

NATIONAL REGISTER OF HISTORIC PLACES

Concord School

Kittrell vicinity, Franklin County, FK0545, Listed 05/31/2018
Nomination by Heather M. Slane & Cheri Szcodronski, hmwPreservation
Photographs by Heather M. Slane, September 2017



Front façade, facing west



Oblique view of south and west elevations, facing northeast

National Register of Historic Places Registration Form

This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in National Register Bulletin, *How to Complete the National Register of Historic Places Registration Form*. If any item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classification, materials, and areas of significance, enter only categories and subcategories from the instructions.

1. Name of Property

Historic name: Concord School

Other names/site number: _____

Name of related multiple property listing:
Rosenwald Schools in North Carolina

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

2. Location

Street & number: 645 Walter Grissom Road

City or town: Kittrell State: NC County: Franklin

Not For Publication: N/A Vicinity: X

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act, as amended,

I hereby certify that this X nomination ___ request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60.

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

___ national ___ statewide X local

Applicable National Register Criteria:

X A ___ B X C ___ D

<p>_____ Signature of certifying official/Title: _____ Date _____ <u>North Carolina Department of Natural and Cultural Resources</u> State or Federal agency/bureau or Tribal Government</p>

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

Concord School
Name of Property

Franklin County, North Carolina
County and State

4. National Park Service Certification

I hereby certify that this property is:

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

Signature of the Keeper

Date of Action

5. Classification

Ownership of Property

(Check as many boxes as apply.)

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

Category of Property

(Check only **one** box.)

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

Concord School
Name of Property

Franklin County, North Carolina
County and State

Number of Resources within Property

(Do not include previously listed resources in the count)

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

Number of contributing resources previously listed in the National Register 0

6. Function or Use

Historic Functions

(Enter categories from instructions.)

EDUCATION - school

Current Functions

(Enter categories from instructions.)

SOCIAL - clubhouse

Concord School
Name of Property

Franklin County, North Carolina
County and State

7. Description

Architectural Classification

(Enter categories from instructions.)

OTHER – two-teacher Rosenwald school Plan No. 20

Materials: (enter categories from instructions.)

Principal exterior materials of the property:

FOUNDATION – stone, stucco

WALLS – wood – weatherboard

ROOF – metal

Narrative Description

(Describe the historic and current physical appearance and condition of the property. Describe contributing and noncontributing resources if applicable. Begin with a **summary paragraph** that briefly describes the general characteristics of the property, such as its location, type, style, method of construction, setting, size, and significant features. Indicate whether the property has historic integrity.)

Narrative Description

Concord School is sited in its original location in a rural area in the northwestern part of Franklin County, approximately six miles northwest of Louisburg, six miles northeast of Franklinton, and five-and-a-half miles southeast of Kittrell in Vance County. The school stands on 2.7-acre lot on the west side of Walter Grissom Road with several small houses on large lots north and south of the school and heavily wooded areas west of the school and across Walter Grissom Road to the east. Nearly two-thirds of the parcel is heavily wooded. The school is located on a slight rise with an open grassy lawn to the immediate east and south and woods to the west. A gravel drive at the north edge of the parcel leads to an unpaved parking area north of the school and there is a small cluster of mature trees directly east of the school along the west side of the road. There is a small wellhouse northeast of the school, a prefabricated metal carport southeast of the school, and two concrete-capped wells to the southeast and west.

Concord School
Name of Property

Franklin County, North Carolina
County and State

Exterior Description

Concord School is a three-room, frame Rosenwald School, built in 1922 following a modification of Floor Plan No. 20 for a “Two Teacher Community School to Face East or West Only” from the Rosenwald Fund’s *Community Schools Plans, Bulletin No.3*. The resulting plan features three classrooms, each measuring approximately twenty-two feet by thirty feet, aligned end-to-end along the west (rear) elevation, and a central projecting, front-gabled wing on the east elevation that includes a three-bay industrial room and single cloakroom. The wing is flanked by inset entrance vestibules and adjacent projecting cloakrooms under a continuous hipped roof.

The one-story, hip-roofed frame building features a stuccoed stone foundation, plain weatherboards, and a replacement 5V metal roof with exposed rafter tails and three interior stuccoed brick chimneys. Windows are characteristic six-over-six, double-hung, wood-sash windows with flat-board wood surrounds and shallow dripcaps. The façade is symmetrical with the central, front-gabled wing featuring four windows on its east elevation (three on the industrial room and one lighting a cloakroom), and a five-sided, louvered vent in its gable. Flanking the front-gabled wing are two entrance vestibules, each with an inset double-leaf, five-panel door with fourteen-light transom that are sheltered by a hip-roofed porch. Porches have the same plain weatherboards as the rest of the building exterior, replacement wood decking, and beaded board ceilings. Original steps with knee walls have been covered with a thick layer of stucco and a c. 2007 wood ramp with wood railing has been installed over the north stair. On either side of the porches, under the same hipped roof, are projecting cloakrooms, each with a single six-over-six window. The north and south ends of the façade have two original, fixed, six-light wood-sash windows located near the top of the wall that light the north and south classrooms. The north and south elevations are without fenestration. The west elevation features groups of windows for each of the three classrooms. The middle and south classrooms each have five windows and the north classroom has four windows.

Interior Description

The interior of the building features an industrial room and cloakroom in the projecting front-gabled bay and three classrooms arranged end-to-end along the rear (west) elevation. The three classrooms retain original wood floors, beaded board walls and ceilings, and quarter-round molding at the floor, ceiling, and in the corners of each room. Original six-panel wood doors remain throughout the interior, and doors and windows all retain flat-board surrounds. Moveable folding-door partitions originally located between the classrooms were removed after the school’s closure and the openings enlarged slightly, though partial walls and soffits dividing the rooms remain. An original chalkboard exists on the south end of the south classroom and there are exposed brick chimneys in the northwest or southwest corner of each classroom, each originally venting a coal stove. In another corner of each classroom is a low built-in cabinet with vertical wood sheathing and a wood top. A raised stage on the east side of the middle classroom, adjacent to the industrial room, was removed in the 1990s and re-installed on the north wall of the north classroom. The floor of the middle classroom, where the stage was located, has been covered with painted plywood. The building was electrified in the 1940s and a furnace was installed in the 1960s. Each classroom has florescent lighting, ceiling fans, and unpainted metal ductwork.

Concord School
Name of Property

Franklin County, North Carolina
County and State

On the east side of the building, entrances lead to small vestibules, each with wood floors and beaded board walls and ceilings. The north vestibule has two doors leading to the north and middle classrooms while the south vestibule has doors to the south classroom and the industrial room. The industrial room, accessed by a door from the south entrance vestibule and from the east wall of the center classroom, was originally used for storage, but was converted to a kitchen after the school closed. It has vinyl flooring, wood paneling on the walls, and a plywood ceiling. There is an exposed brick chimney on its west wall, and cabinets, countertops, and appliances have been installed. Cloakrooms were constructed to be about half the size prescribed on the Rosenwald plan, and one is located within the front-gabled wing that was typically reserved entirely for the industrial room. The north two cloakrooms were converted to bathrooms in the 1960s and have vinyl flooring and beaded board walls and ceilings. The south cloakroom remains intact with wood floors and beaded board walls and ceilings.

Wellhouse – 1960s

Non-contributing Structure

Located northeast of the school is a small, stucco-covered masonry wellhouse. The gable-roofed structure has a 5V metal roof, plywood in the gables, and a small door on the south elevation, facing the school. It was constructed sometime after the school closed to serve the community center located in the building.

Integrity Statement

Concord School retains integrity of location, design, setting, materials, workmanship, feeling, and association. It stands on the original 2.7-acre parcel and retains its rural setting with trees west and south of the school as well as across the road to the east. Low-density residential construction is visible from the school, but does not detract from its rural setting.

The building retains integrity of design, materials, and workmanship with the original floor plan, siding, roofing, windows and doors, flooring, walls, ceilings, and a number of original chalkboards. Exterior alterations are limited to the covering of the foundation, chimneys, steps, and knee walls with stucco, and the installation of an accessibility ramp to the north entrance. Interior changes include the removal of the moveable partitions between classrooms, the relocation of the raised stage, the conversion of two cloakrooms into bathrooms, and the installation of plywood paneling and vinyl flooring in the industrial room when it was converted to a kitchen. However, despite these changes, the school retains sufficient integrity of design, materials, and workmanship to convey the property's historic feeling and association.

Archaeological Potential

The school is closely related to the surrounding environment and landscape. Archaeological remains, such as trash deposits, privy features, and other structural remains which may be present, can provide information valuable to the understanding and interpretation of the Concord School. Information concerning institutional culture and African American identity, as well as the spatial organization of outdoor activities and the character of daily life at the school, can be

Concord School
Name of Property

Franklin County, North Carolina
County and State

obtained from the archaeological record. Therefore, archaeological remains may well be an important component of the significance of the school. 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.

Concord School
Name of Property

Franklin County, North Carolina
County and State

8. Statement of Significance

Applicable National Register Criteria

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

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

Criteria Considerations

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

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

Areas of Significance

(Enter categories from instructions.)

ARCHITECTURE

EDUCATION

ETHNIC HERITAGE - BLACK

Concord School
Name of Property

Franklin County, North Carolina
County and State

Period of Significance

1922-1955

Significant Dates

1922

Significant Person

(Complete only if Criterion B is marked above.)

N/A

Cultural Affiliation

African American

Architect/Builder

unknown

Statement of Significance Summary Paragraph (Provide a summary paragraph that includes level of significance, applicable criteria, justification for the period of significance, and any applicable criteria considerations.)

Concord School meets National Register Criterion A for Education and African American Ethnic Heritage. It is significant for its association with African American education in Franklin County from 1922 until 1955. This school was one of fourteen schools in the county financed and constructed with the assistance of the Rosenwald Fund. The school served children in the small African American community of Concord in northwestern Franklin County. The period of significance begins in 1922, when the school was constructed, and ends in 1955, when the school was closed and students were consolidated with B.F. Person School in nearby Franklinton. Concord School is also eligible under Criterion C for Architecture. It is significant as a modified

Concord School
Name of Property

Franklin County, North Carolina
County and State

example of Floor Plan No. 20 from Samuel L. Smith's *Community School Plan, Bulletin No. 3*. The distinctive characteristics of the school plan, building form, and architectural details have remained largely unaltered since the school was constructed in 1922, and the school retains a high degree of material integrity.

The historic and architectural context for Concord School is provided in the related Multiple Property Documentation Form "Rosenwald Schools in North Carolina," context pages E3-51, "The Rosenwald School Building Program in North Carolina, 1915-1932." The school building falls under property type Rosenwald School Subtype II, pages F52-55, and meets the registration requirements for the school subtype, pages F55-57. Specifically, the school was built between 1915 and 1932 utilizing funds provided by the Julius Rosenwald Fund; retains good architectural integrity including an intact design, workmanship, and materials; retains its original location in a rural setting; and was constructed using an approved modified design, as was commonplace in North Carolina.

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

History of Concord School

Franklin County, established in 1779, is located in the northeastern Piedmont of North Carolina, and is bounded by Vance and Warren counties to the north, Nash County to the east, Wake County to the south, and Granville County to the west. The county seat is Louisburg, and the Tar River flows southeast through the county, watering small farms growing cotton, tobacco, corn, and other crops. Concord developed around the Concord Baptist Church, an African American church founded in 1882, and is an unincorporated, African American community located in the northwest corner of Franklin County. While lumber, textiles, and other industry were prevalent throughout the rest of the county during the twentieth century, the Concord community has remained almost entirely agricultural and geographically isolated.¹

The Concord community was agricultural, and residents grew cotton, tobacco, corn, wheat, molasses cane, and grapes, tended hogs, chickens, and dairy cows, and kept vegetable gardens. Although tenant farming and sharecropping were common for African Americans in North Carolina during this period, alumni recall that people in Concord owned their farms. Since there were few opportunities in the area, parents impressed the importance of education on their children and encouraged them to attend college or seek jobs elsewhere. The alumni recall their

¹ Ayo Atterberry, et. al., "The Concord Community Franklin County, NC," University of North Carolina School of Public Health, Department of Health Behavior & Health Education, Community Diagnosis Papers, Volume 1, 1996, North Carolina Collection, Louis Round Wilson Special Collections Library, University of North Carolina, Chapel Hill, NC, iv-v, 4-9; Allyson C. Criner, "Franklin County," *Encyclopedia of North Carolina*, edited by William S. Powell, <http://ncpedia.org/geography/franklin> (accessed September 2017).

Concord School
Name of Property

Franklin County, North Carolina
County and State

parents wanted them to have more opportunities than they had and that educating each generation led to the next generation accomplishing even more.²

The Rosenwald Fund provided grants for fourteen schools in Franklin County. The majority, including Concord School, were two- or three-teacher schools, including Gatesville School (c.1928), Copeland-Perry School (1922), Gethsemane School (c.1922), Jones Hill School (c.1925), Lettuce Hall School (c.1924), Mapleville School (c.1925), Pilot School (c.1925), Rocky Ford (c.1928), White Pine School (c.1927), and Wilder Grove School (c.1928). There was also the Youngville School, a four-teacher school built c.1928, and two seven-teacher schools located at Franklinton and Louisburg, also built c.1928.³

Concord School was completed in 1922 at a total cost of \$3,150, of which the Rosenwald Fund provided a \$1,000 grant, the Franklin County Board of Education provided \$1,200, and the local community provided \$950.⁴ Built on land donated by Julius McKnight, an African American man who lived in the community, the school included three classrooms, three cloakrooms, and an industrial room, which was used for storage.⁵ William F. Credle, the Supervisor of the Rosenwald Fund in North Carolina, had expressed doubts that the school at Concord would actually be completed, but by May of 1922, he had visited the school to check on its progress and disbursed a \$500 partial payment of grant monies.⁶ Superintendent E.L. Best anticipated the Concord School would be completed by July 1st, so Credle conducted an inspection. Unfortunately, he discovered the windows that had been installed were smaller than those called for in the plans. Credle informed Superintendent Best of the error, saying “The Rosenwald Committee makes rather a rigid requirement... and we are never authorized to deviate from the plans.” He instructed Best to replace the windows with the appropriate size.⁷ The final payment

² Personal interview with alumni (Cornelius Cheatham, Lawrence Foster, Gladys Joyner, Leroy Kerney, and Bernice Kingsberry) by North Carolina State Historic Preservation Office, Concord School, July 20, 2016. (hereafter referred to as “Interview with alumni, 2016”); and Personal interview with alumni (Daxter Brooks, James Foster, Lawrence Foster, Velma Foster, Ann Kingsberry Harris, Gladys Joyner, Bernice Kingsberry, and Angela Perry) by Heather Wagner Slane and Cheri LaFlamme Szcodronski, Concord School, September 15, 2017. (hereafter referred to as “Interview with alumni, 2017”)

³ Hanchett, 433.

⁴ Fisk University, “Rosenwald Database,” <http://rosenwald.fisk.edu> (accessed September 2017).

⁵ Interview with alumni, 2017; “Concord Elementary School,” Study List Application, File FK0545, North Carolina State Historic Preservation Office, Raleigh, NC; “Cornelius Cheatham, Lawrence Foster, Daxter Brooks, Gladys Joyner, and Velma Foster to Concord Community Center,” Deed Book 1965, Page 205, October 7, 2014, Franklin County Register of Deeds, Louisburg, North Carolina.

⁶ Letter from W.F. Credle to G.H. Ferguson, March 18, 1922, and Letter from G.H. Ferguson to Superintendent E.L. Best, May 3, 1922, Department of Public Instruction, Office of the Superintendent, General Correspondence, Julius Rosenwald Fund, Box 86: 1921-1923, A-H, North Carolina State Archives, Raleigh, NC; Letter from W.F. Credle to S.L. Smith, May 1, 1922, Department of Public Instruction, Office of the Superintendent, General Correspondence, Julius Rosenwald Fund, Box 87: Subject File, North Carolina State Archives, Raleigh, NC.

⁷ Letter from W.F. Credle to R.D. Collins, June 24, 1922, and Letter from W.F. Credle to Superintendent E.L. Best, June 28, 1922, Department of Public Instruction, Office of the Superintendent, General Correspondence, Julius Rosenwald Fund, Box 86: 1921-1923, A-H, North Carolina State Archives, Raleigh, NC

Concord School
Name of Property

Franklin County, North Carolina
County and State

from the Rosenwald Fund was made a few weeks later, and Credle noted he hoped “that this nice check will enable you to push the work to completion at once.”⁸ It appears, however, that in spite of Credle’s explicit instructions and payment from the Rosenwald Fund, the windows were never expanded to the standard nine-over-nine size, as the original six-over-six windows remain in place today.

Concord School served grades one through seven, with first and second grades in the north classroom, third and fourth grades in the middle classroom, and fifth through seventh grades in the south classroom. The classrooms were divided by folding door partitions that could be opened for school assemblies, and a stage was located in the center classroom. The school had three outdoor privies located behind the school, one for boys, one for girls, and one for the female teachers. Students either brought water from home or brought jars to fill with water from a nearby creek. In 1943, a well was dug behind the school and operated by a hand pump. However, the well was of questionable quality, as one alumni recalls pumping a dead frog into her water jar, so many students continued to get their water from the creek instead. The school was heated by coal stoves in each classroom, and the teachers provided a special “accommodation seat” next to the stove for students to get warm in cold or wet weather. The coal was stored in a pile behind the building, and students were responsible for fetching the coal throughout the day. As with all Rosenwald schools, there was no electricity when the school opened, but electricity was installed in the 1940s when it came to the entire Concord community.⁹

The teachers and principals lived in Franklinton and commuted to Concord School each day. Walter Grissom Road was dirt until the 1950s and its condition varied according to the weather. Alumni recall helping to push the principal’s car out of deep, muddy ruts in the road during an especially rainy period. The teachers were strict and had high expectations and alumni recall they would get a reed slap on the hand or paddled for breaking rules or failing to complete homework.¹⁰

Students walked as far as five miles to school each day, usually arriving around 8:15. Although Franklin County did provide buses for white students, a bus route was never established for the Concord School. In bad weather, alumni recall their parents gave them rides, squeezing as many children as they could fit into their cars, and students also sometimes took shelter with neighbors if they arrived before the school was open. They also recall walking in very cold weather, and if they didn’t own a pair of boots, having to break the ice off their shoes when they arrived at school. They used hand-me-down books from the Franklinton white school and studied reading, writing, arithmetic, science, history, and home economics. Students said grace at lunchtime, and brought biscuits, eggs, beans, ham, peanut butter, and crackers. A neighbor brought grapefruits

⁸ Letter from W.F. Credle to Superintendent E.L. Best, July 24, 1922, Department of Public Instruction, Office of the Superintendent, General Correspondence, Julius Rosenwald Fund, Box 86: 1921-1923, A-H, North Carolina State Archives, Raleigh, NC.

⁹ Interview with alumni, 2016, 2017.

¹⁰ Interview with alumni, 2017.

Concord School
Name of Property

Franklin County, North Carolina
County and State

to the school as a treat sometimes, but the alumni recall that as children they hated grapefruit and didn't find it to be much of a treat after all. They enjoyed two recesses each day, during which girls played marbles, jump rope, or hopscotch on the west side of the school, while boys played games or baseball on the north side. The school held annual end-of-year plays at the stage in the center of the room. Students dressed up in crepe paper dresses and costumes, they sang songs while Mary Baker Brown played the piano, and the community enjoyed a potluck meal. After completing seventh grade, students were bussed to Albion Academy in Franklinton.¹¹

Concord School closed in 1955 when it was consolidated with B.F. Person School in Franklinton, an African American elementary school that opened in 1929. After the school closed, I.W. "Bud" Finch, a local white man, bought the building from the Board of Education on behalf of the community, who established the Concord Community Center and paid him back a little at a time over the next several years. In the 1960s, the interior of the school was painted, a heating system was installed, and two of the cloakrooms were converted to restrooms. In the 1990s the stage was moved to the end of the north classroom, the folding partitions were removed to create an open auditorium space, and the industrial room was converted to a kitchen. The community center offered adult education classes, 4-H camp, event rentals, and meeting space. The organization continues to host quarterly fundraisers, including an annual jazz festival each fall and annual alumni reunions.¹²

Architectural Context

The design of Concord School embodies the character-defining elements of the Rosenwald Fund's standardized plans. Samuel Leonard Smith, Director of Schoolhouse Planning for the Rosenwald Fund, developed a set of school plans that minimized construction costs, maximized classroom space, and capitalized on natural features of the school's site. Concord School was constructed using a modified version of Smith's Floor Plan No. 20 from *Community School Plans, Bulletin No. 3*. The building included three classrooms, three small cloakrooms, and an industrial room, in accordance with the standard plan, but was modified to feature a hipped roof and to be the same linear arrangement as the two-teacher Floor Plan No. 20, rather than the square arrangement of the three-teacher plans.¹³ Modified plans were common in North Carolina and required the approval of Rosenwald Fund staff in order to receive funding.

Of the fourteen Rosenwald schools constructed in Franklin County, only four are known to be extant, including Concord School. Three have been adapted for use as private residences, including Catesville School (also known as Mitchner's Grove School), Copeland-Perry School, and Wilder Grove. Lettuce Hall School and Rocky Ford School are no longer extant. The

¹¹ Interview with alumni, 2016, 2017.

¹² Interview with alumni, 2016, 2017; Deed to Concord Community Center, December 10, 1995, Deed Book 516, Page 552, Franklin County GIS Parcel Map Search, <http://www.franklincountync.us/services/tax> (accessed December 2017).

¹³ S.L. Smith, "Floor Plan No 20, Two Teacher Community School, to Face East or West Only," *Community School Plans, Bulletin No. 3* (Nashville: The Julius Rosenwald Fund, 1924), 5; Hoffschwelle, *The Rosenwald Schools*, 56-57, 94-111; Hanchett, "The Rosenwald Schools," 400-405.

Concord School
Name of Property

Franklin County, North Carolina
County and State

Louisburg Rosenwald School (also known as the Franklin County Training School) was destroyed by fire in 1960, but the remaining buildings on its campus were listed to the National Register of Historic Places in 2012.¹⁴ The location and condition of the remaining seven schools is unknown. Concord School retains a high degree of material integrity, is in its original location, and is the only known unaltered Rosenwald School surviving in Franklin County.

¹⁴ Interview with alumni, 2017; “[Catesville] School,” File FK0867, North Carolina State Historic Preservation Office, Raleigh, NC.

Concord School
Name of Property

Franklin County, North Carolina
County and State

9. Major Bibliographical References

Bibliography (Cite the books, articles, and other sources used in preparing this form.)

Atterberry, Ayo, et. al. "The Concord Community Franklin County, NC." University of North Carolina School of Public Health, Department of Health Behavior & Health Education. Community Diagnosis Papers, Volume 1, 1996. North Carolina Collection, Louis Round Wilson Special Collections Library, University of North Carolina, Chapel Hill, NC.

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Johnson, K. Todd. "Rosenwald Fund." *Encyclopedia of North Carolina*. Edited by William S. Powell. <http://www.ncpedia.org/rosenwald-fund>.

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Concord School
Name of Property

Franklin County, North Carolina
County and State

Leloudis, James L. *Schooling in the New South: Pedagogy, Self, and Society in North Carolina, 1880-1920*. Chapel Hill: The University of North Carolina Press, 1996.

Personal interview with alumni (Cornelius Cheatham, Lawrence Foster, Gladys Joyner, Leroy Kerney, and Bernice Kingsberry) by North Carolina State Historic Preservation Office, Concord School, July 20, 2016.

Personal interview with alumni (Daxter Brooks, James Foster, Lawrence Foster, Velma Foster, Ann Kingsberry Harris, Gladys Joyner, Bernice Kingsberry, and Angela Perry) by Heather Wagner Slane and Cheri LaFlamme Szcodronski, Concord School, September 15, 2017.

Smith, S.L. "Floor Plan No 20, Two Teacher Community School, to Face East or West Only." *Community School Plans, Bulletin No. 3*. Nashville: The Julius Rosenwald Fund, 1924.

Previous documentation on file (NPS):

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

Primary location of additional data:

- State Historic Preservation Office
 - Other State agency
 - Federal agency
 - Local government
 - University
 - Other
- Name of repository: _____

Historic Resources Survey Number (if assigned): FK0545

10. Geographical Data

Acreege of Property 2.7 acres

Use either the UTM system or latitude/longitude coordinates

Concord School
Name of Property

Franklin County, North Carolina
County and State

Latitude/Longitude Coordinates

Datum if other than WGS84: _____

(enter coordinates to 6 decimal places)

1. Latitude: 36.162924 Longitude: -78.379983

Or

UTM References

Datum (indicated on USGS map):

NAD 1927 or NAD 1983

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

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

The National Register boundary (following tax parcel #1887-28-9746) is shown by a black line on the accompanying map, drawn at a 1"=200' scale.

Boundary Justification (Explain why the boundaries were selected.)

The nominated parcel includes the 2.7 acres historically associated with the school.

11. Form Prepared By

name/title: Heather Slane, Architectural Historian
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Concord School
Name of Property

Franklin County, North Carolina
County and State

date: September 2017

Additional Documentation

Submit the following items with the completed form:

- **Maps:** A **USGS map** or equivalent (7.5 or 15 minute series) indicating the property's location.
- **Sketch map** for historic districts and properties having large acreage or numerous resources. Key all photographs to this map.
- **Additional items:** (Check with the SHPO, TPO, or FPO for any additional items.)

Photographs

Submit clear and descriptive photographs. The size of each image must be 1600x1200 pixels (minimum), 3000x2000 preferred, at 300 ppi (pixels per inch) or larger. Key all photographs to the sketch map. Each photograph must be numbered and that number must correspond to the photograph number on the photo log. For simplicity, the name of the photographer, photo date, etc. may be listed once on the photograph log and doesn't need to be labeled on every photograph.

Photo Log

Property Name: Concord School

County and State: Franklin County, North Carolina

Photographer: Heather M. Slane

Date: September 2017

Location of Negatives: State Historic Preservation Office, Raleigh, North Carolina

1. Concord School, main facade
facing southwest
2. Concord School, oblique view of south and west facades
facing northeast
3. Concord School, oblique view of north and west facades
facing southeast
4. Concord School – vestibule inside northernmost front entrance
facing southeast
5. Concord School – industrial room
facing northeast

Concord School
Name of Property

Franklin County, North Carolina
County and State

6. Concord School – classrooms
facing southeast
7. Concord School – middle classroom
facing northwest
8. Concord School – middle classroom
facing southwest
9. Concord School – south classroom
facing southeast
10. Concord School – classrooms
facing north
11. Concord School – wellhouse
facing southwest

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 listings. Response to this request is required to obtain a benefit in accordance with the National Historic Preservation Act, as amended (16 U.S.C.460 et seq.).


Estimated Burden Statement: Public reporting burden for this form is estimated to average 100 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 Office of Planning and Performance Management, U.S. Dept. of the Interior, 1849 C. Street, NW, Washington, DC.



Image from NC-HPOweb

Concord School
645 Walter Grissom Road
Kittrell vicinity, Franklin County, NC

Coordinates:
36.162924, -78.379983

Site Map with National Register Boundary
 National Register Boundary follows
Tax Parcel # 1887-28-9746

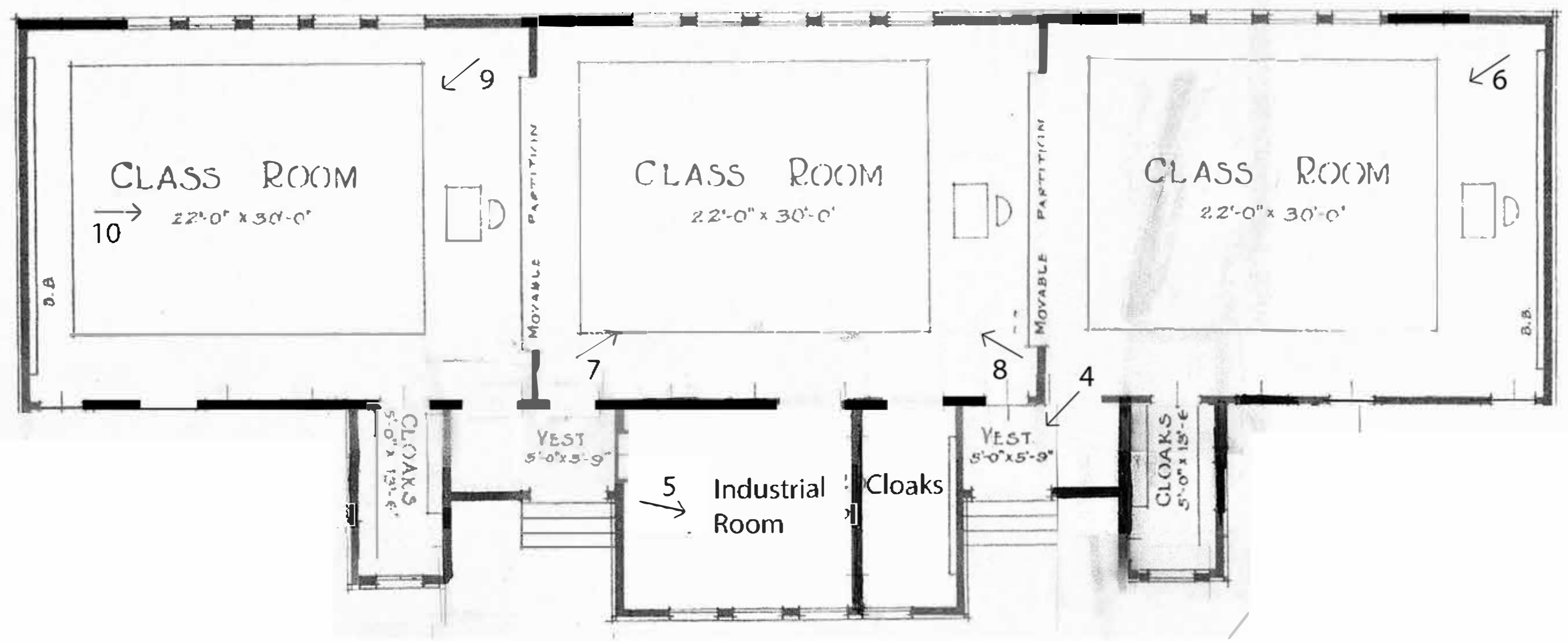


Scale: 1" = 200'



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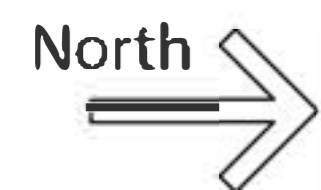
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Concord School
 645 Walter Grissom Road
 Kittrell vicinity, Franklin County, NC

Floor Plan and National
 Register Photo Key

Well-
house



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