

United States Department of the Interior
National Park Service

National Register of Historic Places
Inventory—Nomination Form

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See instructions in *How to Complete National Register Forms*
Type all entries—complete applicable sections

1. Name

historic Stonewall Jackson Training School Historic District

and/or common

2. Location

street & number E. and W. sides of SR 1157, 0.2 mi. S. of SR 1314 not for publication

city, town Concord vicinity of

state North Carolina code 037 county Cabarrus code 025

3. Classification

Category	Ownership	Status	Present Use	
<input checked="" type="checkbox"/> district	<input checked="" type="checkbox"/> public	<input checked="" type="checkbox"/> occupied	<input type="checkbox"/> agriculture	<input type="checkbox"/> museum
<input type="checkbox"/> building(s)	<input type="checkbox"/> private	<input type="checkbox"/> unoccupied	<input type="checkbox"/> commercial	<input type="checkbox"/> park
<input type="checkbox"/> structure	<input type="checkbox"/> both	<input type="checkbox"/> work in progress	<input checked="" type="checkbox"/> educational	<input type="checkbox"/> private residence
<input type="checkbox"/> site	Public Acquisition	Accessible	<input type="checkbox"/> entertainment	<input type="checkbox"/> religious
<input type="checkbox"/> object	<input type="checkbox"/> in process	<input type="checkbox"/> yes: restricted	<input type="checkbox"/> government	<input type="checkbox"/> scientific
	<input type="checkbox"/> being considered	<input type="checkbox"/> yes: unrestricted	<input type="checkbox"/> industrial	<input type="checkbox"/> transportation
	<u>N/A</u>	<input checked="" type="checkbox"/> no	<input type="checkbox"/> military	<input type="checkbox"/> other:

4. Owner of Property

Attn: Mr. G. Carl Miller, Director

name Stonewall Jackson Training School/N. C. Department of Human Resources

street & number 1484 Old Charlotte Road

city, town Concord vicinity of state N. C. 28025

5. Location of Legal Description

courthouse, registry of deeds, etc. Cabarrus County Courthouse

street & number

city, town Concord, state N. C. 28025

6. Representation in Existing Surveys

title The Historic Architecture of Cabarrus County, North Carolina has this property been determined eligible? yes no

date 1981 federal state county local

depository for survey records Survey and Planning Branch, N. C. Department of Archives and History

city, town state

7. Description

Condition		Check one	Check one
— excellent	<input checked="" type="checkbox"/> deteriorated	<input checked="" type="checkbox"/> unaltered	<input checked="" type="checkbox"/> original site
<input checked="" type="checkbox"/> good	<input checked="" type="checkbox"/> ruins	— altered	— moved date _____
<input checked="" type="checkbox"/> fair	— unexposed		

Describe the present and original (if known) physical appearance

Sited along a ridge studded with rock outcroppings, the Stonewall Jackson Training School Historic District comprises a handsome campus of fifty school and farm buildings erected for North Carolina's first juvenile corrections facility. Most of the buildings date from the years between 1909 and 1930 when the campus experienced its major development. Nearly all of the buildings erected during this period were brick, Colonial Revival style office, classroom, and dormitory buildings designed by Louis H. Asbury (1878-1975), a leading North Carolina architect based in Charlotte who designed hundreds of houses, churches, and public buildings in that city and in the other principal towns of the state's southern piedmont region. A few large buildings were erected between the Asbury structures during the 1930-1955 period, but the bulk of construction over the past five decades has taken place on the level land to the west of the original campus core. The historically and architecturally significant buildings in this area fall within the district boundaries, and newer buildings in this area are excluded. The extensive school farm complex, which developed between the 1910s and the 1960s, and which is now largely abandoned, occupies the northwest corner of the campus, and most of it is also in the district.

Campus Setting and Layout

The main group of buildings designed by Asbury forms an impressive, architecturally unified row along the top of the rock-studded ridge facing Old Charlotte Road (formerly US 29). Anchored on the north by the Administration Building with its imposing Ionic portico (3), this group comprises ten two-story, brick Colonial Revival cottages of identical design (4-8, 11-15), and the two-story brick Roth Industrial Building (10). Near the center of this grouping is the stone Latham Pavillion (9), an open, hexagonal structure with a conical roof. Just south of the pavillion is the former site of a large classroom building, designed by Asbury and erected in 1919 but destroyed about 1970. The ten cottages face Old Charlotte Road across a broad, informally landscaped lawn which is bordered by a service drive that runs directly in front of the cottages; a second drive closer to Old Charlotte Road serves the Roth Industrial Building. Short stone pillars (16) flank entrances to the campus from Old Charlotte Road at the north and south ends of this grouping.

To the east of the original campus core across Old Charlotte Road is Asbury's King's Daughters' Chapel (1). The chapel is set amidst pine and deciduous trees atop a steep rise overlooking the road; its stone walls echo the rock outcroppings on the rise and elsewhere on the campus. The stone footbridge (2) spans Old Charlotte Road and connects the chapel with the rest of the campus.

Directly west of the main cottage row the ridge slopes steeply downward and becomes quite rocky; this is an open area that separates the original campus from the second major group of buildings, which includes several structures designed by Asbury as well as three erected after 1930. The Asbury-designed buildings are a set of five cottages (23-27) identical to the ten facing Old Charlotte Road, and the 1927 Detention Building (18). The cottages, erected during the 1920s, line both sides of a service lane running perpendicular to the main cottage row. The Detention Building and the three other

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structures in this group stand along another service lane running parallel to the main cottage row. These structures are the Swink-Benson Trades Building (20), erected in 1932; the Infirmary, built in 1938 (22); and the Cafeteria (28), completed in 1953.

To the west and south of this second group the topography becomes relatively flat, and it is here where most school activities now take place. Two of the large new campus buildings are excluded from the district, but within the boundaries are three significant structures: the Gymnasium (35), the Cone Indoor Swimming Pool (36), and the former Indian Cottage (32). The first two buildings, both erected in 1938, stand a short distance southwest of the Cafeteria. The cottage, erected in 1927 to provide separate quarters for Indian youths, stands about 500 feet south of the gym and pool and was relatively isolated from the rest of the campus when it was built.

The final group of campus buildings is the extensive complex of nearly twenty structures erected between the 1910s and 1960s to house the school's farm and dairy operations (39-56). These buildings occupy the gently rolling northwest corner of the campus. Several of the farm structures, including two of the most substantial ones (49 and 50) are clustered around a pond, while the others are loosely grouped along a road that runs northwest from the pond.

To the west of the campus lies gently rolling farmland formerly used by the training school but now leased to the North Carolina Department of Agriculture. There are no buildings on this land, which is not included in the nomination. An area of open fields that separates the farm complex from suburban development to the north has been included in the district.

Campus Buildings

Nearly all of the buildings in the Stonewall Jackson Training School Historic District fall into one of four architectural categories. The twenty-two structures designed by Louis H. Asbury form the most numerous and architecturally significant category. The other three groups are the four large buildings erected during the 1930s; the three major structures erected between 1950 and 1975; and the nearly twenty farm buildings. There are also about half a dozen miscellaneous secondary structures erected from the 1920s to the 1970s.

Asbury's plan for the two identical cottages started his long and productive association with the training school. Asbury's cottage design was used for fifteen of the sixteen residences built on the campus over the next two decades, and he also designed the other principal buildings of the campus, including the Roth Industrial Building (1909), the Administration Building (1910), the King's Daughters' Chapel (1915), the classroom building (1919, no longer standing), and the Detention Building (1927). Asbury also prepared the plans for the stone footbridge across what is now Old Charlotte Road in 1920 (2). It is likely, but not known for certain, that Asbury also designed the stone Latham Pavillion, which was probably erected during the early 1920s (6).

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Nearly all of the Asbury-designed buildings are in the Colonial Revival style favored by the majority of Asbury's clients during the 1910s and 1920s. The cottages (4-8, 11-15, 23-27), two-story brick buildings with raised basements, are of a domestic scale reflecting their residential use. Classical wooden cornices composed of dentils and modillion blocks trim the main roof and the pedimented gables. A two-bay porch supported by Doric columns and topped with a pediment shelters the principal entrance to each of the cottages.

At the head of the main group of cottages stands the 1910 Administration Building (3), the school's largest Colonial Revival edifice, whose dominant feature is a two-story pedimented portico supported by fluted Ionic columns. The classical trim of the building's cornices echoes that seen on the cottages.

The Roth Industrial Building (10) has a simple design in keeping with the building's function as a center for instruction in industrial trades. The building has no Colonial Revival ornamentation; its detailing instead resembles that seen on the textile mills and other industrial plants built in the North Carolina piedmont at that time.

Churches were an important element of Louis Asbury's practice and he produced a distinctive design for the King's Daughters' Chapel (1). He chose to sheath the church in randomly coursed stone reflecting the prominent rock outcroppings scattered about the Training School site. Buttresses and other simple details give the chapel a vaguely Gothic flavor. The well-preserved interior retains its original wainscoting and handsome, molded trusses supporting the roof. In 1920 Asbury designed a footbridge (2) to connect the secluded chapel with the rest of the campus on the opposite side of the Charlotte Road. The bridge's stonework is similar to that of the chapel and the two form a highly pleasing ensemble.

The last building on the campus known to have been designed by Asbury is the Detention Building (18), erected shortly after Asbury prepared the plans in 1927. The restrained, domestic form and style of the structure resemble some of Asbury's residential designs, but unlike the cottages and the Administration Building, the Detention Building has little classically inspired ornamentation.

It is not known who designed the cottage erected in 1927 to house Indian youths (32). This building is similar in size to the earlier Asbury-designed cottages on the campus but has less elaborate decorative treatment with a Mission Revival flavor. The most notable feature of the cottage is the central bay of the facade wall, which projects above the eaves to form a decorative parapet.

The four major buildings erected during the 1930s were less elaborately detailed than Asbury's designs for the campus but reflected a continuing preference for classically inspired architecture. The earliest of these structures is the Swink-Benson Trades Building (2, 1932). The two-story industrial structure has a simple overlay of classical detail, including the decorative concrete pilasters and stuccoed pediment that define the three central bays of the seven-bay facade. The asymmetrical one-story brick

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Infirmery (22, 1938) also features plain classical motifs in its quoined corners and pedimented portico with plain, paired columns. The Gymnasium (36) and the Cone Indoor Swimming Pool (37) stand side-by-side and were both erected in 1938. They are steel frame buildings with brick walls and simple decorative concrete trim. The gymnasium, the more elaborate of the two buildings, has two projecting entrance bays with rounded parapets at the sides of its main elevation; the entrances are framed by fluted concrete pilasters. The design of the pool building is quite similar to that of the gym, except that the projecting entrance bays are omitted.

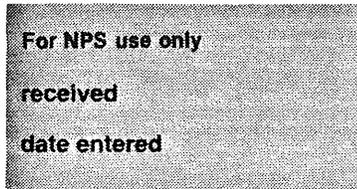
The most recent buildings on the campus represent a break from the classically inspired character of the first two phases of construction at the school. The 1953 Cafeteria (28) has a gable roof and projecting gabled vestibule echoing the forms of earlier buildings on the campus, but it lacks classical detailing and its tall, broad casement windows are suggestive of mid-century modernism.

The school farm (39-56) consists of eighteen buildings, most of which appear to have been erected after 1945. The principal buildings were among the first erected, however, and they are among the most impressive early twentieth century farm structures still standing in Cabarrus County. The largest and finest structure is the main dairy building (52, 1918) which consists of two main sections--a long, gable-roofed milking barn and a massive, gambrel-roofed lounging and hay barn. The two sections directly adjoin and stand perpendicular to each other. Two tall silos constructed of large glazed brick blocks flank the entrance to the milking barn. Just west of the main dairy building facing the pond is another very large gambrel-roofed barn (53) identical in design to the lounging and hay barn of the main dairy structure. A very long, single level frame barn, located at the far northeast corner of the complex (46) and probably erected before 1920, has board-and-batten siding and a gable roof. Narrow slats below the eaves were apparently intended to ventilate the interior.

The most substantial of the support structures on the campus are the ice plant (29, 1921) and the laundry (30, 1921). These are brick buildings of utilitarian design located on a service drive a short distance south of the cafeteria.

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Inventory List--Stonewall Jackson Training School Historic District

The following inventory list includes all properties located within the Stonewall Jackson Training School Historic District keyed by number to the district map.

Dating: All of the dates given come from one of four sources: plaques attached to the buildings at the time of their construction, indicated by (PL) after the date; the workbook of Louis H. Asbury (10), indicated by (AWB) after the date; or "History of Stonewall Jackson Training School" (a short history of the school prepared by the school staff in 1981), indicated by (H); and Sanborn Insurance Maps (SM).

Assessment: All properties are coded by letter as to their relative significance within the district, and these assessments are in turn indicated on the inventory map. The following is an assessment key:

- P - Pivotal Those structures which because of their historical, architectural, and/or cultural characteristics play a primary, central, or "pivotal" role in establishing the qualities for which the district is significant.

- C - Contributing Those structures which, while not pivotal, are supportive of, and contribute to, the historical, architectural, and/or cultural characteristics for which the district is significant.

- NC - Non-contributing Those structures which do not support or contribute to the historical, architectural, or cultural qualities for which the district is significant.

Inventory Number, Name, Date, Assessment, and Description

1. King's Daughters' Chapel
1915 (PL)
/ P

This picturesque chapel of rough-cut random-coursed stone is the most distinctive of the Asbury designs. The facade is composed of two narrow windows flanking a gabled entrance porch beneath a large round window. The facade wall extends above the roofline and rises to a small stone cross. The porch has simple buttresses and a pebbledash gable. Two-stage buttresses define the four bays on each side of the nave.

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The interior, remarkably intact, is plastered above a dark-stained wainscot of narrow beaded boards. The ceiling has handsome molded trusses and stained beaded boards. The original Gothic-inspired pews, altar, choir stall, and lighting fixtures remain. The chapel is still in use.

2. Footbridge
1920 (AWB)
C

This handsome stone footbridge was erected in 1920 to connect the King's Daughters' Chapel with the rest of the campus. Like the chapel, it is constructed of rough-cut, random-coursed stone. The stairs and trim are concrete. Above an arched sign identifies the school to the passing motorist. At each end of the bridge short stone walls flank the concrete walkways to the bridge.

3. Administration Building
1910 (AWB)
P

The Administration Building is the largest and most architecturally significant Colonial Revival building on the training school campus. It stands at the head of the main row of cottages facing south across a broad, informally landscaped lawn. The building has a broad, hip-roofed main block and projecting hip-roofed wings at the front and rear. A two-story, pedimented portico with fluted Ionic columns is the dominant feature of the facade. The portico shelters a broad entrance with a fan-shaped transom trimmed by rough-cut keystones. Similar keystones trim all of the other facade openings. Other details of the richly ornamented exterior include ringed and corbeled chimneys, modillion block cornices, and quoins.

The most notable interior feature is the broad entrance and stair hall, plastered above a paneled wainscot, with a split run stair. The building is currently unoccupied.

4. Kings' Daughters' Cottage
1908 (AWB)
P

The design for the King's Daughters' Cottage, the first residential building erected on the training school campus, served as the prototype for fourteen of the fifteen cottages erected between 1909 and 1927. The brick cottage has a low hip roof and projecting, two-story gables at the front and rear. Classical wooden cornices with dentils and modillions trim the main roof and the pedimented gables. A two-bay porch with Doric columns and a pediment shelters the principal entrance.

The interior plan of the cottage reflects the functional requirements of housing 25 to 30 youths. There are large activity and dining rooms on the first floor, and a single large room containing all but a few of the students' beds on the second. The

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basement contains baths, lockers, and space for luggage storage. The large first and second story rooms are finished with plaster over wainscot; the other rooms have only plaster. Mantels are brick with simple corbelled detail and round-arched fire openings. The King's Daughters' Cottage is currently unoccupied.

- 5. Cottage #2
1908 (AWB)
C

Identical to prototype. Unoccupied.

- 6. Cottage #3
1916 (H)
C

Identical to prototype. Unoccupied.

- 7. Cottage #4
1918 (H)
C

Identical to prototype. Still in use.

- 8. Mecklenburg Cottage
1912 (PL)
C

Identical to prototype. The first of eight cottages paid for through local public subscriptions. The Mecklenburg subscription drive was led by Reverend A. A. McEachy, the pastor of Charlotte's Second Presbyterian Church. Unoccupied.

- 9. Latham Pavillion
by 1927 (SM)
C

The Latham Pavillion, a decorative structure that may have occasionally served as a reviewing stand or bandstand, is an open, hexagonal building constructed of random-coursed stone. It stands at the center of the original campus core designed by Asbury. The funds for the pavillion's construction were provided by J. E. Latham, Greensboro cotton broker and philanthropist. The pavillion stands on a full-story foundation with two small storage rooms. A conical, slate roof with broad eaves and exposed rafters shelters the open upper level.

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10. Roth Industrial Building
1909 (PL)
C

The Roth Industrial Building, a two-story brick structure laid up in 1:5 common bond, was the first facility erected on the training school campus to provide vocational instruction to the students. Like many of the early buildings on the campus, it was erected with privately donated funds. The building takes its name from the donors who made its construction possible, Mr. and Mrs. G. T. Roth.

Three bays on each of the four sides of the flat-roofed building are separated by broad pilaster strips rising to simple corbeled cornices; windows are topped by flat arches; doors have segmental arches. Three small one-story wings, two on the north and one on the south, are apparently original. The first story is devoted to manual instruction and contains textile machinery; the second floor has classrooms. The building remains in use.

11. Guilford Cottage
1921 (PL)
C

Cottage identical to King's Daughters' prototype. Donated by Guilford County. Unoccupied.

12. Durham Cottage
1921 (PL)
C

Identical to prototype. Donated by Durham County. In use.

13. Rockingham Cottage
1922 (PL)
C

Identical to prototype. Donated by Rockingham County. Unoccupied.

14. Gaston Cottage
1921 (H)
C

Identical to prototype. Donated by Gaston County. In use.

15. Cottage #10
1923 (H)
C

Identical to prototype. Donated by Rowan and Iredell counties. In use.

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16. Stone entrance pillars
uncertain, probably pre-1925
C

Random-coursed stone pillars flank campus entrances from Old Charlotte Road on the north and south sides of the original campus core. Those at the north (principal) entrance (nearer to the city of Concord) are about seven feet tall. Those at the south entrance are about two feet tall.

17. Garage
uncertain, probably ca. 1940
NC

One-car garage of frame construction with exposed rafters.

18. Detention Building
1927 (AWB)
C

The Detention Building, a two-story brick building erected in 1927, is the last structure on the campus known to have been designed by Louis H. Asbury. The building is laid up in common bond, has a raised basement, and is seven bays wide by four bays deep. It has a shallow hip roof. A symmetrical seven-bay facade is centered on an attic dormer and entrance porch. The porch has square brick columns. The interior is simply finished with plaster and has two brick fireplaces with corbeled detail. Unoccupied.

19. Storage structure
uncertain, probably ca. 1927
C

Oblong, brick, gable-front storage building laid up in 1:8 common bond.

20. Swink-Benson Trades Building
1932 (PL)
C

The Swink-Benson Trades Building, a two-and-three-story brick and concrete structure with simple Colonial Revival detail, was the second facility on the campus erected to provide manual and industrial training to the students. It is named for the Swink and Benson families whose donations to the school made construction of the Building possible. It stands on a sloping site and has a raised basement fully above grade at the rear. The structure is seven bays wide by four bays deep and has a broad side gable roof. The three central bays of the facade are framed by

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decorative concrete pilasters beneath a stuccoed pediment with a lunette. The building's other windows are large metal casement openings lighting the large workshop and classrooms.

The building remains in use.

21. Storage Building
uncertain, probably ca. 1932
NC

Frame, gable-front storage building.

22. Infirmary
1938 (H)
C

The Infirmary is one of three major structures with classically-inspired trim erected on the campus during the late 1930s. The brick, asymmetrical structure is thirteen bays wide by four bays deep with a hip roof. The brick is laid up with five rows of common bond and a sixth course laid in Flemish bond; shallow quoins define the corners. The major decorative feature is the pedimented portico near the south end of the facade which features a diamond-shaped louver and a pair of unusual, cut-out urns.

The building is still in use.

23. Cottage #12
1923 (H)
C

Identical to prototype. Contains the school's admissions and clinical services departments.

24. Cottage #11
1923 (H)
C

Identical to prototype. Houses the school's vocational rehabilitation department.

25. Rutherford Cottage
1925 (PL)
C

Identical to prototype. Donated by Rutherford County. Unoccupied.

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26.	Robeson Cottage 1924 (H) C Identical to prototype. Donated by Robeson County. Unoccupied.			
27.	Forsyth Cottage 1923 (H) C Identical to prototype. Donated by Forsyth County. Unoccupied.			
28.	Cafeteria 1953 (H) NC The Cafeteria was the first substantial campus building without classical or Colonial Revival embellishments. While the brick building has a broad, side-gable roof and projecting gabled vestibule echoing the forms of earlier buildings on the campus, its broad, tall casement windows give it a modern appearance. In use.			
29.	Ice Plant (former) 1921 (H) C Set on a steeply sloped site, the brick one-and-two story ice plant is one of the earliest support structures still standing. It is of utilitarian design and consists of a gable-front main block and a small shed wing on its north side. Used for miscellaneous storage.			
30.	Laundry (former) 1921 (H) C The laundry stands across a service lane from the contemporary ice plant and is also of brick construction and utilitarian design. It consists of a hip-roofed main block and a small shed wing. Used for storage.			
31.	Laundry 1971 (H) NC One-story, flat-roofed brick building erected to replace the original laundry (30) and abandoned several years after its construction. Currently unoccupied.			

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32. Indian Cottage
1927 (H)
C

Erected to house Indian youths, this two-story brick cottage stands to the south and west of the original campus and at the time of its construction was physically isolated from the rest of the school. It now houses female students.

The Indian cottage is similar in size to the earlier cottages on the campus, but has a different, less elaborate decorative treatment with a Mission Revival flavor. It is not known who designed the building. The most notable feature of the cottage is the central bay of the facade which projects above the eaves to form an ornamental parapet. Corners of the building have shallow quoins.

33. Garage
uncertain, ca. 1927
NC

One-story brick with flat roof erected to house cars for staff assigned to Indian cottage.

34. Cannery (ruins)
uncertain, probably early twentieth century
C

Small, one-story brick structure with crow-stepped gable ends. This is a surviving wing of a larger frame structure which housed the school's canning operation for which students supplied the labor.

35. Gymnasium
1938 (H)
C

One-story steel frame building with brick walls and simple, classically-inspired concrete trim. Erected with funds provided by an appropriation from the North Carolina General Assembly. The gymnasium and the adjacent indoor swimming pool (36) were two of the four major buildings erected on the campus during the 1930s. The gymnasium has two projecting entrance bays at the corners of its principal (west) elevation; the doorways are framed by fluted concrete pilasters. The entrance bays have rounded parapets which are seen on all of the other walls of the structure. Still in use.

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36. Cone Indoor Swimming Pool
1938
C

One-story steel frame building very similar in form and construction to the gymnasium. Named for Ceasar Cone, the Greensboro textile executive who donated the funds for the building. The design of the pool differs from the gym in only minor ways: the projecting entrance bays of the gym are omitted and the parapets are triangular rather than rounded. Still in use.

37. Storage Building
uncertain, probably ca. 1950
NC

Frame, gable-front farm storage building with German siding.

38. Feed Storage Building
uncertain, probably pre-1930
C

Large, gable-front frame building with a covering of tin shingles. The structure has two front entrances with two-leaf doors opening onto a concrete loading platform. Used for storage.

39. Barn
uncertain, probably pre-1930
C

Long, frame, gable-roofed barn with semi-engaged shed addition. Wide passage occupies nearly half of floor space in barn's main block. Apparently built to house livestock. Unused.

40. Chicken House
1962 (H)
NC

Large, gable-roofed chicken house built of concrete. Unused.

41. Building
uncertain, probably post-1950
NC

Shed-roofed concrete block farm structure. Unused.

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- 42. Greenhouse and storage building
1962 (H)
NC

Concrete, gable-roofed storage building with gable-roofed, steel-framed greenhouse attached. Unused.

- 43. Farm Manager's House
1960 (H)
NC

One-story, brick ranch style dwelling with freestanding garage and utility shed in rear yard. Unused.

- 44. Barn
uncertain, probably erected before 1920
C

Very long, single-level frame barn with board-and-batten siding and gable roof. Two passages run across the width of the barn and divide the interior into three equal sections. Five narrow slats just below the eaves ventilate the interior. Unused.

- 45. Storage Building
uncertain, probably erected after 1940
NC

Small frame storage building with shed roof. Unused.

- 46. Silo
probably before 1940
C

Tall grain silo built of concrete. Unused.

- 47. Storage building
probably after 1950
NC

One-story concrete block storage building. Unused.

- 48. Milk House and Record Room (former)
1963 (H)
NC

One-story brick building built to serve the dairy, now used as an equipment maintenance shop.

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49. Main Dairy Building
1918 (H)
P

The largest farm structure on the training school campus comprises two main sections: a long, gable-roofed milking barn and a massive, gambrel-roofed lounging and hay barn. Both sections are of frame construction and follow center-passage plans. The two sections directly adjoin and stand perpendicular to each other. Two tall silos constructed of large brick blocks with a tile-like glaze flank the entrance to the milking barn. Unused.

50. Barn
1934 (H)
C

Large, two-level frame barn similar in construction to the lounging and hay barn of the main dairy building. Like the other barn, its first floor follows a center passage plan and contains tables. There is a hay loft above. The barn has a gambrel roof with flared eaves. Unused.

8. Significance

Period	Areas of Significance—Check and justify below			
<input type="checkbox"/> prehistoric	<input type="checkbox"/> archeology-prehistoric	<input type="checkbox"/> community planning	<input type="checkbox"/> landscape architecture	<input type="checkbox"/> religion
<input type="checkbox"/> 1400-1499	<input type="checkbox"/> archeology-historic	<input type="checkbox"/> conservation	<input type="checkbox"/> law	<input type="checkbox"/> science
<input type="checkbox"/> 1500-1599	<input type="checkbox"/> agriculture	<input type="checkbox"/> economics	<input type="checkbox"/> literature	<input type="checkbox"/> sculpture
<input type="checkbox"/> 1600-1699	<input checked="" type="checkbox"/> architecture	<input checked="" type="checkbox"/> education	<input type="checkbox"/> military	<input checked="" type="checkbox"/> social/
<input type="checkbox"/> 1700-1799	<input type="checkbox"/> art	<input type="checkbox"/> engineering	<input type="checkbox"/> music	<input type="checkbox"/> humanitarian
<input type="checkbox"/> 1800-1899	<input type="checkbox"/> commerce	<input type="checkbox"/> exploration/settlement	<input type="checkbox"/> philosophy	<input type="checkbox"/> theater
<input checked="" type="checkbox"/> 1900-	<input type="checkbox"/> communications	<input type="checkbox"/> industry	<input type="checkbox"/> politics/government	<input type="checkbox"/> transportation
		<input type="checkbox"/> invention		<input type="checkbox"/> other (specify)

Specific dates 1909-1930, 1932, 1938, 1940 **Builder/Architect** Louis H. Asbury, Architect

Statement of Significance (in one paragraph)

Sited along a ridge studded with numerous rock outcroppings, the Stonewall Jackson Training School Historic District comprises a handsome institutional campus of over fifty school and farm buildings erected for North Carolina's first juvenile corrections facility. Most of the campus buildings date from the years between 1909 and 1930 when the campus experienced its major development. Nearly all of the buildings erected during this period were designed by Louis H. Asbury (1878-1975), leading North Carolina architect based in Charlotte; the training school buildings were Asbury's largest single project. Nearly all of the buildings designed by Asbury were designed in the Colonial Revival style, and they form a highly unified and impressive architectural grouping. The establishment of the training school represented a major shift from the traditional incarceration of youths with adult criminals to a separate juvenile program emphasizing vocational training and rehabilitation. The campus is thus an important monument to the social history of the state.

Criteria Assessment:

- A. Associated with the movement for humanitarian reform of penal facilities in North Carolina during the late nineteenth and early twentieth centuries, and with the evolution of juvenile corrections policy during the twentieth century.
- B. Associated with James P. Cook (1863-1928), a Concord newspaper editor who led the campaign to establish a separate penal facility for juveniles and who served as the first chairman of the training school's Board of Directors. Associated with Louis H. Asbury (1878-1975), a leading North Carolina architect based in Charlotte who designed hundreds of buildings in North Carolina's southern piedmont.
- C. The buildings of the Stonewall Jackson Training School campus designed by Louis H. Asbury are, with the notable exception of the Kings' Daughters' Chapel, handsome examples of Colonial Revival architecture. The chapel displays a distinctive use of simplified Gothic Revival elements. The later Colonial Revival buildings erected during the 1930s are representative yet well-designed institutional structures of that period, while the early farm buildings are representative of substantial agricultural structures of the 1910-1930 period. Considered as a whole, the training school campus is a remarkably unified and impressive architectural grouping.

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Prior to the establishment of the Stonewall Jackson Training School in 1907, juvenile offenders were not regarded as a separate group for consideration in North Carolina. Publicist James P. Cook of Concord, who spearheaded the campaign for the training school concept in North Carolina, gave this idea force by a melodramatic appeal to justice, morality, humanity, and a large dose of racism. This blend of social and humanitarian concerns, educational improvement, and racism characterized much of North Carolina and indeed the nation in this era. His campaign was epitomized in the following story of a white youth: This youth was orphaned, abandoned and finally kept as virtually a slave by relatives. He then, in his supposed ignorance, took a small sum of money from the household, not even running away. For this deed he was taken to court by his guardian. He was then placed in jail with hardened criminals and, after trial, sentenced to three and a half years at hard labor. The final degradation was portrayed as shackling to a "negro." Such a case, while highly emotionalized, was not unlikely in a system which did not recognize the youth offender as a special case.¹

North Carolina was by no means alone in this view. Nationally the major view held that criminals were inherently bad. The concept of effective rehabilitation was a new idea, limited to a few members of the newly emerging corrections profession.² Reform schools had existed in the United States since the New York House of Refuge in 1825, but not until 1865 did such institutions generally become public in the eight states where they existed. It was 1900 before the then 65 private and public institutions became a common national feature. Rarely, if at all, were these institutions able to offer any program besides penal confinement.³

Within the penal system, the presence of a large number of youthful offenders was itself a new development. This growth in the number of youthful offenders is closely related to the rapid development of towns and cities all over the United States after the Civil War. Leaving the settled and controlled environment of the countryside, children entered a new atmosphere where temptation and parental neglect would, in the view of contemporary observers, lead them to a life of crime. As industrial towns and cities grew up around the textile mills of North Carolina, the problems experienced with youthful criminals in northern cities came south.⁴

The effort to "do something" about such situations in North Carolina originated about 1890. In that year, the North Carolina State Board of Public Charities resolved to form a committee to study the idea of a Reform School. By 1896, the Board was recording its belief that the General Assembly would soon act. Bills were subsequently introduced, but without success.⁵ Also about 1890, James P. Cook, as editor of the Concord Standard, began his involvement in urging such a school.⁶ A symposium of clergy and others was published in the Standard favoring the school concept which received support around the state.⁷ Governors Daniel Fowle in 1891 and Thomas Holt in 1893 commented favorably to the legislature on the subject.⁸

The entry of the state organization of King's Daughters brought organized influence to bear on the issue after 1902. At their convention that year a Boys' Reform School was adopted as the first statewide project of the group.⁹ A small plot and contribution were tendered for the project, but the women were most effective as lobbyists and performed most of this function.¹⁰ At their urging, Governor Aycock supported the project in 1903 and 1905. Finally, in 1907 the support of Governor R. B. Glenn and a

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long appeal to each member of the legislature bore fruit. The program was approved when the support of Confederate veteran legislators was enlisted by the naming of the school after General T. J. "Stonewall" Jackson.¹¹

The Act of 1907 established the school with a charter and ten thousand dollars (\$10,000).¹² A fifteen-member board of trustees was the first controlling body, charged to teach "the precepts of the Holy Bible, good moral conduct, how to work and to be industrious," and "such rudimentary branches of useful knowledge as may be suited the various aged and capacities," including "useful trade" and "manual training."¹³ Because of the meagerness of the appropriation, the school from its beginning had to look elsewhere than the state for support. When it became known in September, 1907, that a site alone would exhaust the funds provided, the first friends of the school to act were the citizens of Concord, who responded with a public subscription for ten thousand dollars that October. With this money, the first three hundred acres of the present facility were then purchased. A superintendent was hired in November. The next year, the construction of the first two cottages was made possible by five thousand dollars from the King's Daughters, and some furnishings came from groups and individuals in Concord. Other furnishings were donated from companies in High Point, Thomasville, Salisbury and Charlotte. On January 12, 1909, at the opening of the school there was a "shower of household furnishings."¹⁴

Contributions were vital in expanding the physical plant of the school into the 1940s. The King's Daughters went on to provide the chapel, the first cottage, and bridge, as well as to provide a fund for band instruments. Private individuals and companies donated gifts ranging from small sums to entire buildings. The first county cottage, Mecklenburg, was paid for by citizen subscription and furnished by the said county. Cottages were later given by the counties of Guilford, Durham, Rockingham, Forsyth, Robeson, Rutherford, and jointly by Rowan and Iredell.¹⁵

The school began with just one student its opening day, January 12, 1909. Up until 1914, a total of 105 youths moved through the institution. Unlike a regular school, the wards of the Stonewall Jackson facility were assigned at the discretion of the courts, so that attendance could vary greatly within a year. The school did keep average enrollment figures, however, and this figure peaked at 503 in 1928-1929 and hit a low of 331 in 1942-1943. Low attendance during the years of the Second World War probably reflects a movement of disaffected youths to the army before they could be involved in crime. By the same token, the peaceful years of the 1920s left little legal outlet for aggressive tendencies.¹⁶

With the conclusion of World War I, the school had settled firmly into a pattern of handling its students. The philosophy enunciated by James P. Cook, promoter and first board chairman, was "to protect (a boy) against himself for a period, hold up to him good and tried ideals, teach him the beauty of order, system and frankness, give him a taste of that which strikes at the soul, meet him always as a young brother . . ." This, Cook maintained in 1921, brings a response "92 times out of every hundred." After arrival, interview and a period of relative isolation, a student found himself in a highly structured environment. Rising, dressing, and eating together by cottage groups began each day, followed by a general assembly. From the assembly boys were sent to

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school classes or work details; later in the morning the schedules were reversed. After lunch came free time, then organized activity, supper and inside activities. On Sunday, a 10:30 Sunday School and a 3:00 PM church service replaced the usual activity. In 1921, trades training was offered in sewing, laundry, printing, woodworking, and in farm labor. Free time offerings included literary societies, a band, games, reading, and group activities.¹⁷

Twenty-five years later, in 1946, the program was essentially unchanged. The school had added a gymnasium and swimming pool, and a bakery, barber shop, cannery, machine shop, shoe shop and textile division expanded the trades education.¹⁸ A general inflexibility of program, however, was the subject of an unpublished essay ca. 1940, now in the S. L. Pharr Papers in the Southern Historical Collection, which conveys the concern that the school is outdated and ineffective. The picture painted is of sincere, but inept, administration isolated from the mainstream of correctional education. Low salaries, lack of state civil service merit system and administrative isolation from an appropriate state agency had resulted in fixed policies and less qualified staffing. Often a trade teacher would be hired for possessing a skill rather than an ability to teach it. The training programs were haphazardly organized, based on a fluctuating daily assignment ritual from the general assembly, without input indicative of student interests or abilities. The school was in fact run largely as a business for and by the profit of its trade and farm enterprises. The communal living, adequate for an earlier time, was also criticized as depersonalizing, and cottage facilities for recreation were generally few and inconsistent. Record keeping was meager and primarily negative in nature. The trade and school programs were not coordinated in a single instructional program. The board had been discontinued. Individual consultation with the boys was minimal, supplanted by an emphasis on group obedience and production.¹⁹

The school was soon thereafter affected by a state reorganization in 1943 which placed it under the new North Carolina Board of Corrections and Training. Thirteen years later, however, the retiring commissioner of correction reported that the program and physical plant were essentially unchanged.²⁰ Six years later, in 1962, another report showed some progress in staff recruitment, training, and student/staff ratios, and the introduction of statewide policies.²¹

Only in the recent period has some basic change come about. A governor's task force in 1968 studied the program of such schools, and the words "Manual Training and Industrial" were dropped from the name of the school the next year.²² Change came slowly, however, and in 1979 steps were still being taken to alleviate cottage deficiencies pointed out in 1940.²³

Improvements in the physical plant and changes in the program at the campus, while desirable, have had a serious effect on the school's historically and architecturally significant buildings. The 1970s witnessed the demolition of the 1919 classroom building, as well as the abandonment of the Administration Building and several of the cottages. The operation of the school farm was also discontinued, and most of the farm buildings are no longer in use.²⁴ There are signs, however, of a more optimistic future for the school's historic buildings. Local preservationists convinced school officials not to tear down five of the Asbury-designed cottages during 1981. During the summer

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¹Uplift, V. 9, #11, pp. 1-5; S. C. Hawfield, History of the Stonewall Jackson Manual Training and Industrial School (Concord: 1946), pp. 10, 13, hereinafter cited as History.

²Anthony M. Platt, The Child Savers (Chicago: University of Chicago Press, 1969), pp. 43-44.

³Robert G. Caldwell, Criminology (New York: Ronald Press Company), pp. 475-476.

⁴Platt, pp. 37-39, passim.

⁵History, pp. 3-5.

⁶History, p. 10.

⁷Uplift, V. 9, number 11, p. 5.

⁸History, p. 14.

⁹History, p. 5.

¹⁰History, pp. 5-6; Uplift, V. 9, number 11, pp. 6-7.

¹¹History, pp. 7-16.

¹²History, pp. 16-23.

¹³Public Laws of 1907, pp. 754-6.

¹⁴History, pp. 23-26.

¹⁵History, pp. 48-47, 90.

¹⁶History, pp. 58-62.

¹⁷Uplift, V. 9, number 11, pp. 19-21, 25, passim.

¹⁸History, pp. 98-118.

¹⁹Southern Historical Collection, S. L. Pharr Papers, "Comment," ca. 1940, Wilson Library, University of North Carolina, Chapel Hill, North Carolina.

²⁰Samuel E. Leonard, "A Report - N. C. Board of Correction and Training, 1943-1956," passim.

²¹North Carolina Board of Correction and Training, Report, 1962, pp. 8-10, 15-27.

²²North Carolina Session Laws and Resolutions, Chapter 901, SB 770.

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²³Kannapolis Daily Independent, November 3, 1979, p. 3.

²⁴Kannapolis Daily Independent, November 3, 1979, p. 3.

²⁵"ASID Announces Preservation Project," North Carolina Preservationist, August 1982, p. 2.

²⁶G. Carl Miller, Director, Stonewall Jackson Training School, interview by Peter R. Kaplan, December, 1979.

²⁷Louis H. Asbury, "Work Book," Louis Asbury Papers, Southern Historical Collection, University of North Carolina, Chapel Hill.

²⁸"Work Book," Asbury Papers.

9. Major Bibliographical References

See attached continuation sheets

10. Geographical Data

Acreeage of nominated property 76.25

Quadrangle name Concord Southeast

Quadrangle scale 1:24000

UTM References Zone 17

A	<u>17</u>	<u>5 3 6 0 4 5</u>	<u>3 9 1 3 7 2 0</u>
	Zone	Easting	Northing
C	<u>1 7</u>	<u>5 3 6 7 8 0</u>	<u>3 9 1 2 8 2 5</u>
E	<u>17</u>	<u>5 3 6 0 5 0</u>	<u>3 9 1 3 5 6 0</u>
G			

B	<u>17</u>	<u>5 3 6 8 0 0</u>	<u>3 9 1 3 7 0 0</u>
	Zone	Easting	Northing
D	<u>1 7</u>	<u>5 3 6 3 4 0</u>	<u>3 9 1 2 8 3 0</u>
F			
H			

Verbal boundary description and justification

See attached continuation sheet

List all states and counties for properties overlapping state or county boundaries

state	N/A	code	county	N/A	code
state		code	county		code

11. Form Prepared By

name/title Description and criteria assessment by Peter R. Kaplan, Preservation Planner
Significance by David William Brown, Consultant

organization Survey and Planning Branch
N. C. Department of Archives and History date January 1984

street & number 109 East Jones Street telephone 919 733-6545

city or town Raleigh state North Carolina

12. State Historic Preservation Officer Certification

The evaluated significance of this property within the state is:

national state local

As the designated State Historic Preservation Officer for the National Historic Preservation Act of 1966 (Public Law 89-665), I hereby nominate this property for inclusion in the National Register and certify that it has been evaluated according to the criteria and procedures set forth by the National Park Service.

State Historic Preservation Officer signature William S. King, Jr.

title State Historic Preservation Officer date February 2, 1984

For NPS use only

I hereby certify that this property is included in the National Register

date _____

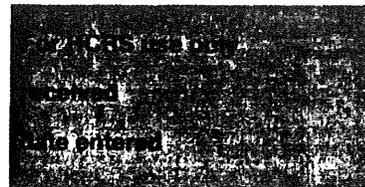
Keeper of the National Register

Attest: _____ date _____

Chief of Registration

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Major Bibliographical References

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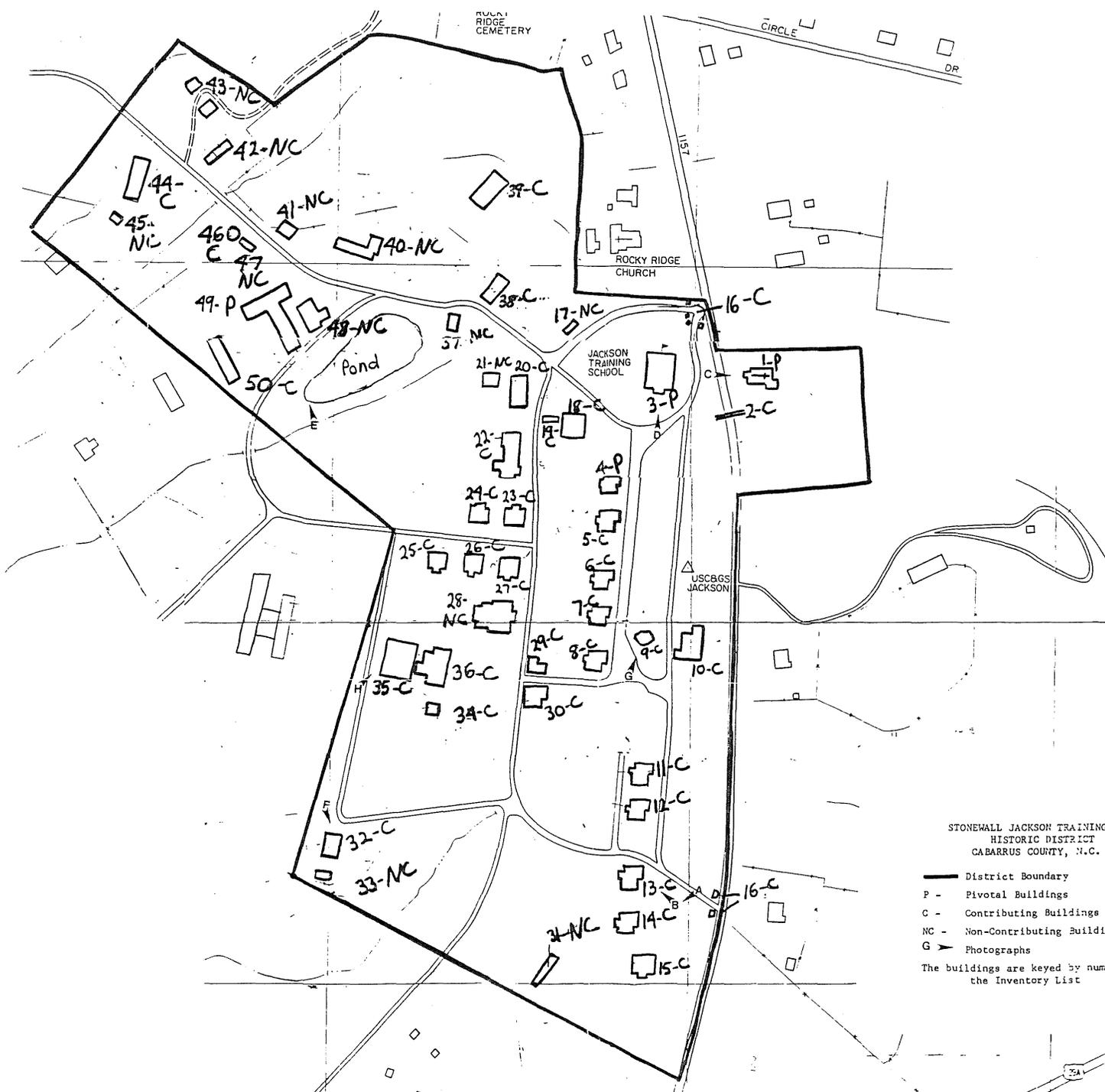
Boundary Justification

The area being nominated includes all of the remaining buildings of historical and architectural significance on the Stonewall Jackson campus as well as areas of open space between the major groups of structures. The boundaries exclude a number of buildings that do not possess historical or architectural importance.

The district boundaries include two undeveloped areas owned by the school that provide scenic buffers for important parts of the historic district. In the northwest part of the district an open field that separates the buildings of the Training School farm from the suburban land uses found just north of the campus has been included. On the east side of the district, a sizeable envelope of land is being nominated around the King's Daughters' Chapel (1), which derives much of its charm from its secluded setting amidst pine and deciduous trees.

Verbal Boundary Description

Beginning at the center line of SR 1157 at a point 400 feet NNE of the center line of North Carolina 49, then proceeding NW 1,225 feet to a point 100 feet SW of the female cottage of the training school, then proceeding NNE 1,000 feet to a point 125 feet from the NW corner of the school's Rutherford Cottage, then proceeding NW 1,325 feet, then proceeding NNE 675 feet, then proceeding SE 350 feet, then proceeding NE approximately 325 feet to the SW corner of the cemetery parcel owned by Rocky Ridge Methodist Church, then proceeding SE along the southern boundary of this parcel, then proceeding S 500 feet to the NW corner of the church parcel of Rocky Ridge Methodist Church, then proceeding S along the western boundary of this parcel to its SW corner, then proceeding ENE along the southern boundary of this parcel to the center line of SR 1157, then S along the center line of SR 1157 to a point opposite the property line of Stonewall Jackson Training School, proceeding E along this property line 400 feet, then S 400 feet, then W 400 feet to the center line of SR 1157, then S along the centerline to the beginning.



STONEWALL JACKSON TRAINING
 HISTORIC DISTRICT
 CABARRUS COUNTY, N.C.

- District Boundary
 - P - Pivotal Buildings
 - C - Contributing Buildings
 - NC - Non-Contributing Buildings
 - G - Photographs
- The buildings are keyed by number in the Inventory List

