

NORTH CAROLINA STATE HISTORIC PRESERVATION OFFICE
Office of Archives and History
Department of Natural and Cultural Resources

NATIONAL REGISTER OF HISTORIC PLACES

West Southern Pines School

Southern Pines, Moore County MR1428 Listed 12/21/2023
Nomination by Heather Fearnbach, Fearnbach History Services, Inc.
Photographs by Heather Fearnbach, August 2022



1956 classroom building, northwest oblique, and
1958 classroom building, west elevation.



1956 classroom, looking south.

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NPS National Register staff completed a Supplementary Listing Record after correcting the closing date of the Period of Significance. However, the preparer, after learning of the correction made by the NPS, revised the nomination to reflect the revised date (i.e., 1969)." See SLR attached to the bottom of this nomination.

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 West Southern Pines School
other names/site number Southern Pines Elementary School, Southern Pines Primary School

2. Location

street & number 1250 West New York Avenue N/A not for publication
city or town Southern Pines N/A vicinity
state North Carolina code NC county Moore code 125 zip code 28387

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.)

[Signature] _____ 10/30/23
Signature of certifying official/Title State Historic Preservation Officer 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: <input type="checkbox"/> entered in the National Register. <input type="checkbox"/> See continuation sheet <input type="checkbox"/> determined eligible for the National Register. <input type="checkbox"/> See continuation sheet <input type="checkbox"/> determined not eligible for the National Register. <input type="checkbox"/> removed from the National Register. <input type="checkbox"/> other, (explain:) _____ _____ _____	Signature of the Keeper _____ _____ _____ _____	Date of Action _____ _____ _____ _____
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5. Classification

Ownership of Property
(Check as many boxes as apply)

Category of Property
(Check only one box)

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

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

- building(s)
- district
- site
- structure
- object

Contributing	Noncontributing	
9	5	buildings
0	2	sites
0	0	structures
0	0	objects
9	7	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
RECREATION AND CULTURE: Sports Facility

7. Description

Architectural Classification
(Enter categories from instructions)

MODERN MOVEMENT

Materials
(Enter categories from instructions)

foundation BRICK
walls BRICK
WOOD
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)

Education
 Ethnic Heritage: Black
 Architecture

Period of Significance

1951-1969

Significant Dates

1951
 1955
 1956
 1957
 1958
 1963
 1964
 1965
 1966

Significant Person

(Complete if Criterion B is marked)

N/A

Cultural Affiliation

African American

Architect/Builder

Deitrick, William Henley, architect (gymnasium)
 Thomas T. Hayes Jr. and Associates, architect
 Hayes, Howell and Associates, architect
 Hayes-Howell Architects
 D. R. Allen and Sons, contractor (1956 classroom bldg.)

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: Moore County Schools office,
 Carthage
 State Library, Raleigh

West Southern Pines School
Name of Property

Moore County, NC
County and State

10. Geographical Data

Acreage of Property 10.73 acres

See Latitude/Longitude coordinates continuation sheet

UTM References

(Place additional UTM references on a continuation sheet.)

1
Zone Easting Northing
2

3
Zone Easting Northing
4

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 2/1/2023
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 Southern Pines Land and Housing Trust, c/o Sandra Dales
street & number 1250 West New York Avenue telephone 910-877-1654
city or town Southern Pines state NC zip code 28387

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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8. Architect/Builder (continued)

Clary, N. Joel, architect (1990 classroom building)
Jewell, William L., contractor (1955 classroom building)
Snead and Hatcher Construction, Inc. (1966 auditorium)

Section 7. Narrative Description

Setting

West Southern Pines School occupies a 9.44-acre tract bounded by West New York Avenue to the east, South Carlisle Street to the south, West Indiana Avenue to the west, and Blanchie Carter Discovery Park and Woodlawn Cemetery to the north. The campus is aligned with the street grid, which is rotated approximately thirty degrees from true north-south orientation. Eleven primary and five secondary resources span the block. Six classroom buildings, the cafeteria, three prefabricated storage sheds, and two playgrounds are located on the west side of the asphalt-paved service road that bisects the campus. The gymnasium, auditorium, administration building and library, and a classroom building are east of the service road. Concrete walks and flat-roofed steel-frame breezeways connect buildings. The 2020 site survey (Exhibit B) delineates campus configuration.

The site grade decreases to the south and west. The auditorium in the parcel's northeast corner is at the highest elevation. Grass embankments, low running-bond redbrick retaining walls, and concrete ramps and steps with black-finished steel railings ameliorate the grade differential between the south and east parking lots, auditorium, administration building and library, 1963 classroom building, and gymnasium. A white-vinyl picket fence extends north of the gymnasium between the administration and 1963 classroom buildings, securing the east end of the concrete-paved courtyard to the west. Near the courtyard's west end, a pyramidal-hip-roofed wood canopy shelters a seating area with two steel-frame benches. To the west, the cafeteria and six classroom buildings are arranged around central courtyards. Deciduous and evergreen trees and shrubs fill planting beds adjacent to the buildings, punctuate the site, and line the parcel perimeter. The densest concentrations of vegetation are at the parcel corners and east and west ends. Chain-link fences secure some portions of the parcel's southwest, west, northwest, and northeast edges. All fencing was erected in the late twentieth and early twenty-first centuries.

Asphalt-paved drives extend from West New York Avenue and South Carlisle Street to the east and south parking lots and student drop-off and pick-up areas. The illuminated, rectangular, steel-frame, early-twenty-first-century Southern Pines Primary School sign southeast of the auditorium faces the primary entrance drive and parking lots. Signage has been removed from the rectangular, running-bond redbrick, mid-twentieth-century sign base south of the south parking lot.

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There is no historic playground equipment. The climbing equipment south of the 1990 classroom building at the parcel's southwest corner and north of the 1978/1988 classroom building was installed during the early twenty-first century. The surrounding area is primarily residential.

Site Evolution

The campus occupies two approximately four-acre tracts platted as blocks M-15 and N-15 on the 1894 map of Southern Pines (Exhibit A) as well as never-opened sections of West Massachusetts Avenue at the parcel's center and South Glover Street along the north edge.¹ The south section of the north-south service road that bisects the campus follows the platted West Massachusetts Avenue alignment. The east-west South Glover Street corridor contains a playground and open and wooded areas (Exhibit B).

The earliest campus buildings stood on the east tract (block M-15).² The 1925 two-story brick school, which faced West New York Avenue at the highest elevation on the campus, was replaced in 1966 by the auditorium. The 1938 vocational shop was demolished to allow for construction of the 1964 administration building and library on its site. The 1941 home economics building that was located east of the 1951 gymnasium was demolished in conjunction with the auditorium's construction, at which time the existing parking lot configuration was achieved.³ A clay basketball court and a baseball and softball diamond were in the field west of the 1925 school. The field also served as the running track. The playground closer to the school contained swings, slides, a merry-go-round, and a climbing structure.⁴ On May 26, 1927, P. Frank and Helen Buchan donated approximately four acres (block N-15) west of the school tract to the Southern Pines School Committee, doubling the site acreage.⁵ The campus gradually expanded west.

The approximately four-acre Blanchie Carter Discovery Park, which encompasses three adjacent parcels to the north, was created in 1999 on the east portion (block N-16) of the 6.79 acres donated on December 23, 1957, to the Southern Pines City Board of Education by P. Frank Buchan's heirs. The 1957 conveyance also included the north 2.75 acres of block O-16 on West Indiana Avenue's west side, an undeveloped wooded tract. By the late twentieth century, the park site comprised a sandy field, some dilapidated playground equipment, and wooded perimeter areas. No elements of athletic fields used by

¹ Moore County Map Book 1, p. 70.

² Moore County Deed Book 92, p. 483; Deed Book 102, p. 432.

³ Hayes, Howell and Associates, "West Southern Pines High School," 1962; Hayes, Howell and Associates, "Auditorium, Band and Art Classroom, West Southern Pines High School," March 3, 1966.

⁴ "West Southern Pines School Playground Improved at Last," *The Pilot*, December 9, 1949, p. 20; North Carolina Department of Public Instruction, *Educational Directory of North Carolina*, 1950-1951, 66-67; "West Southern Pines School," Principal's Annual Elementary and High School Reports, 1949-1950; Bill Ross and Dr. Terry Gordon, telephone conversations with Heather Fearnbach, March 23, 2023; James H. Moore, telephone conversation with Heather Fearnbach, March 30, 2023; Ann C. Petersen, telephone conversation with Heather Fearnbach, July 22, 2023.

⁵ Moore County Deed Book 98, p. 516; Deed Book 101, p. 153.

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West Southern Pines School students before 1969 were extant. Blanchie Carter Discovery Park has provided an outdoor play and learning environment for the community since 1999. Amenities include a pavilion, gazebo, soccer field, trails, benches, steel-frame slide and climbing equipment, and water fountains. The Southern Pines Land and Housing Trust (SPLHT) has maintained the park since acquiring the property with the campus in December 2021.⁶ The park was excluded from the National Register Boundary since the site bears no resemblance to its appearance during the period of significance.

The park is west of Woodlawn Cemetery, the African American burial ground at the northeast corner of Pine Street and West New York Avenue. The northwest portion of the cemetery extends onto the park parcel. In August 2022, P. Frank Buchan's estate deeded Woodlawn Cemetery to SPLHT. Buchan had acquired the 4.26-acre tract in 1945 and unofficially donated it to the West Southern Pines church congregations in 1964. The West Southern Pines Garden Club, organized in 1955, and other volunteers continue to maintain the cemetery.⁷

Campus Building Characteristics

The one-story flat-roofed, brick-veneered buildings on the West Southern Pines School campus are characterized by angular form, horizontal massing, and tall, rectangular, steel-frame, multi-pane windows. Concrete-block walls are veneered in pressed red brick except for the cafeteria's south elevation, kneewalls on its other elevations, and kneewalls on the outer (non-courtyard-facing) elevations of the 1955-1958 classroom buildings, which are veneered with a distinctive textured yellow brick. Large steel-frame windows with hoppers, clerestories, and curtain walls enhance visual connectivity between interior and exterior spaces and provide ample light and ventilation. Steel, concrete-block, and precast-, formed-, and slab-concrete structural systems are exposed on the exterior and interior. With the exception of the 1963 classroom building, which has an interior corridor plan, classroom egress is from outside walkways, in some cases on two elevations since rooms span each buildings' full depth. The 1964 administration building and library also has interior corridors. Steel beams and trusses allow for expansive, open areas in the auditorium, gymnasium, and cafeteria. Utilitarian, resilient finishes such as painted concrete-block walls, rectangular pastel-hued glazed-ceramic-tile wainscoting, acoustical-tile ceilings, and terrazzo, ceramic tile, and vinyl-composition-tile floors remain throughout the campus. During the late twentieth

⁶ The park named in honor of a former Southern Pines Elementary School principal was designed by North Carolina State University College of Design landscape architecture professors Robin Moore and Nilda Cosco, who co-founded the Natural Learning Initiative in 2000. The program promotes free play and gardening in natural settings to encourage adoption of healthy lifestyle practices. "Buchan Family Gives Land," *The Pilot*, January 23, 1958, pp. 1 and 8; Moore County Deed Book 5762, p. 366; NCSU College of Design, "Natural Learning Initiative," <https://naturalearning.org/robin-c-moore/> (accessed in January 2023); Anne Raver, "Human Nature: Tutored by the Great Outdoors," *New York Times*, October 7, 1999, Section F, p. 1.

⁷ Moore County Deed Book 5902, p. 226; Southern Pines Land and Housing Trust "Woodlawn Cemetery," <https://www.splandandhousingtrust.org/woodlawn-cemetery-1> (accessed in July 2023); "Mrs. Peck Speaks to Civic Garden Club," *The Pilot* (Southern Pines), January 14, 1955, p. 4.

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century, a royal blue finish was selected for the aluminum coping that covers the canopy fascia and flat roof parapets of most buildings. Some exterior doors have been painted the bright hue, which was the school color. The mini-blinds in the classroom and administration buildings and canvas awnings at the auditorium and administration building entrances are also royal blue.

Resource List

The campus includes the following buildings and sites delineated on the site plan and described in chronological order by construction completion date. The complex's evolution is explained in the historical background narrative. Resource numbers are keyed to the site and floor plans.

1. Gymnasium, 1951, contributing building
2. Classroom Building, 1955/1958, contributing building
3. Classroom Building, 1956, contributing building
4. Cafeteria, 1957, contributing building
5. Classroom Building, 1958, contributing building
6. Classroom Building, 1963, contributing building
7. Administration Building and Library, 1964, contributing building
8. Classroom Building, 1965, contributing building
9. Auditorium, 1966, contributing building
10. Classroom Building, 1978, 1988, noncontributing building
11. Pre-K Classroom Building, 1990, noncontributing building
12. Playground I, early twenty-first century, noncontributing site
13. Playground II, early twenty-first century, noncontributing site
14. Storage Shed I, early twenty-first century, noncontributing building
15. Storage Shed II, early twenty-first century, noncontributing building
16. Storage Shed III, early twenty-first century, noncontributing building

Inventory

1. Gymnasium, 1951, contributing building (Photographs 1 and 2, Exhibit C)

The tall one-story, flat-roofed, redbrick gymnasium faces east toward the southeast parking lot. The short one-story bay that projects from the east elevation contains the entrance vestibule, two restrooms, and two locker rooms repurposed as storage rooms. The walls are laid in five-to-one common bond. The continuous bands of steel-frame clerestory windows with two-by-four-foot panes were replaced in 2000 with synthetic stucco sheathing punctuated by four fixed aluminum-frame single-pane sash on each of the north and south elevations and two aluminum-louver vents on each of the east and west elevations. Likewise, matching steel-frame sash on the locker rooms' east wall were replaced with synthetic stucco

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panels.⁸ Brick pilasters flank the recessed steel-frame double-leaf door, sidelights, and transom at the east entrance. The sidelight and transom glazing has been replaced with painted plywood. Double-leaf steel doors—one at the east ends of the north and south walls and three on the west elevation—also provide exterior egress. The flat steel-frame canopies with corrugated-metal roof decking and square steel posts that shelter the east and north entrances and adjacent walkways were added during the late twentieth century.

Concrete-block walls are painted throughout the interior. The entrance vestibule and restrooms have painted concrete ceilings, while the locker room ceilings are precast concrete plank. Floor finishes comprise painted concrete in the restrooms, vinyl composition tile in the vestibule, and terra-cotta and ceramic tile in the locker rooms. Square ceramic-tile wainscoting sheathes the locker room shower walls. The locker rooms entrances—two single-leaf wood doors—are on the gymnasium's east wall. The gymnasium has a hardwood floor, exposed steel roof trusses, and painted-board roof decking. Late-twentieth-century aluminum bleachers line the north and south walls.

2. Classroom Building, 1955, 1958, contributing building (Photographs 3 and 4, Exhibit D)

The southwest classroom building was erected in two phases beginning in 1955 with four classrooms and a boiler room at the east end. The 1958 two-classroom addition to the west was constructed in an identical manner. The one-story flat-roofed building is veneered in pressed red brick with the exception of kneewalls on the south elevation which are a distinctive textured yellow brick. The south wall's deep eave shelters fenestration comprising alternating single-leaf steel doors with glazed transoms and four-pane steel-frame windows with, from bottom to top, a horizontal rectangular hopper, fixed horizontal rectangular pane, square hopper, and fixed horizontal rectangular pane. The doors are painted royal blue. On the windowless east elevation, laid in five-to-one-common bond, the double-leaf steel door and metal-louver transom at the north end provides boiler room egress. The single-leaf door and vent opening at the wall's south end and the steel-frame clerestory windows that span the wall are enclosed with painted plywood. On the north elevation, glazed transoms surmount single-leaf steel doors and full-height, two-section glazed sidelights. The lower panes of the two 1958 sidelights have been replaced with painted plywood panels. A band of clerestory windows tops the remainder of each classroom wall. The wall beneath the clerestory windows has running-bond veneer, while the windowless portions of the north wall are laid in five-to-one-common bond. The 1955 west wall abuts the 1958 two-classroom addition, which was constructed in an identical manner. The windowless 1958 west wall is laid in five-to-one-common bond. An integrated flat canopy supported by slender steel posts spans the entire north wall above a concrete walkway and wraps around the west wall. The canopy intersects matching breezeways constructed in conjunction with the freestanding west 1958 classroom building and 1957 cafeteria at the

⁸ William Henley Deitrick, "Gymnasium," 1950 and 1952; "Notice to Bidders," *The Pilot*, April 4, 1952, p. 10; Shuller, Ferris, Lindstrom, and Associates, architects, "Gymnasium Façade Renovations," October 4, 2000.

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courtyard's east end. A steel grid supports painted-plywood canopy ceiling panels. Blue-finished aluminum coping covers canopy fascia and flat roof parapets.

In both the 1955 and 1958 sections, each pair of classrooms is connected at the north end by a projection encompassing a narrow corridor and two small restrooms, each containing a single white porcelain toilet. Single-leaf wood doors with glazed upper portions secure the corridors' east and west ends, while the restroom entrances on the corridors' north walls have single-leaf flat-panel wood doors. Although a sink was originally located in each classroom on the wall north of the corridor entrance, the only remaining sink is in the easternmost 1955 classroom. Original finishes include painted concrete-block walls with the exception of the painted brick east and west end walls, vinyl-composition-tile floors, rectangular acoustical-tile ceiling, and linear fluorescent lighting. Commercial-grade carpet tiles have been installed in all but the east classroom, which also differs in that steel trusses are exposed beneath the high insulated-panel ceiling. Aluminum-frame white and bulletin boards remain in each classroom. Both 1958 classrooms have tall built-in plywood cabinets on the north wall and a parallel freestanding work counter with a sink eight feet to the south.

3. Classroom Building, 1956, contributing building (Photographs 5 and 6, Exhibit E)

The 1956 one-story, flat-roofed, five-classroom building parallels the 1955/1958 classroom building to the south. The exterior is executed in a similar manner, with primary entrances on the south elevation fronting the common courtyard, but does not have north entrances. On the south wall, glazed transoms surmount single-leaf steel doors and full-height, two section sidelights. The lower panes of the west three classroom sidelights have been replaced with painted plywood panels. A band of steel-frame clerestory windows tops the remainder of each classroom wall. The wall beneath the clerestory windows has running-bond veneer, while the windowless portions of the wall are laid in five-to-one-common bond, as are the blind east and west walls. The north wall's deep eave shelters a continuous band of four-pane steel-frame windows above the textured yellow brick kneewall, in contrast to red brick elsewhere. Each window has, from bottom to top, a horizontal rectangular hopper, fixed horizontal rectangular pane, square hopper, and fixed horizontal rectangular pane. The windowless east and west walls are laid in five-to-one-common bond. Two single-leaf doors with transoms on the east elevation provide teacher's lounge and first aid room egress. An integrated flat canopy supported by slender steel posts spans the entire south wall above a concrete walkway and wraps around the east wall. The canopy intersects matching breezeways constructed in conjunction with the freestanding west 1958 classroom building and 1957 cafeteria at the courtyard's east end. A steel grid supports painted-plywood canopy ceiling panels. Blue-finished aluminum coping covers canopy and eave fascia and flat roof parapets.

The building encompasses five classrooms and, at the east end, a library, teacher's lounge, first aid room, and two multi-stall restrooms. Original finishes include painted concrete-block walls, vinyl-composition-tile floors, and rectangular acoustical-tile ceilings with either integral light panels or suspended linear

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fluorescent lighting. Commercial-grade carpeting has been installed in portions of most rooms. Aluminum-frame white and bulletin boards, built-in and freestanding plywood storage cabinets and bookshelves, and work counters with sinks remain. Large openings have been created in intermediary walls between pairs of classrooms. The library suite originally included a conference room and staff workroom at its northeast corner. The partition wall between the rooms was removed to create a single room. Base and wall-mounted cabinets line the south wall and low bookshelves span the north wall. Much of the wood-frame west wall is glazed, with large windows, sidelights, and a transom, and two single-leaf wood doors with glazed upper sections providing library views from the adjacent classroom. The lower portions of the wall and the north transom are plywood. The teacher's lounge and first aid room at the building's northeast corner originally shared a small restroom. However, the door opening on the first aid room's west wall is covered with painted plywood. In the restrooms at the building's southeast corner, small, rectangular, variegated-beige ceramic mosaic tile of different sizes covers the restroom floors and square cream ceramic tile sheathes the lower two-thirds of the walls. The upper portions are painted concrete block. The restrooms have white porcelain wall-mounted sinks, urinals, and toilets, and painted-steel partition walls.

4. Cafeteria, 1957, contributing building (Photographs 7 and 8, Exhibit F)

The one-story flat-roofed cafeteria is veneered in pressed red brick except for the windowless south wall and kneewalls on the other elevations which are a distinctive textured yellow brick. Large four-pane steel-frame windows with, from bottom to top, a horizontal rectangular hopper, fixed horizontal rectangular pane, square hopper, and fixed horizontal rectangular pane span the dining room's north, east, and west walls. Concrete steps rise to a concrete landing at the east dining room entrance, a double-leaf steel door with a glazed upper section. A flat concrete canopy shelters the door. Farther south on this wall, concrete steps provide access to the kitchen entrance that was originally recessed behind a loading platform. A metal-frame glazed wall and single-leaf door have been added at the platform's outer edge to create a vestibule. The low running-bond redbrick retaining walls supporting the planting beds between entrances on this elevation continue south to span the 1955 boiler room's east elevation.

The dining room remains a large open space with painted concrete-block walls, oversized rectangular cream ceramic tile wainscot, a beige-vinyl-composition-tile floor, exposed steel trusses beneath the high Celotex tile ceiling, and linear fluorescent lighting. On the south wall, an aluminum-frame opening tray return area is near the east end and two single-leaf wood doors lead to the kitchen and cafeteria serving line. In this area, rectangular variegated-yellow ceramic tile covers the floor and oversized rectangular cream ceramic tile sheathe the lower two-thirds of the walls. The upper portions are painted concrete block. The kitchen is fully equipped with institutional fixtures. An office, restroom, and storage rooms line the south wall.⁹

⁹ "West Southern Pines Cafeteria," Thomas T. Hayes Jr. and Associates, January 14, 1957.

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5. Classroom Building, 1958, contributing building (Photograph 5, Exhibit G)

The 1958 one-story, flat-roofed, three-classroom building is perpendicular to classroom buildings 2 (1955/1958) and 3 (1956), enclosing the west ends of the central courtyard and the small courtyard west of building 2. The exterior is executed in the same manner as the other buildings, with primary entrances on the east elevation fronting the courtyard. On that wall, glazed transoms surmount single-leaf steel doors and full-height, two section sidelights. The lower panes of the sidelights have been replaced with painted plywood panels. A band of steel-frame clerestory windows tops the remainder of each classroom wall. The wall beneath the clerestory windows has running-bond veneer, while the windowless portions of the wall are laid in five-to-one-common bond, as are the blind north and south walls. The west elevation's deep eave shelters a continuous band of four-pane steel-frame windows above the textured yellow brick kneewall. Each window has, from bottom to top, a horizontal rectangular hopper, fixed horizontal rectangular pane, square hopper, and fixed horizontal rectangular pane. The windowless north and south walls are laid in five-to-one-common bond. An integrated flat canopy supported by slender steel posts spans the entire east wall above a concrete walkway and wraps around the north wall. The canopy intersects matching breezeways constructed in conjunction with the 1958 classroom addition to the east and 1956 classroom building to the north. A steel grid supports painted-plywood canopy ceiling panels. Blue-finished aluminum coping covers canopy and eave fascia and flat roof parapets.

Original finishes include painted concrete-block walls, vinyl-composition-tile floors, steel trusses exposed beneath high insulated-panel ceilings, and suspended linear fluorescent lighting. Commercial-grade carpeting has been installed in the north and south classrooms. Aluminum-frame white, bulletin, and chalk boards and built-in and freestanding plywood storage cabinets, bookshelves, and work counters remain.

6. Classroom Building, 1963, contributing building (Photographs 9-11, Exhibit H)

Although this seven-classroom building designed to serve high school students resembles others on campus, it has an interior corridor plan and different fenestration. The rectangular, one-story, flat-roofed, redbrick-veneered building is located on the service road's east side north of the gymnasium and concrete-paved courtyard. The east and west walls project beyond the north and south wall planes, supporting the deep roof overhang in conjunction with steel I-beams buttressed by the slender steel columns that frame each bay. On the nine-bay north and south elevations, roof overhangs shelter two central single-leaf steel classroom doors with glazed upper section and transom flanked on each side by four bays of paired steel-frame sash comprising, from bottom to top, a horizontal rectangular hopper, fixed large square pane, and horizontal rectangular hopper. Window bays have running-bond brick kneewalls.

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On the east and west elevations, windowless sections laid in five-to-one-common bond at the north and south ends flank three pairs of identical sash on either side of recessed central corridor entrances with double-leaf steel doors with glazed upper portions, full-height glazed sidelights, and three-pane glazed transoms. The openings are sheltered by a continuous flat canopy supported by steel I-beams and columns. Paired steel windows in two bays north of the east entrance have been replaced with a stuccoed wall around a small square single-pane fixed window. The northernmost pair of original sash remain. Near the west elevation's north end, wide concrete steps in a brick-walled stairwell lead to the below-grade basement boiler room, accessed via a double-leaf steel louvered door. Aluminum coping caps overhangs, canopies, and parapets.

The classrooms flank intersecting corridors with terrazzo floors. The east-west corridor spans the building's entire depth, providing exterior egress at both ends. Three classrooms, a storage room, and two restrooms are north of this corridor and four classrooms are to the south. Steel-frame clerestory windows top three classroom walls within the east-west corridor. Beneath the windows, bulletin boards span the walls above painted murals. The north-south corridor terminates at a utility closet at the north end and two classroom entrances at the south end. The lower two-thirds of this corridor walls are sheathed with oversized rectangular pale-green-glazed ceramic tile, while the upper third is painted concrete block. The two classrooms at the north end of the building are connected by a small work room. Single-leaf wood doors with glazed upper portions secure classroom entrances and restrooms have single-leaf flat-panel doors. Original finishes include painted concrete-block walls, vinyl-composition-tile floors, rectangular acoustical-tile ceilings, and linear fluorescent lighting. Commercial-grade carpeting has been installed in all classrooms. Aluminum-frame white, chalk, and bulletin boards and built-in and freestanding plywood cabinets, shelves, and work counters remain. In the boys' restroom, accessed from the north-south corridor, square-beige ceramic tile covers the restroom floors and oversized rectangular pink-glazed ceramic tile sheathes the lower two-thirds of the walls. The upper portions are painted concrete block. The girls' restroom, accessed from the east-west corridor, has a broken variegated-terra-cotta-tile mosaic floor. The restrooms have white porcelain wall-mounted sinks, urinals, and toilets, and square white ceramic-tile-sheathed stall partition walls.

7. Administration Building and Library, 1964, contributing building (Photographs 12-14, Exhibit I)

The rectangular, one-story, flat-roofed, redbrick-veneered administration building and library is located east of the service road, between the auditorium to the east and the 1963 classroom building to the west. Walls are laid in five-to-one-common bond with the exception of running-bond kneewalls beneath windows on secondary elevations. Original steel-frame windows have been removed throughout the building and openings filled with stuccoed walls around double-hung vinyl one-over-one sash windows.

An early-twenty-first-century, aluminum-frame, blue canvas awning with a scalloped lower edge shelters the recessed entrance at the south elevation's center. Full-height glazed sidelights and a four-pane glazed

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transom frame a double-leaf steel door with two glazed panes and a matching single-leaf door with a sidelight of the same configuration. The only other opening on this elevation, west of the entrance, originally contained a tall two-section, steel-frame window. Now, stuccoed infill is above and below the replacement window. Three painted bumblebees and primary-colored capital letters spelling "administration" are mounted on the wall east of the entrance; a single bumblebee is west of the entrance.

The north and south walls project beyond the east and west wall planes, supporting the roof overhang in conjunction with steel I-beams buttressed by the slender steel columns that frame each bay. On the east and west elevations, roof overhangs shelter central double-leaf steel corridor doors with glazed upper sections and two-section steel-frame sidelights. Glazing in the three-pane transoms has been replaced with painted plywood. Pairs of steel-frame sash with, from bottom to top, a horizontal rectangular hopper, fixed large square pane, and horizontal rectangular hopper originally filled window openings. There were nine pairs on the east elevation and ten pairs on the west elevation. The running-bond brick kneewalls are intact. The north elevation is windowless. Aluminum coping caps overhangs and parapets.

Administrative rooms fill the south third of the building, flanking a wide north-south corridor that intersects the east-west corridor providing egress to the exterior as well as the short corridors that lead to the library, conference, and storage rooms. The lower two-thirds of the corridor walls are sheathed with oversized rectangular pale-green-glazed ceramic tile, while the upper third is painted concrete block. The corridors have terrazzo floors. The display case recessed in the south corridor's east wall originally had glazed wood-frame sliding doors and glass shelves, all of which have been removed.

The southwest administrative suite encompasses a central office flanked by the principal's office and restroom to the south and a work room and vault to the north. The central office's steel-frame corridor wall comprises tall wire-glass windows above plywood panels and a double-leaf wood door with glazed upper sections and a plywood transom. Built-in base and wall cabinets line the central office and workroom walls. Original finishes throughout the building include painted concrete-block walls, vinyl-composition-tile floors, rectangular acoustical-tile ceilings, and linear fluorescent lighting. Commercial-grade carpeting has been installed in offices, conference rooms, and the library. Single- and double-leaf wood doors with glazed upper sections and flat-panel doors secure entrances.

On the east side of the north-south corridor, at its south end, a short east-west corridor leads to two restrooms with square beige ceramic-tile floors, janitor's closet, first aid room and adjacent restroom, and teacher's lounge. The guidance office and conference room to the north are accessed from the east-west corridor. The expansive library that spans the north portion of the building was originally bisected by a north-south wall that divided the space into a library and multi-purpose room. The wall has been completely removed, leaving only a central steel column and beam. A conference room, corridor, and an office/workroom abut the east half of the south wall, while a storage room and corridor adjoin the west half. The library-facing conference room and office/workroom walls feature tall glazed windows above

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plywood panels and single-leaf wood door with glazed upper sections. The double-leaf wood corridor doors have glazed upper sections and transoms. Built-in base and wall cabinets provide office/workroom storage. Aluminum-frame chalk and bulletin boards remain in the conference room and office/workroom. Freestanding bookshelves of various heights line library, office/workroom, and storage room walls.

8. Classroom Building, 1965, contributing building (Photographs 15 and 16, Exhibit J)

West of the service road, the 1965 one-story, flat-roofed, six-classroom building parallels the 1956 classroom building to the south and the 1978/1988 classroom building to the north, separated from each by grass lawn. The exterior is executed in the same manner as the 1955 classroom building, with primary entrances on the south elevation fronting the lawn. On that wall, glazed transoms surmount single-leaf steel doors and full-height, two section sidelights. A band of steel-frame clerestory windows tops the remainder of each classroom wall. The wall beneath the clerestory windows has running-bond veneer, while the full-height windowless portions of the wall are laid in five-to-one-common bond, as are the blind east and west walls, which project slightly beyond the north and south walls. The north wall's deep eave shelters fenestration comprising alternating single-leaf steel doors with glazed transoms and four-pane steel-frame windows with, from bottom to top, a horizontal rectangular hopper, fixed horizontal rectangular pane, square hopper, and fixed horizontal rectangular pane. An integrated flat canopy supported by slender steel posts spans the entire south wall above a concrete walkway and wraps around the east wall. A steel grid supports painted-plywood canopy ceiling panels. The covered breezeway continues to the 1956 and 1978/1988 classroom buildings. Blue-finished aluminum coping covers canopy and eave fascia and flat roof parapets.

Each pair of classrooms is connected by a narrow corridor with two small restrooms, each containing a single white porcelain toilet, against the windowless portion of the south wall. Single-leaf wood doors with glazed upper portions secure each end of the corridor, while the restrooms have single-leaf flat-panel doors. White wall-mounted porcelain sinks are located in each classroom on the wall south of the corridor entrance. Original finishes include painted concrete-block walls, vinyl-composition-tile floors, rectangular acoustical-tile ceilings, and linear fluorescent lighting. Commercial-grade carpeting has been installed in all classrooms. Aluminum-frame white, chalk, and bulletin boards; built-in and freestanding plywood storage cabinets and bookshelves, and work counters with sinks remain.

9. H. A. Wilson Auditorium, 1966, contributing building (Photographs 17 and 18, Exhibit K)

At the east end of the campus, Snead and Hatcher Construction, Inc., of Rockingham, North Carolina, constructed the tall one-story, flat-roofed, 450-seat auditorium named in honor of longtime principal H. A. Wilson. The windowless redbrick walls are punctuated by full-height white-painted steel I-beams that buttress the walls and support the metal truss roof system and shallow soffits. The walls are laid in a

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variation of five-to-one common bond comprising five courses of stretchers followed by a course of alternating stretchers and headers. A tall cementitious-panel-sheathed cornice spans the beams.

Five wide concrete steps and a concrete ramp with unpainted tubular steel railings rise to the primary entrance at the south elevation's center, a recessed aluminum-frame curtain wall with three double-leaf doors, tall transoms, and intermediary glazing. An early-twenty-first-century, aluminum-frame, blue canvas awning with a scalloped lower edge shelters the entrance and concrete ramp that slopes east along the south wall to the parking lot. The low formed-concrete retaining walls flanking the steps contain planting beds that border the walkway and ramp. The broad L-shaped concrete-paved plaza south of the building, which extends to south and east concrete walkways and the east parking lot, could accommodate large crowds. This site feature was particularly important since the lobby is very small.

On the east wall, a flat concrete canopy shelters the double-leaf steel door with glazed upper panes in the second bay from the wall's north end. The entrance is at grade. An identical door remains in the third bay from the west wall's north end. Concrete steps with black-painted tubular steel railings ameliorate the grade decline to the west between the auditorium and administration building and library. A steel-frame four-level flat canopy with corrugated-metal roof decking and square steel posts covers the steps and walkway between the two buildings.

The primary entrance provides egress to a narrow lobby flanked by restrooms and storage rooms. The north wall is convex to accommodate auditorium seating. Original lobby finishes—painted-plywood-panel wall sheathing, vinyl-composition floor tiles, and a plaster ceiling—are intact. Two-double-leaf wood doors supply auditorium access. The restrooms at the building's southeast and southwest corners have large square ceramic tile floors, plaster walls and ceilings, white porcelain wall-mounted sinks, urinals, and toilets, and enameled-steel partition walls. The small storage rooms north of the restrooms are accessible from the auditorium via single-leaf wood doors near each end of the south wall.

The auditorium has painted concrete-block walls and steel-frame wood seats with aluminum trim that fill a wide central section flanked by two wide aisles and two narrower outer sections. Two rows of large acoustical panels hang from the ceiling south of the stage. Perforated hardboard panels sheathe most of the south wall. Double-leaf wood doors on the east and west walls just south of the stage provide access to corridors and exterior entrances. The floor is concrete. Early-twenty-first-century commercial-grade carpet tiles cover the aisles and the open area in front of the stage. Two curved, wide, deep steps with hardwood treads span the stage's full width. Rectangular wood steps at the center and east and west ends further facilitate egress. The stage has hardwood floor. Velvet curtains are suspended from the ceiling on steel tracks. West of the stage, painted-concrete-block walls enclose a restroom and two dressing rooms with single-leaf wood doors. A painted-tubular-steel wall-mounted ladder rises to a mezzanine with a matching railing. East of the stage, a storage room occupies the building's northeast corner and concrete

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steps lead to the east corridor. Entrances to small triangular storage rooms are on the south side of both the east and west corridors.

10. Classroom Building, 1978, 1988, noncontributing building (Photographs 19-21, Exhibits L and M)

The long, one-story, flat-roofed, six-classroom building on the service road's west side, north of the 1965 classroom building, was erected in two phases beginning in 1978 with two classrooms at the east end. The four-classroom west addition was completed in 1988. The two sections are almost identical in design. The running-bond redbrick veneer walls are punctuated by regularly spaced and slightly recessed vertical header courses topped with a matching belt course. On the north and south elevations, most recessed classroom entrance walls comprise a single-leaf steel door and a group of three tall steel-frame double-hung one-over-one windows. A four-section steel-frame transom with porcelain-enameled panels tops each entrance bay. The windows feature integral exterior metal louvers controlled by interior cranks. The two entrances on the 1978 section's south elevation differ in that each has only one window and a two-section transom. Double-leaf steel doors secure the south mechanical room and north storage room entrances at the 1978 section's west end, while the two mechanical room entrances on the 1988 addition's south elevation have single-leaf steel doors topped with a porcelain-enameled-panel transom. The entrance bays and concrete walkway on the south elevation are sheltered by a continuous steel canopy with corrugated-metal roof decking and slender square steel posts. Matching canopies surmount entrance bays and concrete patios on the north elevation.

Original finishes throughout include painted concrete-block walls, vinyl-composition-tile and sheet-vinyl floors, rectangular acoustical-tile ceilings, and linear fluorescent lighting. Aluminum-frame white, chalk, and bulletin boards; built-in and freestanding plywood storage cabinets and bookshelves, and work counters with sinks remain. The wall between the two 1978 classrooms was removed in 1988, creating a single large classroom. The small room at its northwest corner was a later addition. The gypsum-board-sheathed walls stop approximately eighteen inches beneath the ceiling. At the south wall's center, a projection containing two small narrow restrooms, each with a single white porcelain toilet, spans the distance between the entrance bays. The restroom access is at the east and west ends. White wall-mounted porcelain sinks are in the classroom.

In the 1988 addition, each pair of classrooms is connected by a narrow angled corridor that provides access to two small restrooms, each with a single-leaf flat-panel door and white porcelain toilet. The restrooms flank a mechanical room with exterior egress. White wall-mounted porcelain sinks are located in each classroom on the wall south of the corridor entrance. Built-in base and wall cabinets with drop-in range/ovens and sinks span a portion of each classroom's south wall, creating kitchenettes. The sheet-vinyl adjacent to the kitchenettes and restrooms has a square mosaic-tile pattern. Soffits enclose systems above kitchen and entrance bays. Long, tall, freestanding plywood cabinets with doors and cubbies

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originally separated kitchenettes and classrooms. The sole surviving cabinet has been moved to the easternmost classroom's north wall.

11. Pre-K Classroom Building, 1990, noncontributing building (Photograph 22, Exhibit N)

Southern Pines architect N. Joel Clary designed the pre-K classroom building erected at the campus's southwest edge in 1990.¹⁰ The side-gable-roofed T1-11-sided building rests on a concrete-block foundation and has an asphalt-shingle roof. A wood ramp with a wood railing rises to the single-leaf six-panel vinyl door on the east elevation. Fenestration comprises three double-hung one-over-one wood-sash windows on the east wall and four matching sash—two single and a pair—on the west wall. Wood steps with wood railings provide access to single-leaf six-panel vinyl door on the north and south elevations.

The building contains a large open classroom, workroom in the northeast corner, and restroom in the southeast corner. Painted gypsum-board sheathes walls and the ceiling, which has a textured finish. Large vinyl-composition-tile and commercial-grade carpeting covers the floor. Wall-mounted and base cabinets with sinks line the south walls.

12. Storage Shed I, early twenty-first century, noncontributing building

This small, front-gable-roofed, weatherboarded, windowless, prefabricated storage shed has a single-leaf six-panel vinyl door on the east elevation. The shed rests on concrete piers southwest of the 1990 classroom building at the edge of the adjacent playground and has an asphalt-shingle roof.

13. Storage Shed II, early twenty-first century, noncontributing building

This side-gable-roofed, T1-11-sided, windowless, prefabricated storage shed has a roll-up garage door on the east elevation. The building is west of the 1965 classroom building and south of the west parking lot fence near the west lot line.

¹⁰ Moore County Board of Education Meeting Minutes (hereafter abbreviated MCBEMM), July 16, 1971, August 3, 1971, May 31, 1977; February 13, 1978; Hayes-Howell Architects, "Classroom Addition Southern Pines Elementary School," March 25, 1977; Hayes-Howell Architects, "Additions and Renovations to Southern Pines Elementary School," February 27, 1987; N. Joel Clary, "Even-Start Classroom," April 4, 1990; Anne Raver, "Human Nature: Tutored by the Great Outdoors," *New York Times*, October 7, 1999, Section F, p. 1.

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14. Storage Shed III, early twenty-first century, noncontributing building

This small, front-gable-roofed, windowless, prefabricated storage shed has a vinyl German siding, an asphalt-shingle roof, and a single-leaf six-panel vinyl door on the north elevation. The building stands west of the 1988 classroom building at the northeast corner of the west parking lot fence.

15. Playground I, early twenty-first century, noncontributing site

The rubber-surfaced play area with steel-frame and plastic climbing equipment south of the 1990 classroom building at the parcel's southwest corner is surrounded by a chain-link fence. The equipment area is bordered with low black-rubber edging.

16. Playground II, early twenty-first century, noncontributing site

An asphalt-paved ball court and steel-frame and plastic slide and climbing equipment are north of the 1978/1988 classroom building. Low black-rubber edging surrounds the equipment area.

Integrity Statement

West Southern Pines School retains integrity of location, setting, feeling, and association as it occupies its original site and continues to serve as a community gathering place. The campus also possesses integrity of design, materials, and workmanship due to the retention of character-defining features of mid-twentieth-century institutional architecture including building form, finish, plan, and circulation patterns. Redbrick and distinctive textured yellow brick-veneered concrete-block walls are intact. Fenestration clearly indicates original spatial function. Tall, rectangular, grouped, steel-frame, multi-pane sash illuminate classrooms and the cafeteria, while the gymnasium and auditorium are windowless. Although original steel-frame sash have been removed throughout the administration building and library and the openings filled with stuccoed walls around double-hung vinyl one-over-one sash windows, running-bond redbrick kneewalls are intact. Synthetic stucco panels also enclose original gymnasium window openings on the locker rooms' east wall and the clerestory. The metal canopies supported by slender steel posts that span primary façades above classroom entrances and intersect matching breezeways continue to provide sheltered egress between buildings. Early-twenty-first-century resources—three storage sheds and two playgrounds—are unobtrusively located west and north of campus buildings.

Interiors are remarkably intact. Original finishes throughout campus include painted concrete-block walls, vinyl-composition-tile floors, and rectangular acoustical-tile ceilings with either integral light panels or suspended linear fluorescent lighting. Commercial-grade carpeting has been installed in some classrooms and offices. Aluminum-frame chalk, bulletin, and white boards, built-in and freestanding plywood storage cabinets and bookshelves, and work counters with sinks remain. Single- and double-leaf

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steel and wood doors with glazed upper sections and flat-panel doors secure entrances. The cafeteria dining room has painted concrete-block walls, oversized rectangular cream ceramic tile wainscot, a beige-vinyl-composition-tile floor, exposed steel trusses beneath the high Celotex tile ceiling, and linear fluorescent lighting. The lower two-thirds of the corridor walls in the 1963 classroom building and the administration building and library are sheathed with oversized rectangular pale-green-glazed ceramic tile, while the upper third is painted concrete block. The corridors have terrazzo floors. The gymnasium has a hardwood floor, exposed steel roof trusses, and painted-board roof decking. The auditorium has painted concrete-block walls, acoustical ceiling panels, and steel-frame wood seats with aluminum trim that fill a wide central section flanked by two wide aisles and two narrower outer sections. Perforated hardboard panels sheathe most of the south wall. Two curved, wide, deep steps with hardwood treads span the stage's full width.

Archaeological Potential Statement

West Southern Pines School 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 property'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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Section 8. Statement of Significance

West Southern Pines School possesses significance at the local level under Criterion A in the areas of education and Black ethnic heritage and Criterion C for architecture. The historically African American campus grew from a no-longer-extant two-story, brick, 1925 school that fronted West New York Avenue to an eleven-building complex occupying a 9.44-acre tract. The 1925 school was built on land purchased by Black citizens of West Southern Pines (an independently incorporated Black municipality from 1923 until 1931) and conveyed to the Moore County Board of Education in 1924. The nine buildings erected on the West Southern Pines School campus from 1952 through 1966 manifest the Southern Pines Board of Education's efforts to "equalize" rather than integrate its Black and white campuses. All display the functional Modernism frequently employed in mid-twentieth-century educational architecture. Raleigh architect William Henley Deitrick's firm rendered drawings for the 1951 gymnasium. Southern Pines architect Thomas T. Hayes Jr.'s namesake firm and its successors designed nine buildings erected between 1955 and 1988 in an economical manner that allowed for rapid construction, flexible use, and future expansion. The campus exemplifies the North Carolina Department of Education's initiative to supply students with spacious, well-ventilated, and amply lit instructional areas. The one-story flat-roofed brick-veneered buildings are characterized by angular form, horizontal massing, and tall, rectangular, steel-frame, multi-pane windows. Utilitarian, resilient finishes such as painted concrete-block walls, rectangular pastel-hued glazed-ceramic-tile wainscoting, acoustical-tile ceilings, and terrazzo, ceramic tile, and vinyl-composition-tile floors remain throughout the campus. The classroom additions accommodated changing educational curricula and increased enrollment. The kitchen supplied sanitary food service facilities, while the cafeteria provided a spacious venue for meals. The auditorium and gymnasium hosted myriad cultural and athletic events and served as community gathering places. The campus is one of the most intact mid-twentieth-century educational facilities in Moore County. West Southern Pines School became Southern Pines Elementary School when the Moore County Board of Education's integration plan was fully implemented in fall 1969. The campus operated as Southern Pines Primary School from fall 2001 until December 31, 2020. The period of significance begins in 1951, when the gymnasium was placed into service, and ends with integration in 1969. The school's function after 1969 is not of exceptional significance.

African American Education in Moore County and West Southern Pines School Historical Background

North Carolina's African American children were afforded limited educational opportunities during the nineteenth century. Religious groups including Moravians and the Society of Friends, known as Quakers, provided basic literacy lessons for free Blacks and enslaved people, and according to oral tradition, continued even after the General Assembly enacted in 1830 legislation forbidding the education of North Carolina's enslaved population. Public schools served only white children in some urban and rural areas beginning in 1840. In Moore County, the Board of Superintendents of Common Schools, organized that

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year, oversaw eleven public schools attended by 234 pupils. In 1850, 1,431 children received instruction at thirty-one one-teacher schools. Terms were short and facilities primitive. Private academies provided more comprehensive courses of study for white students but charged tuition that was cost-prohibitive for the average family. In rare instances, free Black youth attended private North Carolina schools before 1865, but that was not the case in Moore County. The Carthage Male and Female Institutes, incorporated collectively in 1844, were the sole private Moore County academies operating in 1867.¹¹

Although Reconstruction policies included the promise of universal access to quality academic instruction, this pledge was not fulfilled. Only forty-three African American and 367 white youth attended Moore County public schools in 1870. White students had the opportunity to study at six private schools in 1872.¹² 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 by facilitating access to future opportunities. The State Colored Education Convention, composed of 140 delegates from forty 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. Aspiring African American teachers undertook advanced studies at normal schools established by religious denominations and private entities in Charlotte, Concord, Elizabeth City, Fayetteville, Franklinton, Greensboro, Goldsboro, Plymouth, Raleigh, Salisbury, and Winston.¹³

Public schools were more uniformly operated after North Carolina legislators established standards for county boards of education in 1885. The Moore County school district boundaries were regularly redrawn and district quantity fluctuated. Students received instruction in small, frame, purpose-built, publicly owned schools as well as in churches, homes, and other buildings on private property. Funding was apportioned based upon census data rather than enrollment, an important distinction in rural areas

¹¹ "Carthage Academies," *Fayetteville Observer*, June 3, 1858, p. 2; 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; Elbert Carl Brady, "The Development and Present Status of Public Education in Moore County, North Carolina," M. A. thesis, Duke University, 1933, pp. 42-48; U. S. Census, 1840 and 1850; Levi Branson, *Branson's North Carolina Business Directory 1867* (Raleigh: Levi Branson, 1867), 77; Blackwell P. Robinson, *A History of Moore County, North Carolina, 1747-1847* (Southern Pines: Moore County Historical Association, 1956), 162-164.

¹² U. S. Census, 1870; Levi Branson, *Branson's North Carolina Business Directory 1872* (Raleigh: Levi Branson, 1872), 161.

¹³ Crow, et. al., *A History of African-Americans in North Carolina*, 79, 81, 100-102, 153-155; Hugh Victor Brown, *A History of the Education of Negroes in North Carolina* (Raleigh: Irving Swain Press, Inc., 1961), 32-34.

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where enrollment was low and attendance sporadic, particularly during planting and harvest seasons when children worked longer hours on family farms. In 1896, thirty-one public and three private schools served Moore County's Black youth, while white children attended sixty-eight public and eighteen private schools. Two of the private African American schools received mail at the Sanford post office in neighboring Lee County, indicating that they were located in northeastern Moore County. Reverend Joshua Brockett, his wife Georgia, and J. S. Williams instructed Black youth at the Building and Trade College in Southern Pines, a short-lived institution which appears to have operated for only one academic year.¹⁴ Beginning in fall 1898, some African American West Southern Pines children received instruction at the mission school associated with St. James Lutheran Church. Lutheran missionary Henry L. Persson was the first teacher of classes that met in the weatherboarded church that stood at 983 West New Hampshire Avenue, four blocks southeast of West Southern Pines School's future site.¹⁵

West Southern Pines Schools

When state subsidies for public education became available in 1897, legislators did not apportion funds to Black schools, but local taxes and citizen contributions continued to make school operation possible. A contingent of African American West Southern Pines residents led by S. D. McLeod and teacher Willie O. Powell began soliciting donations to build a school in February 1908. Paul Clark supported the initiative by conveying a six-lot tract that had belonged to J. T. Patrick to the Moore County Board of Education (MCBE) in late October 1909, by which time lumber to build a one-story, gable-roofed, weatherboarded school was on the site at 202 Pennsylvania Avenue. Construction soon commenced.¹⁶

Reverend James M. Henderson, formerly a carpenter in Carthage, unsuccessfully sought state funding when he established Industrial Union Training School and Orphanage in West Southern Pines in 1905. After the main building was destroyed by fire on February 14, 1908, classes remained in session while Henderson solicited donations to subsidize construction of a comparable facility. The institution provided academic instruction as well as agricultural, manual, and domestic skills training including crop

¹⁴ "The New School Law," *Carolina Watchman* (Salisbury), March 19, 1885, p. 2; Levi Branson, *Branson's North Carolina Business Directory 1896* (Raleigh: Levi Branson, 1896), 439.

¹⁵ Norwegian Lutheran minister and missionary Nels Bakke began organizing African American Lutheran congregations in Louisiana and North Carolina in 1880. By 1903, fourteen mission churches, most with associated schools, had been established in North Carolina communities including West Southern Pines. H. L. Persson taught at many parochial schools. St. James Lutheran school operated until 1939. The weatherboarded church was replaced in 1966 with a one-story brick Modernist church designed by architect Gordon E. Peebles and erected by D. W. C. Construction Company of Fayetteville that remains in use by the congregation. "Easter Service," *Free Press* (Southern Pines), April 8, 1899, p. 4; "Our Brethren in the Faith," *Augustana Journal* (Rock Island, Illinois), August 15, 1903, p. 8; "Installations," *Lutheran Witness* (St. Louis, Missouri), June 20, 1922, p. 207; "New St. James Church Dedicated," *The Pilot*, April 13, 1996, p. 7; Sarah Lindau and Pamela M. Blue, *East and West Southern Pines* (Charleston, S. C.: Arcadia Publishing, 2004), 79.

¹⁶ "A New School House for Jimtown," *Southern Pines Tourist*, February 28, 1908, p. 5; "To Whom It May Concern," *Southern Pines Tourist*, April 2, 1909, p. 7; "Real Estate Deals," *Southern Pines Tourist*, October 29, 1909, p. 6.

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cultivation, food preparation and preservation, sewing, rug-making, laundry, and shoe repair. Student labor garnered income that facilitated the operation of the boarding school.¹⁷ In December 1912, Henderson and two other trustees of the Industrial Union of America purchased the former Pickford Sanitarium fronting West New York Avenue at its intersection with South Hardin Street to house the school.¹⁸

More state funding became available in the early 1910s when the general assembly designated capital for extensive improvements to all public schools. Municipal and county boards of education 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.¹⁹

¹⁷ In 1922, the North Carolina State Board of Charities and Public Welfare (NCSBCPW) inspected and declined to license four African American child-care facilities including Industrial Union Training School and Orphanage in Southern Pines due to substandard conditions. Although the NCSBCPW ordered Henderson to close the school in 1925, it remained open. Bishop Robert C. Lawson of New York, representing the Industrial Union of America, became the school's president in 1930. The boarding school, later known as the R. C. Lawson Institute, operated through the 1960s, after which it served as a day-care facility. *Morning Post* (Raleigh), February 18, 1905, p. 4; "Colored Orphanage Seeks Aid," *Southern Pines Tourist*, January 10, 1908, p. 8; "Southern Pines Negro Training School Burned," *Raleigh Evening Times*, February 14, 1908, p. 7; "Entertainment," *Southern Pines Tourist*, February 12, 1909, p. 8; "Industrial Union Training School and Orphanage," *Southern Pines Tourist*, March 19, 1909, p. 8; "Annual Report," *Sandhills Citizen* (Southern Pines), January 23, 1925, p. 6; NCSBCPW, *Biennial Report of the North Carolina State Board of Charities and Public Welfare, 1920-1922* (Raleigh: NCSBCPW, 1922); "Local 'School' Not Recognized," *The Pilot*, December 12, 1941, p. 8; Robert C. Lawson, *A short sketch of the Industrial Union of America (W. I. & C.), its objects, etc.* (Southern Pines: Industrial Union Training School and Institute, 1932); Nancy Mason, *Oral History of West Southern Pines*, North Carolina (Southern Pines: Town of Southern Pines, 1987), 115, 130.

¹⁸ The sanitarium, established by African American physician Lawson Andrew Scruggs of Raleigh with the assistance of white philanthropists including industrialists Julian S. Carr and Washington Duke of Durham and Anna M. Pickford of Lynn, Massachusetts, provided treatment for Black patients with respiratory diseases. The complex included two one-story weatherboarded cottages erected in fall 1897 and a third completed in December 1899 on a four-acre tract. Anna Pickford was the widow of businessman Charles J. Pickford, who had subsidized Dr. Scruggs' education at Shaw University, where he was among the first six graduates of Leonard Medical College in 1886. Her \$1,000 bequest funded construction of the first two cottages. "The Pickford Sanitarium," *News and Observer*, December 4, 1896, p. 1; "Pickford Sanitarium," *Press-Visitor* (Raleigh), September 13, 1897, p. 1; "Opening of Negro Sanitarium," *Press-Visitor*, November 5, 1897, p. 4; "Three New Buildings," *Morning Post* (Raleigh), August 13, 1899, p. 3; "The Pickford Sanitarium," *Charlotte Daily Observer*, December 17, 1899, p. 6; "Simply Remarkable," *Southern Sanitarium*, March 1, 1900, pp. 2-26; Opal Winchester Hawkins, *Pickford Sanitarium and R. C. Lawson Institute: Two former institutions of Southern Pines, North Carolina*, (self-published, 2008), 26-27, 69, 95-97, 109, 166, 176

¹⁹ State legislators first allocated funds for black elementary schools in 1910. Sanborn Map Company, "Southern Pines," April 1915, Sheet 6; 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

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The MCBE accelerated its school improvement program during the 1910s, operating ninety-four public schools in the county's nine townships by 1917. Twenty-nine schools served African American students, ten of which had been erected since 1907. With few exceptions, one or two teachers provided first-through seventh-grade instruction. A 1917 census conducted by Moore County school district committees calculated that 2,214 Black and 4,577 white youth resided in the county. However, school superintendent John A. McLeod reported that daily attendance averaged only about 1,080 of 1,638 enrolled African American youth and 2,176 of 3,468 enrolled white children. At West Southern Pines School, which had the highest enrollment of the three African American schools in McNeill's Township, seventy-seven of 107 youth regularly attended classes taught by George C. and Emma Murphy. Moore County's four high schools in Aberdeen, Carthage, Eureka, and Jackson Springs educated white teenagers.²⁰ 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 Moore in which public secondary education was not available.²¹

Despite some 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, remained in that role until becoming 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. Newbold regularly traveled throughout the state to promote Black education.²²

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

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.

²⁰ John A. McLeod, *Report of the Public Schools of Moore County, 1916-1917* (Sanford: Cole Printing Company, 1917), 8-9, 60, 67.

²¹ Crow, et. al., *A History of African Americans in North Carolina*, 155-158.

²² Brown, *A History of the Education of Negroes in North Carolina*, 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

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the state's children. 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 Moore, operated at least one rural high school.²³ County school superintendents 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. 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 totaled around ten million dollars, new buildings and equipment five million dollars, and teacher training and higher education almost three million dollars. 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.²⁴

Moore County's public educational system manifested statewide trends as the MCBE recruited skilled educators, consolidated schools, and initiated campus improvement projects. John F. K. Simpson, a Fayetteville teacher and principal with forty years of experience, became West Southern Pines School's principal in October 1922. The term began with 116 students enrolled in the one-story frame school.²⁵ As school administrators sought to construct new buildings, they solicited funding from philanthropic concerns, the state, and community members. The Rosenwald Fund, Slater Fund, and General Education Board, all organizations devoted to improving educational opportunities for southern African American children, provided critical support for the construction and operation of Moore County's Black schools.

²³ Jim Sumner, "The Development of North Carolina's Public School System through 1940," p. 7, appendices.

²⁴ Sumner, "The Development of North Carolina's Public School System through 1940," pp. 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; 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.

²⁵ John F. K. Simpson (1855-1934), born enslaved in the Clear Creek Township of Mecklenburg County, North Carolina, attended Biddle University (Johnson C. Smith University since 1923) in Charlotte. He began his career in fall 1882 with a Freedmen's Bureau appointment to head the parochial school in Fayetteville. The length of his tenure at West Southern Pines School is unknown. He had returned to Fayetteville by 1930. ("Local News," *Sandhill Citizen*, October 13, 1922, p. 2; A. B. Caldwell, ed., *History of the American Negro, Volume IV* (Atlanta: A. B. Caldwell Publishing Company, 1921), 345-348; U. S. Census, population schedule, 1930; gravemarker.

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Between 1915 and 1932, the Rosenwald Fund, in collaboration with local and state boards of education and private citizens, facilitated the completion of 823 North Carolina buildings, including schools, teachers' residences, and industrial education shops, more than in any other state. In addition to financial contributions, the foundation provided architectural drawings for buildings of various types and sizes. Sixteen schools and a teacherage were erected in Moore County between 1915 and 1931 utilizing contributions from the Rosenwald Fund. The one-story, side-gable-roofed, weatherboarded Lincoln Park School (NR 1997) in Pinebluff, which has a four-classroom plan, is the only extant building. The largest facility was West Southern Pines School, an expansive two-story, brick, flat-roofed building containing nine classrooms, offices, and an auditorium science laboratory, and library erected at a cost of \$45,000 (Exhibit O). African American residents provided \$6,000, white citizens donated \$3,000, the Rosenwald Fund contributed \$1,500, and the State Literary Fund provided \$34,500. Black and white community members organized benefit events including concerts at the Broadway Theater in West Southern Pines. In addition to raising construction funds, Black citizens purchased the approximately four-acre tract upon which the school would be built. William F. and Emma C. Junge conveyed the property to the MCBE on May 23, 1924, with the understanding that it was to be used to facilitate African American education in perpetuity.²⁶

Myriad employment opportunities afforded by the turpentine industry, commercial agriculture, building trades, and increasing popularity of Southern Pines as a tourist destination with resorts, golf courses, hotels, sanitariums, and wealthy enclaves drew Black laborers, entrepreneurs, and professionals from throughout the region to West Southern Pines. A new school was a high priority as the population of the thriving African American town grew following its May 3, 1923, incorporation.²⁷ Enrollment at the frame 1909 school far exceeded capacity by spring 1924, forcing approximately three hundred students to attend in two shifts. Southern Pines general contractor Thomas S. Burgess's crew commenced construction of the brick school in August 1924. The craftsmen who erected the building have not been identified. However, Burgess may have employed West Southern Pines residents skilled in building trades including masons Amos and Forrest Broadway (brothers), Paul Courtland, Lovell P. Hudson, and Henry and Wilson S. Lockhart (father and son); plasterers John D. Durham, Thomas McDonald, and William Wall; carpenters John D. Allen, Benjamin J. Armstrong, Benjamin R. Bethea, Sidney R. Broadway, Andrew J. Buie, Theodore Roosevelt Goins, James E. Harrington, John H. Hines, and William

²⁶ "Benefit Concert," *Sandhill Citizen* (Southern Pines), April 4, 1924, p. 3; "Moore 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 August 2022); Moore County Deed Book 92, p. 483; Kyle Obenauer and Claudia Brown, "Rosenwald Schools in North Carolina," National Register of Historic Places Multiple Property Documentation Form, 2015, 29, 41, 46.

²⁷ West Southern Pines was an independent municipality until March 3, 1931, when the General Assembly of North Carolina revoked the 1923 charter at the request of Southern Pines town commissioners, who immediately annexed the area. North Carolina Senate Boll No. 218, Chapter 210, 1923, pp. 463-466; "West Southern Pines Elects Mayor and Commissioners," *Sandhill Citizen*, May 11, 1923, p. 3; Lindau and Blue, *East and West Southern Pines*, 7-8, 83-85.

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M. White; and painters William M. Kelly, David McIver, and Dexter Terry. The construction pace accelerated after the 1909 school was completely destroyed by fire on January 26, 1925. The brick school, which fronted New York Avenue near the parcel's east end, was substantially complete by late February 1925, when enough furniture was installed for classes to be held in early March. In his keynote address at the early May dedication held in the auditorium, white Southern Pines dentist Edward Everett Cady, a principal benefactor and advocate for the school's construction, requested donations for home economics and manual arts classroom equipment, library books, a piano and movie projector for the auditorium, a playground, and landscaping. Community members subsequently provided funds to fully equip the building and enhance the site. On May 26, 1927, P. Frank and Helen Buchan donated approximately four acres west of the school tract to the Southern Pines School Committee, doubling the site acreage. Frank Buchan, a white Southern Pines merchant, realtor, developer, postmaster, and civic leader, had purchased the property from Edward E. and Ethel P. Cady two weeks earlier.²⁸

The economic challenges that ensued from the Great Depression limited facility improvements during the 1930s. Between 1932 and 1935, the North Carolina Emergency Relief Administration (NCERA), the state's first New Deal program established to provide jobs for unemployed citizens, subsidized education-related projects in Moore County including painting and repairing Cameron, Eagle Springs, Southern Pines, Vass-Lakeview, and West Southern Pines schools; grounds improvements at Carthage Cameron, Eagle Springs, Eureka, Hemp, Peedee, Shady Grove, Southern Pines, and Vass-Lakeview schools; and construction of tennis courts at Carthage and Southern Pines schools. NCERA also provided funds for nursery assistants at Cameron School and lunchroom operation countywide.²⁹

Meager county funding precipitated formation of the Southern Pines and Pinehurst city school systems in 1933 and 1936 since the municipalities were able to direct more resources to education.³⁰ As the economy recovered in the late 1930s, the Southern Pines Board of Education (SPBE) benefited from federal Works Progress Administration (WPA) grants that facilitated system-wide educational building renovation and construction as well as lunch room and library operation from 1935 through 1943. The program also sponsored adult academic instruction and vocational training, much of which took place at public schools.³¹ North Carolina A&T College alumnus Paul R. Brown, West Southern Pines School's

²⁸ "Our Town," *Sandhill Citizen*, August 22, 1924, p. 1; "Our Town," *Sandhill Citizen*, January 30, 1925, p. 1; "Moore County Schools," *Sandhill Citizen*, February 27, 1925, p. 5; "Education for Life," *Sandhill Citizen*, May 8, 1925, pp. 5 and 8; "Closing Exercises of the West Southern Pines School," *Sandhill Citizen*, May 29, 1925, p. 6; U. S. Census, population schedules, 1920-1930; Mason, *Oral History of West Southern Pines*, 100-101, 111-112, 115-116, 124, 153-154; Moore County Deed Book 92, p. 483; Deed Book 97, p. 485; Deed Book 98, p. 516; Deed Book 102, p. 432.

²⁹ 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), 502-503.

³⁰ Pauline F. Myrick, *Treading New Ground* (Carthage: Moore County Schools, 1985), 11.

³¹ North Carolina Works Progress Administration, *North Carolina WPA: Its Story* (Raleigh: North Carolina Works Progress Administration, 1940), 14-16, 33; Fred J. Cohn, "29,449 Adults Now In School Under Program," *Citizen-Times*

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principal from September 1934 through March 1944, utilized federal funding to improve programs and facilities. Home economics instruction was expanded and extra-curricular programs were initiated. Industrial education was added to the curriculum in fall 1935. The library's holdings increased from 430 books in 1934 to 2,008 volumes by 1941. On March 16, 1944, after receiving more publication donations, the school library became the West Southern Pines public library, serving community members as well as students. Enrollment climbed to 510 students during the 1934-1935 term, when Brown and five faculty members instructed high school-age youth and twelve teachers educated elementary-grade children. Brown and nineteen teachers taught 557 students during the 1940-1941 term, but enrollment fell to approximately 475 pupils in fall 1943.³²

The National Youth Administration (NYA), a federal program that from 1935 until 1944 sponsored training for men and women ages sixteen to twenty-five who were either in school and in need of financial assistance or out of school and unemployed, subsidized construction of West Southern Pines School's vocational shop and home economics buildings. Manual arts teacher Texas U. Connor supervised approximately thirty African American youth who built the sixty by twenty-eight-foot concrete-block vocational building in summer 1938. The SPBE provided architectural drawings and purchased necessary materials, while NYA paid the young men's wages. The one-story-on-basement, side-gable-roofed, redbrick-veneered home economics building was erected by forty Black youth in 1941 (Exhibit P). Completed in December, the Colonial Revival-style building featured a gabled entrance portico supported by grouped posts, standing-seam-metal roof, central chimney, and six-over-six double-hung sash windows. The first floor contained a living room, dining room, bedroom, full bathroom, and cooking and sewing classroom, while the basement served as the school's lunchroom. Since funding to equip the building was insufficient, students, faculty, and community members collaborated to furnish it. Connor guided young men and women to craft furniture in the vocational building. Home economics instructor Mary Lee Hasty taught girls to make rugs and other household items. Donations from Black and white churches and individuals included kitchen appliances, sewing notions and fabric, bedding, draperies and rods, accessories, and cash. In addition to its primary function, the building soon became a popular community gathering place.³³ Connor also facilitated youth social development by organizing Moore County's first African American Boy Scout troop in fall 1938. E. L. Sanders led the troop, assisted by D. E. Wilson and executive committee members Connor, carpenter T. R. Goins, and West

(Asheville), October 23, 1938; "WPA Program Touches Thousands," *Greensboro Daily News*, October 23, 1938; "WPA Plans Fight on Blister Rust," *News and Observer*, November 11, 1939, p. 3.

³² "West Southern Pines School Opens," *The Pilot*, September 21, 1934, p. 1, and September 13, 1935, p. 3; "Launch Campaign for Gymnasium in Colored School," *The Pilot*, February 28, 1941, p. 1; "Local Schools," *The Pilot*, September 17, 1943, p. 1; "Brown is Appointed Head of Institution," *The Pilot*, March 17, 1944, p. 1; "An Appreciation," *The Pilot*, April 7, 1944, p. 2; "Grateful for New Library," *The Pilot*, April 14, 1944, p. 1.

³³ "John A. Lang Named State Head of National Youth Administration," *The Pilot*, August 19, 1938, pp. 1-2; "Interesting Facts Taken From Annual Report," *The Pilot*, February 9, 1940, p. 7; "Negro School Here Gets Home Ec Shop," *The Pilot*, July 25, 1941, p. 3; "New Home Economics Cottage Added to Negro School Plant," *The Pilot*, January 3, 1942, p. 2; "Interest of Friends," *The Pilot*, May 1, 1942, p. 5; Mason, *Oral History of West Southern Pines*, 118.

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Southern Pines elementary school teacher J. T. Saunders.³⁴

West Southern Pines School faculty often enrolled in graduate programs during the summer months. In September 1940, principal Brown, who taught biology and geography, received a master's degree from the University of Michigan in Ann Arbor. His wife Josephine S. Brown, a high school English instructor, studied at the same institution. Elementary teachers Wilma G. Hasty (second grade) and Cora E. Steele (fourth grade) attended Fayetteville State Teachers College in eastern North Carolina, while D. Shelton Harris (fifth grade) received instruction at Columbia University in New York.³⁵

During World War II, West Southern Pines School students and faculty supported the war effort by participating in Red Cross, tuberculosis and polio prevention, U. S. war bond, and scrap metal collection drives. Principal Brown facilitated selective service registration. Manual arts students made scale models of aircraft including B-25 Martin bombers for use in training exercises and chairs for military installations. The school hosted weekly variety shows for African American active-duty soldiers and veterans in fall 1943. Manual arts instructor Texas U. Connor departed that fall to work as a developmental mechanic at the U.S. Naval Research Laboratory, where he made training devices for military operations at an undisclosed location. After Brown resigned in March 1944 to become superintendent of Morrison Training School near Hoffman in Richmond County, North Carolina, West Southern Pines High School teacher J. Warren Baldwin was elevated to principal. He was replaced by Hickory native John Wesley Moore, a North Carolina A&T College alumnus, in fall 1945. Moore had previously headed schools in Elizabethtown and Clarkton in Bladen County, North Carolina. During the 1945-1946 term, Moore and four faculty members instructed 103 high school youth, seventeen of whom graduated.³⁶

West Southern Pines School hosted educational and recreational events and clinics for myriad civic groups, churches, and government agencies such as the agricultural extension service and health department. The African American community assisted with fundraising, student programs, and events such as holiday celebrations, talent contests, festivals, and fairs, and benefited from initiatives including a day care for three-to-five-year-old children that briefly operated in the school's basement. Beginning on January 27, 1947, day care was available for \$1.50 a week. The program was subsidized by the Southern

³⁴ "Colored Boy Scout Troop Organized Here," *The Pilot*, October 7, 1938, p. 1.

³⁵ "West Southern Pines School Opens Tuesday," *The Pilot*, September 20, 1940, p. 1; "Negro Schools Open Late in September," *The Pilot*, August 15, 1941, p. 8.

³⁶ "Drive Begun in West Southern Pines," *The Pilot*, September 25, 1942, p. 1; "Junior Red Cross Gives Chairs," *The Pilot*, April 2, 1943, p. 1; "Receives Recognition," *The Pilot*, April 2, 1943, p. 3; "Work of Local Craftsmen," *The Pilot*, April 23, 1943, p. 1; "U. S. O. is Providing Fine Entertainment," *The Pilot*, August 6, 1943, p. 1; "Brown is Appointed Head of Institution," *The Pilot*, March 17, 1944, p. 1; "Craftsman Connor Working for Navy," *The Pilot*, November 9, 1945, p. 11; "J. W. Moore, WSP School Principal," *The Pilot*, December 12, 1957, p. 20; "West Southern Pines School," Principal's Annual High School Report, 1945-1946.

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Pines school district, local African American churches, the Southern Pines chapter of the Federation of Women's Clubs, and the Southern Pines Council of Social Agencies. Ednah Bethea, a former West Southern Pines School student and teacher and Spelman College graduate, headed the program, drawing on her experience as a public school teacher in Edison, Georgia, and as an assistant at a Washington, D. C. child care center during World War II. The West Southern Pines day care closed in June 1947 and reopened early the following October under the direction of the wife of music teacher H. B. Ward, who had organized the school's first band and glee club soon after joining the faculty that fall. The Southern Pines Council of Social Agencies sponsored ten-week summer recreational programs for West Southern Pines and Southern Pines students beginning in 1946. At West Southern Pines School in 1947, industrial arts teacher E. M. Gentry oversaw activities for African American children including sports, games, dancing classes, and arts and crafts. Ednah Bethea coached the girls' sports teams. Margie S. Brown, the new home economics teacher, supervised meal preparation. The summer program continued through the 1950s. Adult academic and vocational evening and summer courses were offered for a nominal fee during the late 1940s. Evening classes met from five until ten p. m. Many veterans took advantage of such programs, as they could receive subsidies for tuition, books, supplies, and living expenses. Student enrollment gradually rebounded.³⁷

During the 1949-1950 term, ten teachers educated 320 children enrolled in first- through eighth grades. Principal Moore and seven faculty members instructed 124 high school youth, thirty-three of whom graduated. Students joined the band and glee, drama, and health and safety clubs, and played basketball on a clay court and baseball and softball in the field west of the school, which also served as the running track. The athletic field condition was significantly improved in late 1949 when the drainage ditch that bisected the field was replaced with an underground drain pipe, the ditch filled, and the site leveled. The playground, located at higher elevation near the school, contained swings, slides, a merry-go-round, and a climbing structure.³⁸

School construction and maintenance deferred during World War II due to material and labor shortages

³⁷ Attempts to determine H. B. Ward's wife's name were unsuccessful. "Nursery School Has Good Start," *The Pilot*, February 7, 1947, p. 1; "Plans Made for Youth Recreation Summer Program," *The Pilot*, May 2, 1947, p. 1; "Recreation Plans," *The Pilot*, June 6, 1947, p. 1; "A Tie," *The Pilot*, July 18, 1947, p. 5; "Wiener Roast Will End Summer Program," *The Pilot*, August 22, 1947, p. 5; "Recreation Program Ends," *News and Observer*, August 26, 1947, p. 11; "West Southern Pines Kindergarten Closed," *The Pilot*, August 29, 1947, p. 10; "Nursery School is Reopened," *The Pilot*, October 10, 1947, p. 13; "West Southern Pines Band and Glee Club Organized," *The Pilot*, November 14, 1947, p. 10; "Play period opening for Southern Pines," *News and Observer*, June 20, 1950, p. 17; "Health Department Gives Schedule," *The Pilot*, March 9, 1951, p. 6; "Smallpox Case," *The Pilot*, March 13, 1953, p. 1; "Night School Classes," *The Pilot*, February 6, 1948, p. 13; "GI Students," *The Pilot*, August 12, 1949, p. 1.

³⁸ "West Southern Pines School Playground Improved at Last," *The Pilot*, December 9, 1949, p. 20; North Carolina Department of Public Instruction, *Educational Directory of North Carolina*, 1950-1951, 66-67; "West Southern Pines School," Principal's Annual Elementary and High School Reports, 1949-1950; Bill Ross and Dr. Terry Gordon, telephone conversations with Heather Fearnbach, March 23, 2023.

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resumed in the late 1940s. The ten-classroom Southern Pines Elementary School for white students was one of the first to be completed, in 1948. However, a February 1949 report detailed the deplorable condition of most Moore County schools. Only four of twenty-five evaluated campuses, including the white elementary and high school in Southern Pines, were in good repair. West Southern Pines School deficiencies included cracked plaster walls and ceilings, deteriorated floors, and hog waste run-off from an adjacent farm onto the playground in proximity to the kitchen. The hog pen was removed the week the report was issued, but building repairs took longer to execute.³⁹

Although building material scarcity and increased cost during the Korean War slowed implementation of the campus improvement program, myriad projects subsidized by the state were undertaken throughout Moore County during the 1950s and 1960s. In July 1950, the SPBE received a \$53,000 building improvement allocation from the State Board of Education, most of which was utilized to erect a gymnasium at West Southern Pines School. Raleigh architect William Henley Deitrick designed the Modernist building erected in 1951 by Sanford general contractor William L. Jewell. The wood floor and heating system were not installed until April 1952 due to a funding shortfall. Deitrick also rendered plans for the ten-classroom 1948 Southern Pines School and the four-classroom addition, gymnasium, and auditorium/cafeteria completed in 1950, as well as Aberdeen Elementary School, finished in January 1951.⁴⁰

More classrooms were urgently needed as enrollment increased at all three Southern Pines schools. Southern Pines architect Thomas T. Hayes Jr. and Associates and its successor firms rendered drawings for a Modernist West Southern Pines School complex that would be erected in phases beginning in 1955. The ground-breaking ceremony for the first building, which contained four classrooms and a boiler room, occurred on January 20, 1955. Principal Moore presided at the event attended by the entire student body, faculty, West Southern Pines Parent-Teacher Association and community leaders, SPBE administrators and board members, architects Thomas T. Hayes Jr. and Thomas F. Marshall, and contractor William L. Jewell. The building was completed at a cost of \$54,337 just before classes began in the fall of that year, followed in 1956 by the \$75,000 building to the north encompassing five classrooms, restrooms, a library, and a teacher's lounge constructed by Fayetteville general contractor D. R. Allen and Sons. The cafeteria at the complex's east end was substantially complete in November 1957 and dedicated in February 1958. That month, construction of two classrooms at the west end of the 1955 building and a perpendicular freestanding three-classroom building further west commenced. The classroom buildings and cafeteria enclose a landscaped quadrangle and are connected by a concrete sidewalks and flat-roofed breezeways.

³⁹ "Our Schools," *The Pilot*, February 11, 1949, p. 2; "Two-Year Term," *The Pilot*, April 29, 1949, p. 16.

⁴⁰ "New Schools," *The Pilot*, October 1, 1948, p. 2; "State Funds Allotted to Negro School Units," *Charlotte Observer*, July 9, 1950, p. B3; William Henley Deitrick, "Gymnasium," 1950 and 1952; "Invitation for Bids," *The Pilot*, October 20, 1950, p. 10; "Bids Received," *The Pilot*, November 23, 1950, p. 1; "New Gym," *The Pilot*, June 20, 1951, p. 12; "Plans for West Side Gym," *The Pilot*, January 11, 1952, p. 5; "Notice to Bidders," April 4, 1952, p. 10; *The Pilot*, "New Classrooms," July 7, 1950, p. 1; *The Pilot*, "Aberdeen School," *The Pilot*, January 26, 1951, p. 1.

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Southern Pines Garden Club, which had for years donated and planted vegetation throughout the campus, contributed cedar, ligustrum, japonica, juniper, and cherry laurel trees and shrubs for the courtyard and beds adjacent to the complex.⁴¹

The new classrooms housed elementary grades, while high school grades, which had lower enrollment, remained in the 1925 building. Four teachers instructed 144 high school students during the 1955-1956 term, nineteen of whom graduated. After principal Moore suffered a fatal heart attack on December 10, 1957, H. A. Wilson, the assistant principal and a science and mathematics teacher, was appointed principal in January 1958. The Carthage native and Johnson C. Smith University graduate had joined the West Southern Pines School faculty in fall 1946. Students returned in January to a campus that had almost doubled in size following P. Frank Buchan's heirs' December 23, 1958, donation of 6.79 acres north of the school to the Southern Pines City Board of Education. The acreage extended west from Woodlawn Cemetery (the African American burial ground at the northeast corner of Pine Street and West New York Avenue) to West Indiana Avenue and included the north 2.75 acres of the neighboring block on West Indiana Avenue's west side. A portion of the east tract was cleared and graded to enlarge the athletic field.⁴²

The faculty comprised a librarian, fifteen elementary school teachers, and eight high school teachers in August 1959. Elementary school enrollment numbered 351 that fall. High school enrollment had grown to 230 students, spurring the SPBE to request funding for a \$175,000 high school classroom building at an April 1960 county commissioners meeting.⁴³

West Southern Pines School remained a vital community gathering place. Student plays, recitals, ceremonies, and other programs were open to the public. Area residents also gathered to support youth sports and attend events such as banquets, choir rehearsals, concerts, and dances. May Day, a celebration

⁴¹ "Southern Pines Schools Have Record Enrollment," *Durham Morning Herald*, September 10, 1954, Section 1, p. 5; "Ground Broken," *The Pilot*, January 21, 1955, p. 1; "Ground Broken," *News and Observer*, January 24, 1955, p. 22; "New School Going Up," *The Pilot*, February 9, 1956, p. 8; "At West Southern Pines," *The Pilot*, September 1, 1955, p. 1; Thomas T. Hayes Jr. and Associates, "Elementary Classroom Addition," August 1955, "West Southern Pines Cafeteria," January 14, 1957, "Primary and Elementary Classroom Addition," October 1957; "Invitation for Bids," *The Pilot*, October 20, 1955, p. 10; January 24, 1957, p. 13, and October 31, 1957, p. 18; "West Southern Pines News," *The Pilot*, November 7, 1957, p. 13; "New Cafeteria At School Will Be Dedicated," *The Pilot*, January 30, 1958, p. 8; "Open House Program," *The Pilot*, February 6, 1958, pp. 1 and 8; "Planting at School," *The Pilot*, February 4, 1960, p. 1.

⁴² P. Frank Buchan, born on November 19, 1883, died on April 8, 1947. "West Southern Pines School," Principal's Annual Elementary and High School Reports, 1955-1956; "J. W. Moore, WSP School Principal," *The Pilot*, December 12, 1957, p. 20; "Wilson To Serve as Principal," *The Pilot*, January 9, 1958, p. 1; "Buchan Family Gives Land," *The Pilot*, January 23, 1958, pp. 1 and 8; "West Southern Pines School News," *The Pilot*, January 30, 1958, p. 12;

⁴³ P "Teacher Lists for East and West Southern Pines Schools Announced," *The Pilot*, August 20, 1959, p. 1; "Commissioners Hear School Capital Outlay Requests," *The Pilot*, April 7, 1960, p. 8; Educational Research Services, Inc., *Distribution of School Facilities Southern Part of Moore County, North Carolina* (White Plains, New York: Educational Research Services, Inc., 1965), p. 9.

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that included activities such as students dancing around a tall Maypole while wrapping it with colorful ribbons, drew large crowds. Boy Scout and Girl Scout troops met on campus. Before the auditorium's construction, the gymnasium, library, and classrooms were utilized for some events and meetings while others were held on the grounds.⁴⁴

West Southern Pines School's principals and teachers were respected leaders with deep community connections. Faculty lived nearby, often boarding with local families. They attended church services, joined civic organizations, and frequented local businesses, building relationships that contributed to a nurturing school environment in which students were inspired to achieve and held to high standards. The pedagogical approach espoused by principals and faculty facilitated development of academic, leadership, and teamwork skills and fostered personal growth, thus empowering youth to pursue higher education and realize community uplift. Students were imbued with academic and social skills, self-confidence, community pride, and strong work ethic. Although teachers and administrators were strict disciplinarians, most students favorably viewed the rigorous campus environment as preparation for future educational and employment opportunities. Many graduates attended college, served in the U. S. military, and became business owners, educators, lawyers, physicians, writers, and community leaders actively engaged in social and political advocacy, often far from Moore County.⁴⁵

School Desegregation in Moore County

Although the U. S. Supreme Court's 1954 ruling in *Brown v. Board of Education of Topeka, Kansas* decreed that racial segregation in public schools was unconstitutional, most municipalities integrated slowly. The court addressed this recalcitrance in its May 1955 *Brown v. Board of Education II* opinion by mandating expedient desegregation. North Carolina's state legislature subverted the process by passing the 1955 Pupil Assignment Act, which afforded local school districts complete latitude in delineating student placement and thus perpetuated segregation. Governor Luther H. Hodges' administration also crafted the Pearsall Plan, enacted in September 1956, which codified integration avoidance mechanisms including school closure and provided state tuition subsidies for white students to attend private schools. The HCBE adopted both measures.⁴⁶

⁴⁴ "May Festival at W. Southern Pines," *The Pilot*, May 9, 1947, p. 12; "Shaw University Choral Group," *The Pilot*, February 2, 1951, p. 15; "College Choir," *The Pilot*, April 11, 1952, p. 10; Bill Ross and Dr. Terry Gordon, telephone conversations with Heather Fearnbach, March 23, 2023; Peggie Caple, telephone conversation with Heather Fearnbach, March 25, 2023.

⁴⁵ Bill Ross and Dr. Terry Gordon, telephone conversations with Heather Fearnbach, March 23, 2023; Dorothy Brower, telephone conversation with Heather Fearnbach, March 24, 2023; Peggie Caple, telephone conversation with Heather Fearnbach, March 25, 2023.

⁴⁶ "Supreme Court Orders Local Officials to End School Segregation 'as Soon as Practicable,'" *Winston-Salem Journal*, June 1, 1955, p. 1.

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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 1957.⁴⁷ The few Black Moore County parents who petitioned to obtain placements for their children at white schools between 1955 and 1965 were unsuccessful. In an attempt to appease African American residents by “equalizing” facilities, school consolidation, new campus construction, and existing campus improvements accelerated in the late 1950s and continued through the 1960s. Thomas T. Hayes Jr. and Associates and the successor firm Hayes, Howell and Associates rendered plans for four more Modernist buildings on the West Southern Pines campus. Funding for a seven-classroom building for high school grades was finally available in 1962. Completed in 1963, the building has an internal corridor plan. The 1938 vocational shop was demolished to allow for construction of the 1964 administration building and library on its site. Also in 1964, the 1925 two-story brick school that stood east of the administration building, facing West New York Avenue at the highest elevation on the campus, was demolished, and in 1966 Snead and Hatcher Construction, Inc., of Rockingham, North Carolina, built the tall-one-story, flat-roofed, 450-seat auditorium on the site. The 1941 home economics building that was located east of the gymnasium was demolished in conjunction with the auditorium’s construction, at which time the existing parking lot configuration was achieved. Enrollment continued to climb, numbering 557 elementary and 164 high school students during the 1964-1965 term. The 1965 completion of a six-classroom building southwest of the 1963 classroom building ameliorated crowding. Covered walkways span the distance between buildings. Faculty, students, and the West Southern Pines community took pride in the campus transformation.⁴⁸

Although most youth walked to school, bus transportation was provided to those residing at greater distances. Dr. Terry Gordon, a 1965 graduate, and another male student drove two bus routes during his junior and senior years. The campus also had an activity bus used for field trips and athletic competitions. Students excelled at sports under the direction of physical education teacher Joe R. Wynn, the boys’ football, basketball, track, and tennis coach, and English and French teacher and girls’ basketball coach James H. Moore. Girls also played tennis, but there was not a team. Since there were no tennis courts on campus, students played on a single clay court about fifteen blocks southeast of the school in West Southern Pines and on Southern Pines courts primarily used by white residents, a practice that precipitated construction of additional courts at the municipal park in West Southern Pines. Wynn encouraged youth to maintain fitness throughout the year by overseeing summer recreational programs

⁴⁷ 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.

⁴⁸ “Invitation for Bids,” *News and Observer*, August 17, 1963, p. 12; Hayes, Howell and Associates, “West Southern Pines High School,” 1962; “Invitation for Bids,” *News and Observer*, January 20, 1965, p. 18, “Funds Are Allocated for School Building,” *News and Observer*, May 3, 1966, p. 16; Hayes, Howell and Associates, “Auditorium, Band and Art Classroom, West Southern Pines High School,” March 3, 1966; Educational Research Services, Inc., *Distribution of School Facilities*, p. 3; “West Southern Pines School,” Principal’s Annual High School Report, 1964-1965; James H. Moore, telephone conversation with Heather Fearnbach, March 30, 2023.

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and swimming lessons. During the 1968-1969 term, by which time high school enrollment had declined, thirty-four students participated in boys and girls basketball and boys track programs. Seven girls were cheerleaders at basketball games. Approximately one hundred students sang in the high school chorus, were involved with student government, and joined the honor society and library, drama, and Future Homemakers clubs. James Moore arranged field trips to cultural events and venues including St. Andrews Presbyterian College in Laurinburg. Like all West Southern Pines faculty, he inspired students to reach their highest potential.⁴⁹

The Civil Rights Act of 1964 mandated school desegregation as a prerequisite for federal funding eligibility, but it was not until the late 1960s that the MCBE, like most North Carolina school systems, initiated efforts to completely integrate school districts. During the 1964-1965 term, two African American youth attended the newly completed Union Pines High School, erected in Cameron in conjunction with the county's consolidation of eleven white high schools into three. The freedom of choice plan, enacted in 1965, would presumptively allow parents to choose which schools their children would attend. However, few Moore County citizens took advantage of this opportunity due to the social and economic ramifications of challenging the entrenched Jim Crow system. Eighty-five African American students enrolled at historically white Moore County schools in fall 1965. Controversy regarding the proposed merger of the Moore County, Southern Pines, and Pinehurst school systems further complicated desegregation planning. The electorate approved the merger on October 2, 1965, but court challenges delayed the merger until July 1, 1967.⁵⁰

While the MCBE had implemented a comprehensive integration plan in fall 1966 after the U. S. Office of Health, Education, and Welfare (HEW) informed the MCBE that the freedom of choice plan was not resulting in sufficient integration, the Southern Pines and Pinehurst school systems had not responded accordingly. Following a 1968 federal court ruling that the freedom of choice plan was unconstitutional and an invalid means of desegregating schools, HEW warned the MCBE that federal funds would be cut if the system was not in full compliance with Civil Rights Act by September 1, 1969. Although the MCBE fully implemented its desegregation plan in fall 1969, HEW identified student and faculty racial ratio disparities through the early 1970s.⁵¹

⁴⁹ James H. Moore joined the Pinecrest High School faculty in fall 1969 and subsequently led the girls' basketball team to several conference championships. The Pinecrest High School gymnasium was named in his honor in February 2018. Laura Douglass, "Pinecrest Gymnasium Honors Beloved Basketball Coach," *The Pilot*, February 20, 2018; "West Southern Pines School," Principal's Annual High School Reports, 1964-1965 and 1968-1969; Bill Ross and Dr. Terry Gordon, telephone conversations with Heather Fearnbach, March 23, 2023; Dorothy Brower, telephone conversation with Heather Fearnbach, March 24, 2023; James H. Moore, telephone conversation with Heather Fearnbach, March 30, 2023.

⁵⁰ MCBEMM, February 19, 1965, May 11, 1965; July 6, 1965; October 27, 1965; Myrick, *Treading New Ground*, 11-13; "82 Negro students in county system ask to make school transfers," and "Freedom of Choice Offered," *The Pilot*, April 22, 1965, pp. 1 and 8.

⁵¹ MCBEMM, March 15, 1966, March 21, 1966, January 30, 1967, February 27, 1967, January 4, 1968, June 20, 1968, February 6, 1969; July 16, 1971; August 3 and 17, 1971; Myrick, *Treading New Ground*, 13-20.

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Southern Pines Elementary School

West Southern Pines High School's final graduating class in June 1969 comprised twenty-four students. The campus became Southern Pines Elementary School, serving first- through third-grade youth, in fall 1969. Kindergarten was added in fall 1975. Subsequent campus modifications included construction of the 1978 two-classroom building and its 1988 expansion to the west with four classrooms. Hayes-Howell Architects rendered plans for those projects as well as 1988 air conditioning installation in existing classrooms and the administration building. Southern Pines architect N. Joel Clary designed the classroom building erected at the campus's west end in 1990 to accommodate pre-Kindergarten instruction. The school served 550 students in 1999.⁵² The campus operated as Southern Pines Primary School from 2001 until closing on December 31, 2020 upon completion of the current facility at 1015 South Carlisle Street. A year later, the Southern Pines Land and Housing Trust prevailed in its two-year campaign to purchase the former West Southern Pines School, which will be rehabilitated to serve as the West Southern Pines Center for African American History, Cultural Arts, and Business.⁵³

Mid-twentieth-century Educational Architecture Context

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

Architecture critic Lewis Mumford approved of Modernist campus design, characterizing the period's educational buildings as "schools for human beings," a complete departure from the 1930s schools he

⁵² "West Southern Pines School," Principal's Annual High School Report, 1968-69; MCBEMM, July 16, 1971, August 3, 1971, May 27, 1975; May 31, 1977; February 13, 1978; Hayes-Howell Architects, "Classroom Addition Southern Pines Elementary School," March 25, 1977; Hayes-Howell Architects, "Additions and Renovations to Southern Pines Elementary School," February 27, 1987; N. Joel Clary, "Even-Start Classroom," April 4, 1990; Anne Raver, "Human Nature: Tutored by the Great Outdoors," *New York Times*, October 7, 1999, Section F, p. 1.

⁵³ Moore County Deed Book 5762, p. 366; Mary Kate Murphy, "Lawsuit Dropped," *The Pilot*, December 17, 2021.

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deemed “self-important WPA barracks.” Campuses were regarded as extensions of the home, and were thus erected at a more domestic scale, with plans intended to promote creative, active learning. Crow Island School, erected in Winnetka, Illinois, in 1939-1940, is widely cited as the first public campus to use Modernist design principles to embody progressive education philosophies. Winnetka school superintendent Carleton Washburne guided the architect selection process, awarding the contract to a diverse team: Lawrence B. Perkins, Todd Wheeler, and Philip Will Jr., a young and relatively inexperienced firm; and the internationally-renowned Finnish architect and Cranbrook Academy for the Arts professor Eliel Saarinen and his son Eero Saarinen, who had joined his father’s firm in 1938. Their successful collaboration resulted in an innovative child-centered building with a low profile, bands of steel-framed windows, exterior courtyards for each L-shaped classroom, numerous playgrounds, and landscaping intended to create a park-like setting. Crow Island School’s design was widely emulated as Perkins, Wheeler, and Will’s public relations agent Hal Burnett promoted the project nationally, gaining the firm, which later became Perkins and Will, over five hundred school commissions throughout the country. Endeavors such as the Museum of Modern Art in New York’s “Modern Architecture for the Modern School” traveling exhibition, hosted by educational institutions throughout the United States from 1942 until 1946, also generated widespread interest in Modernist school design.⁵⁴

As public school enrollment burgeoned after World War II, many educational buildings were deficient in size and functionality. The schools that replaced them, regardless of architectural style, were designed in an economical manner that facilitated rapid construction with limited resources and implementation of progressive pedagogy. Despite the Modernist 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, 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 (now the North Carolina State University College of Design) and the Office of School Construction advocated contemporary architecture at workshops for local officials and

⁵⁴ 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; Amy F. Ogata, “Building for Learning in Postwar American Elementary Schools,” *Journal of Architectural Historians*, Vol. 67, No. 4, December 2008, 564-567.

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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.⁵⁵

Waugh called the new approach to school design “organic” in the sense that both the physical and psychological needs of children at different ages were considered. In keeping with the Crow Island School model, he recommended centrally locating communal spaces such as the administrative offices, library, cafeteria, auditorium, and gymnasium and arranging classrooms in outlying wings like “a series of beads strung on a main string of circulation.” Acknowledging that learning does not solely take place indoors, he suggested that each classroom should have an exterior door to facilitate connectivity with the “outside classroom.” Schools were to be well-integrated into their sites and allow for flexible use and future expansion.⁵⁶

Many North Carolina architects adopted these concepts, and Moore 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 MCBE demolished many early-twentieth-century educational buildings, erected replacement schools, and renovated and expanded existing buildings in conjunction with this campaign.

Moore County’s efforts to “equalize” its Black and white campuses resulted in a plethora of flat-roofed Modernist brick classroom buildings with large steel-frame windows and floor plans efficiently arranged to take full advantage of natural light and air circulation. Auditoriums and gymnasiums are similarly streamlined and flat-roofed. Steel trusses allow for wide, open interior spaces. Raleigh architect William Henley Deitrick designed some of the buildings erected in the late 1940s and early 1950s, while Southern Pines architect Thomas T. Hayes Jr.’s eponymous firm and its successors designed many of the campuses built from the mid-1950s through the late twentieth century.

The MCBE operated four elementary (first- through eighth-grade) and eleven union (first- through twelfth-grade) schools in 1959. The Southern Pines and Pinehurst school systems each included two segregated schools for all grades. A 1964 facilities survey of schools in the Aberdeen, Pinehurst,

⁵⁵ 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.

⁵⁶ Waugh and Waugh. *The South Builds*, 43-44.

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Southern Pines, and West End school districts lists buildings at nine campuses, four of which—Berkley, Vineland, Academy Heights, and West Southern Pines—served African American students. Five schools were built to accommodate white students: Aberdeen, Eagle Springs, East Southern Pines, Pinehurst, and West End. Most have been sold as the school system consolidated and new campuses were erected.⁵⁷

As Moore County's mid-twentieth-century schools have not been included in an architectural survey, their survival and integrity level have not been assessed and information regarding campus evolution is limited. The following overview delineates the status of a few campuses in the aforementioned sample. All were periodically renovated through the early-twenty-first century and most are vacant.

West End Elementary School at 4483 NC Highway 211, which encompasses four one-story, flat-roofed, redbrick buildings—1952 and 1977 classroom buildings, a 1976 gymnasium enlarged in 2000, and a 1989 classroom and cafeteria/auditorium building—is the only facility that remains in use by the MCBE. The 1952 T-shaped ten-classroom building resembles those at West Southern Pines School. Blind end walls project beyond window wall planes, supporting deep roof overhangs and shading large steel-frame five-horizontal-pane windows with hoppers in openings with concrete sills. All classrooms have exterior entrances, most arranged in pairs within vestibules flanked by brick side walls that extend to the outer edges of eaves. The main block also has a central corridor.⁵⁸ The interior has been updated as needed.

The MCBE conveyed Academy Heights Elementary School at 143 Douglas Street in Pinehurst, closed in June 2011, to the Town of Taylortown in February 2015. The vacant campus contains a U-shaped gable-roofed classroom building with a pedimented Colonial Revival-style entrance portico and three Modernist buildings: a flat-roofed 1956 cafeteria with home economics classrooms, gable-roofed redbrick 1961 gymnasium, and late 1960s flat-roofed classrooms, all one-story with redbrick veneer and large multi-pane steel-frame sash windows.⁵⁹ Building exteriors are substantially intact. The extent of deterioration due to lengthy vacancy is unknown.

In December 2021, the Town of Aberdeen purchased the former Aberdeen Elementary School at 503 North Sandhills Boulevard, a complex of seven one-story flat-roofed, redbrick Modernist buildings erected between 1949 and 1979. The facility housed third- through fifth-grade students until the fall 2020 opening of a campus at 525 Farrell Parkway that also accommodated kindergarten through second-grade students formerly served at Aberdeen Primary School (originally Berkley School) at 310 Keyser Street. In May 2022, DGH Management, LLC, purchased the Keyser Street campus, a 1949 school with a 1957

⁵⁷ Eagle Springs School was closed in conjunction with 1969 school system consolidation and its status has not been determined. Myrick, *Treading New Ground*, 20-21, 75-78; Educational Research Services, Inc., *Distribution of School Facilities*, 13-14.

⁵⁸ Ibid.; Moore County Schools, schematic floor plans and building data provided to Heather Fearnbach in March 2023.

⁵⁹ Ibid.; Moore County Deed Book 4455, p. 574.

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classroom and library wing and 1953 gymnasium with two industrial arts classrooms.⁶⁰ Neither of the Aberdeen campuses have been rehabilitated. The buildings appear to be in good condition. The extent of interior modification is unknown.

Southern Pines School at 255 South May Street, which closed in December 31, 2020, upon completion of the current facility at 1015 South Carlisle Street, was sold in April 2021 to Moore Montessori Community School. The campus encompasses seven one- and two-story, gable- and flat-roofed, redbrick buildings constructed between 1948 and 1978 to serve all grades of white students. Following integration in fall 1969, the complex housed Southern Pines Middle School. Four-bay window openings in the two-story classroom building have been filled with stuccoed walls around single replacement sash.⁶¹

The West Southern Pines campus, acquired in December 2021 by the Southern Pines Land and Housing Trust, epitomizes the functional Modernism often manifested in mid-twentieth-century educational buildings and appears to possess a higher degree of integrity than the other schools in the small sample delineated above. The campus is particularly notable due to its large size and quantity of mid-twentieth-century buildings in excellent condition. Building form, materials, finish, plan, and circulation patterns and the site plan are intact. The one-story flat-roofed brick-veneered concrete-block buildings were designed in a manner that allowed for rapid construction, flexible use, and future expansion. All were economical to erect and maintain as they employed durable materials and expressed structure. The 1951 gymnasium was designed by the firm of prolific Raleigh architect William Henley Deitrick, who promoted Modernism in commissions throughout North Carolina and was heavily involved in the 1948 creation of the NCSC School of Design. His employees included early alumnus Thomas T. Hayes Jr., who subsequently established a namesake Southern Pines firm that designed nine West Southern Pines School buildings erected between 1955 and 1988. The gymnasium, auditorium, administration building and library, and cafeteria are clustered in the east half of campus, making them accessible for community events, while classrooms flank courtyards to the west. Canopies and breezeways provide sheltered egress throughout campus, which is the largest in the sample and mid-twentieth-century buildings in excellent condition.

The buildings on the West Southern Pines School campus are characterized by angular form and horizontal massing. Concrete-block walls are veneered in pressed red brick except for the cafeteria's south elevation, kneewalls on its other elevations, and kneewalls on the outer (non-courtyard-facing)

⁶⁰ Myrick, *Treading New Ground*, 20-21, 75-78; Educational Research Services, Inc., *Distribution of School Facilities*, 13-14; Moore County Schools, schematic floor plans and building data; Moore County Deed Book 5766, p. 398; Deed Book 5848, p. 287; Mary Kate Murphy, "Final Bid In for Former Aberdeen School Site," *The Pilot*, April 8, 2022.

⁶¹ "New Schools," *The Pilot*, October 1, 1948, p. 2; MCBEMM, August 9, 1976; February 13, 1978; Myrick, *Treading New Ground*, 75-78; Educational Research Services, Inc., *Distribution of School Facilities*, 13-14; Moore County Schools, schematic floor plans and building data provided to Heather Fearnbach in March 2023; Moore County Deed Book 5603, p. 5.

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elevations of the 1955-1958 classroom buildings, which are veneered with a distinctive textured yellow brick. Large steel-frame windows with hoppers, clerestories, and curtain walls enhance visual connectivity between interior and exterior spaces and provide ample light and ventilation. Steel, concrete-block, and precast-, formed-, and slab-concrete structural systems are exposed on the exterior and interior. Steel beams and trusses allow for expansive, open areas in the auditorium, gymnasium, and cafeteria. Pragmatic and resilient interior finishes include painted concrete-block walls, acoustical-tile ceilings, and terrazzo, ceramic tile, and vinyl-composition-tile floors. Glazed-ceramic-tile wainscoting provides a durable, hygienic surface in corridors, restrooms, and the cafeteria and kitchen. Aluminum-trimmed chalk and bulletin boards and built-in and freestanding cabinets and bookshelves are intact. The 1951 gymnasium is characterized by painted concrete-block walls, a hardwood floor, and insulated ceiling panels above the exposed steel roof trusses to ameliorate noise during athletic events. The 1966 auditorium is characterized by painted concrete-block walls, vinyl-composition-tile floors, acoustical ceiling panels, and steel-frame wood seats that fill a wide central section flanked by two wide aisles and two narrower outer sections. Perforated hardboard panels sheathe most of the south wall. Wood steps rise to a stage with velvet curtains.

Thomas T. Hayes Jr. and Associates and Successor Firms

The Southern Pines architectural firm established by Thomas Thurmon Hayes Jr. (1925-1987) designed many Moore County campuses.⁶² After serving in the U. S. Army during World War II, the Sanford, North Carolina, native earned an architectural engineering degree from North Carolina State College in 1949, becoming one of the first graduates of the newly created School of Design. Encouraged by architecture program head Matthew Nowicki, he completed a fifth year of study in 1951. Hayes absorbed Modernist tenets from his professors and while garnering experience as a draftsman in the offices of Raleigh architect William Henley Deitrick and Greensboro architect Edward Loewenstein, both strong proponents of Modernism. Deitrick's firm designed the 1951 gymnasium for West Southern Pines School, perhaps providing Hayes's initial exposure to the campus. He worked at Loewenstein's Greensboro office for a year before opening a Southern Pines office for the firm in May 1952. Fellow NCSC alumnus Thomas Fuller Marshall, who had also been employed by Deitrick, joined Hayes in Southern Pines in September after earning a master's degree in architecture from Massachusetts Institute of Technology. In February 1953, with Loewenstein's blessing, the men partnered to establish Hayes-

⁶² The firm's commissions include Modernist buildings on three consolidated high school campuses that remain in use. Their work at Union Pines High School at 1981 Union Church Road in Cameron encompasses a classroom building placed into service in August 1963; auditorium, music classrooms, and athletic facilities finished in August 1964; and a classroom addition completed in 1975. The first portion of North Moore High School at 1504 North Moore Road in Robbins was finished in August 1966. The initial phase of Pinecrest High School at 250 Voit Gilmore Lane in Southern Pines opened in October 1968 and a gymnasium was erected in 1975. MCBEMM, November 29, 1960; August 5, 1963; December 16, 1963; August 20, 1964; January 7, 1965; December 1, 1965; May 6, 1966; August 10, 1966, February 27, 1967; October 25, 1968; March 26, 1974; October 29, 1974; January 28, 1975; Myrick, *Treading New Ground*, 7-10.

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Moore County, NC

Marshall Associates. They supervised the Lowenstein firm's projects that were underway in the area until completion. Their first independent Southern Pines commission was the renovation and expansion of Patch's Department Store. In June 1954, Frank Albert DePasquale, a World War II U. S. Army veteran and fellow member of the NCSC class of 1951, joined the firm. After Marshall returned to his hometown of Tulsa, Oklahoma, in January 1955, Hayes and DePasquale established Thomas T. Hayes Jr. and Associates. They recruited another NCSC classmate, William Calvin Howell, to the firm in February 1956. Hayes and Howell partnered in 1960 to create Hayes, Howell and Associates. Three of the firm's architects—Edison J. Willis Jr., Richard T. Mitchell, and Richard B. Schnedl—were elevated to partnership in May 1966.⁶³

The firm, which designed myriad educational, residential, commercial buildings across North Carolina, became Hayes-Howell Professional Association in 1972, was known as Hayes-Howell Architects by 1977, and merged with Anderson Architecture, PLLC in 2005. Thomas T. Hayes Jr. became a member of the American Institute of Architects in 1954, was elevated to fellowship in 1966, and served as the vice president, president-elect, and of the North Carolina Chapter (AIANC) before his 1978-1979 term as its president. The firm received AIANC honor awards for innovative Modernist commissions throughout the state including the Sanford Brick and Tile Company Office Building in Colon (award in 1960), Golfotel (1961), Southern Pines Savings and Loan (1962), a branch bank (1967), Sandhills Community College (1968), W. T. Ragland Building in Research Triangle Park (1969), Pinecrest High School (1971), Waterside Residence in Camden (1972), and Southern Middle School in Alamance County (1977).⁶⁴ Raleigh-based landscape architect Lewis Clarke, a frequent collaborator, provided landscape plans for projects including First Federal Savings and Loan, Robbins Savings and Loan, Southern Pines Savings and Loan, Sandhills Community College, and Pinecrest High School.⁶⁵

⁶³ William Henley Deitrick, "Gymnasium," 1950 and 1952; "Hayes Moves Architectural Office Downtown," *The Pilot*, October 17, 1952, p. 19; "Hayes and Marshall, Architects," *The Pilot*, February 6, 1953, p. 17; "Architectural Associate," *The Pilot*, June 23, 1955, p. 14; "Joins Local Architectural Firm," *The Pilot*, February 23, 1956, p. 18; "Three Partners Added," *The Pilot*, May 25, 1966, pp. 1 and 6; George S. Koyl, ed., *American Architects Directory*, 1st edition (New York: R. R. Bowker, 1956), 366.

⁶⁴ Unless otherwise noted, the firm's commissions that received AIANC honor awards in the years noted in parentheses were in Southern Pines. George S. Koyl, ed., *American Architects Directory*, 3rd edition (New York: R. R. Bowker, 1970), 389; "Hayes-Howell Professional Association," North Carolina Secretary of State Corporation records; C. David Jackson and Charlotte V. Brown, *History of the North Carolina Chapter of the American Institute of Architects 1913-1998* (Raleigh: North Carolina Chapter, American Institute of Architects, 1998), 74, 92, 109-110, 112, 114, 116, 209,

⁶⁵ MCBEMM, February 1, 1966; Lewis Clarke Collection, MC 00175, Special Collections Research Center, North Carolina State University Libraries, Raleigh, NC.

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Moore County, NC

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Section number 9 Page 41 West Southern Pines School
Moore County, NC

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Moore County, NC

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Moore County, NC

Section 10. Geographical Data

Latitude/Longitude Coordinates

- A. Latitude: 35.184408 Longitude: -79.407542
- B. Latitude: 35.183317 Longitude: -79.406549
- C. Latitude: 35.184838 Longitude: -79.404065
- D. Latitude: 35.185941 Longitude: -79.405031

Verbal Boundary Description

The nominated 10.73-acre property encompasses Moore County tax parcel # 857220827460 (9.44 acres, dashed line on map) and 1.29 acres of municipal right-of-way bordering West Indiana Avenue to the west, South Carlisle Street to the south, and West New York Avenue to the east as indicated by the heavy solid line on the enclosed map. The north boundary follows the parcel line. The west, south, and east boundaries align with the adjacent road curbs. Deciduous and evergreen trees border the parcel edges. Part of the south parking lot, landscaped medians, and two South Carlisle Street egress points are within the south right-of-way. The east right-of way includes two West New York Avenue access points. Scale: one inch equals approximately two hundred feet.

Boundary Justification

The nominated tract encompasses most of the acreage historically associated with West Southern Pines School and provides an appropriate setting that conveys the complex's educational function. The west, south, and east boundaries extend beyond the parcel line to include vegetation that is part of the historic landscape. Although Blanchie Carter Discovery Park encompasses acreage to the north acquired in December 1957 by the Southern Pines City Board of Education, the property is excluded from the National Register Boundary since the site bears no resemblance to its appearance during the period of significance. No elements of athletic fields used by West Southern Pines School students before 1969 were extant when the park was created in 1999.

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Section number Exhibits Page 46 West Southern Pines School
Moore County, NC



Exhibit O. West Southern Pines School, 1925, demolished circa 1964 (above)
Division of Negro Education Special Subject File, Box 8, State Archives of North Carolina, Raleigh

Exhibit P. Home Economics Cottage, 1942, demolished circa 1965 (below)
“New Home Economics Cottage Added to Negro School Plant,” *The Pilot*, January 3, 1942, p. 2



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Section number Photos Page 47 West Southern Pines School
Moore County, NC

Current Photographs

Photographs taken by Heather Fearnbach, Fearnbach History Services, Inc., 3334 Nottingham Road, Winston-Salem, NC, on August 16, 2022. Digital images located at the North Carolina SHPO. Photograph views are indicated on floor plans labeled as exhibits C through N.



1. 1951 gymnasium, northeast oblique (above), and 2. interior, looking west (below), Exhibit C



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Moore County, NC



**3. 1955/1958 classroom building, north elevation and courtyard looking west (above) and
4. south elevation, looking west (below), Exhibit D**



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Moore County, NC



5. 1956 classroom building, northwest oblique, and 1958 classroom building, west elevation (above)
6. 1956 classroom, looking south (below), Exhibit E



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Section number Photos Page 50 West Southern Pines School
Moore County, NC



7. 1957 cafeteria, east elevation (above) and 8. looking south (below), Exhibit F



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Section number Photos Page 51 West Southern Pines School
Moore County, NC



**9. 1963 classroom building, southeast oblique (above) and
10. east-west corridor, looking west (below), Exhibit H**



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Section number Photos Page 52 West Southern Pines School
Moore County, NC



**11. 1963 central east classroom, looking west (above), Exhibit H, and
12. 1964 administration building and library, south elevation (below), Exhibit I**



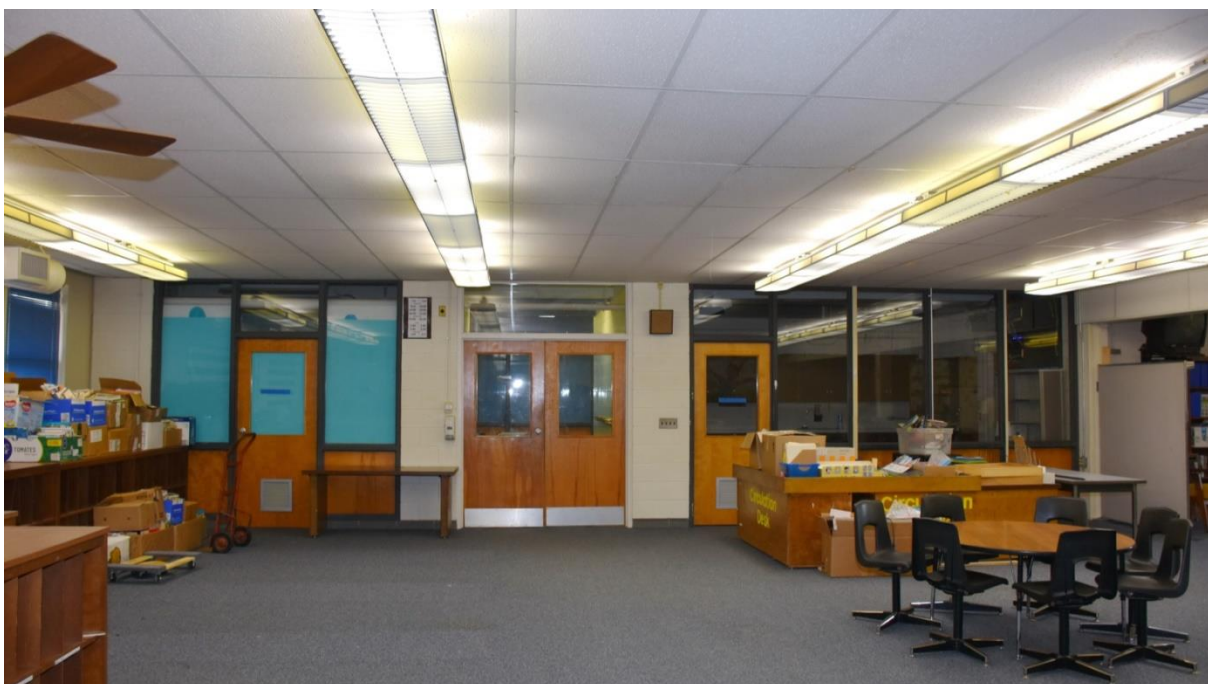
United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Section number Photos Page 53 West Southern Pines School
Moore County, NC



**13. 1964 administration building and library, north-south entrance, looking south (above) and
14. library, looking south (below), Exhibit I**



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Section number Photos Page 54 West Southern Pines School
Moore County, NC



**15. 1965 classroom building, south elevation, looking northwest (above) and
16. north elevation, looking southwest (below), Exhibit J**



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Moore County, NC



**17. 1966 auditorium, southeast oblique (above) and 18. interior, looking south from stage (below)
Exhibit K**



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Section number Photos Page 56 West Southern Pines School
Moore County, NC



**19. 1978/1988 classroom building, south elevation, looking west (above) and
20. 1978/1988 classroom building, north elevation, and playground II, looking east (below), Exhibit
M**



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National Park Service

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Section number Photos Page 57 West Southern Pines School
Moore County, NC



**21. east 1978 classroom, looking south (above), Exhibit M, and
22. 1990 classroom building, southeast oblique (below), Exhibit N**



**West Southern Pines School
1250 West New York Avenue, Southern Pines
Moore County, North Carolina
National Register Boundary Map**

**D. Latitude: 35.185941
Longitude: -79.405031**

The 10.73-acre National Register boundary encompasses Moore County tax parcel # 857220827460 (9.44 acres, dashed line) and 1.29 acres of municipal right-of-way bordering adjacent roads

West New York Avenue

**C. Latitude: 35.184838
Longitude: -79.404065**

South Carlisle Street

**A. Latitude: 35.184408
Longitude: -79.407542**

West Indiana Avenue

**B. Latitude: 35.183317
Longitude: -79.406549**



West Southern Pines School
1250 West New York Avenue, Southern Pines
Moore County, North Carolina
Site Plan

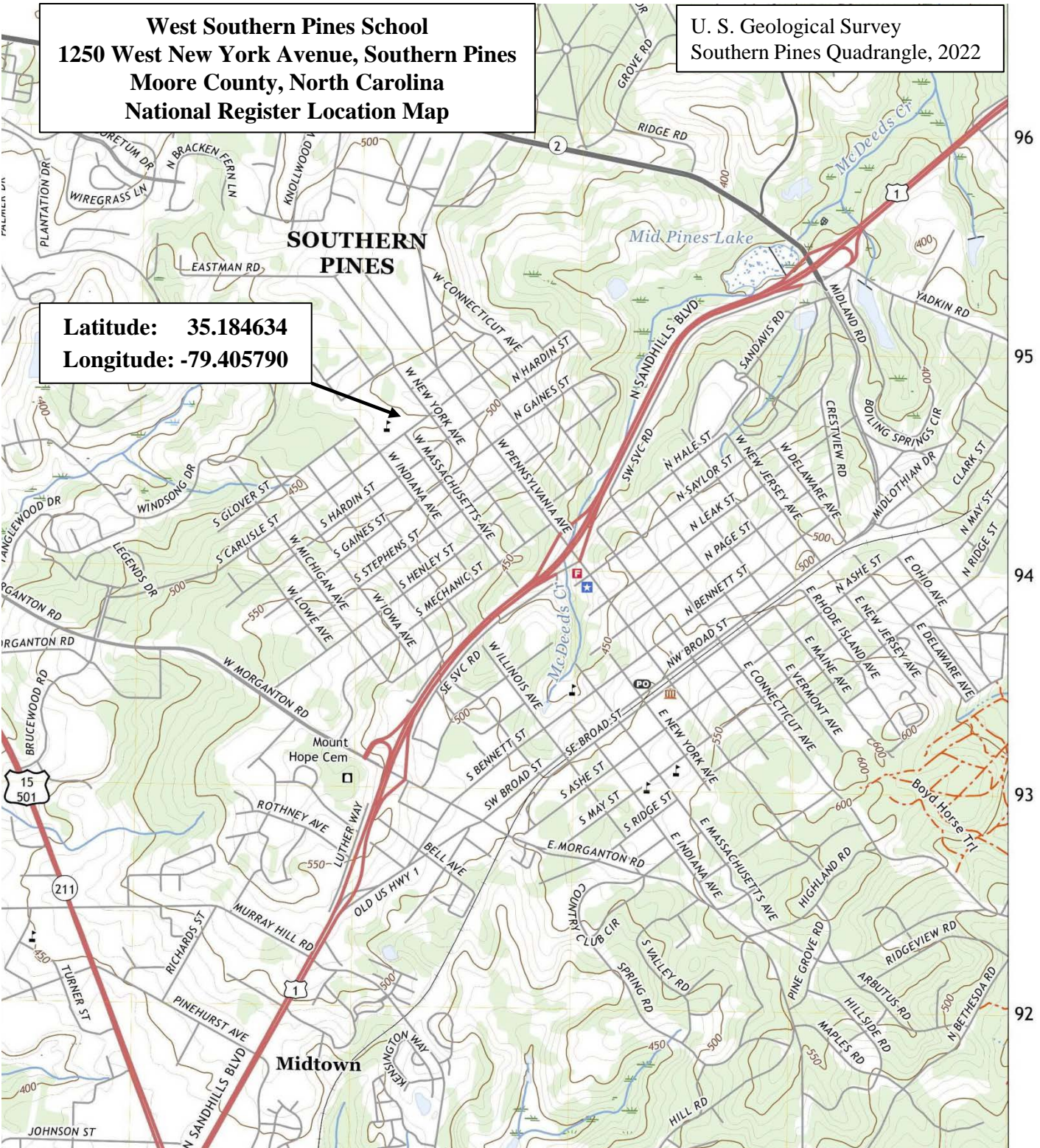


All resources are contributing unless otherwise noted.
 Resource numbers correspond to inventory list.
 NB = Noncontributing Building
 NS = Noncontributing Site

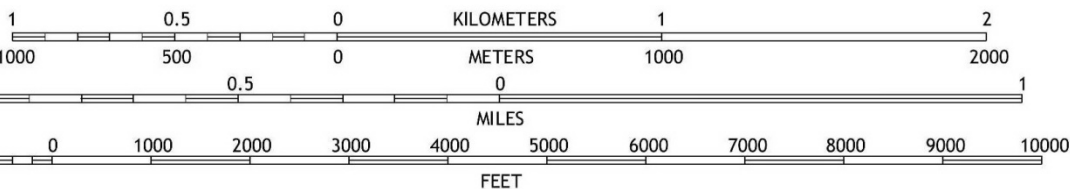
West Southern Pines School
1250 West New York Avenue, Southern Pines
Moore County, North Carolina
National Register Location Map

U. S. Geological Survey
Southern Pines Quadrangle, 2022

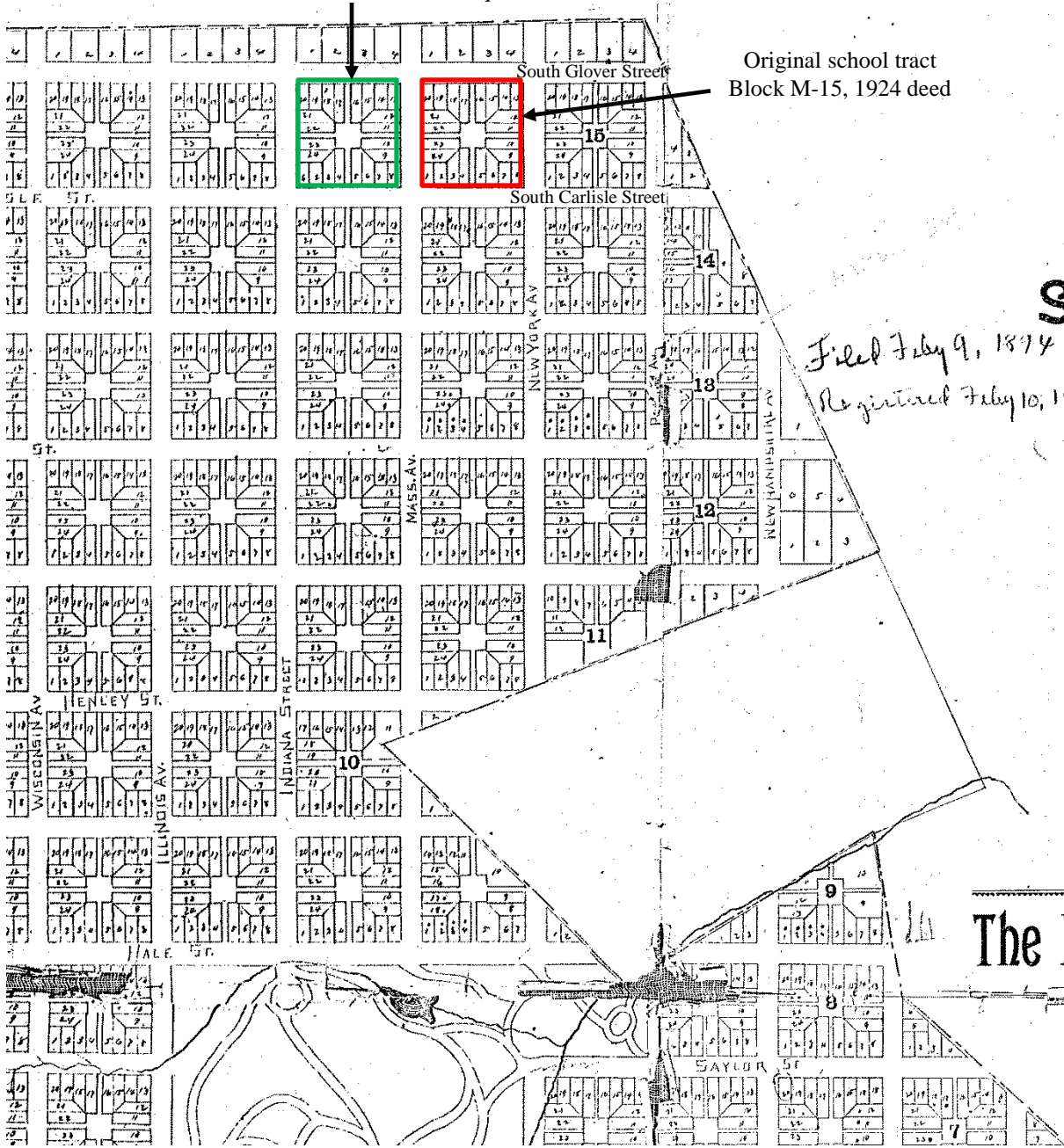
Latitude: 35.184634
Longitude: -79.405790



SCALE 1:24 000



Block N-15, 1927 acquisition



Original school tract
Block M-15, 1924 deed

West Southern Pines School
1250 West New York Avenue
Southern Pines
Moore County, North Carolina
Exhibit A

MAP OF
SOUTHERN PINES,
MOORE COUNTY,
N. C.

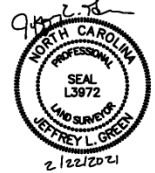
Filed July 9, 1894
Registered July 10, 1894

Moore County Map Book 1, p. 70

The Ideal Place for Consumptives.

I, JEFFREY L. GREEN, CERTIFY THAT THIS PLAT WAS DRAWN UNDER MY SUPERVISION FROM AN ACTUAL SURVEY MADE UNDER MY SUPERVISION (DEED REFERENCES AS SHOWN). THAT THE BOUNDARIES NOT SURVEYED ARE CLEARLY INDICATED AS DRAWN FROM INFORMATION FOUND IN REFERENCES AS SHOWN, THAT THE RATIO OF PRECISION OR POSITIONAL ACCURACY AS CALCULATED IS 1: 10,000+. THAT THIS PLAT WAS PREPARED IN ACCORDANCE WITH G.S. 47-30 AS AMENDED. WITNESS MY ORIGINAL SIGNATURE, LICENSE NUMBER AND SEAL THIS 22ND DAY OF FEBRUARY, A.D., 2021

Jeffrey L. Green
 PROFESSIONAL LAND SURVEYOR



L - 3972
 LICENSE NUMBER

West Southern Pines School

1250 West New York Avenue

Southern Pines

Moore County, North Carolina

2020 Survey, Exhibit B

I, JEFFREY L. GREEN, PROFESSIONAL LAND SURVEYOR, NO. L-3972, CERTIFY TO THE FOLLOWING AS REQUIRED IN G.S. 47-30(f)(11):

THAT THE SURVEY IS OF AN EXISTING PARCEL OR PARCELS OF LAND OR ONE OR MORE EXISTING EASEMENTS AND DOES NOT CREATE A NEW STREET OR CHANGE AN EXISTING STREET.

Jeffrey L. Green
 Surveyor

Date 2/22/2021

OWNER INFORMATION

TOTAL 0.368 ACRES MOORE COUNTY BOARD OF EDUCATION PID 00031530 PIN 857220823309 DB218 PG521 ZONED FRR	TOTAL 0.397 ACRES MOORE COUNTY BOARD OF EDUCATION PID 00031531 PIN 857216824550 DB177 PG52 ZONED FRR
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TOTAL
3.478 ACRES
MOORE COUNTY BOARD
OF EDUCATION
PID 00033141
PIN 857200821500
DB301 PG483
ZONED MULTIP

TOTAL
3.673 ACRES
MOORE COUNTY BOARD
OF EDUCATION
PID 00036869
PIN 857220827460
DB102 PG432
ZONED FRR

TOTAL
2.751 ACRES
MOORE COUNTY BOARD
OF EDUCATION
PID 00033141
PIN 857200821500
DB301 PG483
ZONED MULTIP

TOTAL
3.673 ACRES
MOORE COUNTY BOARD
OF EDUCATION
PID 00036869
PIN 857220827460
DB 101 PG 153
ZONED FRR

ADJOINER INFORMATION

- JT HOLDINGS GROUP, LLC
 PIN 00038089
 DB5418 PG529
 ZONED RS-1
- PEGGIE REED CHAVIS
 PIN 00041306
 DB1262 PG65
 ZONED RS-1
- DOMINION DWELLINGS, LLC
 PIN 00041452
 DB5314 PG395
 ZONED RS-1
- DRESSIE MEDLIN HEIRS
 PIN 00036616
 DB2007E PG52
 ZONED RS-1

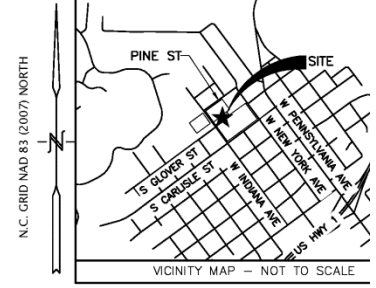
LEGEND

UNLESS OTHERWISE DENOTED

- = EIR = EXISTING IRON ROD
- ⊕ = IRON ROD SET
- = ECM = EXISTING CONCRETE MONUMENT
- = EIP = EXISTING IRON PIPE
- = WELL
- "CC" = CONTROL CORNER
- - - ADJOINING BOUNDARY LINE
- ⊕ = UTILITY POLE

NOTES:

- THIS PROPERTY IS SUBJECT TO ANY AND ALL EASEMENTS, RIGHT OF WAYS, AND AGREEMENTS OF RECORD PRIOR TO THE DATE OF THIS PLAT.
- ALL PROPERTY LINES AND CORNERS ESTABLISHED USING EXISTING CORNERS FOUND, EXISTING BOUNDARY EVIDENCE, AND DEEDS AND PLATS OF RECORD IN THE MOORE COUNTY REGISTRY.
- ALL DISTANCES ARE HORIZONTAL GROUND.
- ALL AREAS BY COORDINATE COMPUTATION.
- GRID COORDINATES ESTABLISHED USING GPS METHODS USING OPUS.
- THIS PROPERTY IS NOT LOCATED WITHIN A PUBLIC WATER SUPPLY WATERSHED - MOORE COUNTY GIS MISC.



VICINITY MAP - NOT TO SCALE
 TITLE REFERENCE
 AS NOTED



ROW AREAS

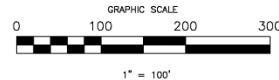
S GLOVER STREET
 70,478.83 SF
 1.62 ACRES

W MASSACHUSETTS AVE
 32,000.00 SF
 0.73 ACRES

EXISTING BOUNDARY SURVEY OF MOORE COUNTY BOARD OF EDUCATION'S SOUTHERN PRIMARY PROPERTIES

MCNEILL TOWNSHIP, MOORE COUNTY, SOUTHERN PINES
 NORTH CAROLINA

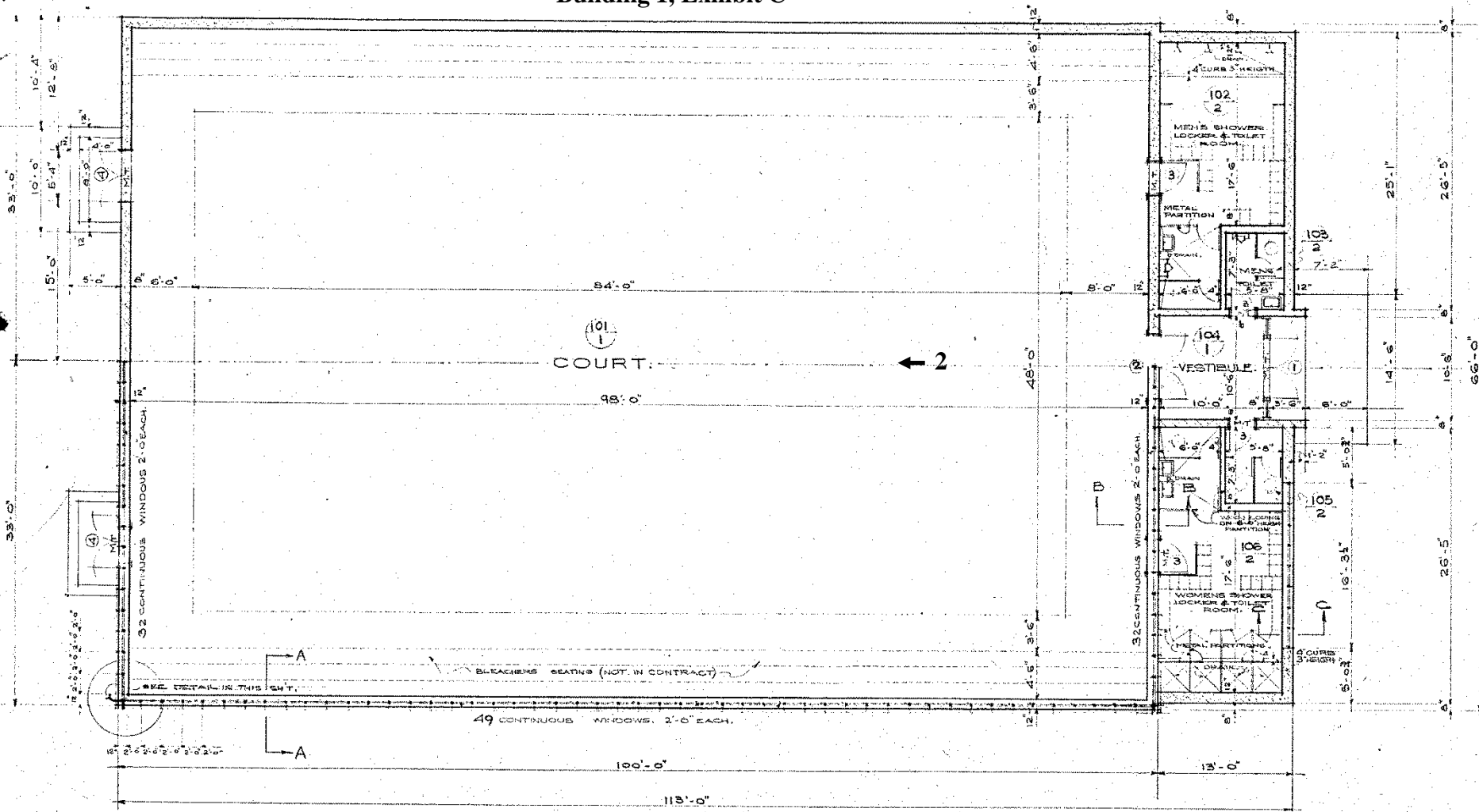
JANUARY 14, 2020 SCALE 1" = 100'
 FIELD SURVEY-OCTOBER - NOVEMBER, 2020



OWNER: MOORE COUNTY BOARD
 OF EDUCATION
 P.O. BOX 1180
 CARTHAGE, N.C. 28327

SURVEYOR: JEFFREY L. GREEN, PLS
 140 AQUA SHED COURT
 ABERDEEN, N.C. 28315
 (910) 875-2306

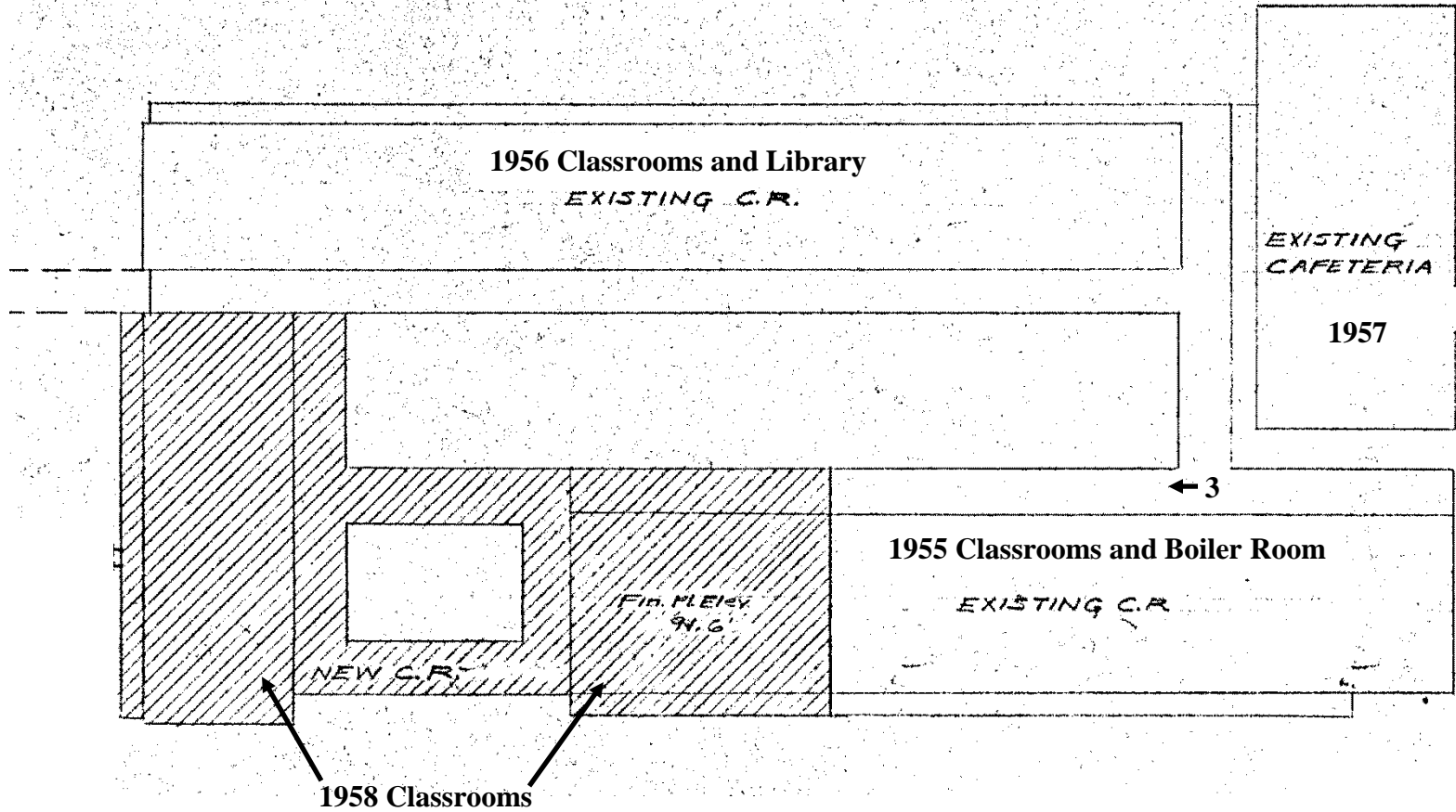
West Southern Pines School
1250 West New York Avenue, Southern Pines
Moore County, North Carolina
1951 Gymnasium Floor Plan and Photograph Key
Building 1, Exhibit C



PLAN SCALE 3/8" = 1'-0"

West Southern Pines School
1250 West New York Avenue, Southern Pines, Moore County, North Carolina
1955-1958 Buildings Site Plan and Photograph Key
Building 2, Exhibit D

5 ↘



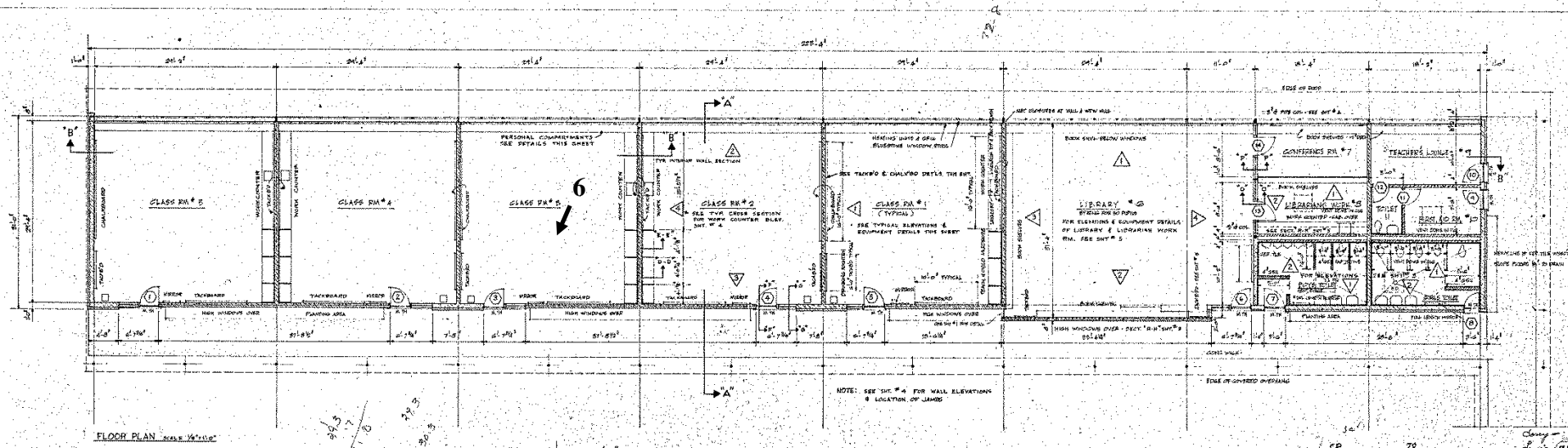
↙ 4

Thomas T. Hayes Jr. and Associates, "Primary and Elementary Classroom Addition," October 1957
Photograph views annotated by Heather Fearnbach, Fearnbach History Services, Inc. / July 2023



West Southern Pines School
1250 West New York Avenue, Southern Pines, Moore County, North Carolina
1956 Classroom Building Floor Plan and Photograph Key
Building 3, Exhibit E

5 ↙

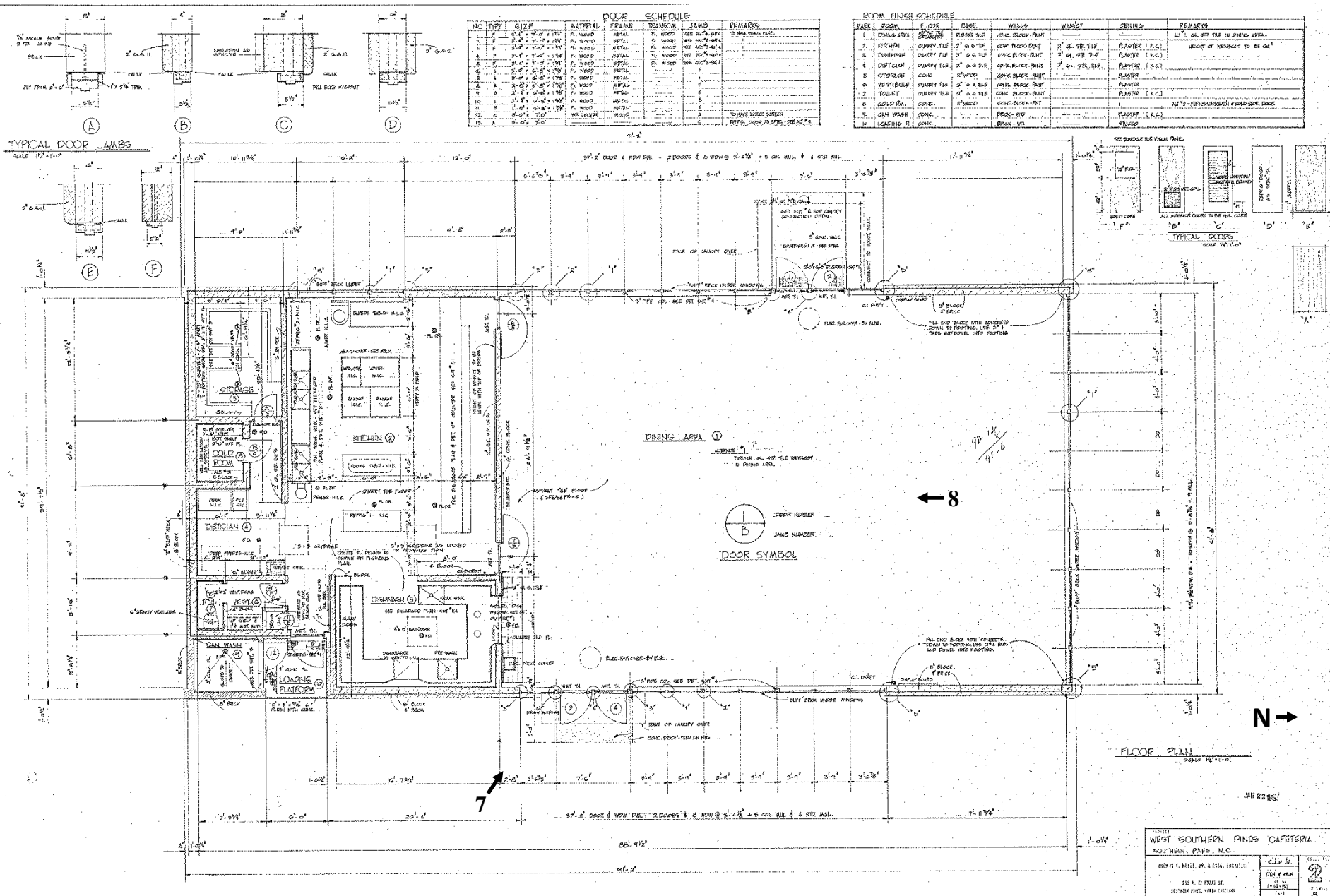


Thomas T. Hayes Jr. and Associates, "Elementary Classroom Addition," August 1955
 Photograph views annotated by Heather Fearnbach, Fearnbach History Services, Inc. / July 2023



West Southern Pines School, 1250 West New York Avenue, Southern Pines, Moore County, North Carolina

1957 Cafeteria Floor Plan and Photograph Key, Building 4, Exhibit F

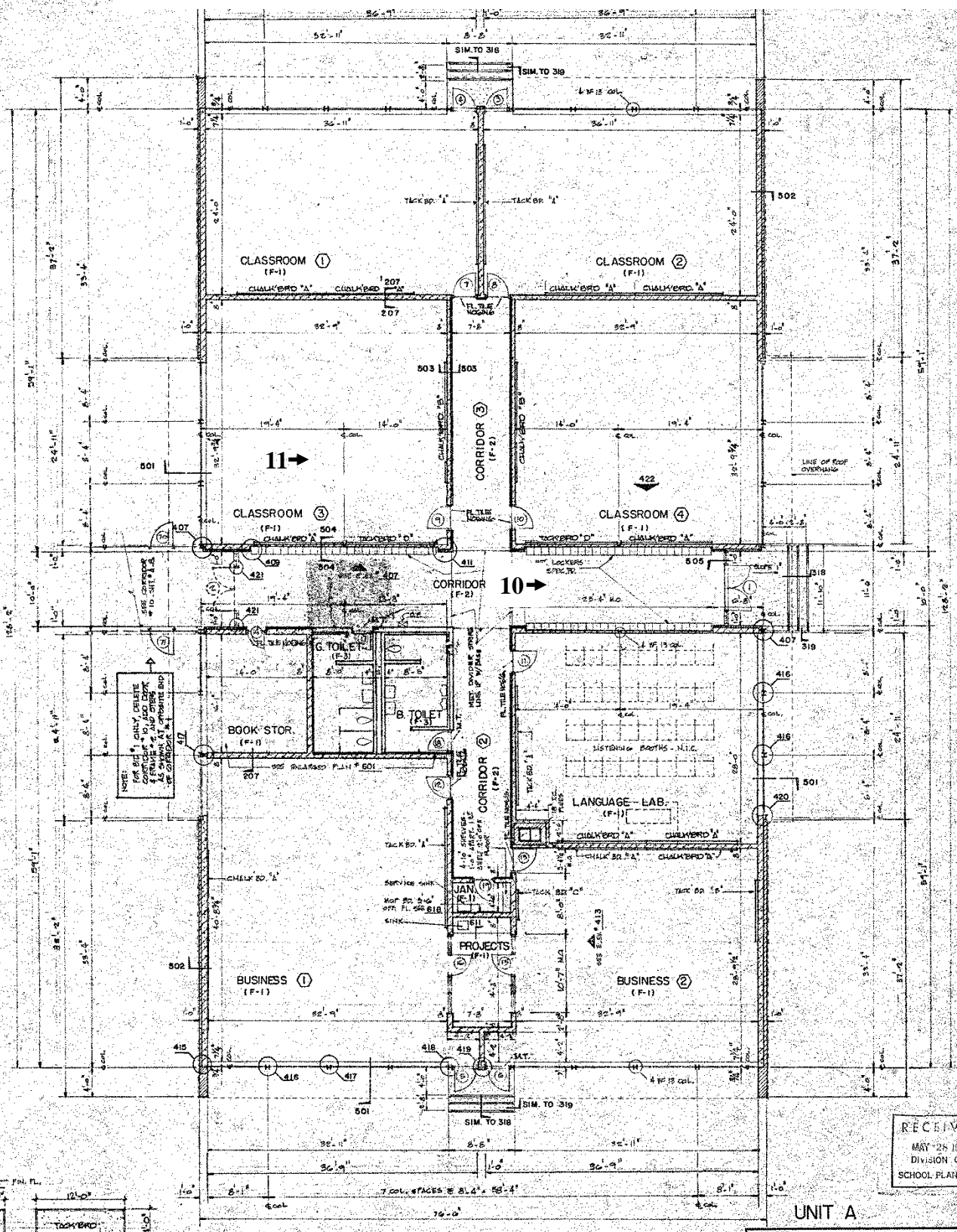


Thomas T. Hayes Jr. and Associates, "West Southern Pines Cafeteria," January 14, 1957
 Photograph views annotated by Heather Fearnbach, Fearnbach History Services, Inc. / July 2023

PROPERTY WEST SOUTHERN PINES CAFETERIA SOUTHERN PINES, N.C.	
ENGINEER: THOMAS T. HAYES, JR. & ASSOCIATES 215 N. E. 25TH ST. SOUTHERN PINES, N.C. 28586	DRAWING NO. 2 DATE 1-14-57

9

West Southern Pines School, 1250 West New York Avenue, Southern Pines Moore County, North Carolina, 1963 Classrooms Floor Plan and Photograph Key Building 6, Exhibit H



NOTE:
 FOR EACH CHALK BOARD
 4 FEET BY 6 FEET
 AS SHOWN AT OPPOSITE END
 OF CORRIDOR

RECEIVED
 MAY 28 1962
 DIVISION OF
 SCHOOL PLANNING

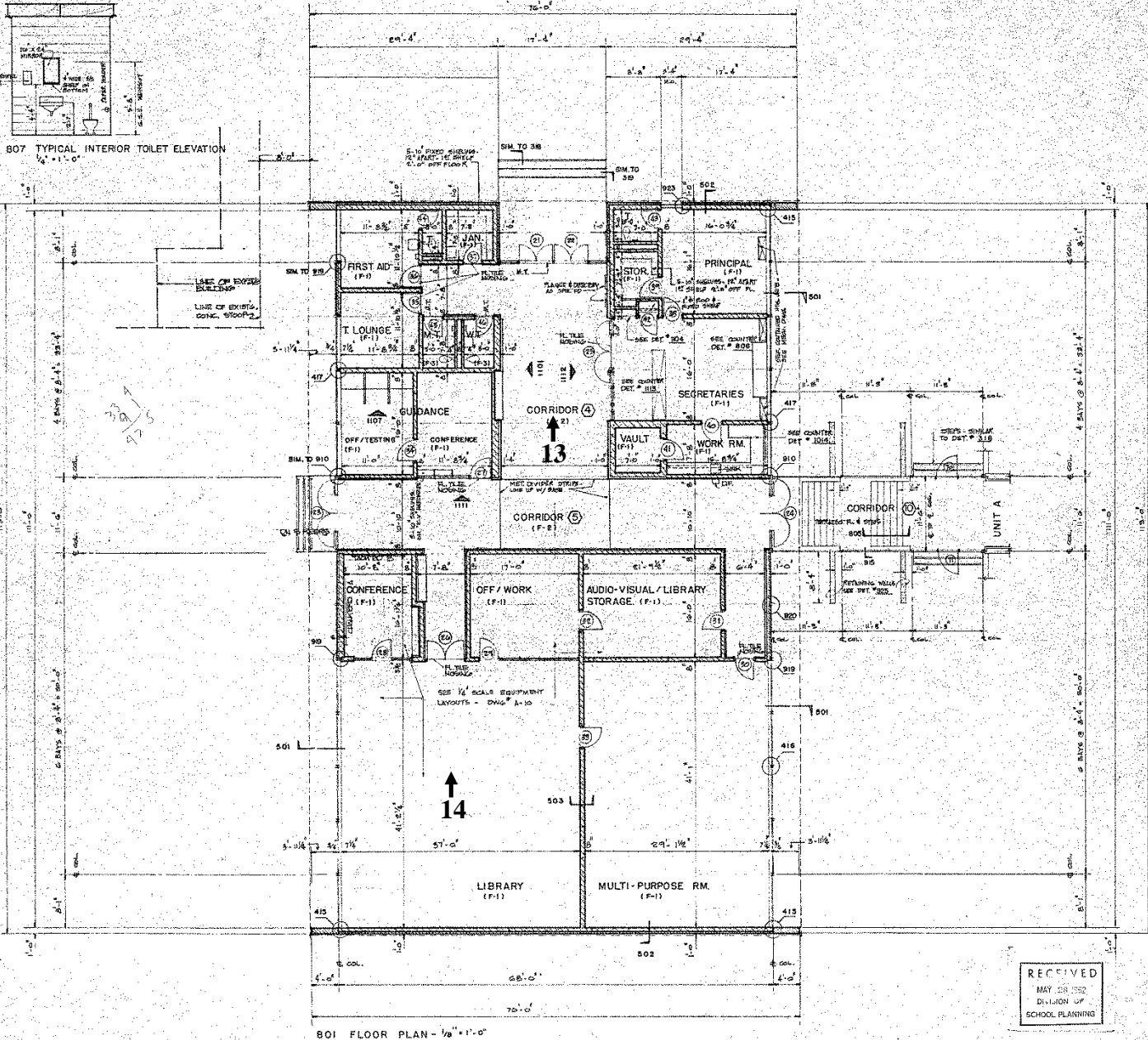
UNIT A

Thomas T. Hayes Jr. and Associates, "West Southern Pines High School," May 1962
 Photograph views annotated by Heather Fearnbach, Fearnbach History Services, Inc.
 July 2023

PROJECT WEST SOUTHERN PINES HIGH SCHOOL SOUTHERN PINES N. C.		DRAWN BY S. J. W.	CHECKED BY S. J. W.	SHEET NO. A-3
HAYES, HOWELL & ASSOCS. ARCHITECTS • A-I-A		DATE MAY 1962	SCALE AS SHOWN	OF TOTAL 11
185 N. E. BROAD ST. SOUTHERN PINES • NORTH CAROLINA		TELEPHONE OX 2-2321		

West Southern Pines School, 1250 West New York Avenue, Southern Pines Moore County, North Carolina, 1964 Administration Building and Library Floor Plan and Photograph Key, Building 7, Exhibit I

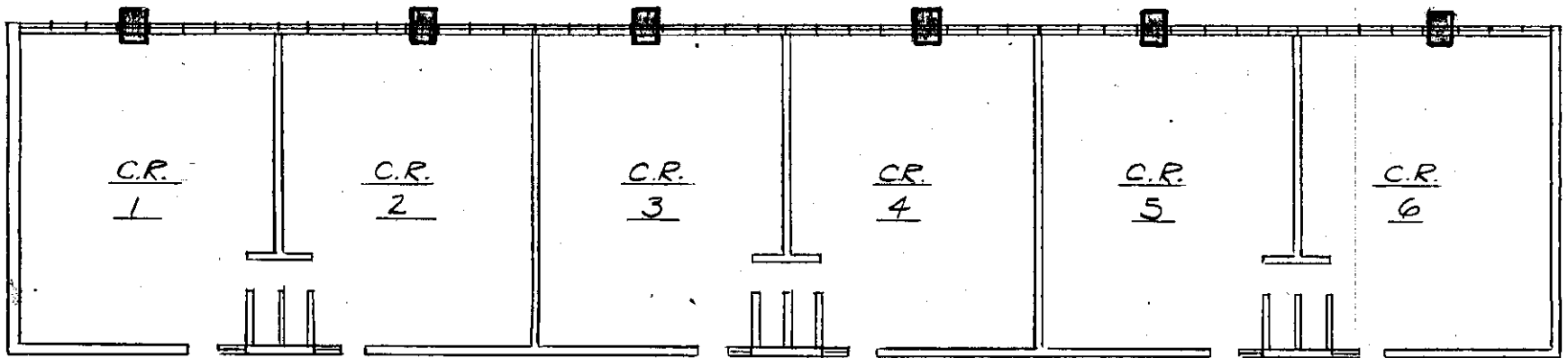
12
↓



West Southern Pines School
1250 West New York Avenue, Southern Pines, Moore County, North Carolina
1965 Classroom Building Floor Plan and Photograph Key
Building 8, Exhibit J

Hayes-Howell Architects, "Additions and Renovations to Southern Pines Elementary School," February 27, 1987

← 16

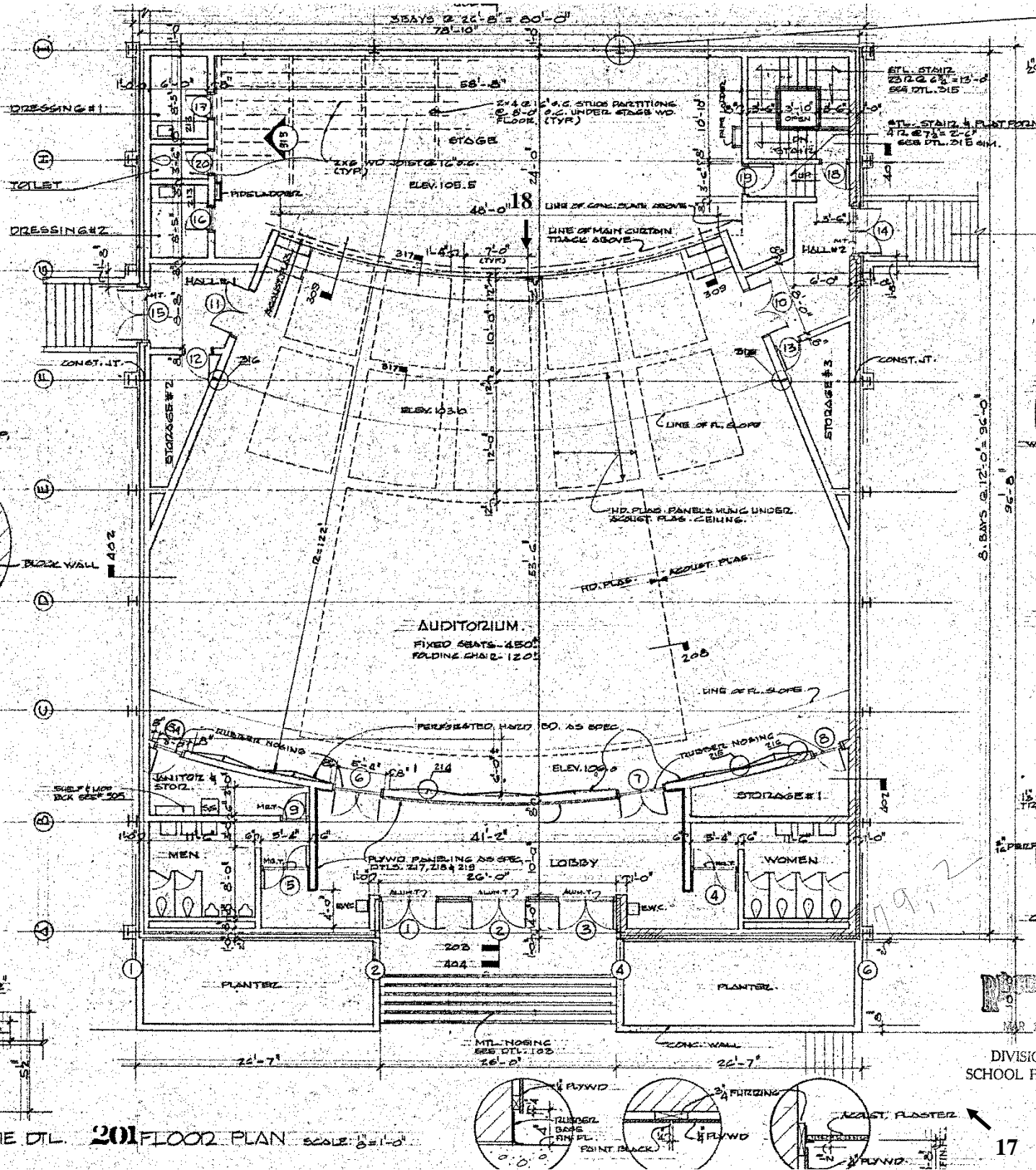


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Hayes-Howell Architects, "Additions and Renovations to Southern Pines Elementary School," February 27, 1987
Photograph views annotated by Heather Fearnbach, Fearnbach History Services, Inc. / July 2023

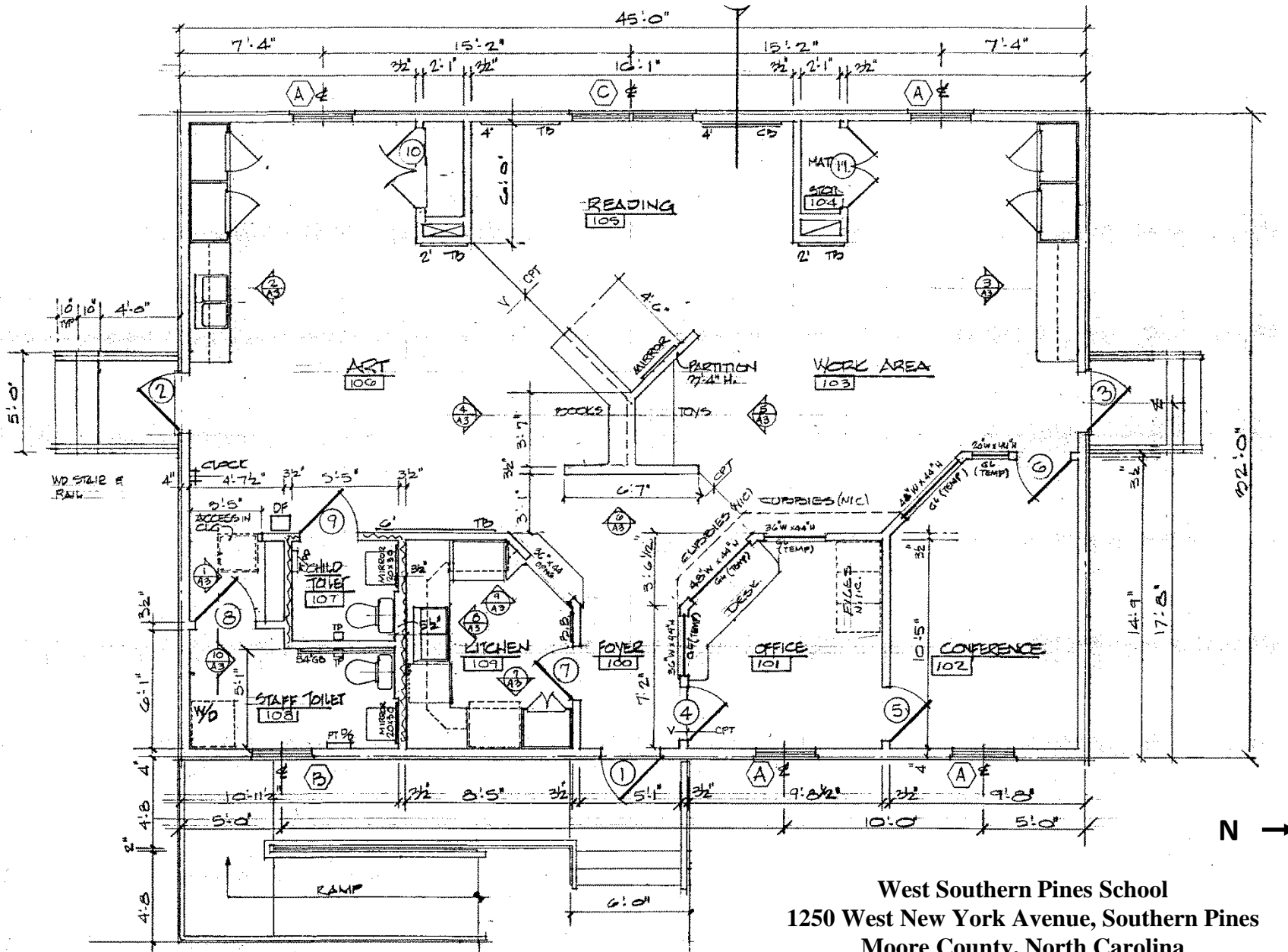


West Southern Pines School, 1250 West New York Avenue, Southern Pines
 Moore County, North Carolina, 1966 Auditorium Floor Plan and Photograph Key
 Building 9, Exhibit K



Hayes, Howell and Associates, "Auditorium, Band and Art Classroom, West Southern Pines High School," March 3, 1966

Photograph views annotated by Heather Fearnbach, Fearnbach History Services, Inc. / July 2023



N. Joel Clary, "Even-Start Classroom," April 4, 1990
 Photograph views annotated by Heather Fearnbach,
 Fearnbach History Services, Inc. / July 2023

West Southern Pines School
 1250 West New York Avenue, Southern Pines
 Moore County, North Carolina
1990 Classroom Building Floor Plan and Photograph Key

FLOOR PLAN
 1/4" = 1'-0"

Building 11, Exhibit N

United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Section number SLR Page _____

West Southern Pines School

Name of Property

Moore County, North Carolina

County and State

Name of multiple property listing (if applicable)

SUPPLEMENTARY LISTING RECORD

NRIS Reference Number: 100009630

Property Name: West Southern Pines School

County: Moore State: NC

Multiple Name:

This property is listed in the National Register of Historic Places in accordance with the attached nomination documentation subject to the following exceptions, exclusions, or amendments, notwithstanding the National Park Service certification included in the nomination documentation.

James Gabbert
Signature of the Keeper

12/21/2023

Date of Action

Amended Items in Nomination:

Section 8: Period of Significance

The Period of Significance is hereby changed to 1851-1969

The ending period coincides with the final desegregation of the school.

The NC State Historic Preservation Office was notified of this amendment.

DISTRIBUTION:

National Register property file

Nominating Authority (without nomination attachment)