight during its final months. CCHS's last graduating class comprised 146 youth.⁷⁰ Upon the Caswell County school system's fall 1969 desegregation, the campus functioned as N. L. Dillard Junior High School, serving eighth and ninth-grade pupils. That term, Yanceyville's white and African American first- through third-grade students received assignments to either Oakwood or Jones Elementary schools. Bartlett Yancey Elementary housed fourth through seventh grades. Tenth through twelfth-grade students attended Bartlett Yancey High School.⁷¹

N. L. Dillard Junior High School served sixth- through eighth-grade pupils until May 2002. When classes resumed in the fall, students attended the newly completed N. L. Dillard Middle School at 255

⁶⁶ CCBEMM, Book 2, April 10, 1961, p. 272; April 12, 1965, p. 394; "Caswell County Training School," "Principal's Annual High School Reports," NCPI, DIS, 1961, 1966.

⁶⁷ Walker, *Their Highest Potential*, 106-108.

⁶⁸ *Ibid*, 179; CCBEMM, Book 2, June 7, 1965, p. 399; March 7, 1966, pp. 423-425. Oakwood Elementary at 274 Oakwood Drive remains in use as one of six campuses operated by the Caswell County school system.

⁶⁹ CCBEMM, Book 2, August 5, 1968, p. 519; March 17, 1969, p. 550; "Nicholas Longworth Dillard," death certificate.

⁷⁰ "Caswell County Training School," "Principal's Annual High School Reports," NCPI, DIS, 1969.

⁷¹ *North Carolina Education Directory* (Raleigh: NCDPI, 1970), 42.

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Hatchett Road west of downtown Yanceyville. Caswell County Schools conveyed 5.71087 acres of the Dillard School Drive property containing the school and gymnasium to a local organization, Dillard Educational and Economic Development Services, Inc. on July 31, 2003.⁷²

Architecture Context: Mid-twentieth-century Educational Buildings

Modernism dominated mid-twentieth-century educational architecture as architects and engineers employed materials such as masonry, glass, and steel in pioneering ways that broke with tradition and evoked the era's progressive mindset. Modernist principles such as simplicity, efficiency, affordability, and intrinsic material expression were inherently applicable to educational buildings, which typically display a functionalist approach in their form, horizontal massing, articulated structures, spare detailing, and fenestration that is dictated by spatial use rather than symmetry. Bands of steel-frame windows created large, well-ventilated, and amply lit instructional areas and enhanced connectivity between the interior and exterior. Steel, concrete-block, and precast-, formed-, and slab-concrete structural systems allowed for expansive, open spaces such as auditoriums, cafeterias, and gymnasiums. Concrete block was often a less expensive alternative for structural walls than brick. Painted concrete-block walls, plaster ceilings, and vinyl-composition-tile floors were pragmatic and hardy interior finishes. Glazed-ceramic wall and floor tiles added color and provided durable, hygienic surfaces.

Architecture critic Lewis Mumford was among those who approved of Modernist campus design, characterizing the period's educational buildings as "schools for human beings," a complete departure from the 1930s schools he deemed "self-important WPA barracks."⁷³ Despite the movement's international popularity and efforts by those involved in the building trades to promote the style as an economical, up-to-date alternative to period revival architecture, Modernism was slow to gain widespread acceptance in North Carolina. This changed in the late 1940s, when the North Carolina Board of Education and the Superintendent of Public Instruction evaluated educational buildings statewide and found that many were functionally obsolete, lacking code-compliant systems, sufficient classrooms and restrooms, and features such as auditoriums, cafeterias, and gymnasiums. In 1949, the General Assembly allocated fifty million dollars and local bond issues made an additional seventy-five million dollars available for school construction. The desire for progressive campuses led to consultation with North Carolina State College's (NCSC) newly created School of Design faculty, all strong supporters of Modernism. Professors and visiting lecturers including Frank Lloyd Wright,

⁷² Caswell County Deed Book 436, p. 424; Plat Book 15, p. 197.

⁷³ Crow Island School, erected in Winnetka, Illinois in 1939-1940, is widely regarded as being the first public campus to use Modernist design principles to embody progressive education philosophies. Janice E. Tubergen, "Crow Island School, Winnetka, Illinois," National Historic Landmark Nomination, 1989, 7.2-3, 8.2, 6-9; Carole Rifkind, *A Field Guide to Contemporary American Architecture* (New York, Penguin Putnam, Inc., 1998), 230.

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Walter Gropius, and Mies van der Rohe had a significant impact on North Carolina's mid-century built environment, both through the buildings they designed and the students they trained. The School of Design and the Office of School Construction advocated contemporary architecture at workshops for local officials and architects in 1949 and 1950, and NCSC professor Edward W. Waugh took a leave of absence in 1949 to develop design standards for the Office of School House Planning.⁷⁴

Waugh called his approach to school design "organic" and recommended centrally locating communal spaces such as administrative offices, libraries, cafeterias, and combination auditoriums and gymnasiums and arranging classrooms in outlying wings flanking central corridors. Acknowledging that learning does not take place solely indoors, the standards suggested that each classroom should have an exterior door to facilitate connectivity with the "outside classroom." Buildings were to be well-integrated into their sites and allow for flexible use and future expansion.⁷⁵

Many North Carolina architects adopted these concepts, and Caswell County schools began manifesting the approach in the late 1940s as part of a system-wide campus improvement and consolidation plan initiated to ameliorate overcrowded conditions resulting from steadily increasing enrollment and deferred construction during World War II. Immediately after the war, sharp inflation and building material and labor shortages resulting from dramatic increases in housing and commercial construction demand escalated construction costs. However, as soon as the economy stabilized, a series of projects intended to validate the state's "separate but equal" policy by ensuring that all campuses, although racially segregated, had comparable modern, safe, and hygienic facilities, commenced. The CCBE demolished many early-twentieth-century educational buildings, erected replacement schools, and renovated and expanded existing buildings in conjunction with this campaign.

Caswell County's efforts to "equalize" its black and white campuses included replacing forty-three frame African American schools with six Modernist brick consolidated schools.⁷⁶ African American students benefited from new facilities at Caswell County Training (1949, 1951, 1960), High Rock (1957, 1962), Jones (1956, 1961, 1966), New Dotmond (1947, 1956, 1962), Oakwood (1967), Stoney Creek (1956, 1967), Sweet Gum (1956, 1962). All but Caswell County Training School housed seven

⁷⁴ Edward Waugh and Elizabeth Waugh, *The South Builds: New Architecture in the Old South* (Chapel Hill: The University of North Carolina Press, 1960), preface, 8; David R. Black, "Early Modern Architecture in Raleigh Associated with the Faculty of the North Carolina State University School of Design, Raleigh, North Carolina," National Register of Historic Places Multiple Property Documentation Form, 1994, E15-16.

⁷⁵ Waugh and Waugh, *The South Builds*, 43-44.

⁷⁶ CCBEMM, Book 2, March 1, 1954, p. 127 "Caswell County Spends \$1,649,917 on School Building Construction During Period 1949-1957," *CM*, August 22, 1957, p. 1.

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grades.⁷⁷ The floor plans are efficiently arranged, usually around double-loaded corridors in order to take full advantage of natural light and air circulation. Auditoriums and gymnasiums are similarly streamlined and often flat roofed, although in some cases arched roofs add interest. Steel trusses allow for wide, open interior spaces.

Winston-Salem architects Stinson-Arey-Hall and their successor firms, which specialized in educational, commercial, and institutional design, rendered plans for many Caswell County educational buildings between 1955 and 1972.⁷⁸ Commissions included gymnasiums for Caswell County Training School and Bartlett Yancey High School, the school system's administrative building, and classroom buildings and additions at Anderson, Jones, Prospect Hill, and Stoney Creek Schools. Raleigh architect Leif Valand designed the 1958 Bartlett Yancey High School, but Stinson-Arey-Hall supplied drawings for a multi-purpose building in 1955 as well as 1960s and 1970s structures.⁷⁹

Caswell County's mid-twentieth-century schools have not been included in an architectural survey and their existence and integrity have not been determined. As the CCBE erected replacement facilities, historic campuses were sold to private entities. Building drawings and records other than board meeting minutes are no longer on file at the central office. Employees indicate that most schools have been adaptively reused.⁸⁰

The Caswell County School system currently comprises six campuses: Bartlett Yancey High School (1957-2010); N. L. Dillard Middle School, which replaced N. L. Dillard Junior High School in fall 2002; and Oakwood (1967), Stoney Creek (1967), North (1992), and South (1992) Elementary Schools. Yanceyville's Bartlett Yancey High School retains some mid-twentieth-century buildings including a gymnasium, but all have been remodeled and expanded on numerous occasions. Oakwood Elementary School in Yanceyville and Stoney Creek Elementary School west of town—both one-

⁷⁷ North Carolina Department of Public Instruction, Division of School Planning, *Caswell County School Survey* (Raleigh: North Carolina Department of Public Instruction, 1973), 120-133; CCBEMM, Book 2, October 15, 1956, pp. 168-169; August 5, 1957, p. 188; June 17, 1960, pp. 255-256; July 6, 1960, p. 257; September 11, 1961, p. 284; March 7, 1966, p. 425.

⁷⁸ The firm founded by Harold Macklin in 1924 became Macklin and Stinson in 1946, when Macklin partnered with Gorrell R. Stinson. Macklin died in 1947, but the firm retained the same name until 1951, when Robert Arey became a partner, creating Stinson-Arey. The firm incorporated as Stinson-Arey-Hall in 1955, Stinson, Hall, Hines, and Associates in 1960, Stinson-Hines and Associates in 1965, Hines-Northrup-Ersoy in 1975, Hines-Ersoy in 1991, Ersoy & Associates, PA, in 1994, and Ersoy Brake Appleyard Architects in 2006. David Appleyard and Tan Ersoy, email correspondence and interviews with HF, 2009-2010.

⁷⁹ CCBEMM, Book 2, March 7, 1955, p. 139; September 5, 1955, pp. 147-148; January 2, 1956, p. 151; January 27, 1956, pp. 152-153; February 16, 1956, p. 155; April 25, 1956, p. 159; July 16, 1957, pp. 185-186; May 26, 1958, p. 209-210; July 7, 1958, p. 214; June 7, 1965, pp. 398-399; "Ersoy Brake Appleyard Architects Project List," March 2009.

⁸⁰ Jerry Hatchett and Connie Kimrey, Caswell County Schools, discussions with Heather Fearnbach, May and September 2017.

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story, flat-roofed, brick buildings with large steel-frame windows—look much as they did when completed. Other than their austerity, bands of windows, and Modernist style, the campuses have little in common with CCTS. Oakwood Elementary School, which served first- through eighth-grade students who had previously attended CCTS from fall 1967 until fall 1969, when Caswell County schools were fully integrated, is Yanceyville's only other extant African American school.⁸¹

The expansive three-story flat-roofed red brick CCTS is the most intact mid-twentieth-century educational building in Yanceyville, and likely in Caswell County. Designed by the Raleigh architecture firm Atwood and Weeks, led by engineer Thomas C. Atwood and architect Arthur C. Nash, the building embodies the era's Modernist proclivity in its form, massing, and double-loaded corridor plan lit by tall, rectangular, grouped, steel-frame, multipane windows. The design was a bit of a departure for Atwood and Weeks, who executed myriad commercial, educational, institutional, and residential commissions throughout North Carolina, many in the Classical Revival style.⁸²

Atwood and Weeks' design for CCTS was shaped by the need to meet mid-twentieth-century educational building standards while maximizing square footage and amenities despite a limited construction budget. The firm thus specified economical and resilient materials such as brick-veneered concrete-block walls, cast-stone accents, a concrete-slab and steel structure, and minimal interior finishes, all of which reduced cost at the time of construction as well as long-term maintenance expense. The three-story, flat-roofed building's massing and form allow for greater density within a smaller footprint, and also result in an imposing façade that epitomizes the school's importance to the African American community. The architects embellished the central entrance bay with cast-stone-panel sheathing and a stepped parapet. This treatment and the fluted cast-stone stair tower entrance surrounds exhibit the influence of the Art Moderne style, which was highly fashionable when the building was planned in 1940, but would have been a bit retardataire in 1951.

The double-loaded corridor plan also reflects mid-twentieth-century educational design precepts. Communal spaces—administrative offices and a cafeteria, infirmary, and teachers' lounge—are

⁸¹ Caswell County Property Cards, <https://www.webgis.net/nc/caswell/> (accessed May 2017); Jerry Hatchett and Connie Kimrey, Caswell County Schools, discussions with Heather Fearnbach, May and September 2017.

⁸² Notable projects include Clyde R. Hoey Administration Building (1929), Alexander Dunn Hall (1930) and Annie Day Shepard Hall (1930) at North Carolina Central University in Durham; Peace College's East Dormitory (1928) and Library (1928); as well as Louis Round Wilson Library (1929), Graham Memorial Building (1931), and Spencer Hall (1924, 1958) at University of North Carolina Chapel Hill (UNCCH). The firm also oversaw renovations of nineteenth-century UNC buildings including Gerrard Hall, Hill Hall, New East, Old East, New West, Old West, Person Hall, Smith Hall, and South Building. Catherine W. Bishir, "Atwood and Nash," *North Carolina Architects and Builders: An Autobiographical Dictionary*, <http://ncarchitects.lib.ncsu.edu/people/P000236>, 2015 (accessed May 2017); Catherine W. Bishir, "H. Raymond Weeks," *North Carolina Architects and Builders: An Autobiographical Dictionary*, <http://ncarchitects.lib.ncsu.edu/people/P000503>, 2015 (accessed May 2017).

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located at the building's center, flanked by classrooms. The interior, arranged to afford maximum natural light and ventilation, retains original wall, ceiling, and floor finishes as well as doors, cabinets, bookshelves, blackboards, bulletin boards, and stairs. The spacious first-floor cafeteria is a product of the school system's mission to provide and separate, modern, sanitary food service facilities for North Carolina students. The first-floor music room has a three-tiered seating platform with a hardwood-floor. The second-floor home economics room features cabinets with red linoleum countertops and backsplashes. The auditorium stage, seating, and light fixtures are intact. The third floor includes a large library and five science laboratories with full walls of built-in wood cabinets and a few work stations.

The flat-roofed red brick 1960 gymnasium designed by Stinson-Arey-Hall is also simply executed, but the tripartite plan and the curved wall that extends from its northwest corner add visual interest. As with many Modernist buildings, the gymnasium's structural system is exposed on the interior. Steel trusses carry the roof load over the wide span above a regulation-sized basketball court and collapsible wood stadium seating. Clerestory windows illuminate the court. The building's lobby and classroom/locker room wings are purely utilitarian: concrete-block walls, vinyl-composition-tile floors, insulated-panel ceilings, and metal-framed steel doors.

Stinson-Arey-Hall also rendered plans for Bartlett Yancey High School's 1960 gymnasium, which is located approximately one-half mile northeast of CCTS. The Bartlett Yancey gymnasium was similar, also featuring a basketball court with clerestory windows, but has only one wing encompassing a lobby, restrooms, and locker rooms.⁸³ The building has been renovated and is surrounded by later additions to the campus. Despite ongoing water damage, CCTS's gymnasium is the most intact mid-twentieth-century gymnasium that has been identified to date in Caswell County. The gymnasium is particularly significant as it provided amenities including physical education and health classrooms that had not been previously available to the county's African American students.

⁸³ Stinson-Arey-Hall, "Gymnasium Addition to Bartlett Yancey High School," May 1958 and April 1959, Ersoy Brake Appleyard Architects, Winston-Salem.

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United States Department of the Interior
National Park Service

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Photos

Caswell County Training School
Caswell County, NC

Section 10. Geographical Data

Latitude/Longitude Coordinates

1. Latitude: 36.401027 Longitude: -79.333643
2. Latitude: 36.401074 Longitude: -79.331787
3. Latitude: 36.400552 Longitude: -79.331090
4. Latitude: 36.399079 Longitude: -79.332232
5. Latitude: 36.398160 Longitude: -79.332892
6. Latitude: 36.398358 Longitude: -79.333584
7. Latitude: 36.399807 Longitude: -79.334067

Verbal Boundary Description

The nominated property consists of Caswell County tax parcels # 1008000200060000 (5.71087 acres), 1008000200020000 (0.5 acres), and 1008000200030000 (6.81314 acres) as indicated by the heavy solid line on the enclosed map. Scale: one inch equals approximately two hundred feet.

Boundary Justification

The nominated tract encompasses the acreage historically associated with Caswell County Training School.

Photos

All photographs by Heather Fearnbach, Fearnbach History Services, Inc., 3334 Nottingham Road, Winston-Salem, NC, on April 20, 2017. Digital images located at the North Carolina SHPO.

1. 1951 school and 1960 gymnasium, looking southeast
2. 1960 gymnasium, northwest oblique
3. 1960 gymnasium and 1951 school, looking northeast
4. Gymnasium interior, looking northwest
5. 1960 gymnasium and 1951 school, looking southwest
6. 1951 school, rear elevation, north section, looking south
7. Auditorium, looking east from balcony
8. First-floor corridor, looking north
9. Music room, looking southwest
10. Primary entrance and stair, looking west
11. Second-floor classroom, looking north

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Photos Caswell County, NC

12. Second-floor home economics classroom, looking north
13. Ca. 1951 baseball field, looking northwest
14. 1960s shed, looking southeast

Property Owners

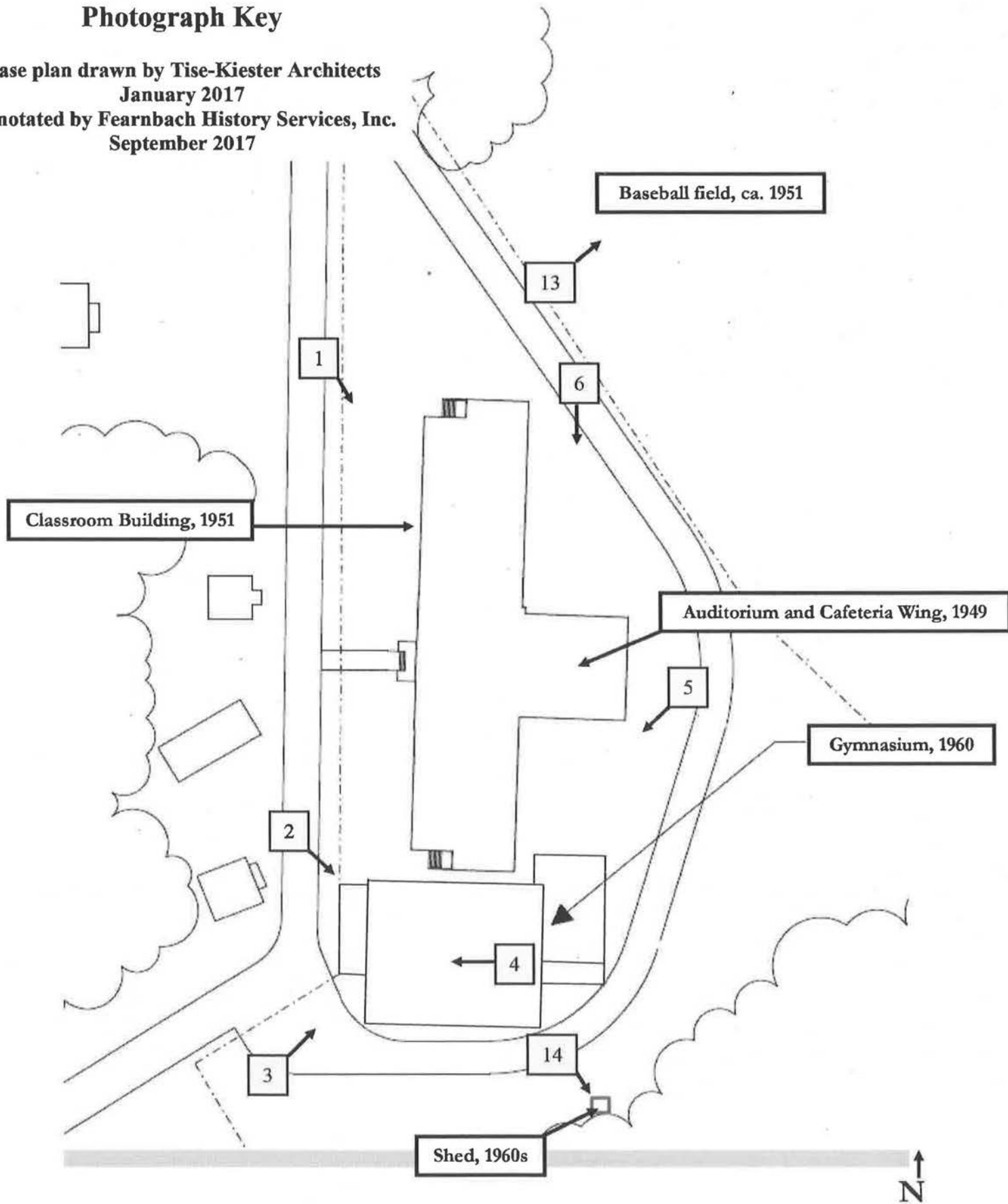
Dillard Education and Economic Development Services, Gladys Fowler Graves, president
4157 County Home Road, Blanch, NC 27212
828-748-8957

Dr. Sandra Carter, Superintendent, Caswell County Schools
319 E. Main Street, P.O. Box 160, Yanceyville, NC 27379
336-694-4116



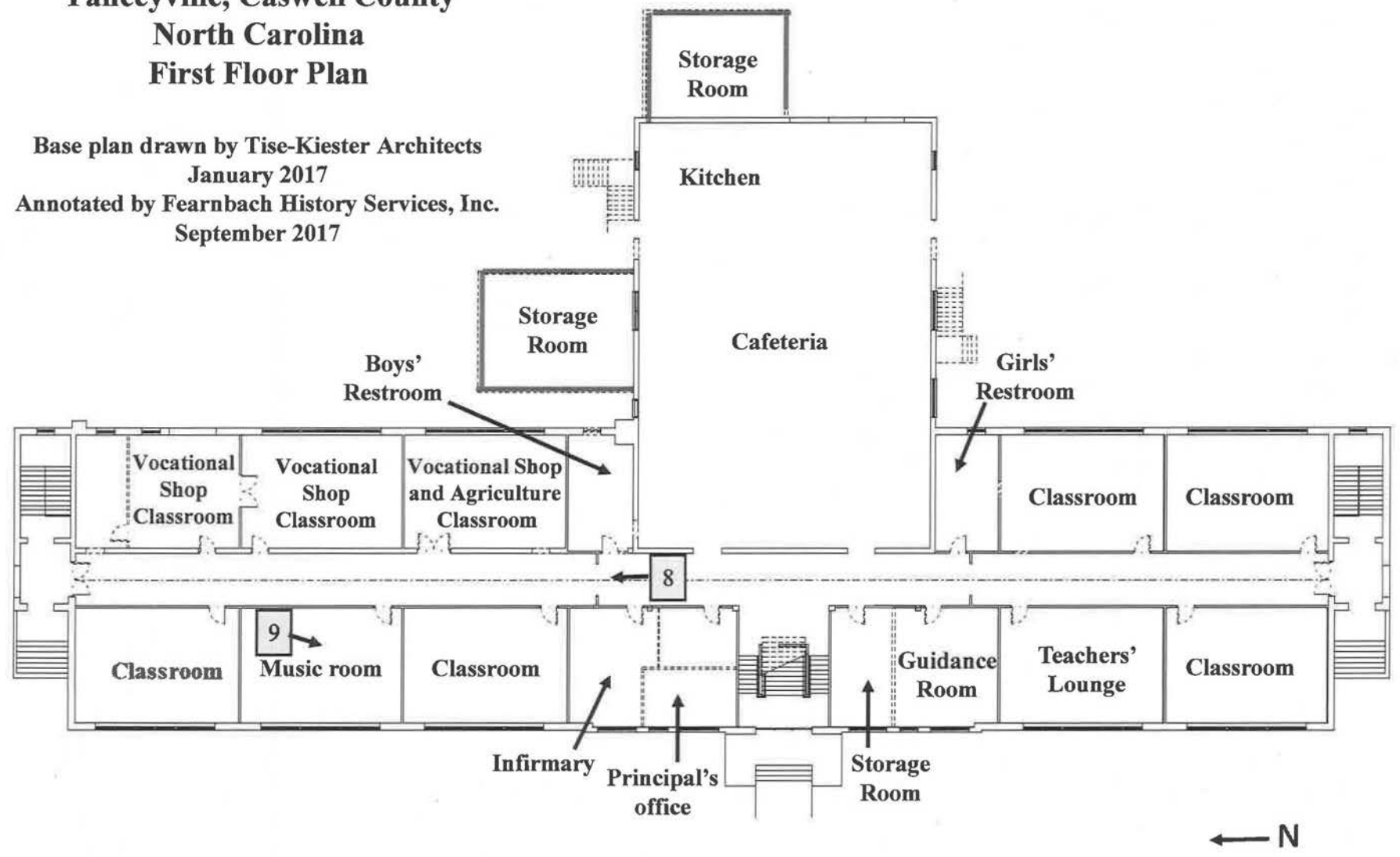
**Caswell County Training School
403 Dillard School Drive
Yanceyville, Caswell County
North Carolina
Photograph Key**

Base plan drawn by Tise-Kiester Architects
January 2017
Annotated by Fearnbach History Services, Inc.
September 2017



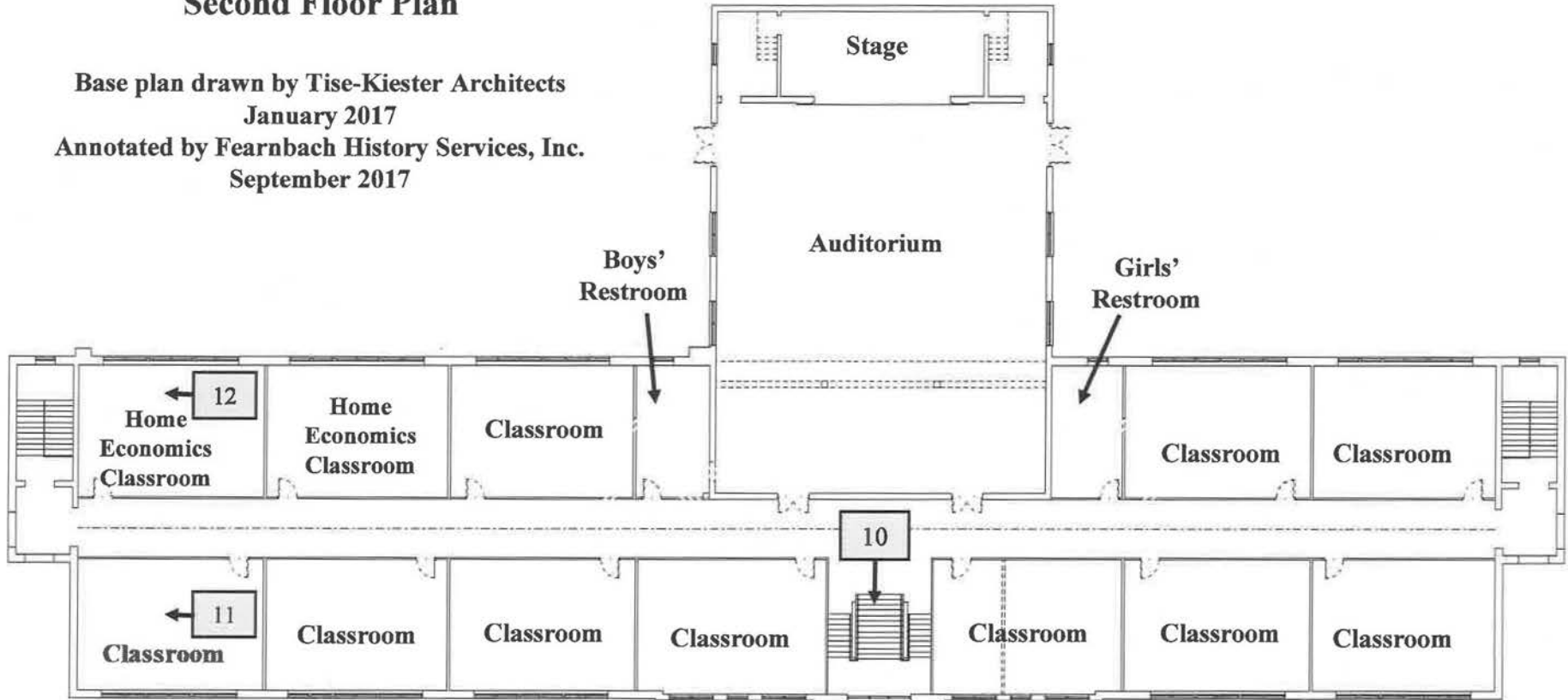
**Caswell County Training School
403 Dillard School Drive
Yanceyville, Caswell County
North Carolina
First Floor Plan**

Base plan drawn by Tise-Kiester Architects
January 2017
Annotated by Fearnbach History Services, Inc.
September 2017



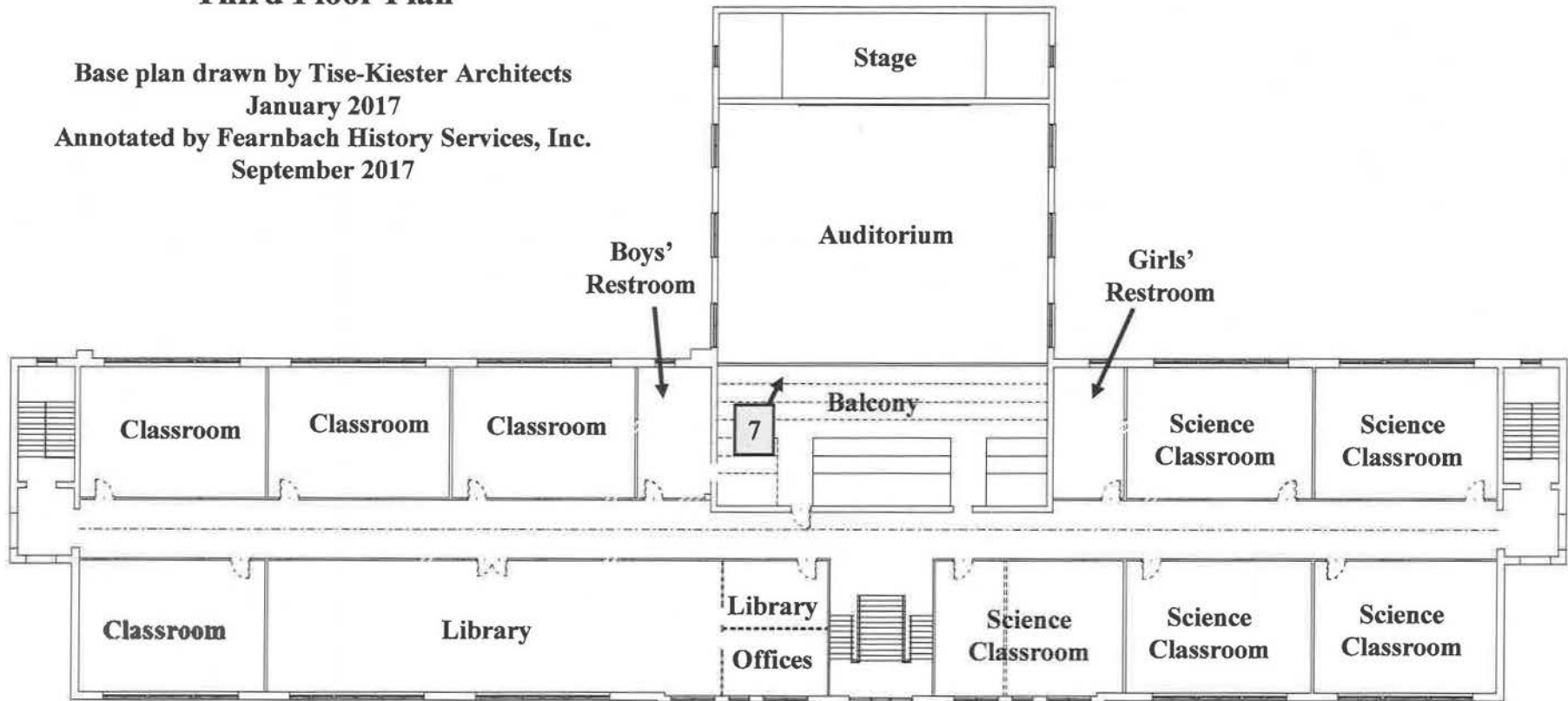
**Caswell County Training School
403 Dillard School Drive
Yanceyville, Caswell County
North Carolina
Second Floor Plan**

Base plan drawn by Tise-Kiester Architects
January 2017
Annotated by Fearnbach History Services, Inc.
September 2017



**Caswell County Training School
403 Dillard School Drive
Yanceyville, Caswell County
North Carolina
Third Floor Plan**

Base plan drawn by Tise-Kiester Architects
January 2017
Annotated by Fearnbach History Services, Inc.
September 2017





D. 2017. 8. 447

Caswell County, Trinity School, Caswell Co., NC

#1



D. 2017. 8. 448

Caswell County Training School, Caswell County, NC #2



D-2017.8.449

Caswell County Training School, Caswell County, NC #3



D. 2017. 8. 450

Caswell County Training School, Caswell County, NC #4



D.2017-8.451

Caswell County Training School, Caswell County, NC

#5



D. 2017.8.452

Caswell County Trinity School, Caswell County, NC #6



D.2017.8.453

Caswell County Training School, Caswell County, NC

#7



D.2017.8.454

Caswell County Trinity School, Caswell County, NC #8



D. 2017. 8. 455

Caswell County Training School, Caswell County, NC

#9



D.2017.8.456

Caswell County Training School, Caswell County, NC

#10



D. 2017. 8. 457

Caswell County Training School, Caswell County, NC #11



V.2017.8.458

Caswell County Training School, Caswell County, NC

#12



D.2017.8.459

Caswell County Training School, Caswell County, NC

#13



D. 2017. 8. 460

Caswell County Training School, Caswell County, NC #14

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: 12/11/2017 Date of Pending List: Date of 16th Day: Date of 45th Day: 1/25/2018 Date of Weekly List:

Reference number:

Nominator:

Reason For Review:

Accept Return Reject 1/25/2018 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.



North Carolina Department of Natural and Cultural Resources
State Historic Preservation Office

Ramona M. Bartos, Administrator

Governor Roy Cooper
Secretary Susi H. Hamilton

Office of Archives and History
Deputy Secretary Kevin Cherry

December 1, 2017

Stephanie Toothman, Keeper
National Register of Historic Places
National Park Service
U.S. Department of the Interior
1849 C Street NW, Mail Stop 7228
Washington, D.C. 20240

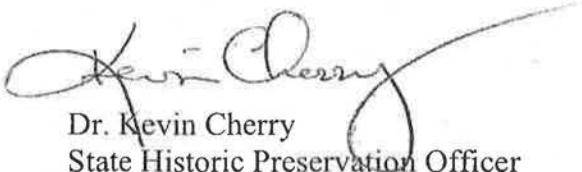
Re: Magnolia Place (Boundary Decrease) – Burke County
Caswell County Training School – Caswell County
Windover – Haywood County
West Martin School – Martin County
North Carolina Industrial Home for Colored Girls – Orange County
East Spencer Graded School – Rowan County

Dear Ms. Toothman:

Enclosed are the nominations for the above-referenced properties to be listed in the National Register of Historic Places.

We trust you will find the nominations to be in order. If you have any questions please call Jennifer Brosz, 919.807.6587.

Sincerely,



Dr. Kevin Cherry
State Historic Preservation Officer

KC/bw: enclosures