

United States Department of the Interior
National Park Service

National Register of Historic Places Registration Form

This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in *How to Complete the National Register of Historic Places Registration Form* (National Register Bulletin 16A). Complete each item by marking "x" in the appropriate box or by entering the information requested. If an item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classification, materials, and areas of significance, enter only categories and subcategories from the instructions. Place additional entries and narrative items on continuation sheets (NPS Form 10-900a). Use a typewriter, word processor, or computer, to complete all items.

1. Name of Property

historic name Woodland-Olney School

other names/site number _____

2. Location

street & number Main Street (Rt. 258) ☒ not for publication

city or town Woodland ☒ vicinity

state North Carolina code NC county Northampton code 131 zip code 27897

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 forth 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 of certifying official/Title

Date

State of 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:

Signature of the Keeper

Date of Action

☐ entered in the National Register.
☐ See continuation sheet.

☐ determined eligible for the
National Register
☐ See continuation sheet.

☐ determined not eligible for the
National Register.

☐ removed from the National
Register.

☐ other, (explain:) _____

Woodland-Olney School
Name of Property

Northampton County, NC
County and State

5. Classification

Ownership of Property

(Check as many boxes as apply)

- ☐ private
☒ public-local
☐ public-State
☐ public-Federal

Category of Property

(Check only one box)

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

Number of Resources within Property

(Do not include previously listed resources in the count.)

Contributing

Noncontributing

1 buildings
sites
structures
objects
1 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

0

6. Function or Use

Historic Functions

(Enter categories from instructions)

EDUCATION/school

Current Functions

(Enter categories from instructions)

VACANT/not in use

7. Description

Architectural Classification

(Enter categories from instructions)

Classical Revival

Materials

(Enter categories from instructions)

foundation Brick

walls Brick

roof Other: built-up tar

other Wood

Narrative Description

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

Woodland-Olney School
Name of Property

Northampton County, NC
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.)

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.

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 # _____

Areas of Significance

(Enter categories from instructions)

Education

Architecture

Period of Significance

1929-1947

Significant Dates

1929

Significant Person

(Complete if Criterion B is marked above)

N/A

Cultural Affiliation

N/A

Architect/Builder

Flanagan, Eric - architect

Timberlake, E.S. - builder

Primary location of additional data:

- ☒ State Historic Preservation Office
- ☐ Other State agency
- ☐ Federal agency
- ☐ Local government
- ☐ University
- ☐ Other

Name of repository:

~~Woodland Olney School~~
Name of Property

Northampton County, NC
County and State

10. Geographical Data

Acreage of Property 2.037 acres

UTM References

(Place additional UTM references on a continuation sheet.)

1	1 8	3 0 0 8 3 0	4 0 2 2 4 0 0
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 Beth W. Keane

organization Retrospective date May 20, 1997

street & number 321 N. Front St. telephone (910) 341-3000

city or town Wilmington state NC zip code 28401

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 Town of Woodland with option to CADA

street & number P.O. Box 297 telephone (919) 587-7161

city or town Woodland state NC zip code 27897-0297

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. 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 20503.

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SUMMARY DESCRIPTION

The Woodland-Olney School sits on a 8.73-acre parcel of flat land close to Main Street (Highway 258) within the Woodland town limits. Although the original 1917 school included almost five acres that was expanded to about nine acres by 1960, this nomination addresses only the 2.037 acres immediately surrounding the 1929 school building. The 1929 brick Classical Revival style building faces southeast and replaced the smaller 1917 school building. Large recreational fields are behind the school. Situated to the west of the school property are several residential houses, to the east is the Cedar Grove Quaker Meeting House, and the Tarheel Casket Company is located north of the 8.73 acre lot.

A semicircular driveway, with brick entrance piers on either side, curves in front of the building. A rectangular one-story, flat-roofed 1956 brick annex building is situated immediately east of the school. Originally built to provide a cafeteria and office space for the Woodland-Olney School, the building currently houses a Head-Start day care program. Although a flat-roofed breezeway with slender metal supports provides a protected walkway between the school and the annex, the breezeway is being removed in conjunction with renovation work on the building.

Former buildings on the property included a detached teacherage located just west of the school building and a detached gymnasium which was located north of the building. The teacherage was dismantled in the mid 1970s while the gymnasium burned in the early 1990s.

Stately and impressive in form and size, the flat-roofed brick two-story 1929 school building forms a U-shape, wrapping around a one-story auditorium. Liberal use of elaborate exterior detailing gives the Woodland-Olney School a distinctive appearance. An eleven-bay structure with a built-up tar-covered flat roof, the school features paired windows, a Classical Revival portico, pilasters, and decorative yellow brick horizontal bands. The primary and side elevations are laid in a combination of modified Flemish and Common bonds with five rows of stretchers, then a row of alternating headers and stretchers. The back (northwest) elevation is laid in 1:4 common bond.

An impressive centrally located, slightly projecting, two-story portico effectively bisects the facade. Spanning three bays, the portico features several pilasters, as well as four colossal Doric columns supporting an entablature with a simple cornice and a decorative parapet. The front entrance is recessed in an arched opening outlined with decorative yellow brick with a white cast concrete keystone and two white concrete springer

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stones. Providing access to a central hall are double half-glass doors with six lights each, crowned by a beautiful fan light.

The facade is enlivened by several rows of horizontal yellow brick banding at the water table and directly above the pilasters, as well as a row of basket-weave yellow bricks near the top of the surrounding parapet. The banding assists in providing a visual element for the brick pilasters positioned at the corners and between the windows. Further ornamentation includes clusters of three molded diamonds along the low parapeted roofline. The parapet cap and the molded pilaster capitals are cast concrete.

The windows are one-over-one double hung sash with vinyl snap-in grids replicating the appearance of the original windows which had twelve-over-twelve lights.

Architectural elements similar to those featured on the primary elevation are continued on the side elevations. Divided into three sections, the middle portion projects slightly from the main wall and incorporates a two-story arched recessed opening. Located within the recessed openings on both levels are a set of double doors with a twelve-light transom which open to the central interior corridor, as well as a single door with an eight-light transom which opens to the enclosed stairwell. The first level of the side engaged porticos also include an entrance to a bathroom on either end, while the second level incorporates a door which provides direct access to a classroom. Iron balustrades span the second level portico openings providing a measure of safety.

In addition to the yellow brick horizontal banding which continues on the side elevations, yellow brick rectangular diaperings with a diamond in the center are incorporated on either side of the recessed porch. The arches of the two-story openings on both the east and west elevations are accentuated with yellow brick and a white keystone and white springer stones, while a yellow brick diamond is incorporated directly above the center bay in the peaked parapet. Cast concrete trim is continued on the capitols of the pilasters and along the roofline.

The rear (northwest) elevation incorporates the one-story auditorium, which projects from the back wall of the main block of the building. An early addition, incorporating two levels and built partially into the ground, projects off the east end of the rear elevation of the building. Windows in the main block of the rear elevation are similar to those in the southeast elevation. Two interior brick chimneys are positioned near the rear of the projecting back wings. The back wall has been painted brick red.

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The interior floor plan encompasses a typical arrangement of classrooms served by a transverse corridor. On the first floor, the auditorium is located on the northwest side of the main corridor and classrooms and offices are on the southeast side. An unusual series of windows, each encompassing thirty-two lights, are positioned along the interior corridor wall, providing visual access to the auditorium. Several partitions have been added in the classroom space to provide extra storage or closet rooms. Original wood floors have been partially covered with carpeting in some rooms and asphalt tiles in others. The beaded tongue-and-groove ceilings are still intact, although a dropped ceiling has been added in several of the rooms. Walls throughout the building are plastered. The central corridor exhibits wide baseboards, a dropped ceiling, and a chair rail.

Built on a sloping floor, the auditorium features 458 fixed seats. The elevated stage is served by two dressing rooms. Some deterioration has occurred due to water damage from a leaking roof.

The second level repeats the corridor plan with classrooms on the northwest and southeast sides. The library was located in the center of the southeast side of the building. Similar to the first level, wood floors, baseboards, and plaster walls define the upstairs. The building was heated with radiant steam heat and radiators are still evident in the halls and classrooms.

The two-level addition, built partially into the ground on the east side of the northwest elevation was utilized variously for physical education classes, music and band classes, as well as shop and home economics classes.

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STATEMENT OF SIGNIFICANCE

The Woodland-Olney School is being nominated under Criteria A, significant for its association with education and the school consolidation movement which occurred in North Carolina from the early 1920s to approximately 1947. Built in 1928-29, the school is one of two dominant public buildings in the town of Woodland, founded as a Quaker community. The other public building is the Cedar Grove Friends Meeting House which was built in 1868 as a branch of the Rich Square Monthly Meeting, organized in 1760. The ties between the Woodland-Olney School and the Woodland Quaker community are significant. The Quakers operated the Olney School, a separate school in nearby George, for many years. When land was acquired for a public school in Woodland, the Quaker school merged with the new school.

The Woodland-Olney School is also significant under Criteria C as an excellent example of school building design of the consolidation movement. While incorporating the requirements for a proper consolidated school, the building's imposing Classical Revival portico and decorative facade conveyed to the public an attitude of concern for educating the children of the state.

Woodland-Olney School operated as a public school in Woodland from 1929 to 1992. The school provided a focal point for the surrounding area and assisted in drawing the community together. The school and its history have become an integral part of the community and the building stands as a local landmark.

CONTEXT: EDUCATION CONTEXT AND HISTORICAL BACKGROUND

By the 1750s, Quakers from Virginia and from Albemarle County, North Carolina, had congregated in the southern end of Northampton County near Woodland and Rich Square, which developed at the intersection of roads leading from the Roanoke River to the Chowan River and from Cotten's Ferry to Hill's Ferry, respectively. The first Friends meeting house was built at Rich Square in 1760, although Quakers reputedly had held meetings in the county since 1681.¹

Woodland was known as Harrell's Cross Roads in 1800, being named for the Harrell family, early settlers in the area. The town changed its name to Woodland when it incorporated in 1884.² Farming and lumber harvesting and milling were the principal economic activities of the peaceful Quaker community. Stable crops included wheat, cotton, and corn. In the 1880s, James Outland, a Quaker from Rich Square, introduced commercial peanut production in the county, and peanuts soon became a major crop.³

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From a strictly agricultural community, Woodland grew to become the industrial center of the county. Good rail connections spurred limited manufacturing in the town. Capitalizing on the vast supplies of local lumber, the Woodland Manufacturing Company, makers of caskets, was organized in 1895. Later, two additional casket manufacturers were established in the years preceding World War II. After the war, the Talon Zipper Company was established in 1953, and the Daber Shirt Company began business in 1972.⁴

Although public schools were virtually non-existent in North Carolina prior to 1839, education was always a high priority for the Quaker community; hence, the earliest schools in the region such as the Union School near Eagletown, were established by the Quakers.⁵ The state's first attempt at establishing a public school system took place in 1825, when the General Assembly created the Literary Fund. Unfortunately, due to mismanagement of funds and poor legislative support, not a single public school was opened during the 1820s and 1830s. The situation began to improve in the late 1830s, aided by the 1835 State Constitution, which reflected a new interest in public improvements. The 1839 public school law increased funding, divided the state into school districts, and mandated the establishment of a common school in every district, with each to be funded by the Literary Fund and taxes.

Beginning in 1840, North Carolina provided the counties with small allotments for teachers' salaries. By 1860 North Carolina's public school system boasted over 3,000 public schools, almost 120,000 pupils and a growing national reputation. This period of progress came to an abrupt halt during the Civil War, which effectively destroyed the public school system in the state.⁶

Private schools maintained in small communities were Northampton County's solution to the education problem immediately following the Civil War. The numerous private schools supported by the Quakers in the Rich Square-Woodland vicinity during that period included Brown, Outland, Elliot, Olney, Rich Square, Pinners, Vernons, Peele's, and the Aurora Academy.⁷ Although the State Constitution of 1868 mandated a system of public schools and the Public School Law of 1869 required a four-month school term and separate schools for both races, funding continued to be sporadic. Throughout this period, the North Carolina public school system suffered from both the state's transportation difficulties and its pervasive poverty. By 1880, only about one-third of the state's school-age children attended school, for an average term of only nine weeks.

Early in the twentieth century, Governor Charles Brantley Aycock, an educational proponent, worked tirelessly on behalf of public schools. He urged the General Assembly into expanding school spending, resulting in

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improved facilities, higher teaching standards, establishment of libraries, and lengthening the school term to four months. Local school districts increasingly taxed themselves for school support and the 1903 legislature passed a bill which loaned money to counties for badly needed school construction.⁸ Woodland was one of the first districts in Northampton County to vote the special tax, enabling the construction of new and larger school buildings, the hiring of better trained teachers, as well as the extension of the school term.⁹

The governors who followed Aycock continued his pro-education policies. A compulsory attendance law was passed in 1907. In 1913, the legislature established a statewide property tax for the support of schools. New colleges were established to train teachers, teaching standards were raised, text procurement procedures were improved, libraries were constructed, and school terms were gradually lengthened to six months. More importantly, enough schools were built to house the state's burgeoning school population.

The Quakers of the Woodland school district operated Olney School in George, a town several miles south of Woodland. The Olney School was named after Richard Olney (1835-1917), a Quaker from Oxford, Massachusetts, who was appointed attorney general in 1893 by President Grover Cleveland, and in 1895 became secretary of state. Quakers and non-Quakers alike attended the Olney School and teacher's salaries were partially paid for by the state of North Carolina. The Quakers joined forces with the public school system in 1916 when it was decided to construct a new school in Woodland. According to School Board minutes of August 7, 1916, it was ordered that Districts No. 30 and 31, white race, in Rich Square Township, being the Woodland Special Tax district and the Olney Special Tax District be consolidated.¹⁰ In October of the same year, \$500.00 was appropriated from each of the 1916-17 and 1917-18 building funds for the erection of the new school building in Woodland.¹¹ Approximately five acres of land was acquired from W.F. and Elizabeth Outland, a Quaker family from Woodland, for \$1,250.00 for the purpose of building a new school house.¹² The School Board also voted that the Board of Education petition the Board of Commissioners of Northampton County to issue bonds for the Woodland special school district in the amount of \$10,000.00.¹³ School committeemen from the Woodland district in 1917 included R.C. Benthall, J.E. Boyce, and W.F. Outland. In 1919 W.E. Futrell was elected a committeeman and in 1920, E.G. Griffen, a Quaker, was added to the committee. Mr. Griffen also served as the first principal of the school.

Unfortunately, like many schools built during this time period, the 1917 school building was either ill-conceived or poorly constructed for it quickly became obsolete and was dismantled in 1928. A prevailing attitude maintained that larger, consolidated schools were able to offer their students a broader

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variety of educational opportunities than were available in the limited curriculum of the small school. Eugene Clyde Brooks, who became superintendent of public instruction in 1919, made consolidation a high priority. He envisioned the consolidated country school to be the agent of social, intellectual, and moral uplift for the entire rural community.¹⁴ At approximately the same time, the state's public road system underwent dramatic expansion and improved methods of transportation made it possible to transport rural children to a centrally located school.

In November of 1927, the Woodland School Board and other interested citizens submitted a plan for a new school building at Woodland drawn by Mr. Eric Flanagan, an architect from Henderson, North Carolina. The Board applied for a loan of \$75,000.00 from the state Special Building Fund.¹⁵ In August of 1928, the contract for the new Woodland School was let to Mr. E.L. Timberlake, a local contractor, for \$41,227.00.¹⁶ The combined Woodland-Olney School, encompassing grades kindergarten through twelfth grade, opened for classes in April, 1929, graduating their first class of ten pupils two months later in June of 1929.¹⁷ The new school provided the children of the Woodland area with a state-of-the-art building, complete with central heating, good lighting, spacious classrooms, and an auditorium.

The 1960s brought further consolidation of school districts, resulting in the construction of Northampton County High School in 1964 which reduced the grades taught at Woodland-Olney School to kindergarten through eighth. The later construction of a new middle school in the mid-1970s resulted in converting Woodland-Olney School into an elementary school, providing education for grades pre-kindergarten through fifth.

Over the years, several additions were made to the school and the school property. Soon after the school was built, a two-story addition, built partially into the ground was added to the back of the building. A detached gymnasium/lunch room building had been added in the 1940's for in 1948, \$12,500.00 was requested by the Board of Education for alterations and additions to the Woodland High School Gymnasium and Lunch Room Building.¹⁸ And in April, 1956, the School Board authorized plans to construct an annex containing three classrooms and a cafeteria.¹⁹ Additions to the property included the acquisition in November, 1952, of 1.55 acres from J.G. and Maude S. Outland.²⁰ Further tracts of land adjoining the existing property were acquired in September of 1960, bringing the total amount of school property owned by the Board of Education to 8.73 acres.²¹

Due to general deterioration of the building, it was recommended by the School Superintendent, Mr. Roland H. Whitted, in a memo dated June 19, 1992, to the Board of Education that the Woodland-Olney School be closed as of July

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31, 1992. Subsequently, in May of 1993, the Board of Education sold the Woodland-Olney School site to Northampton County for the sum of \$25,000.00.²² Several months later the property was sold by the County to the town of Woodland.²³ Currently, the property is owned by the town of Woodland with an option on 2.037 acres, including the 1929 Woodland-Olney School, to the Choanoke Area Development Association (CADA). CADA plans to renovate the 1929 school building and convert it into a housing facility for senior citizens, thereby ensuring the facility will continue to maintain its presence as an important structure in the community.

CONTEXT: ARCHITECTURE

The Woodland-Olney School is typical of many schools built during the 1920s, the era of the beginnings of the consolidation movement. Established in 1920, the Division of Schoolhouse Planning aided local boards of education in selecting school sites, plans, and designs for school buildings.²⁴ Division director, John Blair, made specific recommendations on virtually every facet of school construction, including suggestions for water fountains, music rooms, furniture, roofs, basements, auditoriums, and proper lighting.²⁵

While in most instances, the county boards of education contracted with architects for the construction of new schoolhouses, the State Department of Public Instruction, through the planning division, reserved the right to review all plans. Local officials and architects could choose their own plans, but only if they met with state approval.

The National Educational Association recommended that a minimum of fifty percent of a school's total floor area should be used for instruction; these areas included classrooms, libraries, labs, workshops, assembly halls, stages, and gymnasiums. Non-instructional areas included stairs and corridors, rest rooms, walls and partitions, administrative space, and closets.²⁶

State officials recommended that new schools be situated near the center of population in order to equalize school populations and to reduce transportation costs. They favored the use of architects who provided clear blueprints and specifications. Cement, brick, and stone were the materials recommended for even the smallest buildings. Double use of areas such as a stage/gymnasium was recommended.²⁷

It was also recommended that plans be studied with a view to "wider use" or community service. The state planners preferred plans that allowed auditorium, library, toilets and gymnasium space to be separate from the classroom and office space. This allowed community use of the facility without allowing access to, and interference with, classrooms or offices.²⁸

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Planners further recommended that rural schools be located on spacious tracts of ground between six to twelve acres in order to provide space for physical education and sports. Recommendations were made for the beautification of the grounds, including the placement of ornamental plantings and flowers. It was also recommended that the schools be located on the newly developing highways, thus giving the schoolhouse easy access, as well as the prominence and publicity its importance deserved.²⁹

It was advised that each of these modern new schools have a low pressure steam heating plant, standard indoor plumbing, standard lighting, a pressure water tank, drinking fountains, and the all-important auditorium.³⁰

The end result of these numerous guidelines and recommendations by state officials was the proliferation during the 1920s of rural and small-town schools which were remarkably similar in plan and quality. While the facades may include differing degrees of detail, the interiors and floor plans exhibit few deviations from each other. The typical school house was two stories, constructed of brick or stone, built on a "U", "L", "H", or "T" plan, with a flat roof, numerous windows, and transverse corridors. Many exhibited Classical Revival or Gothic Revival exterior details.

Woodland-Olney School was no exception. Designed by Eric Flanagan, a professional architect, the school featured all the requisite facilities and recommendations. Two stories in height and of brick construction, an impressive Classical Revival facade with four colossal Doric columns flanking the entrance, as well as pilasters and yellow brick trim, assisted in conveying the prominence and importance of this new public facility in the community. Located along a major highway on approximately five acres of ground, at the edge of the town of Woodland, the school was ideally centrally-positioned to provide easy access for the predominately agricultural community.

Built on the "U" plan, the Woodland-Olney School included classrooms on either side of a transverse corridor. Administrative offices were near the centrally-located front door, while exterior stairwells were located at either end of the building, providing easy access to the second floor, and more importantly, a quick means of escape in case of fire. A large auditorium was included on the first level, while a library was situated on the second level.

The Woodland-Olney school building included all the modern facilities, including a steam heating system, indoor plumbing, standardized lighting, and water fountains. Later additions included a band and music room, a detached gymnasium, and in the 1950s, a detached one-story brick building which included a cafeteria and additional office space.

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ENDNOTES

1. Northampton County, Historical Overview (TS), p. 5. Report prepared by Mattson, Alexander and Assoc., Historic Preservation Consulting (309 East Park Ave., #4, Charlotte, NC).
2. Northampton County Bicentennial Committee. Footprints in Northampton. Jackson: Northampton County Bicentennial Committee, 1976, p. 144.
3. Northampton County, Historical Overview, p. 9.
4. Northampton County Bicentennial Committee 1976, p. 145.
5. Northampton County, Historical Overview, p. 5.
6. Northampton County Bicentennial Committee, p. 16.
7. Northampton County Bicentennial Committee 1976, p. 16.
8. Oliver T. Orr, Jr., Charles Brantley Aycock (Chapel Hill, 1961), pp. 296-334.
9. Northampton County Bicentennial Committee, p. 16.
10. Northampton County School Board Trustees Minutes of August 7, 1916 recorded in Book IV, p. 31.
11. Northampton County School Board Trustees Minutes of October 2, 1916 recorded in Book IV, p. 33.
12. Deed of Trust, Book 175, p. 469, Northampton County Courthouse between W.F. and Elizabeth Outland (grantors) and the Northampton County Board of Education (grantees), dtd. 6 April 1917.
13. Northampton County School Board Trustees Minutes of October 4, 1916 recorded in Book IV, p. 34.
14. Willard B. Gatewood, Jr., Eugene Clyde Brooks: Educator and Public Servant (Durham, 1960).
15. Northampton County School Board Trustees Minutes of November 23, 1927, recorded in Book IV, p. 297.

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16. Northampton County School Board Trustees Minutes of July 12, 1928 and August 27, 1928 recorded in Book IV, p. 314 & 316.

17. Personal interview with George Parker, a member of the 1929 graduating class of Woodland-Olney School, Woodland, NC, 27 May 1997.

18. Northampton County School Board Trustees Minutes of May 3, 1948, recorded in Book V, p. 207.

19. Northampton County School Board Trustees Minutes of April 9, 1956, recorded in Book V, p. 397.

20. Deed of Trust, Book 392, p. 169, Northampton County Courthouse between J.G. and Maude S. Outland (grantors) and the Northampton County Board of Education (grantees) dated 22 November 1952.

21. Deeds of Trust (4) in Book 458, pp. 19, 20, and 21 and Book 459, pp. 14 and 15; Northampton County Courthouse between the heirs of W.F. Outland, T.B. and Majorie Elliott, John G. and Maude S. Outland, and E.L. and Elizabeth Timberlake (grantors) and the Northampton County Board of Education (grantee) dated 8 September 1960.

22. Deed of Trust, Book 693, p. 60; Northampton County Courthouse between the Northampton County Board of Education (grantor) and Northampton County (grantee) for \$25,000.00 dated 3 May 1993.

23. Deed of Trust, Book 696, p. 329; Northampton County Courthouse, between Northampton County (grantor) and Town of Woodland (grantee) dated 18 August 1993.

24. David Hyde Prince, "A History of the State Department of Public Instruction in North Carolina, 1852-1956," Ph.D., UNC, 1959, p. 235.

25. John J. Blair, Schoolhouse Planning in North Carolina, (Raleigh, 1923), pp. 27-28.

26. Blair, Schoolhouse Planning in North Carolina, p. 26-28.

27. Blair, Schoolhouse Planning in North Carolina, p. 26-28.

28. May Ayres, et. al, Healthful Schools, How to Build, Equip, and Maintain Them. (Cambridge, MA, 1918), p. 16.

29. Blair, Schoolhouse Planning in North Carolina, p. 26-28.

30. Blair, Schoolhouse Planning in North Carolina, p. 26-28.

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Book 693, p. 60. Northampton County Courthouse. Deed of Trust dated 3 May 1993 between The Northampton County Board of Education (grantors) and Northampton County (grantees) for \$25,000.00; Woodland-Olney School Site.

Book 696, p. 329. Northampton County Courthouse. Deed of Trust dated 18 August 1993 between Northampton County (grantors) and Town of Woodland (grantees); Woodland-Olney School Site.

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Plat depicting property of Northampton County Board of Education, Woodland-Olney School Site; M.M. Revelle, Surveyor, dated 15 August 1960.

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VERBAL BOUNDARY DESCRIPTION

The boundaries of the 2.037 acre nominated tract are delineated by the heavy line on the accompanying 1" = 100' scale survey titled "Woodland-Olney School, located in Town of Woodland, Northampton County, North Carolina," dated January 13, 1966.

BOUNDARY JUSTIFICATION

The nominated tract is the residual street frontage acreage of the original five-acre tract purchased by the Northampton County School Board in 1917 for the purpose of building a public school which was replaced by the present school building in 1929. The nominated acreage provides an appropriate setting for the 1929 Woodland-Olney School.

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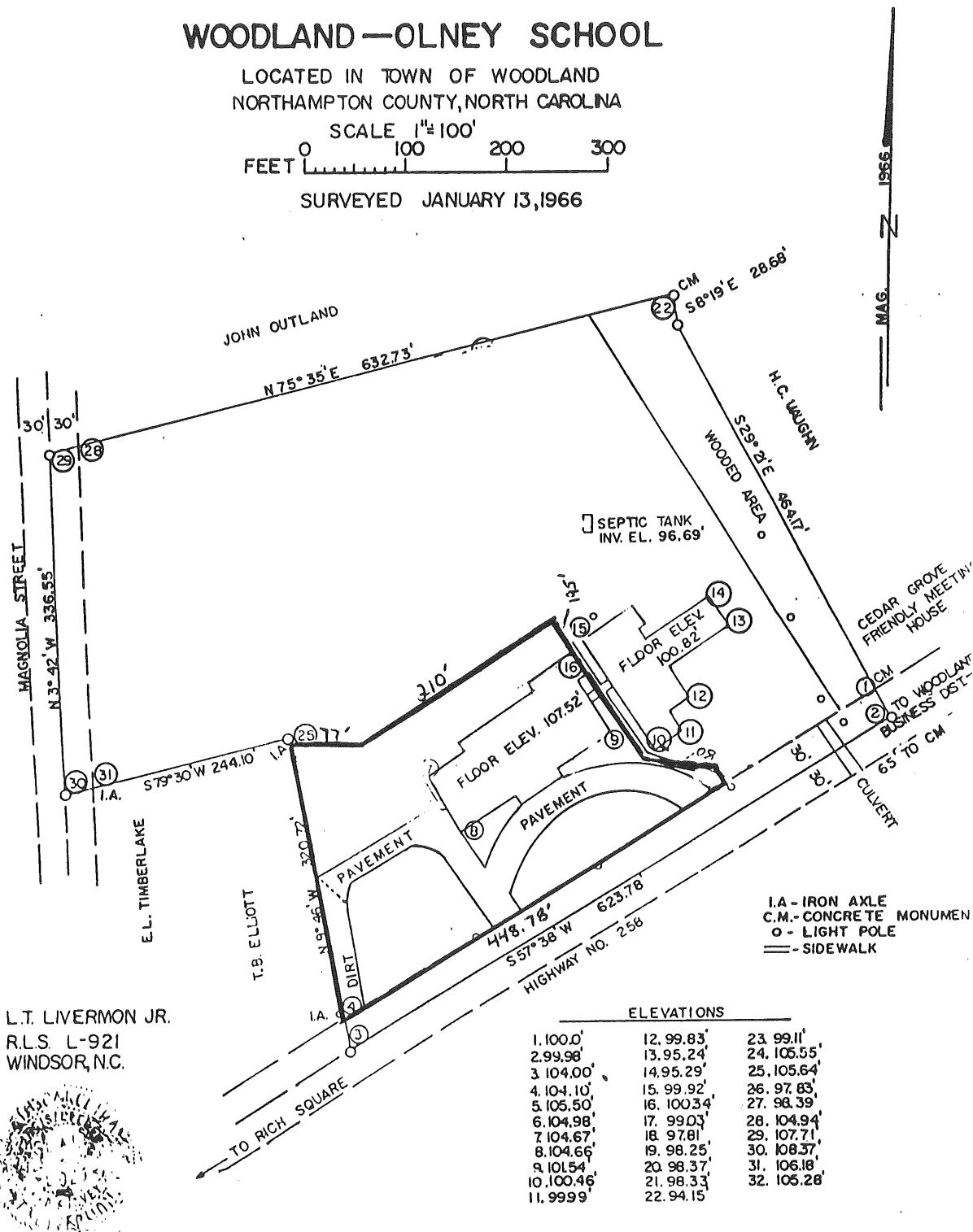
The original 1966 survey was altered in May, 1997
to reflect current condition of the property.

WOODLAND—OLNEY SCHOOL

LOCATED IN TOWN OF WOODLAND
NORTHAMPTON COUNTY, NORTH CAROLINA

SCALE 1"=100'
FEET 0 100 200 300

SURVEYED JANUARY 13, 1966



4027000m.N.

1501

Potecasi

Potecasi

Cem

Cem

1533

Cem

Cem

BM

68

BM 77

Cem

BM 48

Swamp

Cem

Substation

Urahaw

Woodland
(BM 68)

Cem

Cem

SEABOARD

George

Cem

Cem

1522

5556 IV SE SCOTLAND BLVD. 15 MI
RICH SQUARE, N.C.

4022

20'

4023

4024

4025

4026

Woodland-Olney
School; Northampton, NC
2001 18

6800 200800

6800 200800

