



AGENDA

Thursday, September 14, 2023: 4:00 PM

Historic District Commission

Community Development Building, 801 SE Service Road

1. CALL TO ORDER

2. APPROVAL OF MINUTES

3. PUBLIC COMMENT

a. Nomination of 1250 West New York Avenue for the National Register of Historic Places (NRHP)

The Town of Southern Pines is a Certified Local Government (CLG) and is thereby required to review all new nominations of sites, structures and districts within the Town's boundaries. Pursuant to the CLG Agreement, this Historic District Commission is required to allow for public comment regarding such nominations.

4. DISCUSSION

a. Southern Pines 2040 Comprehensive Plan

Status of the update and the Plan's historic preservation-related initiatives

5. UNFINISHED BUSINESS

6. NEW BUSINESS

a. Certified Local Government Training

The State Historic Preservation Office has scheduled a training session to be held on Monday, September 25, 2023, from 9:00 AM to 4:30 PM at the Southern Pines Police Department

b. Preservation North Carolina Conference

The 2023 Preservation North Carolina conference will be held October 4th-6th in Durham, NC

7. ADJOURNMENT

MINUTES

Town of Southern Pines Historic District Commission Regular Meeting August 10, 2023 at 4:00 PM

The Town of Southern Pines Historic District Commission held its regular meeting on Thursday, August 10, 2023, at 4:00 PM at the Community Development Building, 801 SE Service Road, Southern Pines, North Carolina.

Members present: Robert Anderson, Lane West, Sandra Carroll and Robert Brown.

Staff member present: B.J. Grieve, Planning Director and Cindy Williams, Secretary to the Commission.

Acting Chair Robert Anderson called the meeting to order at 4:00 PM.

Lane West made a motion, which was seconded by Robert Brown, to approve the Minutes of the June 8, 2023 meeting. The motion carried.

DISCUSSION

- 310 NW Broad Street Redevelopment Concept; Andy Bleggi

Mr. Bleggi provided an overview of his concept for a 40,000 square foot, three-story building with enclosed parking for 24 to 28 vehicles on the lower level, a restaurant, café, organic market and butcher shop on the main level, and 10 or 11 high-end condominiums above with a two-story atrium in the center. A rooftop patio area with interior access is also proposed if it does not exceed the maximum height limitation. Parking is going to be the main issue.

Mr. Anderson asked how many parking spaces would be required based on the proposed uses and Mr. Bleggi responded approximately 65 spaces.

Mr. Anderson asked Mr. Bleggi where he proposed the other parking.

Mr. Bleggi responded that there is enough public parking after 5:00 PM but he will be required to submit that request for approval.

Mr. Anderson asked if the project was contingent upon him obtaining approval for parking and Mr. Bleggi confirmed.

Mr. Gieves stated that the UDO does allow for administrative flexibility, but parking is certainly germane to overall project design and character. The special character of the Historic District is not one of ample free and convenient parking.

Mr. Bleggi stated that each condo unit will have a parking space and each commercial unit will also be provided one or two staff parking spaces.

Mr. Anderson stated the Department of the Interior guidelines frown upon buildings being made to look historic.

Mr. Bleggi responded that the new building will be a combination of brick and stucco with straight ironwork and that he is considering leaving the existing detached structure.

Sandy Carroll commented that the concept sounds lovely.

Mr. Anderson recommended that Mr. Bleggi strictly follow the Department of the Interior standards and the Historic District Design Guidelines.

Mr. Bleggi stated that he expects to bring the project forward in January 2024.

The discussion concluded.

PUBLIC HEARINGS

1. HD-06-23 Certificate of Appropriateness – Major Work; 143 NE Broad Street; Applicant: Tom Gisler of Advantage Equities 10892, LLC

Robert Brown made a motion, which was seconded by Sandra Carroll to open the public hearing. The motion carried.

B.J. Grieve stated that the request included replacing the existing lattice fence and gate with a brick fence and wooden gate and installing a brick paver walkway leading to the rear of the building.

Mr. Gisler stated that the entrance to the space at the rear of the building will be through the brick patio area. The back half of the building is elevated approximately 30” so there will be a ramp leading to the patio area.

Sandra Carroll made a motion, which was seconded by Lane West, to close the public hearing. The motion carried.

Robert Anderson made a motion, which was seconded by Robert Brown that as a finding of fact the application is complete and that the facts submitted are relevant to the case because the request for a Certificate of Appropriateness – Major Work has met the specified submittal requirements as required by the Town of Southern Pines Unified Development Ordinance. The motion carried.

Robert Anderson made a motion, which was seconded by Robert Brown, that as a finding of fact the application complies with §2.28.10 Criteria for a Certificate of Appropriateness – Major Work, Criteria (A) – (C) as set forth in Attachment A of the staff report. The motion carried.

Therefore, Robert Anderson made a motion, which was seconded by Lane West, to approve HD-06-23. The motion carried.

2. HD-07-23 Certificate of Appropriateness – Major Work; 290 SW Broad Street; Applicant: Iron Horse Capital Group, LLC by Kristen Moracco

Sandy Carroll made a motion, which was seconded by Robert Brown to open the public hearing. The motion carried.

Mr. Grieve stated that the applicants had requested to make exterior renovations that included repainting, installing windows, repairing trim, replacing doors and extending the sidewalk to the rear of the building.

Ms. Moracco stated that the structure was built in the late 1940's and is currently vacant. They plan to repaint the building, install 4' x 6' windows trimmed in white aluminum where windows once existed, install a door where there had been a door at one time, replace the existing exterior light fixtures and mismatched exterior doors. The new doors will be the same with the exception of frosted glass in the rear door. They also plan to extend the pathway from the public right of way to the rear of the building. The proposed building color is Windham Cream with Simply White trim. The light fixtures will be black sconces similar to those along Camelia Way and the pendant light at the entrance replaced with a gold pendant.

Mr. Anderson asked how she arrived at the pendant light that has been proposed as it relates to the black sconces and recommended a different pendant that is more similar to the sconces.

Leslie Brians, federally certified in historic preservation and an architecture specialist, stated that the applicants have gone to great lengths to make sure what was being proposed was compliant with the Historic District Design Guidelines while addressing issues that have occurred due to deferred maintenance. The structure was built in 1949 and it is a colonial revival brick commercial structure with post-WWII commercial architecture. The applicant is going to repaint and repair the decorative character-defining dental cornice and the frieze with an approved color. The existing plate glass windows are wood and aluminum so the applicant's use of plate glass and aluminum for the new windows is appropriate. The windows are being installed in the same location as the previous windows and no historical materials will be damaged in the process. If the applicant chooses to remove the windows in the future they can be bricked in again. The proposed pendant light is more period appropriate than the existing 1990's brass and glass pendant which does not work with the building. It is more of a colonial revival design. It is too tall for the space. The black gooseneck sconces are very typical of 1940's and 1950's additional outside lighting.

Mr. Anderson commented that he felt the pendant light should be a different style.

Lane West made a motion, which was seconded by Sandra Carroll, to close the public hearing. The motion carried.

Robert Brown made a motion, which was seconded by Robert Anderson, that as a finding of fact the application is complete and that the facts submitted are relevant to the case because the request for a Certificate of Appropriateness – Major Work has met the specified submittal requirements as required by the Town of Southern Pines Unified Development Ordinance. The motion carried.

Robert Brown made a motion, which was seconded by Robert Anderson, that as a finding of fact the application complies with §2.28.10 Criteria for a Certificate of Appropriateness – Major Work, Criteria (A) – (C) as set forth in Attachment A of the staff report. The motion carried.

Therefore, Robert Anderson made a motion, which was seconded by Sandra Brown, to approve HD-07-23 with the condition that the pendant be in black finish in lieu of that which was presented. The motion carried.

No unfinished business or new business was discussed.

Sandra Carroll made a motion, which was seconded by Lane West, to adjourn the meeting. The motion carried.

The meeting adjourned at 5:30 PM.

Respectfully submitted:

Cindy Williams
Secretary to the Historic District Commission

Agenda Item

To: Historic District Commission

From: Rachel Mann, Planning & Community Development Specialist

Subject: National Register of Historic Places (NRHP) Nomination- 1250 West New York Avenue

Date: September 14, 2023

I. SUMMARY OF REQUEST:

Town Staff and Mayor Carol Haney received a letter from the State Historic Preservation Office (SHPO) requesting comment on a formal National Register of Historic Places (NRHP) nomination of the former West Southern Pines Primary School, presently known as the West Southern Pines Center. The site was nominated to the NRHP by Heather Fearnbach of Fearnbach History Services, Inc. on behalf of the Southern Pines Land and Housing Trust. The address of this site is 1250 West New York Avenue. The subject parcel is identified as PIN # 857220827460 and Parcel ID # 00036869. Per the Moore County tax records, the property owner is listed as Southern Pines Land and Housing Trust. The subject property is zoned FRR (Facilities Resources Recreation).

The NRHP (“National Register”) is the nation’s official list of historic buildings, structures, objects, sites, and districts that have been deemed worthy of preservation for their significance in American history, architecture, archeology, and culture. Properties listed on the NRHP are nominated at a local, state, or national level of significance depending on the geographical range of the importance of a property or its associations. Most properties, including this one, are recommended to be listed at the local level of significance.

As a Certified Local Government (CLG), Southern Pines is required to review all new nominations to the NRHP for sites, structures, and districts within the Town’s boundaries. As part of the NRHP review process, the HDC can provide comments on the application based on their shared expertise. The HDC should also provide a recommendation on the nomination. Furthermore, the HDC is required to allow for public comment per Southern Pines’ CLG agreement. The agreement states, “Provide for adequate public participation in the historic preservation program, including the process of recommending properties to the National Register of Historic Places (North Carolina General Statutes 160A-400.1 through 14 and Guidelines Section II.F and Section VI).”

II. NRHP CRITERIA FOR EVALUATION

There are two features to consider when determining eligibility for the NRHP:

1. Historic Significance

The property must be associated with at least one of the following criteria:

- Criterion A: Important Events or Patterns of History.
- Criterion B: Important Historical Figure.
- Criterion C: Important Example of Period Architecture, Landscape, or Engineering.
- Criterion D: Information it is likely to yield (Archeology).

The NRHP nomination finds that the site is significant under Criterion A for its association with events that have made a significant contribution to the broad patterns of our history and Criterion C as an important example of period architecture. Specifically, the NRHP nomination speaks of the site's significance in the areas of "Education, Black Heritage, and Architecture"

2. Historic Integrity. The seven aspects of integrity are:

- Location: Where the historic property was constructed or the place where the historic event occurred.
- Design: Combination of elements that create the form, plan, space, structure, and style of a property.
- Setting: Physical environment of a historic property. This includes elements such as topographic features (such as the crest of a hill), vegetation, manmade features (such as paths or fences), and relationships between buildings.
- Materials: Physical elements that were combined or deposited during a particular period of time and in a particular pattern or configuration to form a historic property.
- Workmanship: Physical evidence of the crafts of a particular culture or people during any given period in history or prehistory.
- Feeling: Property's expression of the aesthetic or historic sense of a particular of time.
- Association: Direct link between an important historic event or person and a historic property.

To assess the integrity, consider the following:

- Does the building or site reflect the physical features that existed during its period of significance?

- Would someone from the past who traveled to the future recognize the building?
- What elements of integrity are the most important to this site? Does it reflect those?

III. PROCESS FOR LISTING A PROPERTY ON THE NRHP

1. Nominations are submitted to the State Historic Preservation Office (SHPO) for review. Most nominations are prepared by private consultants hired either by individual property owners or by local governments or organizations. In this case, the nomination was prepared by a private consultant on behalf of the property owner, the Southern Pines Land and Housing Trust.
2. SHPO staff provide guidance and work with applicants to review and revise the NRHP applications.
3. The local government is notified of the NRHP nomination, and the local Historic District Commission is given the opportunity to provide comments and a recommendation prior to the National Register Advisory Committee (NRAC) reviewing the application.
4. The NRAC reviews the application and forwards a recommendation on the nomination to the Keeper of the National Register for final approval.

IV. ATTACHMENTS

1. Letter from SHPO and the draft NRHP nomination for the West Southern Pines School at 1250 West New York Avenue, Southern Pines NC
2. North Carolina Historic Preservation Office- National Register Fact Sheet
3. North Carolina Historic Preservation Office – NR Criteria for Evaluation
4. National Register Bulletin: How to Apply the National Register Criteria for Evaluation



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

Ramona M. Bartos, Administrator

Governor Roy Cooper
Secretary D. Reid Wilson

Office of Archives and History
Deputy Secretary Darin J. Waters, Ph.D.

August 7, 2023

Ms. Rachel Mann, Planning and Development Specialist
Southern Pines Historic District Commission
801 SE Service Rd.
Southern Pines, NC 28387

RE: West Southern Pines School, 1250 West New York Avenue, Southern Pines, Moore County

Dear Ms. Mann:

Enclosed is a copy of the nomination for the West Southern Pines School, which is scheduled for presentation to the North Carolina National Register Advisory Committee on October 12, 2023. For more information about meeting details and updates on how to view the meeting, please visit the Secretary of State's Public Meeting Calendar at https://sosnc.gov/online_services/calendar/Search and search "National Register Advisory Committee."

As a Certified Local Government, you have sixty (60) days in which to comment on the proposed nomination. If you do not respond by October 11, 2023 on the proposed nomination, approval of it will be assumed. Please note that the Southern Pines Historic District Commission is to provide an opportunity for public comment on this nomination according to the terms specified in the certification agreement the town signed with this office. A copy of your notice to the public should be forwarded to our office along with any comments that the Southern Pines Historic District Commission and Mayor Haney or the Southern Pines Town Council wish to make on the nomination to satisfy federal and state requirements.

Please use the enclosed comment forms to send us the responses. If you have any questions concerning this nomination, we will be happy to help. Please direct any inquiries to our State Historic Preservation Office's National Register Coordinator, Jeff Smith, at jeff.smith@dncr.nc.gov.

Sincerely,

Darin J. Waters
State Historic Preservation Officer

DJW/ssh

Enclosures

Rachel Mann, Planning & Development Spec
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August 7, 2023

cc: Mayor Carol Haney, Town of Southern Pines



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

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August 7, 2023

Mayor Carol Haney
Town of Southern Pines
125 SE Broad Street
Southern Pines, NC 38387

RE: West Southern Pines School, 1250 West New York Avenue, Southern Pines, Moore County

Dear Mayor Haney:

Enclosed is a copy of the nomination for the West Southern Pines School, which is scheduled for presentation to the North Carolina National Register Advisory Committee on October 12, 2023. For more information about meeting details and updates on how to view the meeting, please visit the Secretary of State's Public Meeting Calendar at https://sosnc.gov/online_services/calendar/Search and search "National Register Advisory Committee."

As a Certified Local Government, you have sixty (60) days in which to comment on the proposed nomination. If you do not respond by October 11, 2023 on the proposed nomination, approval of it will be assumed. Please note that the Southern Pines Historic District Commission is to provide an opportunity for public comment on this nomination according to the terms specified in the certification agreement the town signed with this office. A copy of your notice to the public should be forwarded to our office along with any comments that you, the Southern Pines Town Council, or the Southern Pines Historic District Commission wish to make on the nomination to satisfy federal and state requirements.

Please use the enclosed comment forms to send us the responses. If you have any questions concerning this nomination, we will be happy to help. Please direct any inquiries to our State Historic Preservation Office's National Register Coordinator, Jeff Smith, at jeff.smith@dncr.nc.gov.

Sincerely,

Darin J. Waters
State Historic Preservation Officer

DJW/ssh

Enclosures

Mayor Carol Haney
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August 7, 2023

cc: Rachel Mann, Planning and Development Specialist, Southern Pines Historic District Commission

THE CLG COMMISSION SHOULD COMPLETE **ONE** OF THE FOLLOWING PARAGRAPHS:

A. We, the **Southern Pines Historic District Commission**, have reviewed and discussed the nomination for **West Southern Pines School** and find that the property **meets** the criteria for listing in the National Register of Historic Places as stated in Section 8 of the report. We, therefore, **recommend** that the property be submitted for listing in the Register.

Commission chair's signature and date

B. We, the **Southern Pines Historic District Commission**, have reviewed and discussed the nomination for **West Southern Pines School** and find that the property **does not meet** the criteria for listing in the National Register of Historic Places as stated in Section 8 of the report. We, therefore, **do not recommend** that the property be submitted for listing in the Register. The reasons for our findings concerning this nomination are stated below (use additional sheet if necessary).

Commission chair's signature and date

CERTIFIED LOCAL GOVERNMENTS AND THE NATIONAL REGISTER

The federal and state guidelines for the Certified Local Government Program require that the CLGs participate in the process of nominating properties to the National Register of Historic Places. This participation involves the review of nominations within the jurisdiction of the CLG by the CLG Commission and the chief elected local official. Opportunity for public comment must be provided during the 60-day comment period. The commission and the chief elected official are required to submit comments to the State Historic Preservation Office and the owner of the property relaying their findings as to the eligibility of the property under consideration for listing in the National Register. The attached forms are provided for you to facilitate your review of nominations and your submittal of comments to the State Historic Preservation Office. A copy of the criteria for listing in the National Register is also enclosed for your reference and use.

Although the federal regulations governing the CLG program call for the chief elected local official to provide comments on proposed National Register nominations within the CLG jurisdiction, North Carolina law stipulates that the mayor or chairman of the board of county commissioners may act only in an administrative capacity on behalf of the local governing board. If a certified local government has doubts about the legality of the chief elected official assuming sole responsibility for comments on proposed National Register nominations, it may wish to consider two alternatives: 1) having the governing board review the nominations or 2) having the governing board pass a resolution granting the chief elected local official the authority to furnish comments on behalf of the governing board.

In order to fulfill the required comment procedures, please complete the information below and the appropriate comment paragraph that is attached after you have reviewed the nomination. This information should be returned to:

Jeff Smith, National Register Coordinator

State Historic Preservation Office

4617 Mail Service Center

Raleigh, North Carolina 27699-4617

COMMENTS ARE DUE IN THE STATE HISTORIC PRESERVATION OFFICE BY: **October 11, 2023**

1. Name of Certified Local Government: **Town of Southern Pines**
2. Name of CLG Commission: **Southern Pines Historic District Commission**
3. Property being reviewed for nomination: **West Southern Pines School**
4. Please attach documentation of the measures taken to provide for public comment during the nomination review and a record of any comments received, as per your certification agreement with the State Historic Preservation Office.
5. In approving local governments for certification, the SHPO may have stipulated that the Commission obtain the services of professional historians, architectural historians, or archaeologists when reviewing National Register nominations if those disciplines are not represented in the Commission membership. If this stipulation applies to you, please note the name of the professional you consulted below and his/her appropriate field. If you have any questions about the applicability of this stipulation to your commission, contact Kristi Brantley, Certified Local Government Coordinator, State Historic Preservation Office at 919.814.6576.

**Representative Photos
West Southern Pines School
Moore County**



1978/1988 Classroom building, south elevation, looking west.



South elevation, looking west.

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 West Southern Pines School

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

2. Location

street & number 1250 West New York Avenue

N/A not for publication

city or town Southern Pines

N/A vicinity

state North Carolina code NC county Moore code 125 zip code 28387

3. State/Federal Agency Certification

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

Signature of certifying official/Title _____ Date _____

North Carolina Department of Natural and Cultural Resources

State or Federal agency and bureau

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

Signature of certifying official/Title _____ Date _____

State or Federal agency and bureau

4. National Park Service Certification

I hereby certify that the property is:

☐ entered in the National Register

☐ See continuation sheet

☐ determined eligible for the
National Register.

☐ See continuation sheet

☐ determined not eligible for the
National Register

☐ removed from the National
Register.

☐ other, (explain): _____

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

Number of Resources within Property

(Do not include previously listed resources in count.)

Contributing

Noncontributing

9	5	buildings
0	2	sites
0	0	structures
0	0	objects
9	7	Total

Name of related multiple property listing

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

N/A

Number of Contributing resources previously listed in the National Register

N/A

6. Function or Use**Historic Functions**

(Enter categories from instructions)

EDUCATION: School

RECREATION AND CULTURE: Sports Facility

Current Functions

(Enter categories from instructions)

VACANT

RECREATION AND CULTURE: Sports Facility

7. Description**Architectural Classification**

(Enter categories from instructions)

MODERN MOVEMENT

Materials

(Enter categories from instructions)

foundation BRICK

walls BRICK

WOOD

roof SYNTHETICS: Rubber

ASPHALT

other

Narrative Description

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

8. Statement of Significance**Applicable National Register Criteria**

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

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

Criteria Considerations

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

Property is:

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

Areas of Significance

(Enter categories from instructions)

Education

Ethnic Heritage: Black

Architecture

Period of Significance

1951-1973

Significant Dates

1951

1955

1956

1957

1958

1963

1964

1965

1966

Significant Person

(Complete if Criterion B is marked)

NA

Cultural Affiliation

African American

Architect/Builder

Deitrick, William Henley, architect (gymnasium)

Thomas T. Hayes Jr. and Associates, architect

Hayes, Howell and Associates, architect

Hayes-Howell Architects

D. R. Allen and Sons, contractor (1956 classroom bldg.)

Narrative Statement of Significance

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

9. Major Bibliographical References**Bibliography**

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

Previous documentation on file (NPS):

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

Primary location of additional data:

- ☒ State Historic Preservation Office
- ☐ Other State Agency
- ☐ Federal Agency
- ☐ Local Government
- ☐ University
- ☒ Other

Name of repository: Moore County Schools office,

Carthage

State Library, Raleigh

10. Geographical DataAcreage of Property 10.73 acres

See Latitude/Longitude coordinates continuation sheet

UTM References

(Place additional UTM references on a continuation sheet.)

1
Zone Easting Northing

2

3
Zone Easting Northing

4
See continuation sheet

Verbal Boundary Description

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

Boundary Justification

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

11. Form Prepared Byname/title Heather Fearnbachorganization Fearnbach History Services, Inc.date 2/1/2023street & number 3334 Nottingham Roadtelephone 336-765-2661city or town Winston-Salemstate NCzip code 27104**Additional Documentation**

Submit the following items with the completed form:

Continuation Sheets**Maps**A **USGS map** (7.5 or 15 minute series) indicating the property's locationA **Sketch map** for historic districts and properties having large acreage or numerous resources.**Photographs**Representative **black and white photographs** of the property.**Additional items**

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

Property Owner

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

name Southern Pines Land and Housing Trust, c/o Sandra Dalesstreet & number 1250 West New York Avenuetelephone 910-877-1654city or town Southern Pinesstate NCzip code 28387

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

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

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Section number 7 Page 1

West Southern Pines School
Moore County, NC

8. Architect/Builder (continued)

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

Section 7. Narrative Description

Setting

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

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

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

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Section number 7 Page 2 West Southern Pines School
Moore County, NC

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

Site Evolution

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

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

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

¹ Moore County Map Book 1, p. 70.

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

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

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

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

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West Southern Pines School students before 1973 were extant. Blanchie Carter Discovery Park has provided an outdoor play and learning environment for the community since 1999. Amenities include a pavilion, gazebo, soccer field, trails, benches, steel-frame slide and climbing equipment, and water fountains. The Southern Pines Land and Housing Trust (SPLHT) has maintained the park since acquiring the property with the campus in December 2021.⁶ The park was excluded from the National Register Boundary since the site bears no resemblance to its appearance during the period of significance.

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

Campus Building Characteristics

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

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

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

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

Resource List

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Integrity Statement

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

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

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

Archaeological Potential Statement

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

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Section 8. Statement of Significance

West Southern Pines School possesses significance at the local level under Criterion A in the areas of education and Black ethnic heritage and Criterion C for architecture. The historically African American campus grew from a no-longer-extant two-story, brick, 1925 school that fronted West New York Avenue to an eleven-building complex occupying a 9.44-acre tract. The 1925 school was built on land purchased by Black citizens of West Southern Pines (an independently incorporated Black municipality from 1923 until 1931) and conveyed to the Moore County Board of Education in 1924. The nine buildings erected on the West Southern Pines School campus from 1952 through 1966 manifest the Southern Pines Board of Education's efforts to "equalize" rather than integrate its Black and white campuses. All display the functional Modernism frequently employed in mid-twentieth-century educational architecture. Raleigh architect William Henley Deitrick's firm rendered drawings for the 1951 gymnasium. Southern Pines architect Thomas T. Hayes Jr.'s namesake firm and its successors designed nine buildings erected between 1955 and 1988 in an economical manner that allowed for rapid construction, flexible use, and future expansion. The campus exemplifies the North Carolina Department of Education's initiative to supply students with spacious, well-ventilated, and amply lit instructional areas. The one-story flat-roofed brick-veneered buildings are characterized by angular form, horizontal massing, and tall, rectangular, steel-frame, multi-pane windows. Utilitarian, resilient finishes such as painted concrete-block walls, rectangular pastel-hued glazed-ceramic-tile wainscoting, acoustical-tile ceilings, and terrazzo, ceramic tile, and vinyl-composition-tile floors remain throughout the campus. The classroom additions accommodated changing educational curricula and increased enrollment. The kitchen supplied sanitary food service facilities, while the cafeteria provided a spacious venue for meals. The auditorium and gymnasium hosted myriad cultural and athletic events and served as community gathering places. The campus is one of the most intact mid-twentieth-century educational facilities in Moore County. West Southern Pines School became Southern Pines Elementary School when the Moore County Board of Education's integration plan was fully implemented in fall 1969. The campus operated as Southern Pines Primary School from fall 2001 until December 31, 2020. The period of significance begins in 1951, when the gymnasium was placed into service, and ends in 1973. The school's function after 1973 is not of exceptional significance.

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

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

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

Although Reconstruction policies included the promise of universal access to quality academic instruction, this pledge was not fulfilled. Only forty-three African American and 367 white youth attended Moore County public schools in 1870. White students had the opportunity to study at six private schools in 1872.¹² The North Carolina General Assembly, mandated by the state's 1868 constitution to provide free public education for all children, adopted in 1875 an amendment that allowed for the creation of "separate but equal" schools. As educational facilities relied on inequitably distributed local funding, this policy left Black students with inferior buildings and supplies, shorter terms, and fewer instructors. Despite these challenges, African American leaders promoted education as a means of realizing individual potential and strengthening communities by facilitating access to future opportunities. The State Colored Education Convention, composed of 140 delegates from forty counties, met in Raleigh in 1877 to plan systemic educational improvements. Politicians in Charlotte, Greensboro, Raleigh, Washington, and Winston soon sponsored initiatives to create the state's first Black graded schools. Aspiring African American teachers undertook advanced studies at normal schools established by religious denominations and private entities in Charlotte, Concord, Elizabeth City, Fayetteville, Franklinton, Greensboro, Goldsboro, Plymouth, Raleigh, Salisbury, and Winston.¹³

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

¹¹ "Carthage Academies," *Fayetteville Observer*, June 3, 1858, p. 2; Emma King, "Some Aspects of the Works of the Society of Friends for Negro Education in North Carolina," *The North Carolina Historical Review*, Volume I, Number 4, October 1924, 403; Jeffrey J. Crow, Paul D. Escott and Flora J. Hatley, *A History of African Americans in North Carolina* (Raleigh: North Carolina Department of Cultural Resources, 1992), 153; Elbert Carl Brady, "The Development and Present Status of Public Education in Moore County, North Carolina," M. A. thesis, Duke University, 1933, pp. 42-48; U. S. Census, 1840 and 1850; Levi Branson, *Branson's North Carolina Business Directory 1867* (Raleigh: Levi Branson, 1867), 77; Blackwell P. Robinson, *A History of Moore County, North Carolina, 1747-1847* (Southern Pines: Moore County Historical Association, 1956), 162-164.

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

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

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

West Southern Pines Schools

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

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

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

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

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

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

More state funding became available in the early 1910s when the general assembly designated capital for extensive improvements to all public schools. Municipal and county boards of education implemented more stringent teacher qualification standards, undertook building renovation and construction, and consolidated smaller schools. Between 1910 and 1912, rural North Carolina communities erected 132 African American and 574 white schools, many using plans distributed by the Department of Public Instruction. In 1912, the state enumerated 2,226 rural and 105 urban Black schools and 5,265 rural and 181 urban white schools.¹⁹

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

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

¹⁹ State legislators first allocated funds for black elementary schools in 1910. Sanborn Map Company, "Southern Pines," April 1915, Sheet 6; Jim Sumner, "The Development of North Carolina's Public School System through 1940," context essay prepared for the Survey and Planning Branch of the North Carolina Historic Preservation Office, 1990, 5-6; William S. Powell, *North Carolina through Four Centuries* (Chapel Hill: University of North Carolina Press, 1989), 445-447; North

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The MCBE accelerated its school improvement program during the 1910s, operating ninety-four public schools in the county's nine townships by 1917. Twenty-nine schools served African American students, ten of which had been erected since 1907. With few exceptions, one or two teachers provided first-through seventh-grade instruction. A 1917 census conducted by Moore County school district committees calculated that 2,214 Black and 4,577 white youth resided in the county. However, school superintendent John A. McLeod reported that daily attendance averaged only about 1,080 of 1,638 enrolled African American youth and 2,176 of 3,468 enrolled white children. At West Southern Pines School, which had the highest enrollment of the three African American schools in McNeill's Township, seventy-seven of 107 youth regularly attended classes taught by George C. and Emma Murphy. Moore County's four high schools in Aberdeen, Carthage, Eureka, and Jackson Springs educated white teenagers.²⁰ Beginning around 1918, North Carolina's first public secondary schools for Black youth, located in highly populated counties such as Durham, Forsyth, Guilford, Mecklenburg, and Wake, offered a few years of high school coursework. Earlier private schools including Palmer Memorial Institute in Guilford County, established in 1902 by African American educator Charlotte Hawkins Brown, and Laurinburg Institute in Scotland County, created in 1904 by Emmanuel Monty and Tinny McDuffie, remained alternatives for black children from counties such as Moore in which public secondary education was not available.²¹

Despite some progress, inherent disparities between Black and white educational facilities prevailed. Prominent educators including Nathan C. Newbold, James B. Dudley, and Charles H. Moore thus began addressing the appalling condition of African American schools. Newbold, appointed Agent for Rural Black Schools in 1913, remained in that role until becoming the state's first Director of the Division of Negro Education upon its 1921 creation. With the aid of philanthropic concerns such as the Jeanes, Peabody, Rosenwald, and Slater Funds, he hired supervisors and teachers for rural schools and orchestrated building upgrades. Newbold regularly traveled throughout the state to promote Black education.²²

North Carolina strengthened compulsory school attendance legislation in 1919, resulting in escalated enrollment that could not be contained on existing campuses. The Department of Public Instruction's 1921 inventory of 7,467 public schools revealed that 3,698 one-room and 2,460 two-room schools served

Carolina Department of Public Instruction, *Biennial Report of the Superintendent of Public Instruction to Governor W. W. Kitchin for the Scholastic Years 1910-11 and 1911-12* (Raleigh: Edwards and Broughton, 1912), 8-9.

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

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

²² Brown, *A History of the Education of Negroes in North Carolina*, 61, 64; James D. Anderson, *The Education of Blacks in the South, 1860-1935* (Chapel Hill: University of North Carolina Press, 1988), 204; Hugh Victor Brown, *E-Quality Education in North Carolina Among Negroes* (Raleigh: Irving Swain Press, Inc., 1964), 129-130

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the state's children. The vast majority of those buildings were frame, but 81 log and 248 brick structures remained in use. Most housed first through seventh grades; only seventy of one hundred counties, including Moore, operated at least one rural high school.²³ County school superintendents and boards of education subsequently oversaw widespread building enhancements, new school construction, and a consequent reduction in the total number of campuses and school districts. Statewide road improvements facilitated school consolidation by allowing for more efficient busing.

School curriculums changed in 1920 after the Department of Public Instruction implemented academic benchmarks and high school ratings. The school system mandated that institutions interested in standard high school classification offer seventh- through eleventh-grade courses during school sessions of at least 160 days, possess a minimum of 3 certified teachers and 45 pupils in average daily attendance, and execute a department-approved study program utilizing appropriate materials. To improve deficient facilities and instructor caliber, North Carolina disbursed eighteen million dollars in operational funds to public African American elementary and high schools, summer programs, normal schools, and colleges between 1921 and 1925. Of that amount, teacher salaries totaled around ten million dollars, new buildings and equipment five million dollars, and teacher training and higher education almost three million dollars. By the end of the 1920-1921 term, 116 public high schools for white students had attained accreditation. In 1924, the state certified 21 Black campuses: 4 normal, 3 rural, and 14 urban schools. At the close of the 1929-1930 academic year, the Department of Public Instruction enumerated 60 white and 68 black accredited high schools.²⁴

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

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

²⁴ Sumner, "The Development of North Carolina's Public School System through 1940," pp. 17-18, appendices; North Carolina Department of Public Instruction, "Biennial Reports of the Superintendent of Public Instruction," 1921-1930, State Archives of North Carolina, Raleigh; North Carolina State Board of Charities and Public Welfare, "North Carolina's Social Welfare Program for Negroes," Special Bulletin Number 8, Raleigh, N. C., 1926, 42.

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

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

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

²⁶ "Benefit Concert," *Sandhill Citizen* (Southern Pines), April 4, 1924, p. 3; "Moore County Schools," Fisk University Rosenwald Fund Card File Database, Julius Rosenwald Fund Archives, 1917-1948, John Hope and Aurelia E. Franklin Library, Special Collections, Fisk University, <http://rosenwald.fisk.edu> (accessed in August 2022); Moore County Deed Book 92, p. 483; Kyle Obenauer and Claudia Brown, "Rosenwald Schools in North Carolina," National Register of Historic Places Multiple Property Documentation Form, 2015, 29, 41, 46.

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

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

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

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

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

²⁹ J. S. Kirk, Walter A. Cutter and Thomas W. Morse, eds. *Emergency Relief in North Carolina: A Record of the Development and Activities of the North Carolina Emergency Relief Administration, 1932-1935* (Raleigh: North Carolina Emergency Relief Administration, 1936), 502-503.

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

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

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

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

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

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

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

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Moore County, NCSouthern Pines elementary school teacher J. T. Saunders.³⁴

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

School Desegregation in Moore County

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

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

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

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

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

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

⁴⁷ Jeffrey J. Crow, Paul D. Escott, and Flora J. Hatley, *A History of African Americans in North Carolina* (Raleigh: North Carolina Department of Cultural Resources, 1992), 171-173.

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

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

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

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

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

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

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

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Southern Pines Elementary School

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

Mid-twentieth-century Educational Architecture Context

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

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

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

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Architecture critic Lewis Mumford approved of Modernist campus design, characterizing the period's educational buildings as "schools for human beings," a complete departure from the 1930s schools he deemed "self-important WPA barracks." Campuses were regarded as extensions of the home, and were thus erected at a more domestic scale, with plans intended to promote creative, active learning. Crow Island School, erected in Winnetka, Illinois, in 1939-1940, is widely cited as the first public campus to use Modernist design principles to embody progressive education philosophies. Winnetka school superintendent Carleton Washburne guided the architect selection process, awarding the contract to a diverse team: Lawrence B. Perkins, Todd Wheeler, and Philip Will Jr., a young and relatively inexperienced firm; and the internationally-renowned Finnish architect and Cranbrook Academy for the Arts professor Eliel Saarinen and his son Eero Saarinen, who had joined his father's firm in 1938. Their successful collaboration resulted in an innovative child-centered building with a low profile, bands of steel-framed windows, exterior courtyards for each L-shaped classroom, numerous playgrounds, and landscaping intended to create a park-like setting. Crow Island School's design was widely emulated as Perkins, Wheeler, and Will's public relations agent Hal Burnett promoted the project nationally, gaining the firm, which later became Perkins and Will, over five hundred school commissions throughout the country. Endeavors such as the Museum of Modern Art in New York's "Modern Architecture for the Modern School" traveling exhibition, hosted by educational institutions throughout the United States from 1942 until 1946, also generated widespread interest in Modernist school design.⁵⁴

As public school enrollment burgeoned after World War II, many educational buildings were deficient in size and functionality. The schools that replaced them, regardless of architectural style, were designed in an economical manner that facilitated rapid construction with limited resources and implementation of progressive pedagogy. Despite the Modernist movement's international popularity and efforts by those involved in the building trades to promote the style as an economical, up-to-date alternative to period revival architecture, Modernism was slow to gain widespread acceptance in North Carolina. This changed in the late 1940s, when the North Carolina Board of Education and the Superintendent of Public Instruction evaluated educational buildings statewide and found that many were functionally obsolete, lacking code-compliant systems, sufficient classrooms and restrooms, and features such as auditoriums, cafeterias, and gymnasiums. In 1949, the General Assembly allocated fifty million dollars and local bond issues made an additional seventy-five million dollars available for school construction. The desire for progressive campuses led to consultation with North Carolina State College's (NCSC) newly created School of Design faculty, all strong supporters of Modernism. Professors and visiting lecturers including Frank Lloyd Wright, Walter Gropius, and Mies van der Rohe had a significant impact on North Carolina's mid-century built environment, both through the buildings they designed and the students they trained. The School of Design (now the North Carolina State University College of Design) and the

⁵⁴ Janice E. Tubergen, "Crow Island School, Winnetka, Illinois," National Historic Landmark Nomination, 1989, 7.2-3, 8.2, 6-9; Carole Rifkind, *A Field Guide to Contemporary American Architecture* (New York, Penguin Putnam, Inc., 1998), 230; Amy F. Ogata, "Building for Learning in Postwar American Elementary Schools," *Journal of Architectural Historians*, Vol. 67, No. 4, December 2008, 564-567.

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Office of School Construction advocated contemporary architecture at workshops for local officials and architects in 1949 and 1950, and NCSC professor Edward W. Waugh took a leave of absence in 1949 to develop design standards for the Office of School House Planning.⁵⁵

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

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

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

The MCBE operated four elementary (first- through eighth-grade) and eleven union (first- through twelfth-grade) schools in 1959. The Southern Pines and Pinehurst school systems each included two

⁵⁵ Edward Waugh and Elizabeth Waugh, *The South Builds: New Architecture in the Old South* (Chapel Hill: The University of North Carolina Press, 1960), preface, 8; David R. Black, “Early Modern Architecture in Raleigh Associated with the Faculty of the North Carolina State University School of Design, Raleigh, North Carolina,” National Register of Historic Places Multiple Property Documentation Form, 1994, E15-16.

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

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segregated schools for all grades. A 1964 facilities survey of schools in the Aberdeen, Pinehurst, Southern Pines, and West End school districts lists buildings at nine campuses, four of which—Berkley, Vineland, Academy Heights, and West Southern Pines—served African American students. Five schools were built to accommodate white students: Aberdeen, Eagle Springs, East Southern Pines, Pinehurst, and West End. Most have been sold as the school system consolidated and new campuses were erected.⁵⁷

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

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

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

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

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

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

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

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In May 2022, DGH Management, LLC, purchased the Keyser Street campus, a 1949 school with a 1957 classroom and library wing and 1953 gymnasium with two industrial arts classrooms.⁶⁰ Neither of the Aberdeen campuses have been rehabilitated. The buildings appear to be in good condition. The extent of interior modification is unknown.

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

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

The buildings on the West Southern Pines School campus are characterized by angular form and horizontal massing. Concrete-block walls are veneered in pressed red brick except for the cafeteria's

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

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

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

Thomas T. Hayes Jr. and Associates and Successor Firms

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

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

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of Technology. In February 1953, with Loewenstein's blessing, the men partnered to establish Hayes-Marshall Associates. They supervised the Loewenstein firm's projects that were underway in the area until completion. Their first independent Southern Pines commission was the renovation and expansion of Patch's Department Store. In June 1954, Frank Albert DePasquale, a World War II U. S. Army veteran and fellow member of the NCSC class of 1951, joined the firm. After Marshall returned to his hometown of Tulsa, Oklahoma, in January 1955, Hayes and DePasquale established Thomas T. Hayes Jr. and Associates. They recruited another NCSC classmate, William Calvin Howell, to the firm in February 1956. Hayes and Howell partnered in 1960 to create Hayes, Howell and Associates. Three of the firm's architects—Edison J. Willis Jr., Richard T. Mitchell, and Richard B. Schnedl—were elevated to partnership in May 1966.⁶³

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

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

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

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

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Winston-Salem Journal

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Section 10. Geographical Data

Latitude/Longitude Coordinates

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

Verbal Boundary Description

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

Boundary Justification

The nominated tract encompasses most of the acreage historically associated with West Southern Pines School and provides an appropriate setting that conveys the complex's educational function. The west, south, and east boundaries extend beyond the parcel line to include vegetation that is part of the historic landscape. Although Blanchie Carter Discovery Park encompasses acreage to the north acquired in December 1957 by the Southern Pines City Board of Education, the property is excluded from the National Register Boundary since the site bears no resemblance to its appearance during the period of significance. No elements of athletic fields used by West Southern Pines School students before 1973 were extant when the park was created in 1999.

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

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



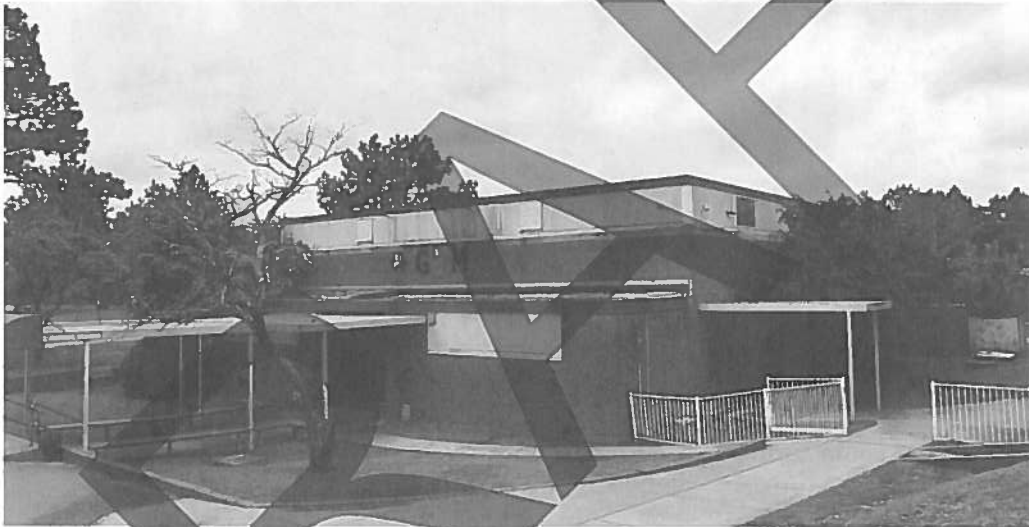
United States Department of the Interior
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Moore County, NC

Current Photographs

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



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



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

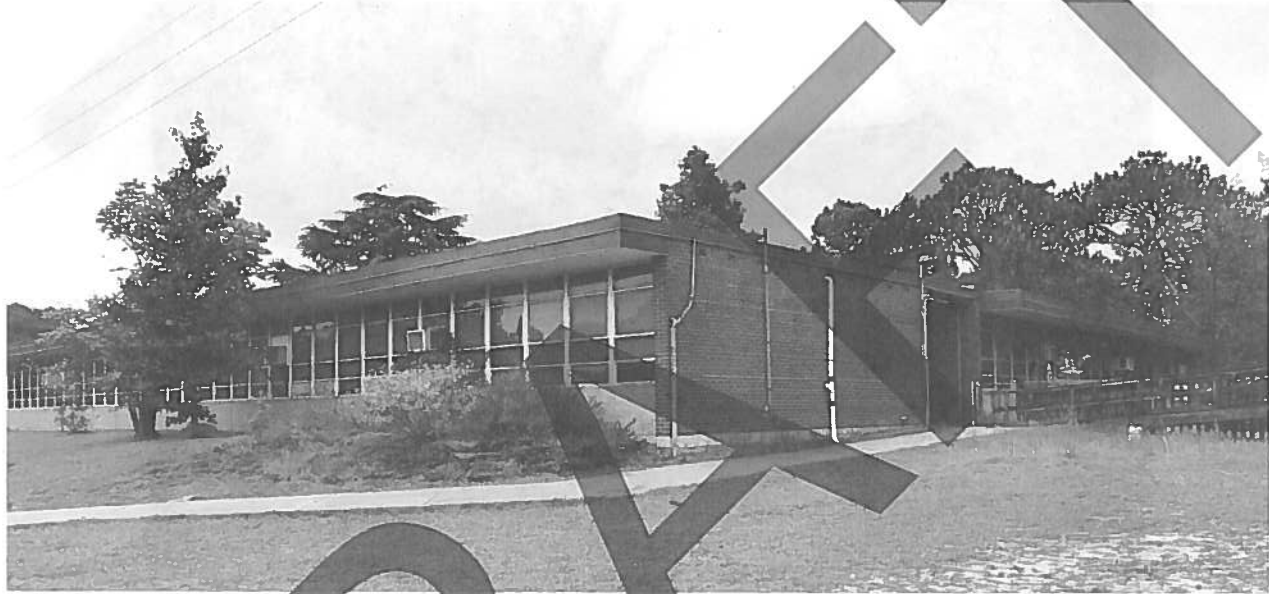


United States Department of the Interior
National Park Service

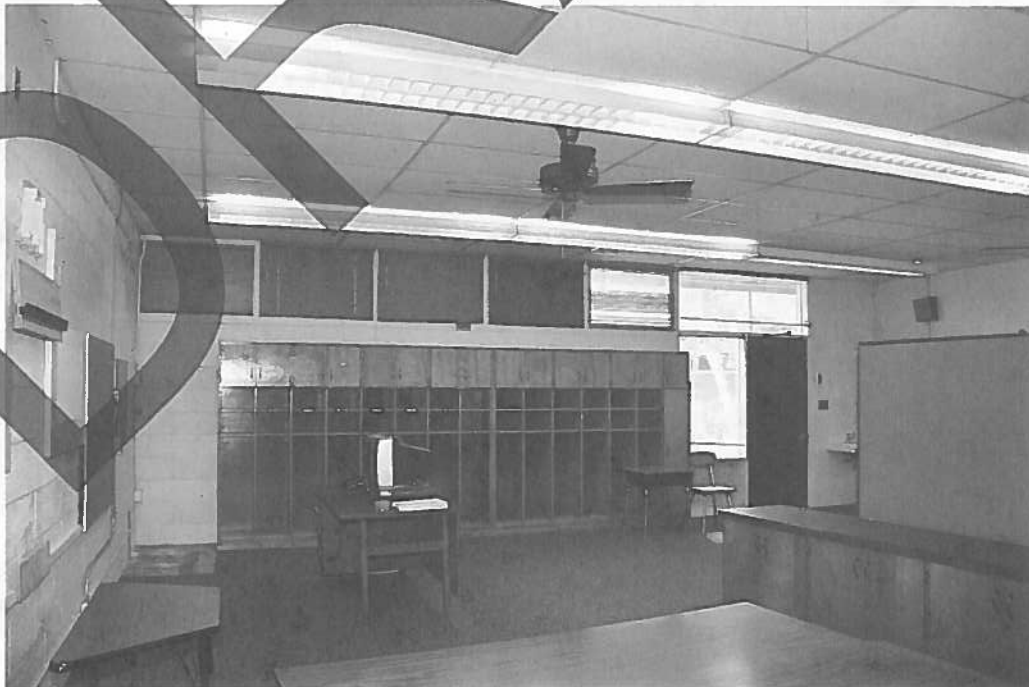
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5. 1956 classroom building, northwest oblique, and 1958 classroom building, west elevation (above)
6. 1956 classroom, looking south (below), Exhibit E



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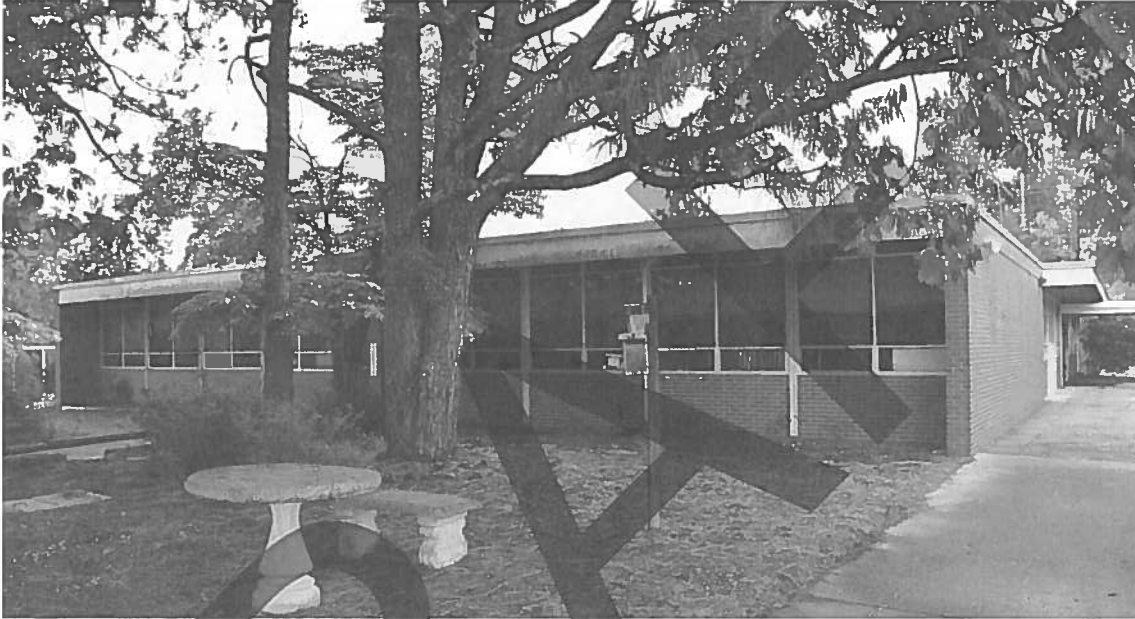
7. 1957 cafeteria, east elevation (above) and 8. looking south (below), Exhibit F



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Moore County, NC



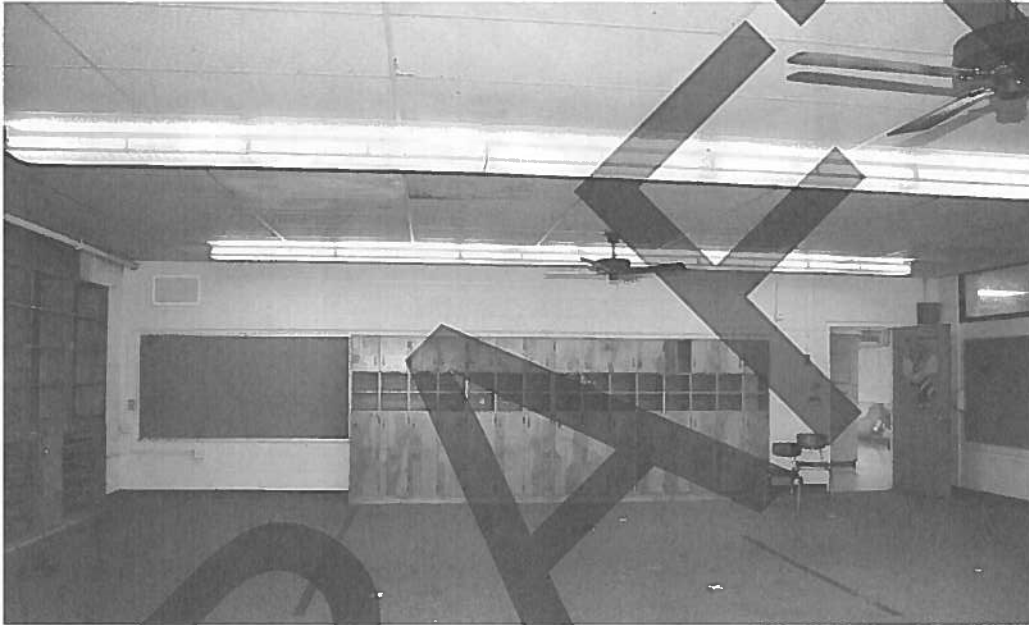
9. 1963 classroom building, southeast oblique (above) and
10. east-west corridor, looking west (below), Exhibit H



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Moore County, NC



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



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Moore County, NC



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



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



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



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



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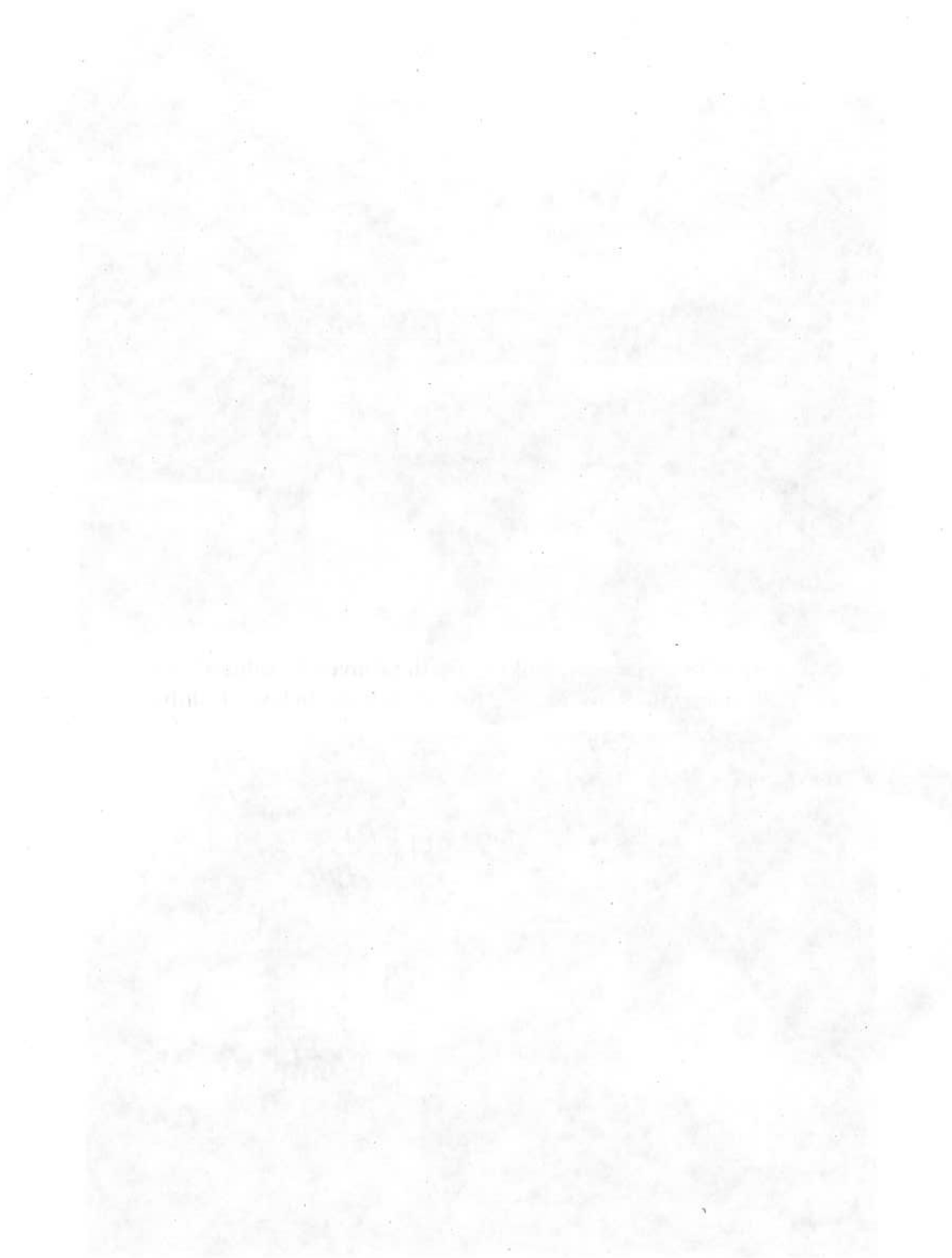
Section number Photos Page 57 West Southern Pines School
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21. east 1978 classroom, looking south (above), Exhibit M, and
22. 1990 classroom building, southeast oblique (below), Exhibit N



Chapter 1: Introduction to the Study of the History of the United States



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

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

D. Latitude: 35.185941
Longitude: -79.405031

West New York Avenue

C. Latitude: 35.184838
Longitude: -79.404065

South Carlisle Street

A. Latitude: 35.184408
Longitude: -79.407542

West Indiana Avenue

B. Latitude: 35.183317
Longitude: -79.406549

200ft



Heather Fearnbach, Fearnbach History Services, Inc. / July 2023
Base 2021 aerial photograph from Moore County GIS @ <https://gis.moorecountync.gov/maps/>

An aerial photograph of the West Southern Pines School campus in Moore County, North Carolina. The image shows various school buildings, parking lots, and surrounding streets. Numbered labels point to specific structures: 1. Gymnasium, 2. Classroom Building, 3. Classroom Building, 4. Cafeteria, 5. Classroom Building, 6. Classroom Building, 7. Administration Building and Library, 8. Classroom Building, 9. H. A. Wilson Auditorium, 10. Classroom Building, 11. Classroom Building, NB, 12. Storage shed I, NB, 13. Storage shed II, NB, 14. Storage shed III, NB, 15. Playground I, NS, 16. Playground II, NS. Some buildings have years associated with them: 1951, 1955, 1956, 1958, 1963, 1966, 1978, 1988, 1990. Other labels include 'Temporary classrooms demolished in 2021' and 'Blanchie Carter Discovery Park'. Street names visible are W NEW YORK AVE, S CAROLINE ST, and MASSACHUSETTS AVE. A scale bar (0-100ft) and north arrow are in the bottom right. A legend box explains the abbreviations: NB = Noncontributing Building, NS = Noncontributing Site. Metadata at the bottom identifies the creator as Heather Fearnbach, dated July 2023, and provides the source URL for the aerial photograph from Moore County GIS.

U. S. Geological Survey
Southern Pines Quadrangle, 2022

SCALE 1:24 000



Block N-15, 1927 acquisition

Original school tract
Block M-15, 1924 deed

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

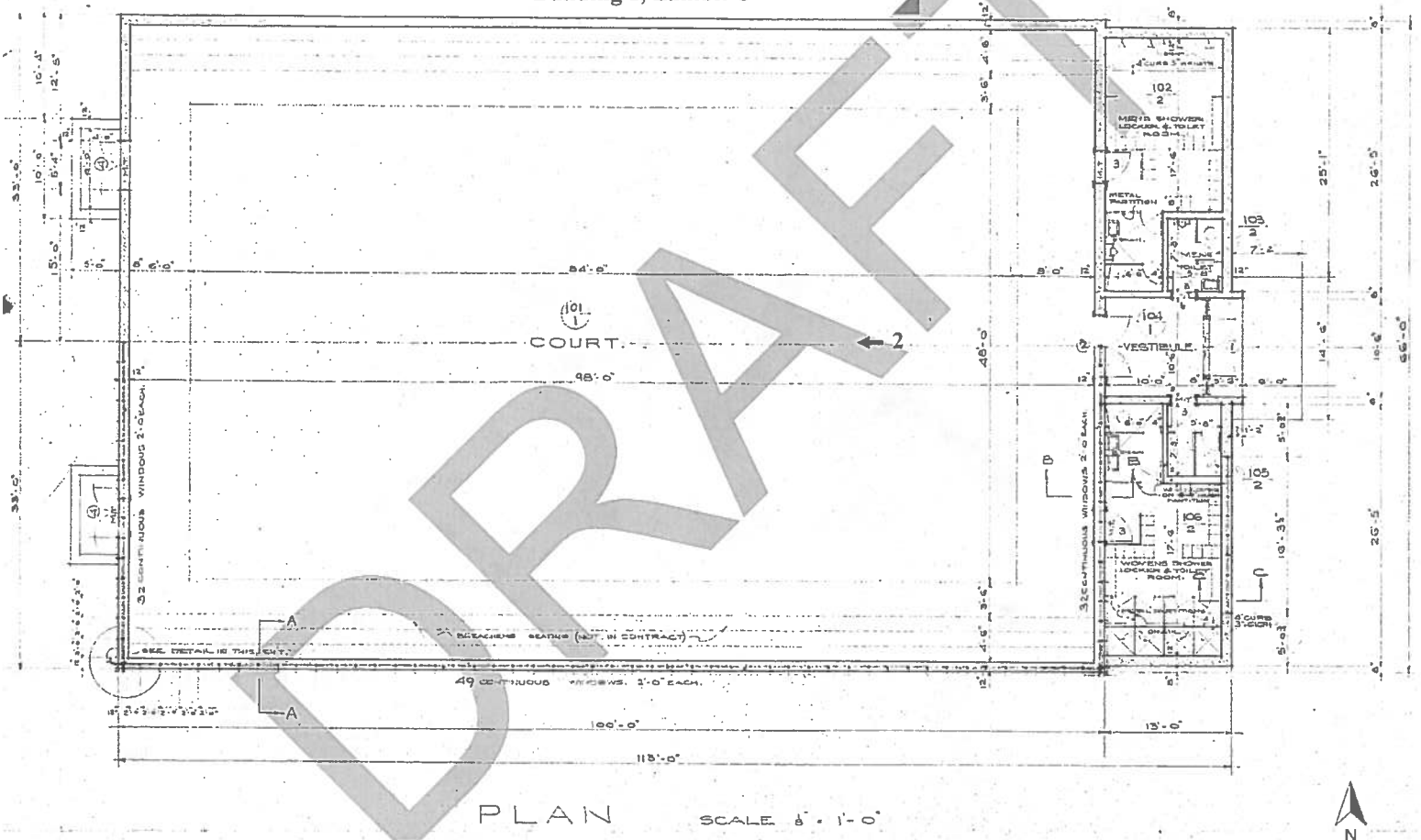
MAP OF
SOUTHERN PINES,
MOORE COUNTY,
N. C.

Moore County Map Book 1, p. 70

Filed Feb 9, 1924
Registered Feb 10, 1924

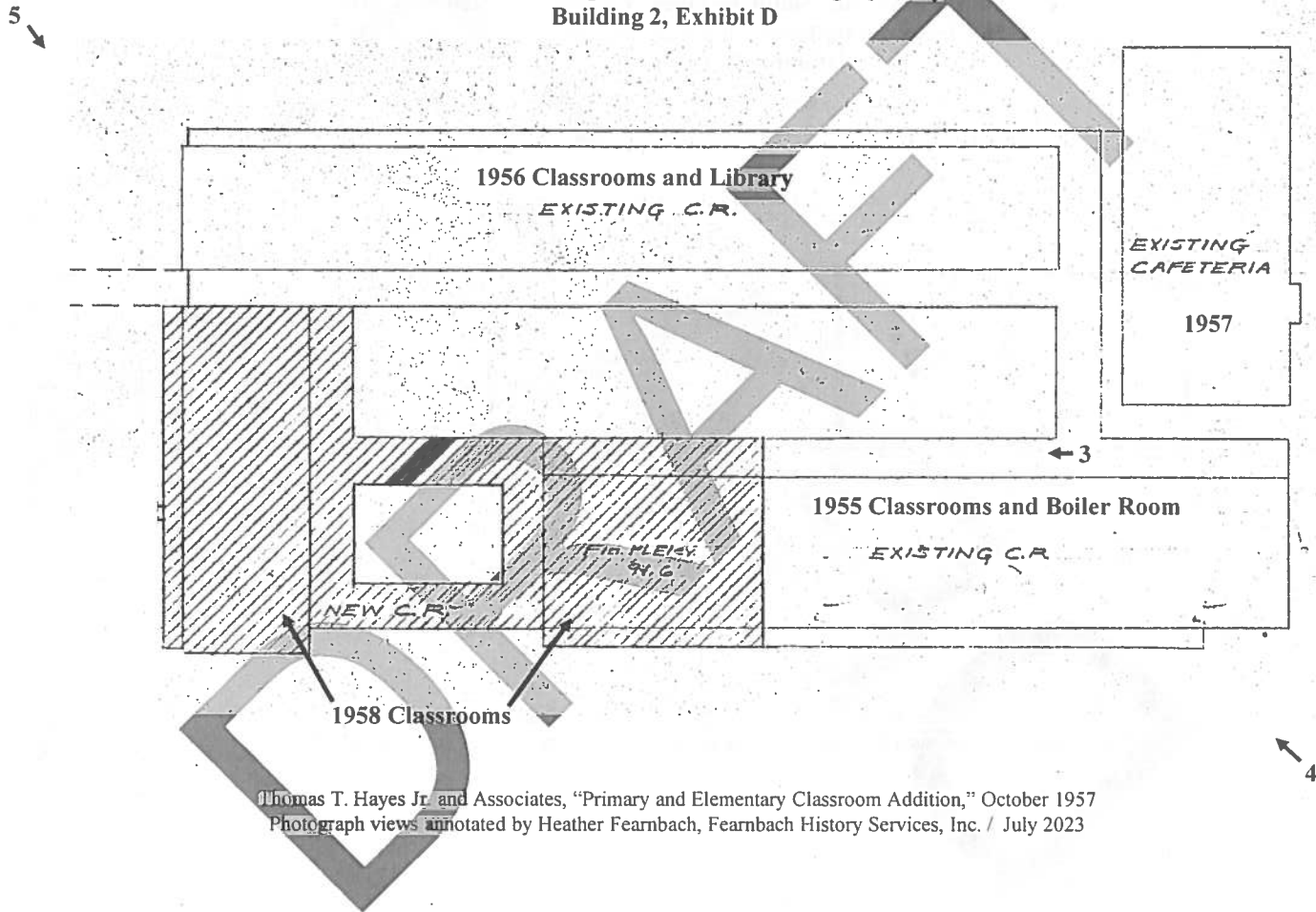
The Ideal Place for Consumptives.

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



Drawn by William Henley Deitrick, Inc., "Gymnasium," October 2, 1950
Photograph views annotated by Heather Feambach, Feambach History Services, Inc. / July 2023

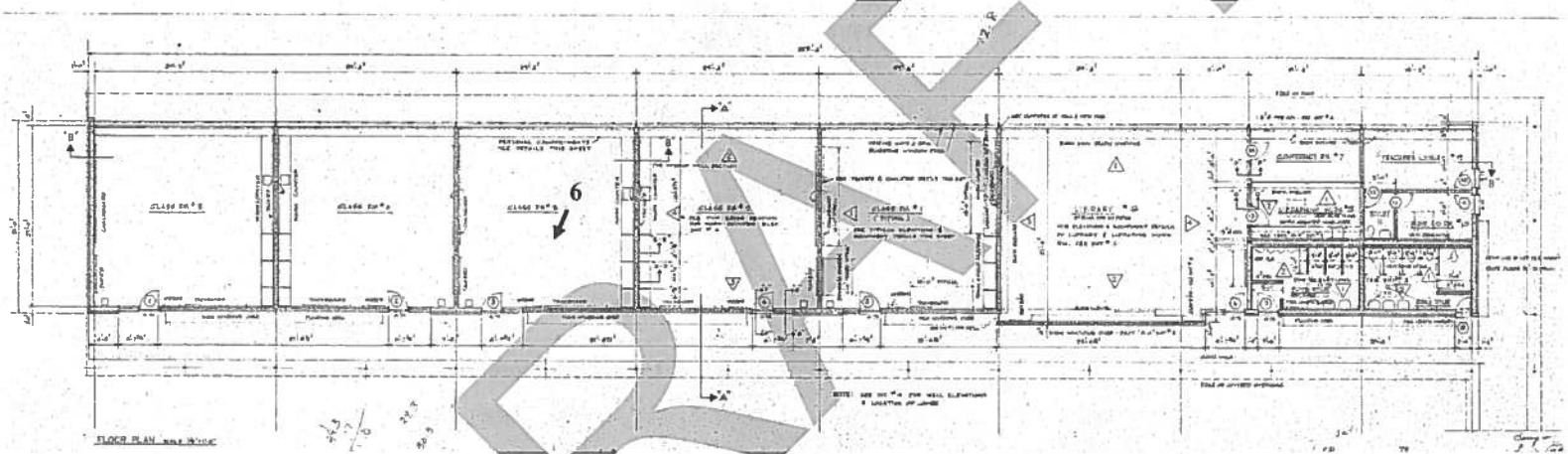
West Southern Pines School
 1250 West New York Avenue, Southern Pines, Moore County, North Carolina
 1955-1958 Buildings Site Plan and Photograph Key
 Building 2, Exhibit D



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

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

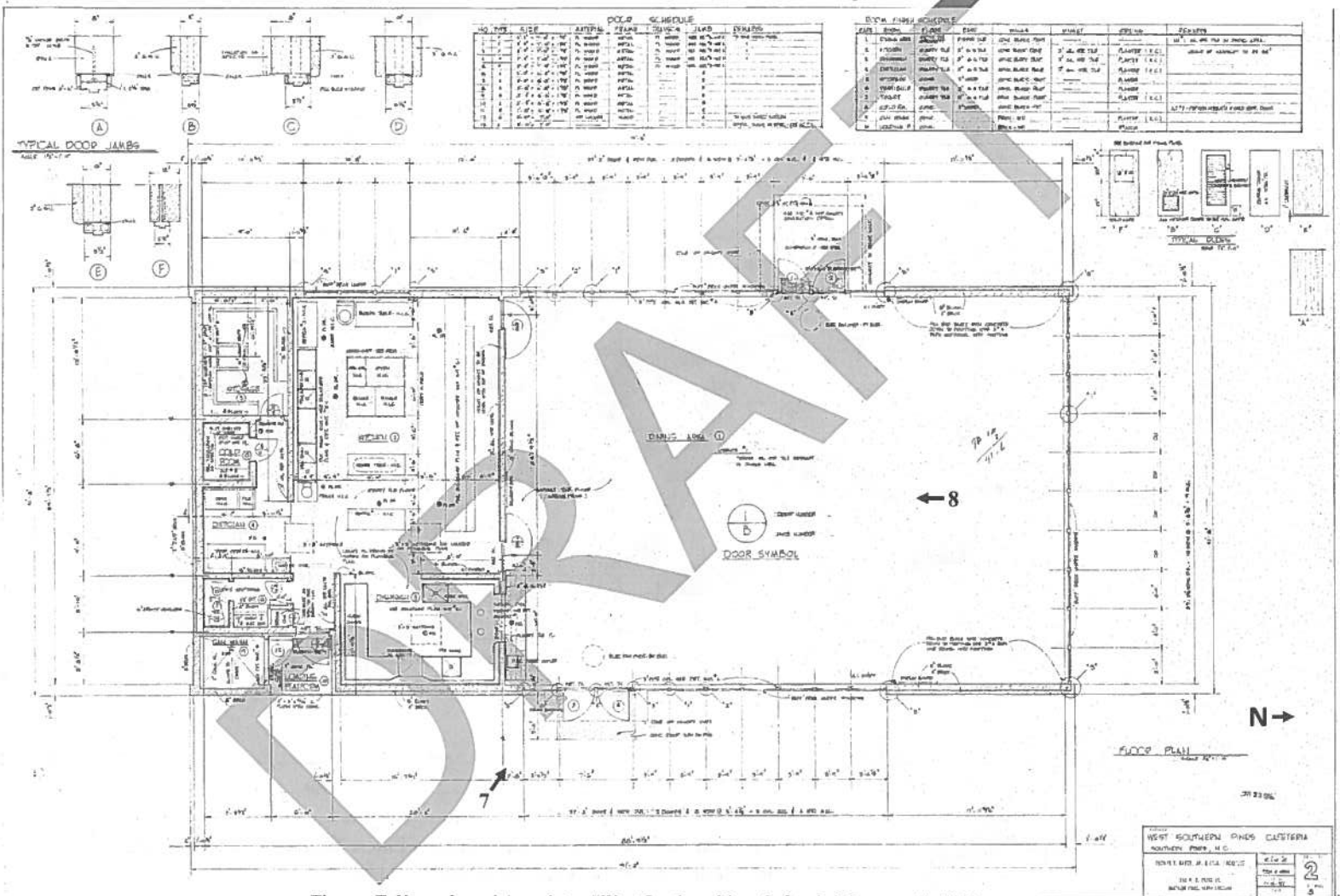
5 ↘



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

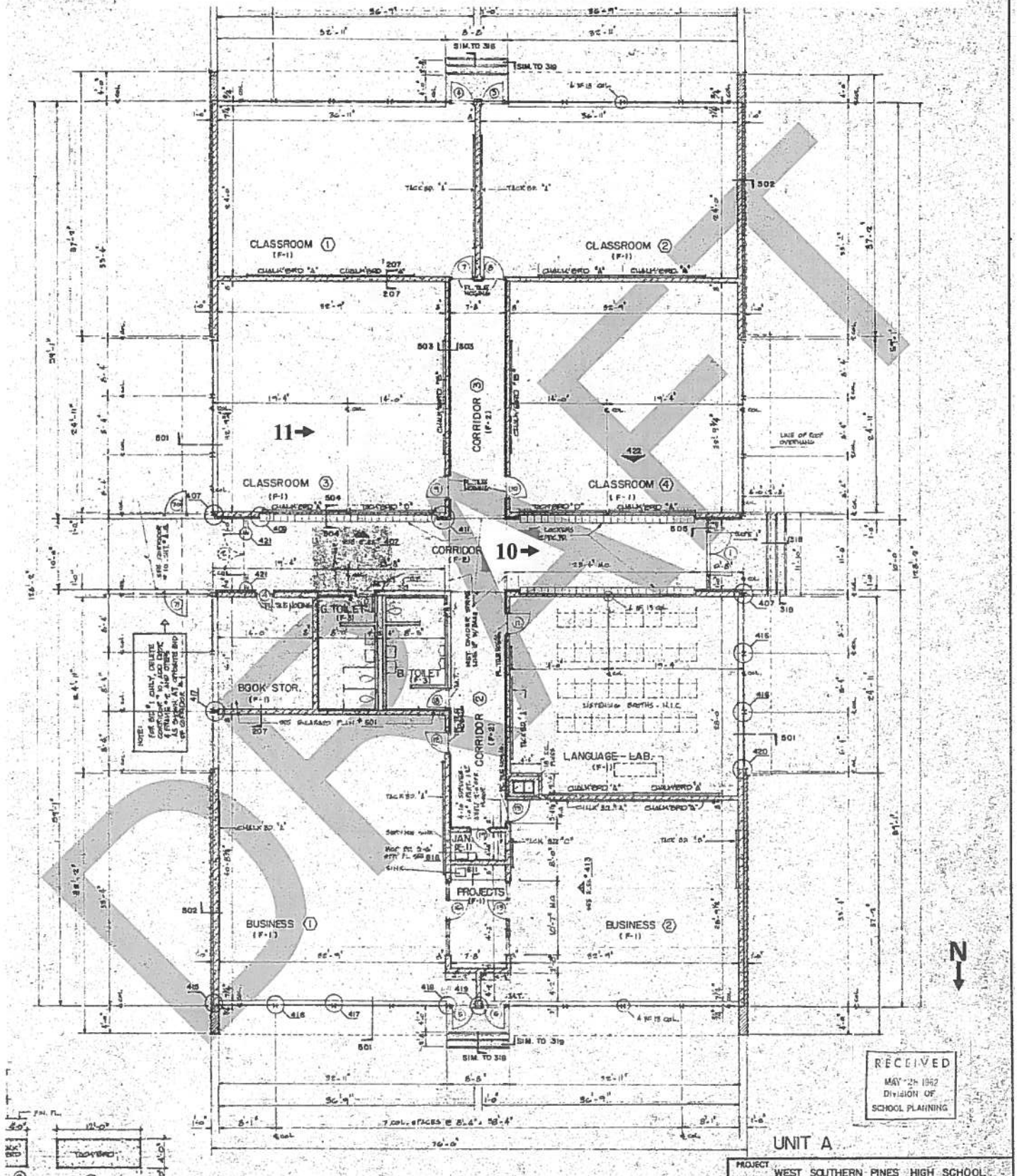


West Southern Pines School, 1250 West New York Avenue, Southern Pines, Moore County, North Carolina
1957 Cafeteria Floor Plan and Photograph Key, Building 4, Exhibit F



9

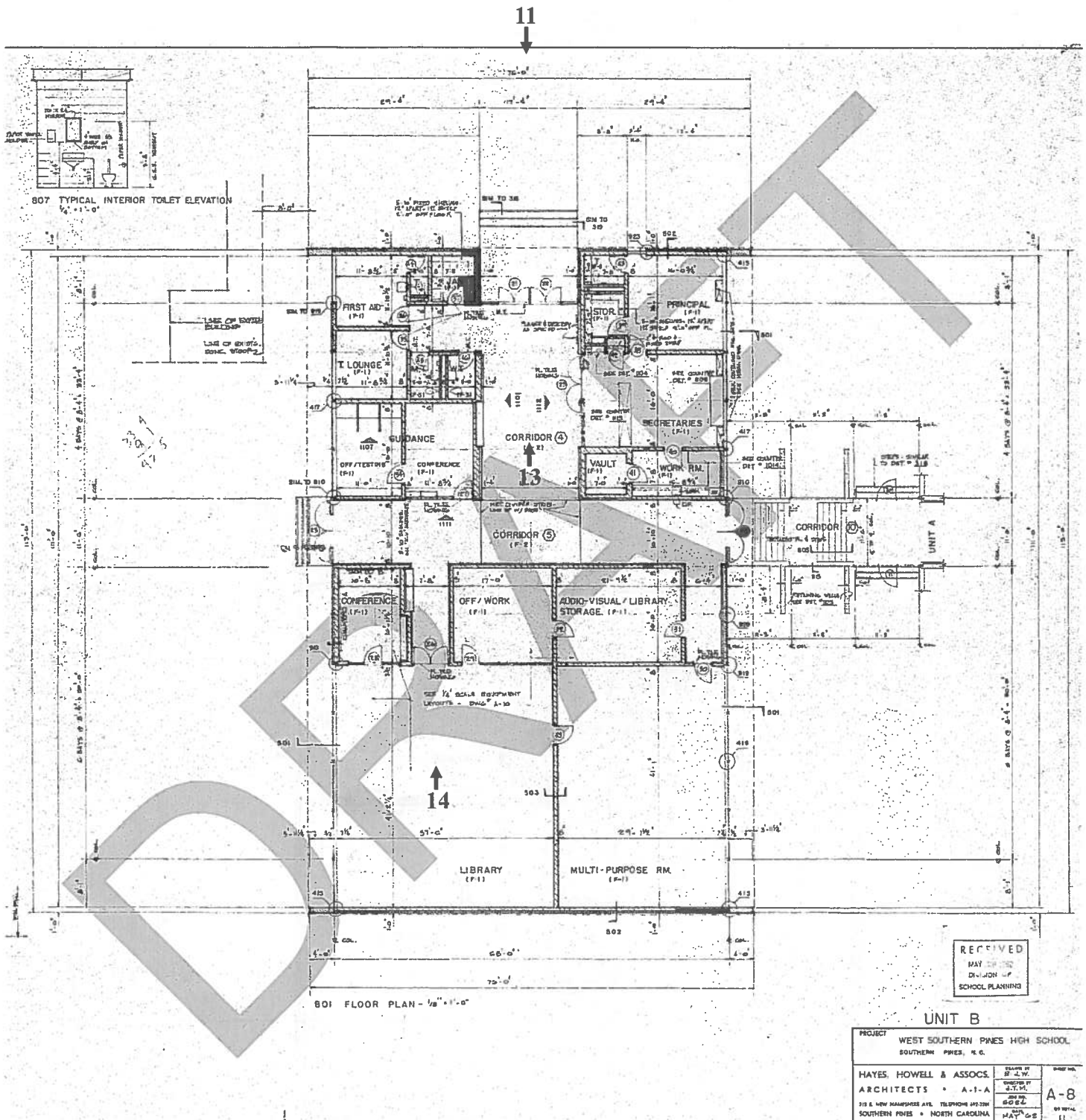
West Southern Pines School, 1250 West New York Avenue, Southern Pines
Moore County, North Carolina, 1963 Classrooms Floor Plan and Photograph Key
Building 6, Exhibit H



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

PROJECT WEST SOUTHERN PINES HIGH SCHOOL SOUTHERN PINES N. C.		DESIGNED BY E. J. W.	DRAWN BY E. J. W.
HAYES, HOWELL & ASSOC. ARCHITECTS • A-1-A		CHECKED BY E. J. W.	DATE MAY 1962
125 N. E. 1904 ST. SOUTHERN PINES • NORTH CAROLINA		TELEPHONE OR 2-221	OPTIONAL 11

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

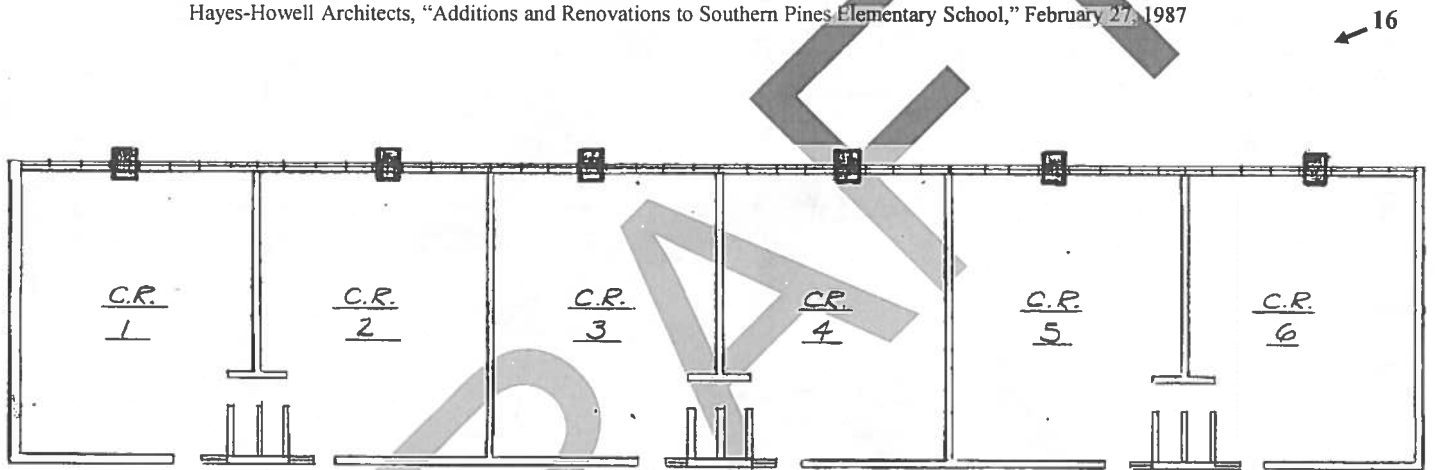


Thomas T. Hayes Jr. and Associates, "West Southern Pines High School," May 1962
Photograph views annotated by Heather Fearnbach, Fearnbach History Services, Inc. / July 2023



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

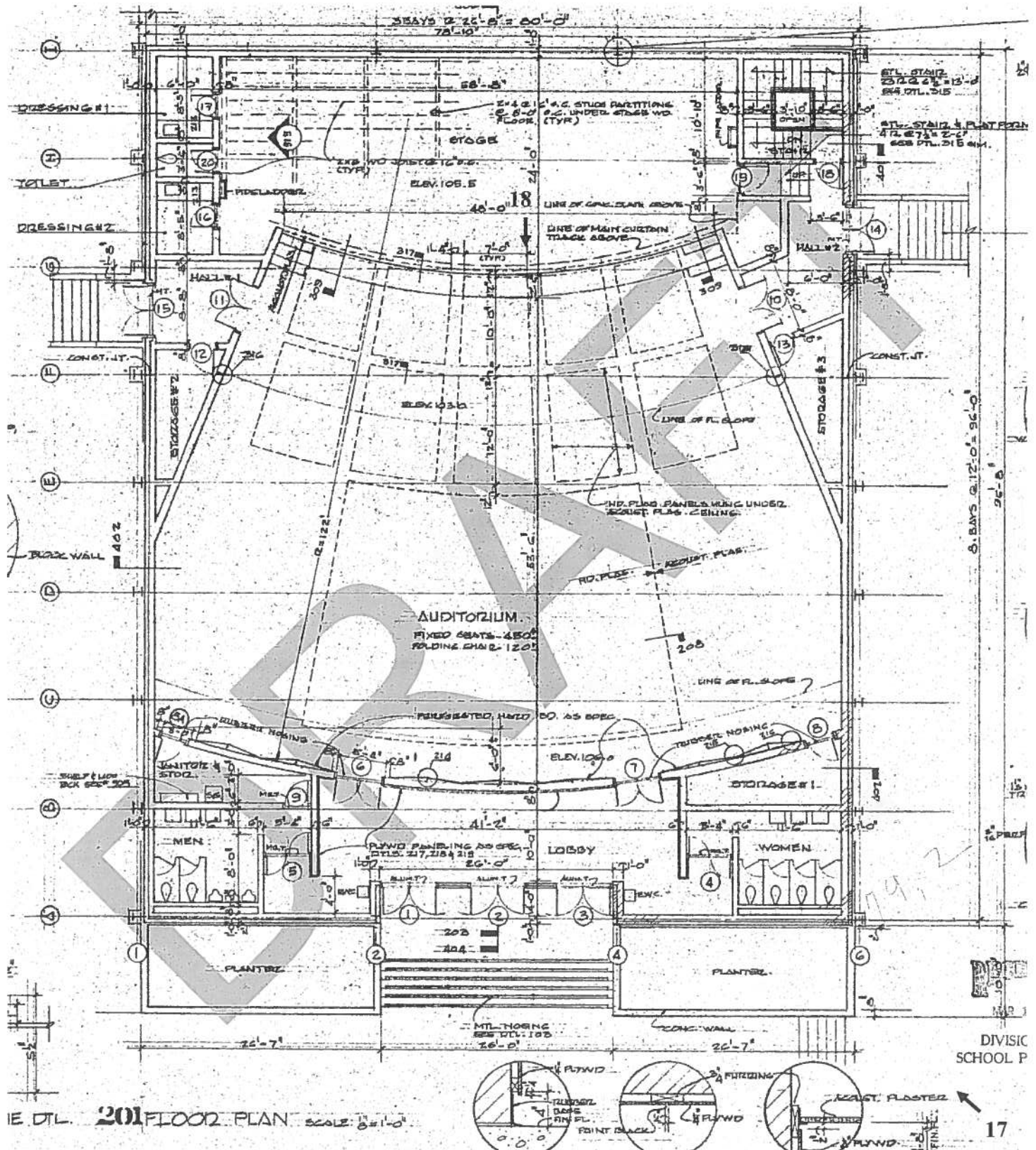
Hayes-Howell Architects, "Additions and Renovations to Southern Pines Elementary School," February 27, 1987



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



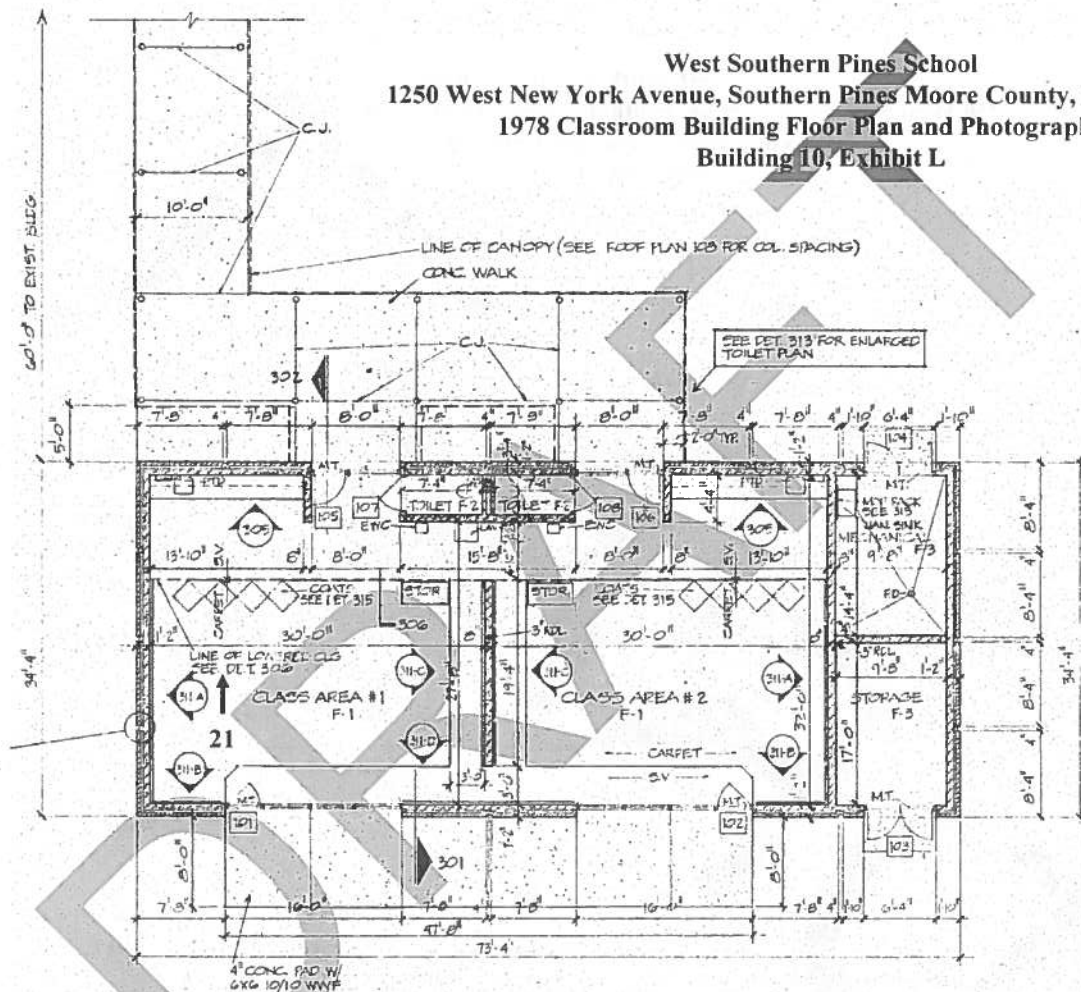
West Southern Pines School, 1250 West New York Avenue, Southern Pines
Moore County, North Carolina, 1966 Auditorium Floor Plan and Photograph Key
Building 9, Exhibit K



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

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

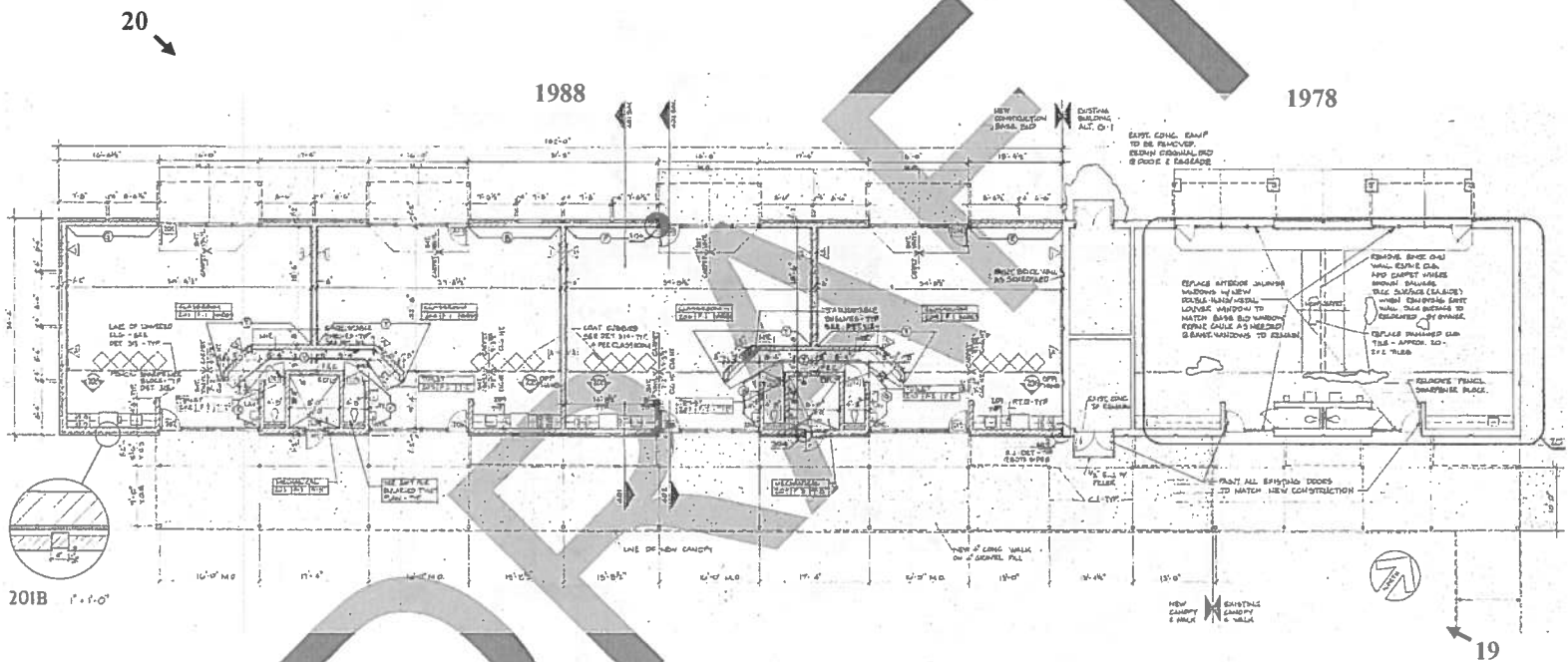
West Southern Pines School
1250 West New York Avenue, Southern Pines Moore County, North Carolina
1978 Classroom Building Floor Plan and Photograph Key
Building 10, Exhibit L



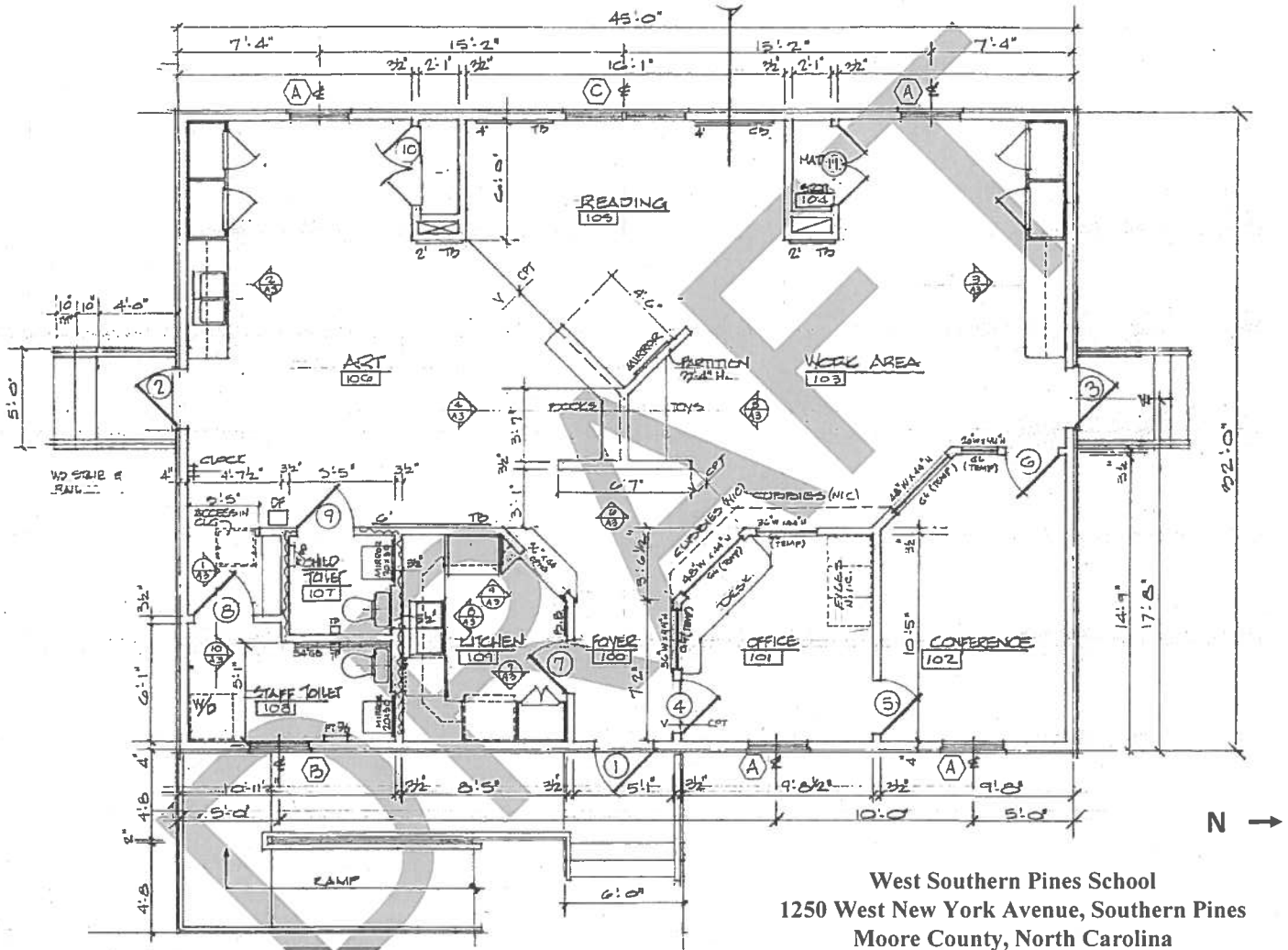
Hayes-Howell Architects, "Classroom Addition Southern Pines Elementary School," March 25, 1977
 Photograph views annotated by Heather Fearnbach, Fearnbach History Services, Inc. / July 2023

201 FLOOR PLAN 1/8" = 1'-0"

West Southern Pines School
1250 West New York Avenue, Southern Pines, Moore County, North Carolina
1978 and 1988 Classroom Building Floor Plan
Building 10, Exhibit M



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



West Southern Pines School
 1250 West New York Avenue, Southern Pines
 Moore County, North Carolina
 1990 Classroom Building Floor Plan and Photograph Key
 FLOOR PLAN
 1/4" = 1'-0" Building 11, Exhibit N

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

NATIONAL REGISTER FACT SHEET 3

HOW HISTORIC PROPERTIES ARE LISTED IN THE NATIONAL REGISTER OF HISTORIC PLACES

Who Administers the National Register Program?

The National Register of Historic Places is a list maintained by the National Park Service of buildings, structures, sites, objects, and districts that are significant in American history, architecture, archaeology, engineering, and culture, and that meet criteria for evaluation established by the [National Historic Preservation Act of 1966](#). Nominations to the National Register are submitted from each of the states by the **State Historic Preservation Officer (SHPO)**. In North Carolina, the SHPO is the Deputy Secretary of the Office of Archives and History. The section that administers the National Register and related programs is the [State Historic Preservation Office \(HPO\)](#). The personnel of the Historic Preservation Office serve as staff for the SHPO in National Register activities and duties.

In every state, a review board examines potential nominations and makes recommendations to the SHPO regarding the eligibility of properties and the adequacy of nominations. In North Carolina, the review board is called the **National Register Advisory Committee (NRAC)**. The NRAC meets thrice annually (February, June, October) to consider the eligibility of properties for nomination to the National Register. Nominations prepared under the supervision of the HPO staff and recommended for nomination by the NRAC are forwarded to the SHPO for review and formal nomination. They are then forwarded to the Keeper of the National Register in the National Park Service in Washington, D.C. Final authority to list properties in the National Register resides with the National Park Service.

How are Eligible Properties Identified?

Properties and districts that may be eligible for the National Register are usually brought to the attention of the HPO staff and the NRAC either (1) through a county or community survey of historic properties co-sponsored by the Historic Preservation Office and a local government or organization; (2) by interested individuals who provide preliminary information about properties to the HPO staff; or (3) through historic property surveys conducted as part of the environmental review process.

Persons who seek National Register listing for properties that have not been recorded in survey projects co-sponsored by the Historic Preservation Office may submit a "[Study List Application](#)" to the HPO. If adequate information and color views of the property are included with the application, the NRAC will consider the property at its next quarterly meeting. If in the opinion of the NRAC the property appears to be potentially eligible for the National Register, it is placed on the Study List. This action by the NRAC authorizes the HPO staff to work with the owner to coordinate a formal nomination of the property to the National Register.

The NRAC can best evaluate the eligibility of an individual property within the context of a community-wide or regional inventory of historic or prehistoric properties. This provides a basis for comparing the relative significance of similar types of historic or prehistoric properties in a community or region. *In counties or communities where no such inventory has been assembled, the NRAC will sometimes find it necessary to defer a decision about the eligibility of an individual property until a comprehensive survey of historic properties has taken place.* Likewise, the NRAC may consider some properties as contributing components within larger districts but not as individually eligible. [Information about grants](#) to local governments for local historic property surveys and nominations is available from the Historic Preservation Office.

(see other side)

What is a National Register Nomination?

A National Register nomination is a scholarly and authoritative document that thoroughly describes and evaluates a property's setting and physical characteristics, documents its history, assesses its significance in terms of its historic context, and demonstrates how it specifically meets [National Register criteria for evaluation](#). It is supported by professional quality photographs, maps delineating the property's boundaries, and other materials and information. The nomination must be prepared according to federal and state guidelines.

Who Prepares National Register Nominations?

Most nominations are prepared by private consultants hired either by individual property owners or by local governments or organizations. Nominations of archaeological sites are sometimes prepared by professional archaeologists as part of their on-going research. HPO National Register staff is responsible for reviewing, editing, and processing nominations prepared in these ways. Due to the great demand for National Register nominations and the small number of HPO staff, the HPO is unable to prepare nominations as a public service.

An owner of a Study List property who seeks to have it listed in the National Register may hire a private consultant to prepare the nomination. A list of qualified consultants is available from the Historic Preservation Office. HPO staff cannot quote fees, and fees will vary depending on the consultant and the complexity of the nomination. An owner may expect to pay a professional historian, architectural historian, or archaeologist the equivalent of 40 to 80 hours of time at a professional hourly wage.

Some owners are interested in preparing their own nominations and are capable of doing so. [Practical Advice for Preparing National Register Nominations in North Carolina](#) is available on the HPO website. The level of description, historical documentation, analysis, and writing in every nomination must meet accepted professional standards. The SHPO will not submit substandard nominations to Washington, and HPO staff cannot make major revisions or provide detailed critiques of inadequate nominations. Because documentation of archaeological properties generally involves data collection, analysis, and interpretation requiring specialized training, nominations of archaeological properties are always prepared by professional archaeologists.

What Happens to the Finished Nomination?

The nomination is reviewed by members of the National Register Advisory Committee at one of the regular thrice yearly meetings. If the NRAC recommends that the nomination be submitted to the National Register, it is signed by the State Historic Preservation Officer and forwarded to the Keeper of the National Register. At the National Register office, the nomination is reviewed and the decision to list or not list is made within not less than 15 and not more than 45 days of receipt. If the property is listed, the HPO will notify the owner and provide a certificate stating that the property has been listed in the National Register of Historic Places. Owners who desire plaques may order them from private commercial suppliers. The HPO does not provide plaques or recommend any particular supplier, but a list of manufacturers is available on request.

FOR MORE INFORMATION CONTACT: National Register Coordinator
 [Survey and National Register Branch](#)
 State Historic Preservation Office
 4617 Mail Service Center
 Raleigh, North Carolina 27699-4617 919/814-6587

Offices of the Survey and National Register Branch are at 109 E. Jones Street in Raleigh. For information about archaeological sites and the National Register, contact the Office of State Archaeology, 4619 Mail Service Center, Raleigh, NC 27699-4619, telephone 919/814-6554.

Please also see the Historic Preservation Office website at <http://www.hpo.ncdcr.gov>.

NATIONAL REGISTER FACT SHEET 2

NATIONAL REGISTER CRITERIA FOR EVALUATION

The following criteria are designed to guide the states, federal agencies, and the Secretary of the Interior in evaluating potential entries for the National Register.

The quality of significance in American history, architecture, archaeology, and culture is present in districts, sites, buildings, structures, and objects that possess integrity of location, design, setting, materials, workmanship, feeling, and association, and:

- A. that are associated with events that have made significant contribution to the broad patterns of our history; or*
- B. that are associated with the lives of persons significant in our past; or*
- C. that embody the distinctive characteristics of a type, period, or method of construction, or that represent the work of a master, or that possess high artistic values, or that represent a significant and distinguishable entity whose components may lack individual distinction; or*
- D. that have yielded, or may be likely to yield, information important in prehistory or history.*

Criteria Considerations (Exceptions): *Ordinarily cemeteries, birthplaces, or graves of historical figures, properties owned by religious institutions or used for religious purposes, structures that have been moved from their original locations, reconstructed historic buildings, properties primarily commemorative in nature, and properties that have achieved significance within the past 50 years shall not be considered eligible for the National Register. However, such properties will qualify if they are integral parts of districts that do meet the criteria or if they fall within the following categories:*

- A. a religious property deriving primary significance from architectural or artistic distinction or historical importance; or*
- B. a building or structure removed from its original location but which is significant primarily for architectural value, or which is the surviving structure most importantly associated with a historic person or event; or*
- C. a birthplace or grave of a historical figure of outstanding importance if there is no other appropriate site or building directly associated with his or her productive life; or*
- D. a cemetery that derives its primary significance from graves of persons of transcendent importance, from age, from distinctive design features, or from association with historic events; or*
- E. a reconstructed building when accurately executed in a suitable environment and presented in a dignified manner as part of a restoration master plan, and when no other building or structure with the same association has survived; or*
- F. a property primarily commemorative in intent if design, age, tradition, or symbolic value has invested it with its own historical significance; or*
- G. a property achieving significance within the past 50 years if it is of exceptional importance.*

(see other side)

APPLYING THE CRITERIA

The two principal issues to consider in determining eligibility for the National Register are "significance" and "integrity."

A property may have **"significance"** for association with important events or patterns of history (criterion A); for association with an important historical figure (criterion B); as an important example of period architecture, landscape, or engineering (criterion C); or for the information it is likely to yield (criterion D, applied to archaeological sites and districts, and sometimes applied to certain types of structures). A National Register nomination must demonstrate how a property is significant in at least one of these four areas. For properties nominated under criterion A, frequently cited areas of significance are agriculture, community planning and development, social history, commerce, industry, politics and government, education, recreation and culture, and others. For technical reasons, criterion B (significant person) nominations are rare. Criterion C (architecture) is cited for most, but not all, nominations of historic buildings. Archaeological sites are always nominated under criterion D, but may also have significance under one or more of the other three criteria.

Properties are nominated at a local, state, or national level of significance depending on the geographical range of the importance of a property and its associations. The level of significance must be justified in the nomination. The majority of properties (about 70%) are listed at the local level of significance. The level of significance has no effect on the protections or benefits of listing.

Besides meeting one or more of the above criteria, a property must also have **"integrity"** of "location, design, setting, materials, workmanship, feeling, and association." This means that the property must retain enough of its historic physical character (or in the case of archaeological sites, intact archaeological features) to represent its historic period and associations adequately.

All properties change over time, and in some cases past alterations can take on historical significance in their own right. The degree to which more recent, incompatible, or non-historic alterations are acceptable depends on the type of property, its rarity, and its period and area of significance. Buildings with certain types of alterations are usually turned down by the National Register Advisory Committee. For example, 19th and early 20th century wood frame buildings that have been brick veneered in the mid-20th century are routinely turned down for loss of historic integrity. Similarly, it is extremely rare that buildings covered in synthetic materials such as aluminum or vinyl siding are individually eligible for listing in the Register.

Criteria Exceptions

The criteria exclude birthplaces and graves of historical figures, cemeteries, religious properties, moved buildings, reconstructions, commemorative properties, and properties less than 50 years old, with certain exceptions. The following exceptions are sometimes encountered:

Historic **churches** that are architecturally significant and retain sufficient architectural integrity can be successfully nominated under criterion C (architecture), sometimes together with criterion A for social or religious history, provided they have not been brick-veneered or covered in aluminum or vinyl siding.

Cemeteries may sometimes successfully be nominated under criterion C when they retain important examples of historic stone carving, funerary art, and/or landscaping, and they also may be eligible under criterion A or criterion D. However, both the National Register Advisory Committee and the National Register have turned down nominations of graves when the historical importance of the deceased is the sole basis for the nomination. The National Register was created primarily to recognize and protect historic places and environments that represent how people lived, worked, and built in the historic past. Human burials are recognized and protected under other laws and programs.

Moved buildings may sometimes be successfully nominated under criterion C for architecture when they remain in their historic communities and the new setting adequately replicates the original setting. The point to remember is that the program is called the National Register of Historic Places, not Historic Buildings or Historic Things, because significance is embodied in locations and settings as well as in the structures themselves. Buildings moved great distances, buildings moved into incompatible settings (such as a farmhouse moved into an urban neighborhood or a downtown residence moved to a suburb), and collections of buildings moved from various locations to create a pseudo-historic "village" are routinely turned down. In some cases, the relocation of a historic building to a distant or incompatible setting may be the last and only way to save it, and such an undertaking may be worthwhile. However, sponsors of such a project must understand that the property subsequently may not be eligible for the National Register.

If a property is **less than 50 years old**, it can be nominated only if a strong argument can be made for exceptional significance. For example, Dorton Arena on the State Fairgrounds was completed in 1953. It was successfully nominated to the National Register in 1973 as one of the most important examples of modernism in post-World War II American architecture.

NATIONAL REGISTER BULLETIN

Technical information on the the National Register of Historic Places:
survey, evaluation, registration, and preservation of cultural resources



U.S. Department of the Interior
National Park Service
Cultural Resources
National Register, History and Education

How to Apply the National Register Criteria for Evaluation



The mission of the Department of the Interior is to protect and provide access to our Nation's natural and cultural heritage and honor our trust responsibilities to tribes.

The National Park Service preserves unimpaired the natural and cultural resources and values of the National Park System for the enjoyment, education, and inspiration of this and future generations. The Park Service cooperates with partners to extend the benefits of natural and cultural resource conservation and outdoor recreation throughout this country and the world.

This material is partially based upon work conducted under a cooperative agreement with the National Conference of State Historic Preservation Officers and the U.S. Department of the Interior.

Date of publication: 1990; revised 1991, 1995, 1997. Revised for Internet 1995.

Cover

(Top Left) Criterion B - Frederick Douglass Home, Washington, D.C. From 1877-1899, this was the home of Frederick Douglass, the former slave who rose to become a prominent author, abolitionist, editor, orator, and diplomat. (Walter Smalling, Jr.)

(Top Right) Criterion D - Francis Canyon Ruin, Blanco vicinity, Rio Arriba County, New Mexico. A fortified village site composed of 40 masonry-walled rooms arranged in a cluster of four house blocks. Constructed ca. 1716-1742 for protection against raiding Utes and Comanches, the site has information potential related to Navajo, Pueblo, and Spanish cultures. (Jon Samuelson)

(Bottom Left) Criterion C - Bridge in Cherrytree Township, Venango County, Pennsylvania. Built in 1882, this Pratt through truss bridge is significant for engineering as a well preserved example of a type of bridge frequently used in northwestern Pennsylvania in the late 19th century. (Pennsylvania Department of Transportation)

(Bottom Right) Criterion A - Main Street/Market Square Historic District, Houston, Harris County, Texas. Until well into the 20th century this district marked the bounds of public and business life in Houston. Constructed between the 1870s and 1920s, the district includes Houston's municipal and county buildings, and served as the city's wholesale, retail, and financial center. (Paul Hester)

PREFACE

Preserving historic properties as important reflections of our American heritage became a national policy through passage of the Antiquities Act of 1906, the Historic Sites Act of 1935, and the National Historic Preservation Act of 1966, as amended. The Historic Sites Act authorized the Secretary of the Interior to identify and recognize properties of national significance (National Historic Landmarks) in United States history and archeology. The National Historic Preservation Act of 1966 authorized the Secretary to expand this recognition to properties of local and State significance in American history, architecture, archeology, engineering, and culture, and worthy of preservation. The National Register of Historic Places is the official list of these recognized properties, and is maintained and expanded by the National Park Service on behalf of the Secretary of the Interior.¹

The National Register of Historic Places documents the appearance and importance of districts, sites, buildings, structures, and objects signifi-

cant in our prehistory and history. These properties represent the major patterns of our shared local, State, and national experience. To guide the selection of properties included in the National Register, the National Park Service has developed the National Register Criteria for Evaluation. These criteria are standards by which every property that is nominated to the National Register is judged. In addition, the National Park Service has developed criteria for the recognition of nationally significant properties, which are designated National Historic Landmarks and prehistoric and historic units of the National Park System. Both these sets of criteria were developed to be consistent with the Secretary of the Interior's *Standards and Guidelines for Archeology and Historic Preservation*, which are uniform, national standards for preservation activities.²

This publication explains how the National Park Service applies these criteria in evaluating the wide range of properties that may be significant in local, State, and national history.

It should be used by anyone who must decide if a particular property qualifies for the National Register of Historic Places.

Listing properties in the National Register is an important step in a nationwide preservation process. The responsibility for the identification, initial evaluation, nomination, and treatment of historic resources lies with private individuals, State historic preservation offices, and Federal preservation offices, local governments, and Indian tribes. The final evaluation and listing of properties in the National Register is the responsibility of the Keeper of the National Register.

This bulletin was prepared by staff of the National Register Branch, Interagency Resources Division, National Park Service, with the assistance of the History Division. It was originally issued in draft form in 1982. The draft was revised into final form by Patrick W. Andrus, Historian, National Register, and edited by Rebecca H. Shrimpton, Consulting Historian.

Beth L. Savage, National Register and Sarah Dillard Pope, National Register, NCSHPO coordinated the latest revision of this bulletin. Antionette J. Lee, Tanya Gossett, and Kira Badamo coordinated earlier revisions.

¹Properties listed in the National Register receive limited Federal protection and certain benefits. For more information concerning the effects of listing, and how the National Register may be used by the general public and Certified Local Governments, as well as by local, State, and Federal agencies, and for copies of National Register Bulletins, contact the National Park Service, National Register, 1849 C Street, NW, NC400, Washington, D.C., 20240. Information may also be obtained by visiting the National Register Web site at www.cr.nps.gov/nr or by contacting any of the historic preservation offices in the States and territories.

²The *Secretary of the Interior's Standards and Guidelines for Archeology and Historic Preservation* are found in the *Federal Register*, Vol. 48, No. 190 (Thursday, September 29, 1983). A copy can be obtained by writing the National Park Service, Heritage Preservation Services (at the address above).

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I. INTRODUCTION

The National Register is the nation's inventory of historic places and the national repository of documentation on the variety of historic property types, significance, abundance, condition, ownership, needs, and other information. It is the beginning of a national census of historic properties. The National Register Criteria for Evaluation define the scope of the National Register of Historic Places; they identify the range of resources and kinds of significance that will qualify properties for listing in the National Register. The Criteria are written broadly to recognize the wide variety of historic properties associated with our prehistory and history.

Decisions concerning the significance, historic integrity, documentation, and treatment of properties can be made reliably only when the resource is evaluated within its historic context. The historic context serves as the framework within which the National Register Criteria are applied to specific properties or property types. (See *Part V* for a brief discussion of

historic contexts. Detailed guidance for developing and applying historic contexts is contained in *National Register Bulletin: How to Complete the National Register Registration Form* and *National Register Bulletin: How to Complete the National Register Multiple Property Documentation Form*.)

The guidelines provided here are intended to help you understand the National Park Service's use of the Criteria for Evaluation, historic contexts, integrity, and Criteria Considerations, and how they apply to properties under consideration for listing in the National Register. Examples are provided throughout, illustrating specific circumstances in which properties are and are not eligible for the National Register. This bulletin should be used by anyone who is:

- Preparing to nominate a property to the National Register,
- Seeking a determination of a property's eligibility,
- Evaluating the comparable significance of a property to those listed in the National Register, or
- Expecting to nominate a property as a National Historic Landmark in addition to nominating it to the National Register.

This bulletin also contains a summary of the National Historic Landmarks Criteria for Evaluation (see *Part IX*). National Historic Landmarks are those districts, sites, buildings, structures, and objects designated by the Secretary of the Interior as possessing national significance in American history, architecture, archeology, engineering, and culture. Although National Register documentation includes a recommendation about whether a property is significant at the local, State, or national level, the only official designation of national significance is as a result of National Historic Landmark designation by the Secretary of the Interior, National Monument designation by the President of the United States, or establishment as a unit of the National Park System by Congress. These properties are automatically listed in the National Register.

II. THE NATIONAL REGISTER CRITERIA FOR EVALUATION

CRITERIA FOR EVALUATION:³

The quality of significance in American history, architecture, archeology, engineering, and culture is present in districts, sites, buildings, structures, and objects that possess integrity of location, design, setting, materials, workmanship, feeling, and association, and:

- A. That are associated with events that have made a significant contribution to the broad patterns of our history; or
- B. That are associated with the lives of persons significant in our past; or
- C. That embody the distinctive characteristics of a type, period, or method of construction, or that represent the work of a master, or that possess high artistic values, or that represent a significant and distinguishable entity whose components may lack individual distinction; or
- D. That have yielded, or may be likely to yield, information important in prehistory or history.

CRITERIA CONSIDERATIONS:

Ordinarily cemeteries, birthplaces, or graves of historical figures, properties owned by religious institutions or used for religious purposes, structures that have been moved from their original locations, reconstructed historic buildings, properties primarily commemorative in nature, and properties that have achieved significance within the past 50 years shall not be considered eligible for the National Register. However, such properties *will qualify* if they are integral parts of districts that do meet the criteria or if they fall within the following categories:

- a. A religious property deriving primary significance from architectural or artistic distinction or historical importance; or
- b. A building or structure removed from its original location but which is significant primarily for architectural value, or which is the surviving structure most importantly associated with a historic person or event; or

- c. A birthplace or grave of a historical figure of outstanding importance if there is no appropriate site or building directly associated with his or her productive life; or
- d. A cemetery which derives its primary significance from graves of persons of transcendent importance, from age, from distinctive design features, or from association with historic events; or
- e. A reconstructed building when accurately executed in a suitable environment and presented in a dignified manner as part of a restoration master plan, and when no other building or structure with the same association has survived; or
- f. A property primarily commemorative in intent if design, age, tradition, or symbolic value has invested it with its own exceptional significance; or
- g. A property achieving significance within the past 50 years if it is of exceptional importance.

³The Criteria for Evaluation are found in the *Code of Federal Regulations, Title 36, Part 60*, and are reprinted here in full.

III. HOW TO USE THIS BULLETIN TO EVALUATE A PROPERTY

For a property to qualify for the National Register it must meet one of the National Register Criteria for Evaluation by:

- **Being associated with an important historic context** *and*
- **Retaining historic integrity of those features necessary to convey its significance.**

Information about the property based on physical examination and documentary research is necessary to evaluate a property's eligibility for the National Register. Evaluation of a property is most efficiently made when following this sequence:

1. Categorize the property (Part IV).
A property must be classified as

a district, site, building, structure, or object for inclusion in the National Register.

2. **Determine which prehistoric or historic context(s) the property represents** (Part V). A property must possess significance in American history, architecture, archeology, engineering, or culture when evaluated within the historic context of a relevant geographic area.
3. Determine whether the property is significant under the National Register Criteria (Part VI). This is done by identifying the links to important events or persons, design or construction features, or information potential that make the property important.

4. Determine if the property represents a type usually excluded from the National Register (Part VII). If so, determine if it meets any of the Criteria Considerations.

5. Determine whether the property retains integrity (Part VIII). Evaluate the aspects of location, design, setting, workmanship, materials, feeling, and association that the property must retain to convey its historic significance.

If, after completing these steps, the property appears to qualify for the National Register, the next step is to prepare a written nomination. (Refer to *National Register Bulletin: How to Complete the National Register Registration Form*.)

IV. HOW TO DEFINE CATEGORIES OF HISTORIC PROPERTIES

The National Register of Historic Places includes significant properties, classified as buildings, sites, districts, structures, or objects. It is not used to list intangible values, except in so far as they are associated with or reflected by historic properties. The National Register does not list cultural events, or skilled or talented individuals, as is done in some countries. Rather, the National Register is oriented to recognizing physically concrete properties that are relatively fixed in location.

For purposes of National Register nominations, small groups of properties are listed under a single category, using the primary resource. For example, a city hall and fountain would be categorized by the city hall (building), a farmhouse with two outbuildings would be categorized by the farmhouse (building), and a city park with a gazebo would be categorized by the park (site). Properties with large acreage or a number of resources are usually considered districts. Common sense and reason should dictate the selection of categories.

BUILDING

A building, such as a house, barn, church, hotel, or similar construction, is created principally to shelter any form of human activity. "Building" may also be used to refer to a historically and functionally related unit, such as a courthouse and jail or a house and barn.

Buildings eligible for the National Register must include all of their basic structural elements. Parts of buildings, such as interiors, facades, or wings, are not eligible independent of the rest of the existing building. The

whole building must be considered, and its significant features must be identified.

If a building has lost any of its basic structural elements, it is usually considered a "ruin" and is categorized as a site.

Examples of buildings include:

*administration building
carriage house
church
city or town hall
courthouse
detached kitchen, barn, and privy
dormitory
fort
garage
hotel
house
library
mill building
office building
post office
school
social hall
shed
stable
store
theater
train station*

STRUCTURE

The term "structure" is used to distinguish from buildings those functional constructions made usually for purposes other than creating human shelter.

Structures nominated to the National Register must include all of the extant basic structural elements. Parts of structures can not be considered eligible if the whole structure remains. For example, a truss bridge is composed of the metal or wooden truss, the abutments, and supporting

piers, all of which, if extant, must be included when considering the property for eligibility.

If a structure has lost its historic configuration or pattern of organization through deterioration or demolition, it is usually considered a "ruin" and is categorized as a site.

Examples of structures include:

*aircraft
apiary
automobile
bandstand
boats and ships
bridge
cairn
canal
carousel
corncrib
dam
earthwork
fence
gazebo
grain elevator
highway
irrigation system
kiln
lighthouse
railroad grade
silo
trolley car
tunnel
windmill*

OBJECT

The term “object” is used to distinguish from buildings and structures those constructions that are primarily artistic in nature or are relatively small in scale and simply constructed. Although it may be, by nature or design, movable, an object is associated with a specific setting or environment.

Small objects not designed for a specific location are normally not eligible. Such works include transportable sculpture, furniture, and other decorative arts that, unlike a fixed outdoor sculpture, do not possess association with a specific place.

Objects should be in a setting appropriate to their significant historic use, roles, or character. Objects relocated to a museum are inappropriate for listing in the National Register.

Examples of objects include:

*boundary marker
fountain
milepost
monument
sculpture
statuary*

SITE

A site is the location of a significant event, a prehistoric or historic occupation or activity, or a building or structure, whether standing, ruined, or vanished, where the location itself possesses historic, cultural, or archeological value regardless of the value of any existing structure.

A site can possess associative significance or information potential or both, and can be significant under any or all of the four criteria. A site need not be marked by physical remains if it is the location of a prehistoric or historic event or pattern of events and if no buildings, structures, or objects marked it at the time of the events. However, when the location of a prehistoric or historic event cannot be conclusively determined because no other cultural materials were present or survive, documentation must be carefully evaluated to determine whether the traditionally recognized or identified site is accurate.

A site may be a natural landmark strongly associated with significant prehistoric or historic events or patterns of events, if the significance of the natural feature is well documented through scholarly research. Generally, though, the National Register excludes from the definition of “site” natural waterways or bodies of water that served as determinants in the location of communities or were significant in the locality’s subsequent economic development. While they may have been “avenues of exploration,” the features most appropriate to document this significance are the properties built in association with the waterways.

Examples of sites include:

*battlefield
campsite
cemeteries significant for information
potential or historic association
ceremonial site
designed landscape
habitation site
natural feature (such as a rock formation)
having cultural significance
petroglyph
rock carving
rock shelter
ruins of a building or structure
shipwreck
trail
village site*

DISTRICT

A district possesses a significant concentration, linkage, or continuity of sites, buildings, structures, or objects united historically or aesthetically by plan or physical development.

CONCENTRATION, LINKAGE, & CONTINUITY OF FEATURES

A district derives its importance from being a unified entity, even though it is often composed of a wide variety of resources. The identity of a district results from the interrelationship of its resources, which can convey a visual sense of the overall historic environment or be an arrangement of historically or functionally related properties. For example, a district can reflect one principal activity, such as a mill or a ranch, or it can encompass several interrelated activities, such as an area that includes industrial, residential, or

commercial buildings, sites, structures, or objects. A district can also be a grouping of archeological sites related primarily by their common components; these types of districts often will not visually represent a specific historic environment.

SIGNIFICANCE

A district must be significant, as well as being an identifiable entity. It must be important for historical, architectural, archeological, engineering, or cultural values. Therefore, districts that are significant will usually meet the last portion of Criterion C plus Criterion A, Criterion B, other portions of Criterion C, or Criterion D.

TYPES OF FEATURES

A district can comprise both features that lack individual distinction and individually distinctive features that serve as focal points. It may even be considered eligible if all of the components lack individual distinction, provided that the grouping achieves significance as a whole within its historic context. In either case, the majority of the components that add to the district’s historic character, even if they are individually undistinguished, must possess integrity, as must the district as a whole.

A district can contain buildings, structures, sites, objects, or open spaces that do not contribute to the significance of the district. The number of noncontributing properties a district can contain yet still convey its sense of time and place and historical development depends on how these properties affect the district’s integrity. In archeological districts, the primary factor to be considered is the effect of any disturbances on the information potential of the district as a whole.

GEOGRAPHICAL BOUNDARIES

A district must be a definable geographic area that can be distinguished from surrounding properties by changes such as density, scale, type, age, style of sites, buildings, structures, and objects, or by documented differences in patterns of historic development or associations. It is seldom defined, however, by the limits of current parcels of ownership, management, or planning boundaries. The boundaries must be based upon a shared relationship among the properties constituting the district.

DISCONTIGUOUS DISTRICTS

A district is usually a single geographic area of contiguous historic properties; however, a district can also be composed of two or more definable significant areas separated by nonsignificant areas. A discontinuous district is most appropriate where:

- Elements are spatially discrete;
- Space between the elements is not related to the significance of the district; and
- Visual continuity is not a factor in the significance.

In addition, a canal can be treated as a discontinuous district when the system consists of man-made sections of canal interspersed with sections of river navigation. For scattered archeological properties, a discontinuous district is appropriate when the deposits are related to each other through cultural affiliation, period of use, or site type.

It is not appropriate to use the discontinuous district format to include an isolated resource or small group of resources which were once connected to the district, but have since been separated either through demolition or new construction. For example, do not use the discontinuous district format to nominate individual buildings of a downtown commercial district that have become isolated through demolition.

Examples of districts include:

*business districts
canal systems
groups of habitation sites
college campuses
estates and farms with large acreage/
numerous properties
industrial complexes
irrigation systems
residential areas
rural villages
transportation networks
rural historic districts*



Ordeman-Shaw Historic District, Montgomery, Montgomery County, Alabama. Historic districts derive their identity from the interrelationship of their resources. Part of the defining characteristics of this 19th century residential district in Montgomery, Alabama, is found in the rhythmic pattern of the rows of decorative porches. (Frank L. Thierrnonge, III)

V. HOW TO EVALUATE A PROPERTY WITHIN ITS HISTORIC CONTEXT

UNDERSTANDING HISTORIC CONTEXTS

To qualify for the National Register, a property must be significant; that is, it must represent a significant part of the history, architecture, archeology, engineering, or culture of an area, and it must have the characteristics that make it a good representative of properties associated with that aspect of the past. This section explains how to evaluate a property within its historic context.

The significance of a historic property can be judged and explained only when it is evaluated within its historic context. Historic contexts are those patterns or trends in history by which a specific occurrence, property, or site is understood and its meaning (and ultimately its significance) within history or prehistory is made clear. Historians, architectural historians, folklorists, archeologists, and anthropologists use different words to describe this phenomena such as trend, pattern, theme, or cultural affiliation, but ultimately the concept is the same.

The concept of historic context is not a new one; it has been fundamental to the study of history since the 18th century and, arguably, earlier than that. Its core premise is that resources, properties, or happenings in history do not occur in a vacuum but rather are part of larger trends or patterns.

In order to decide whether a property is significant within its historic context, the following five things must be determined:

- The facet of prehistory or history of the local area, State, or the nation that the property represents;
- Whether that facet of prehistory or history is significant;
- Whether it is a type of property that has relevance and importance in illustrating the historic context;
- How the property illustrates that history; and finally
- Whether the property possesses the physical features necessary to convey the aspect of prehistory or history with which it is associated.

These five steps are discussed in detail below. If the property being evaluated does represent an important aspect of the area's history or prehistory *and* possesses the requisite quality of integrity, then it qualifies for the National Register.

HOW TO EVALUATE A PROPERTY WITHIN ITS HISTORIC CONTEXT

Identify what the property represents: the theme(s), geographical limits, and chronological period that provide a perspective from which to evaluate the property's significance.

Historic contexts are historical patterns that can be identified through consideration of the history of the property and the history of the surrounding area. Historic contexts may have already been defined in your area by the State historic preservation office, Federal agencies, or local governments. In accordance with the National Register Criteria, the historic context may relate to one of the following:

- An event, a series of events or activities, or patterns of an area's development (Criterion A);
- Association with the life of an important person (Criterion B);
- A building form, architectural style, engineering technique, or artistic values, based on a stage of physical development, or the use of a material or method of construction that shaped the historic identity of an area (Criterion C); or
- A research topic (Criterion D).

⁴ For a complete discussion of historic contexts, see *National Register Bulletin: Guidelines for Completing National Register of Historic Places Registration Forms*.

Determine how the theme of the context is significant in the history of the local area, the State, or the nation.

A theme is a means of organizing properties into coherent patterns based on elements such as environment, social/ethnic groups, transportation networks, technology, or political developments that have influenced the development of an area during one or more periods of prehistory or history. A theme is considered significant if it can be demonstrated, through scholarly research, to be important in American history. Many significant themes can be found in the following list of Areas of Significance used by the National Register.

AREAS OF SIGNIFICANCE

Agriculture
Architecture
Archeology
 Prehistoric
 Historic—Aboriginal
 Historic—Non-Aboriginal
Art
Commerce
Communications
Community Planning and Development
Conservation
Economics
Education
Engineering
Entertainment/Recreation
Ethnic Heritage
 Asian
 Black
 European
 Hispanic
 Native American
 Pacific Islander
 Other
Exploration/Settlement
Health/Medicine
Industry
Invention
Landscape Architecture
Law
Literature
Maritime History
Military
Performing Arts
Philosophy
Politics/Government
Religion
Science
Social History
Transportation
Other

Determine what the property type is and whether it is important in illustrating the historic context.

A context may be represented by a variety of important property types. For example, the context of "Civil War Military Activity in Northern Virginia" might be represented by such properties as: a group of mid-19th century fortification structures; an open field where a battle occurred; a knoll from which a general directed troop movements; a sunken transport ship; the residences or public buildings that served as company headquarters; a railroad bridge that served as a focal point for a battle; and earthworks exhibiting particular construction techniques.

Because a historic context for a community can be based on a distinct period of development, it might include numerous property types. For example, the context "Era of Industrialization in Grand Bay, Michigan, 1875 - 1900" could be represented by important property types as diverse as sawmills, paper mill sites, salt refining plants, flour mills, grain elevators, furniture factories, workers housing, commercial buildings, social halls, schools, churches, and transportation facilities.

A historic context can also be based on a single important type of property. The context "Development of County Government in Georgia, 1777 - 1861" might be represented solely by courthouses. Similarly, "Bridge Construction in Pittsburgh, 1870 - 1920" would probably only have one property type.

Determine how the property represents the context through specific historic associations, architectural or engineering values, or information potential (the Criteria for Evaluation).

For example, the context of county government expansion is represented under Criterion A by historic districts or buildings that reflect population growth, development patterns, the role of government in that society, and political events in the history of the State, as well as the impact of county government on the physical development of county seats. Under Criterion C, the context is represented by properties whose architectural treatments reflect their governmental functions, both practically and symbolically. (See *Part VI: How to Identify the Type of Significance of a Property.*)

Determine what physical features the property must possess in order for it to reflect the significance of the historic context.

These physical features can be determined after identifying the following:

- Which types of properties are associated with the historic context,
- The ways in which properties can represent the theme, and
- The applicable aspects of integrity.

Properties that have the defined characteristics are eligible for listing. (See *Part VIII: How to Evaluate the Integrity of a Property.*)

PROPERTIES SIGNIFICANT WITHIN MORE THAN ONE HISTORIC CONTEXT

A specific property can be significant within one or more historic contexts, and, if possible, all of these should be identified. For example, a public building constructed in the 1830s that is related to the historic context of Civil War campaigns in the area might also be related to the theme of political developments in the community during the 1880s. A property is only required, however, to be documented as significant in one context.

COMPARING RELATED PROPERTIES

Properties listed in the National Register must possess significance when evaluated in the perspective of their historic context. Once the historic context is established and the property type is determined, it is not necessary to evaluate the property in question against other properties if:

- It is the sole example of a property type that is important in illustrating the historic context or
- It clearly possesses the defined characteristics required to strongly represent the context.

If these two conditions do not apply, then the property will have to be evaluated against other examples of the property type to determine its eligibility. The geographic level (local, State, or national) at which this evaluation is made is the same as the level of the historic context. (See *Part V: How to Evaluate a Property Within Its Historic Context*.)

LOCAL, STATE, AND NATIONAL HISTORIC CONTEXTS

Historic contexts are found at a variety of geographical levels or scales. The geographic scale selected may relate to a pattern of historical development, a political division, or a cultural area. Regardless of the scale, the historic context establishes the framework from which decisions about the significance of related properties can be made.

LOCAL HISTORIC CONTEXTS

A local historic context represents an aspect of the history of a town, city, county, cultural area, or region, or any portions thereof. It is defined by the importance of the property, not necessarily the physical location of the property. For instance, if a property is of a type found throughout a State, or its boundaries extend over two States, but its importance relates only to a particular county, the property would be considered of local significance.

The level of context of archeological sites significant for their information potential depends on the scope of the applicable research design. For example, a Late Mississippian village site may yield information in a research design concerning one settlement system on a regional scale, while in another research design it may reveal information of local importance concerning a single group's stone tool manufacturing techniques or house forms. It is a question of how the available information potential is likely to be used.

STATE HISTORIC CONTEXTS

Properties are evaluated in a State context when they represent an aspect of the history of the State as a whole (or American Samoa, the District of Columbia, the Commonwealth of the Northern Mariana Islands, Guam, Puerto Rico, or the Virgin Islands). These properties do not necessarily have to belong to property types

found throughout the entire State: they can be located in only a portion of the State's present political boundary. It is the property's historic context that must be important statewide. For example, the "cotton belt" extends through only a portion of Georgia, yet its historical development in the antebellum period affected the entire State. These State historic contexts may have associated properties that are statewide or locally significant representations. A cotton gin in a small town might be a locally significant representation of this context, while one of the largest cotton producing plantations might be of State significance.

A property whose historic associations or information potential appears to extend beyond a single local area might be significant at the State level. A property can be significant to more than one community or local area, however, without having achieved State significance.

A property that overlaps several State boundaries can possibly be significant to the State or local history of each of the States. Such a property is not necessarily of national significance, however, nor is it necessarily significant to all of the States in which it is located.

Prehistoric sites are not often considered to have "State" significance, per se, largely because States are relatively recent political entities and usually do not correspond closely to Native American political territories or cultural areas. Numerous sites, however, may be of significance to a large region that might geographically encompass parts of one, or usually several, States. Prehistoric resources that might be of State significance include regional sites that provide a diagnostic assemblage of artifacts for a particular cultural group or time period or that provide chronological control (specific dates or relative order in time) for a series of cultural groups.

NATIONAL HISTORIC CONTEXTS

Properties are evaluated in a national context when they represent an aspect of the history of the United States and its territories as a whole. These national historic contexts may have associated properties that are locally or statewide significant representations, as well as those of national significance.

Properties designated as nationally significant and listed in the National Register are the prehistoric and historic units of the National Park System and those properties that have been designated National Historic Landmarks. The National Historic Landmark criteria are the standards for nationally significant properties; they are found in the *Code of Federal*

Regulations, Title 36, Part 65 and are summarized in this bulletin in *Part IX: Summary of National Historic Landmarks Criteria for Evaluation*.

A property with national significance helps us understand the history of the nation by illustrating the nationwide impact of events or persons associated with the property, its architectural type or style, or information potential. It must be of exceptional value in representing or illustrating an important theme in the history of the nation.

Nationally significant properties do not necessarily have to belong to a property type found throughout the entire country: they can be located in only a portion of the present political boundaries. It is their historic context that must be important nationwide. For example, the American Civil War

was fought in only a portion of the United States, yet its impact was nationwide. The site of a small military skirmish might be a locally significant representation of this national context, while the capture of the State's largest city might be a statewide significant representation of the national context.

When evaluating properties at the national level for designation as a National Historic Landmark, please refer to the National Historic Landmarks outline, *History and Prehistory in the National Park System and the National Historic Landmarks Program 1987*. (For more information about the National Historic Landmarks program, please write to the Department of the Interior, National Park Service, National Historic Landmarks, 1849 C Street, NW, NC400, Washington, DC 20240.)

VI. HOW TO IDENTIFY THE TYPE OF SIGNIFICANCE OF A PROPERTY

INTRODUCTION

When evaluated within its historic context, a property must be shown to be significant for *one or more of the four Criteria for Evaluation - A, B, C, or D* (listed earlier in *Part II*). The Criteria describe how properties are significant for their association with important events or persons, for their importance in design or construction, or for their information potential.

The basis for judging a property's significance and, ultimately, its eligibility under the Criteria is *historic context*. The use of historic context allows a property to be properly evaluated in a nearly infinite number of capacities. For instance, Criterion C: Design/Construction can accommodate properties representing construction types that are unusual or widely practiced, that are innovative or traditional, that are "high style" or vernacular, that are the work of a famous architect or an unknown master craftsman. *The key to determining whether the characteristics or associations of a particular property are significant is to consider the property within its historic context.*

After identifying the relevant historic context(s) with which the property is associated, the four Criteria are applied to the property. Within the scope of the historic context, the National Register Criteria define the kind of significance that the properties represent.

For example, within the context of "19th Century Gunpowder Production in the Brandywine Valley," Criterion A would apply to those properties associated with important events in the founding and development of the industry. Criterion B would apply to those properties associated with persons who are significant in the founding of the industry or associated with important inventions related to gunpowder manufacturing. Criterion C would apply to those buildings, structures, or objects whose architectural form or style reflect important design qualities integral to the industry. And Criterion D would apply to properties that can convey information important in our understanding of this industrial process. If a property qualifies under more than one of the Criteria, its significance under each should be considered, if possible, in order to identify all aspects of its historical value.

NATIONAL REGISTER CRITERIA FOR EVALUATION*

The National Register Criteria recognize different types of values embodied in districts, sites, buildings, structures, and objects. These values fall into the following categories:

Associative value (Criteria A and B): Properties significant for their association or linkage to events (Criterion A) or persons (Criterion B) important in the past.

Design or Construction value (Criterion C): Properties significant as representatives of the manmade expression of culture or technology.

Information value (Criterion D): Properties significant for their ability to yield important information about prehistory or history.

*For a complete listing of the Criteria for Evaluation, refer to Part II of this bulletin.

CRITERION A: EVENT

Properties can be eligible for the National Register if they are associated with events that have made a significant contribution to the broad patterns of our history.

UNDERSTANDING CRITERION A: EVENT

To be considered for listing under Criterion A, a property must be associated with one or more events important in the defined historic context. Criterion A recognizes properties associated with single events, such as the founding of a town, or with a pattern of events, repeated activities, or historic trends, such as the gradual rise of a port city's prominence in trade and commerce. The event or trends, however, must clearly be important within the associated context: settlement, in the case of the town, or development of a maritime economy, in the case of the port city. Moreover, the property must have an important association with the event or historic trends, and it must retain historic integrity. (See *Part V: How to Evaluate a Property Within its Historic Context.*)

Several steps are involved in determining whether a property is significant for its associative values:

- Determine the nature and origin of the property,
- Identify the historic context with which it is associated, and
- Evaluate the property's history to determine whether it is associated with the historic context in any important way.

APPLYING CRITERION A: EVENT

TYPES OF EVENTS

A property can be associated with either (or both) of two types of events:

- A specific event marking an important moment in American prehistory or history and
- A pattern of events or a historic trend that made a significant contribution to the development of a community, a State, or the nation.

Refer to the sidebar on the right for a list of specific examples.

ASSOCIATION OF THE PROPERTY WITH THE EVENTS

The property you are evaluating must be documented, through accepted means of historical or archeological research (including oral history), to have existed at the time of the event or pattern of events *and* to have been associated with those events. A property is *not* eligible if its associations are speculative. For archeological sites, well reasoned inferences drawn from data recovered at the site can be used to establish the association between the site and the events.

SIGNIFICANCE OF THE ASSOCIATION

Mere association with historic events or trends is not enough, in and of itself, to qualify under Criterion A: the property's specific association must be considered important as well. For example, a building historically in commercial use must be shown to have been significant in commercial history.

EXAMPLES OF PROPERTIES ASSOCIATED WITH EVENTS

Properties associated with specific events:

- *The site of a battle.*
- *The building in which an important invention was developed.*
- *A factory district where a significant strike occurred.*
- *An archeological site at which a major new aspect of prehistory was discovered, such as the first evidence of man and extinct Pleistocene animals being contemporaneous.*
- *A site where an important facet of European exploration occurred.*

Properties associated with a pattern of events:

- *A trail associated with western migration.*
- *A railroad station that served as the focus of a community's transportation system and commerce.*
- *A mill district reflecting the importance of textile manufacturing during a given period.*
- *A building used by an important local social organization.*
- *A site where prehistoric Native Americans annually gathered for seasonally available resources and for social interaction.*
- *A downtown district representing a town's growth as the commercial focus of the surrounding agricultural area.*

TRADITIONAL CULTURAL VALUES

Traditional cultural significance is derived from the role a property plays in a community's historically rooted beliefs, customs, and practices. Properties may have significance under Criterion A if they are associated with events, or series of events, significant to the cultural traditions of a community.⁵

Eligible

- A hilltop associated in oral historical accounts with the founding of an Indian tribe or society is eligible.
- A rural community can be eligible whose organization, buildings, or patterns of land use reflect the cultural traditions valued by its long-term residents.
- An urban neighborhood can be eligible as the traditional home of a particular cultural group and as a reflection of its beliefs and practices.

Not Eligible

- A site viewed as sacred by a recently established utopian or religious community does not have traditional cultural value and is not eligible.



Criterion A - The Old Brulay Plantation, Brownsville vicinity, Cameron county, Texas. Historically significant for its association with the development of agriculture in southeast Texas, this complex of 10 brick buildings was constructed by George N. Brulay, a French immigrant who introduced commercial sugar production and irrigation to the Rio Grande Valley. (Photo by Texas Historical Commission).

⁵For more information, refer to *National Register Bulletin: Guidelines for Evaluating and Documenting Traditional Cultural Properties*.

CRITERION B: PERSON

Properties may be eligible for the National Register if they are associated with the lives of persons significant in our past.

UNDERSTANDING CRITERION B: PERSON⁶

Criterion B applies to properties associated with individuals whose specific contributions to history can be identified and documented. Persons "significant in our past" refers to individuals whose activities are demonstrably important within a local, State, or national historic context. The criterion is generally restricted to those properties that illustrate (rather than commemorate) a person's important achievements. (The policy regarding commemorative properties, birthplaces, and graves is explained further in *Part VIII: How to Apply the Criteria Considerations*.)

Several steps are involved in determining whether a property is significant for its associative values under Criterion B. First, determine the importance of the individual. Second, ascertain the length and nature of his/her association with the property under study and identify the other properties associated with the individual. Third, consider the property under Criterion B, as outlined below.

EXAMPLES OF PROPERTIES ASSOCIATED WITH PERSONS

Properties associated with a Significant Person:

- The home of an important merchant or labor leader.
- The studio of a significant artist.
- The business headquarters of an important industrialist.



Criterion B - The William Whitney House, Hinsdale, DuPage County, Illinois. This building is locally significant for its historical association with William Whitney, the founder of the town of Hinsdale, Illinois. Whitney, a citizen of New York State, moved to Illinois, established the town, and while living here between 1870 and 1879 was a prominent local businessman and politician. (Photo by Frederick C. Cue).

⁶For further information on properties eligible under Criterion B, refer to *National Register Bulletin: Guidelines for Evaluating and Documenting Properties Associated with Significant Persons*.

APPLYING CRITERION B: PERSON

SIGNIFICANCE OF THE INDIVIDUAL

The persons associated with the property must be *individually* significant within a historic context. A property is not eligible if its only justification for significance is that it was owned or used by a person who is a member of an identifiable profession, class, or social or ethnic group. It must be shown that the person gained importance within his or her profession or group.

Eligible

- The residence of a doctor, a mayor, or a merchant is eligible under Criterion B if the person was significant in the field of medicine, politics, or commerce, respectively.

Not Eligible

- A property is not eligible under Criterion B if it is associated with an individual about whom no scholarly judgement can be made because either research has not revealed specific information about the person's activities and their impact, or there is insufficient perspective to determine whether those activities or contributions were historically important.

ASSOCIATION WITH THE PROPERTY

Properties eligible under Criterion B are usually those associated with a person's *productive* life, reflecting the time period when he or she achieved significance. In some instances this may be the person's home; in other cases, a person's business, office, laboratory, or studio may best represent his or her contribution. Properties that pre- or post-date an individual's significant accomplishments are usually not eligible. (See *Comparison to Related Properties*, below, for exceptions to this rule.)

The individual's association with the property must be documented by accepted methods of historical or archeological research, including written or oral history. Speculative associations are not acceptable. For archeological sites, well reasoned inferences drawn from data recovered at the site are acceptable.

COMPARISON TO RELATED PROPERTIES

Each property associated with an important individual should be compared to other associated properties to identify those that best represent the person's historic contributions. The best representatives usually are properties associated with the person's adult or *productive* life. Properties associated with an individual's formative or later years may also qualify if it can be demonstrated that the person's activities during this period were historically significant or if no properties from the person's productive years survives. Length of association is an important factor when assessing several properties with similar associations.

A community or State may contain several properties eligible for associations with the same important person, if each represents a different aspect of the person's productive life. A property can also be eligible if it has brief but consequential associations with an important individual. (Such associations are often related to specific events that occurred at the property and, therefore, it may also be eligible under Criterion A.)

ASSOCIATION WITH GROUPS

For properties associated with several community leaders or with a prominent family, it is necessary to identify specific individuals and to explain their significant accomplishments.

Eligible

- A residential district in which a large number of prominent or influential merchants, professionals, civic leaders, politicians, etc., lived will be eligible under Criterion B if the significance of one or more specific individual residents is explicitly justified.
- A building that served as the seat of an important family is eligible under Criterion B if the significant accomplishments of one or more individual family members is explicitly justified.

Not Eligible

- A residential district in which a large number of influential persons lived is not eligible under Criterion B if the accomplishments of a specific individual(s) cannot be documented. If the significance of the district rests in the cumulative importance of prominent residents, however, then the district might still be eligible under Criterion A. Eligibility, in this case, would be based on the broad pattern of community development, through which the neighborhood evolved into the primary residential area for this class of citizens.
- A building that served as the seat of an important family will not be eligible under Criterion B if the significant accomplishments of individual family members cannot be documented. In cases where a succession of family members have lived in a house and collectively have had a demonstrably significant impact on the community, as a family, the house is more likely to be significant under Criterion A for association with a pattern of events.

ASSOCIATION WITH LIVING PERSONS

Properties associated with living persons are usually not eligible for inclusion in the National Register. Sufficient time must have elapsed to assess both the person's field of endeavor and his/her contribution to that field. Generally, the person's active participation in the endeavor must be finished for this historic perspective to emerge. (See Criteria Considerations C and G in *Part VII: How to Apply the Criteria Considerations*.)

ASSOCIATION WITH ARCHITECTS/ARTISANS

Architects, artisans, artists, and engineers are often represented by their works, which are eligible under Criterion C. Their homes and studios, however, can be eligible for consideration under Criterion B, because these usually are the properties with which they are most personally associated.

NATIVE AMERICAN SITES

The known major villages of individual Native Americans who were important during the contact period or later can qualify under Criterion B. As with all Criterion B properties, the individual associated with the property must have made some specific important contribution to history. Examples include sites significantly associated with Chief Joseph and Geronimo.⁷

⁷ For more information, refer to *National Register Bulletin: Guidelines for Evaluating and Documenting Traditional Cultural Properties*.

CRITERION C: DESIGN/CONSTRUCTION

Properties may be eligible for the National Register if they embody the distinctive characteristics of a type, period, or method of construction, or that represent the work of a master, or that possess high artistic values, or that represent a significant and distinguishable entity whose components may lack individual distinction.



Richland Plantation, East Feliciana Parish, Louisiana. Properties can qualify under Criterion C as examples of high style architecture. Built in the 1830s, Richland is a fine example of a Federal style residence with a Greek Revival style portico. (Photo by Dave Gleason).

UNDERSTANDING CRITERION C: DESIGN/ CONSTRUCTION

This criterion applies to properties significant for their physical design or construction, including such elements as architecture, landscape architecture, engineering, and artwork. To be eligible under Criterion C, a property must meet *at least one* of the following requirements:

- Embody distinctive characteristics of a type, period, or method of construction.
- Represent the work of a master.
- Possess high artistic value.

- Represent a significant and distinguishable entity whose components may lack individual distinction.

The first requirement, that properties “embody the distinctive characteristics of a type, period, or method of construction,” refers to the way in which a property was conceived, designed, or fabricated by a people or culture in past periods of history. “The work of a master” refers to the technical or aesthetic achievements of an architect or craftsman. “High artistic values” concerns the expression of aesthetic ideals or preferences and applies to aesthetic achievement.

Resources “that represent a significant and distinguishable entity whose components may lack individual distinction” are called “districts.” In the Criteria for Evaluation (as published in the *Code of Federal Regulations* and reprinted here in Part II), districts are

defined within the context of Criterion C. Districts, however, can be considered for eligibility under all the Criteria, individually or in any combination, as is appropriate. For this reason, the full discussion of districts is contained in Part IV: *How to Define Categories of Historic Properties*. Throughout the bulletin, however, districts are mentioned within the context of a specific subject, such as an individual Criterion.



Grant Family House, Saco vicinity, York County, Maine. Properties possessing high artistic value meet Criterion C through the expression of aesthetic ideals or preferences. The Grant Family House, a modest Federal style residence, is significant for its remarkably well-preserved stenciled wall decorative treatment in the entry hall and parlor. Painted by an unknown artist ca. 1825, this is a fine example of 19th century New England regional artistic expression. (Photo by Kirk F. Mohney).

EXAMPLES OF PROPERTIES ASSOCIATED WITH DESIGN/ CONSTRUCTION

Properties associated with design and construction:

- A house or commercial building representing a significant style of architecture.
- A designed park or garden associated with a particular landscape design philosophy.
- A movie theater embodying high artistic value in its decorative features.
- A bridge or dam representing technological advances.

APPLYING CRITERION C: DESIGN/ CONSTRUCTION

DISTINCTIVE CHARACTERISTICS OF TYPE, PERIOD, AND METHOD OF CONSTRUCTION

This is the portion of Criterion C under which most properties are eligible, for it encompasses all architectural styles and construction practices. To be eligible under this portion of the Criterion, a property must clearly illustrate, through "distinctive characteristics," the following:

- The pattern of features common to a particular class of resources,
- The individuality or variation of features that occurs within the class,
- The evolution of that class, or
- The transition between classes of resources.

Distinctive Characteristics: "Distinctive characteristics" are the physical features or traits that commonly recur in individual types, periods, or methods of construction. To be eligible, a property must clearly contain enough of those characteristics to be considered a true representative of a particular type, period, or method of construction.

Characteristics can be expressed in terms such as form, proportion, structure, plan, style, or materials. They can be general, referring to ideas of design and construction such as basic plan or form, or they can be specific, referring to precise ways of combining particular kinds of materials.

Eligible

- A building eligible under the theme of Gothic Revival architecture must have the distinctive characteristics that make up the vertical and picturesque qualities of the style, such as pointed gables, steep roof pitch, board and batten siding, and ornamental bargeboard and veranda trim.
- A late Mississippian village that illustrates the important concepts in prehistoric community design and planning will qualify.
- A designed historic landscape will qualify if it reflects a historic trend or school of theory and practice, such as the City Beautiful Movement, evidencing distinguished design, layout, and the work of skilled craftsmanship.

Not Eligible

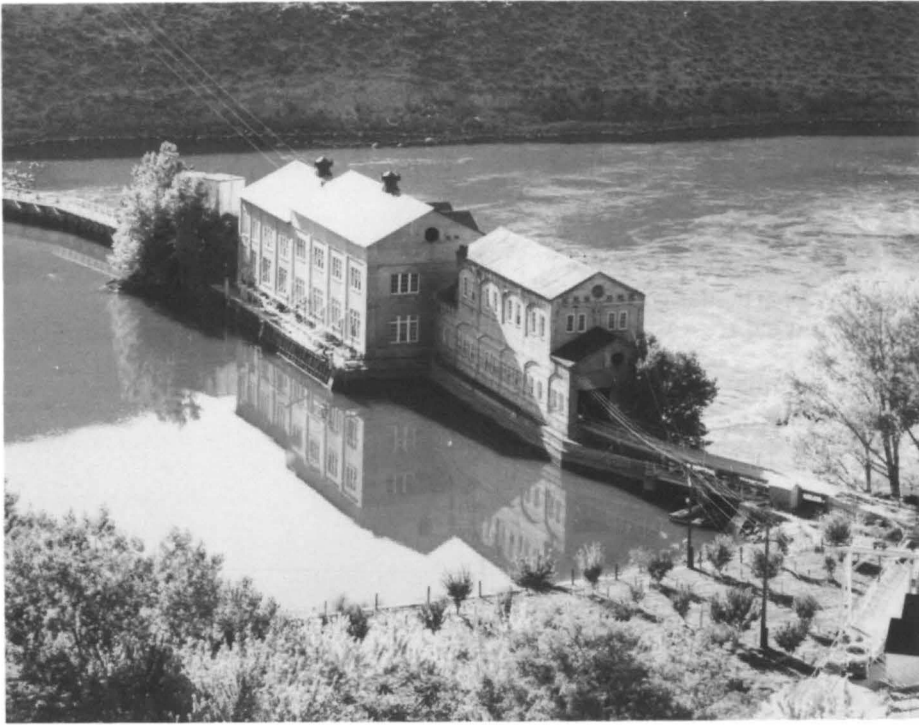
- A commercial building with some Art Deco detailing is not eligible under Criterion C if the detailing was added merely as an afterthought, rather than fully integrated with overall lines and massing typical of the Art Deco style or the transition between that and another style.
- A designed landscape that has had major changes to its historic design, vegetation, original boundary, topography/grading, architectural features, and circulation system will not qualify.

Type, Period, and Method of Construction: "Type, period, or method of construction" refers to the way certain properties are related to one another by cultural tradition or function, by dates of construction or style, or by choice or availability of materials and technology.

A structure is eligible as a specimen of its type or period of construction if it is an important example (within its context) of building practices of a particular time in history. For properties that represent the variation, evolution, or transition of construction types, it must be demonstrated that the variation, etc., was an important phase of the architectural development of the area or community in that it had an impact as evidenced by later buildings. A property is not eligible, however, simply because it has been identified as the only such property ever fabricated; it must be demonstrated to be significant as well.

Eligible

- A building that has some characteristics of the Romanesque Revival style and some characteristics of the Commercial style can qualify if it illustrates the transition of architectural design and the transition itself is considered an important architectural development.
- A Hopewellian mound, if it is an important example of mound building construction techniques, would qualify as a method or type of construction.
- A building which illustrates the early or the developing technology of particular structural systems, such as skeletal steel framing, is eligible as an example of a particular method of construction.



Swan Falls Dam and Power Plant, Murphy vicinity, Ada County, Idaho. Significant works of engineering can qualify under Criterion C. Built between 1900-1907 the Swan Falls Dam and Power Plant across the Snake River is one of the early hydroelectric plants in the State of Idaho. (Photo by H.L. Hough).



Looney House, Asheville vicinity, St. Clair County, Alabama. Examples of vernacular styles of architecture can qualify under Criterion C. Built ca. 1818, the Looney House is significant as possibly the State's oldest extant two-story dogtrot type of dwelling. The defining open center passage of the dogtrot was a regional building response to the southern climate. (Photo by Carolyn Scott).

HISTORIC ADAPTATION OF THE ORIGINAL PROPERTY

A property can be significant not only for the way it was originally constructed or crafted, but also for the way it was adapted at a later period, or for the way it illustrates changing tastes, attitudes, and uses over a period of time.

A district is eligible under this guideline if it illustrates the evolution of historic character of a place over a particular span of time.

Eligible

- A Native American irrigation system modified for use by Europeans could be eligible if it illustrates the technology of either or both periods of construction.
- An early 19th century farmhouse modified in the 1880s with Queen Anne style ornamentation could be significant for the modification itself, if it represented a local variation or significant trend in building construction or remodeling, was the work of a local master (see *Works of a Master* on page 20), or reflected the tastes of an important person associated with the property at the time of its alteration.
- A district encompassing the commercial development of a town between 1820 and 1910, characterized by buildings of various styles and eras, can be eligible.

WORKS OF A MASTER

A master is a figure of generally recognized greatness in a field, a known craftsman of consummate skill, or an anonymous craftsman whose work is distinguishable from others by its characteristic style and quality. The property must express a particular phase in the development of the master's career, an aspect of his or her work, or a particular idea or theme in his or her craft.

A property is not eligible as the work of a master, however, simply because it was designed by a prominent architect. For example, not every building designed by Frank Lloyd Wright is eligible under this portion of Criterion C, although it might meet other portions of the Criterion, for instance as a representative of the Prairie style.

The work of an unidentified craftsman is eligible if it rises above the level of workmanship of the other properties encompassed by the historic context.

PROPERTIES POSSESSING HIGH ARTISTIC VALUES

High artistic values may be expressed in many ways, including areas as diverse as community design or planning, engineering, and sculpture. A property is eligible for its high artistic values if it so fully articulates a particular concept of design that it expresses an aesthetic ideal. A property is not eligible, however, if it does not express aesthetic ideals or design concepts more fully than other properties of its type.

Eligible

- A sculpture in a town square that epitomizes the design principles of the Art Deco style is eligible.
- A building that is a classic expression of the design theories of the Craftsman Style, such as carefully detailed handwork, is eligible.
- A landscaped park that synthesizes early 20th century principles of landscape architecture and expresses an aesthetic ideal of environment can be eligible.
- Properties that are important representatives of the aesthetic values of a cultural group, such as petroglyphs and ground drawings by Native Americans, are eligible.

Not Eligible

- A sculpture in a town square that is a typical example of sculpture design during its period would not qualify for high artistic value, although it might be eligible if it were significant for other reasons.
- A building that is a modest example (within its historic context) of the Craftsman Style of architecture, or a landscaped park that is characteristic of turn of the century landscape design would not qualify for high artistic value.

A Significant and Distinguishable Entity Whose Components May Lack Individual Distinction. This portion of Criterion C refers to districts. For detailed information on districts, refer to *Part IV* of this bulletin.

CRITERION D: INFORMATION POTENTIAL

Properties may be eligible for the National Register if they have yielded, or may be likely to yield, information important in prehistory or history.

UNDERSTANDING CRITERION D: INFORMATION POTENTIAL

Certain important research questions about human history can only be answered by the actual physical material of cultural resources. Criterion D encompasses the properties that have the potential to answer, in whole or in part, those types of research questions. The most common type of property nominated under this Criterion is the archeological site (or a district comprised of archeological sites). Buildings, objects, and structures (or districts comprised of these property types), however, can also be eligible for their information potential.

Criterion D has two requirements, which must *both* be met for a property to qualify:

- The property must have, or have had, information to contribute to our understanding of human history or prehistory, and
- The information must be considered important.

Under the first of these requirements, a property is eligible if it has been used as a source of data and contains more, as yet unretrieved data. A property is also eligible if it has not yet yielded information but, through testing or research, is determined a likely source of data.

Under the second requirement, the information must be carefully evaluated within an appropriate context to determine its importance. Information is considered “important” when it is shown to have a significant bearing on a research design that addresses such areas as: 1) current

data gaps or alternative theories that challenge existing ones or 2) priority areas identified under a State or Federal agency management plan.

APPLYING CRITERION D: INFORMATION POTENTIAL

ARCHEOLOGICAL SITES

Criterion D most commonly applies to properties that contain or are likely to contain information bearing on an important archeological research question. The property must have characteristics suggesting the likelihood that it possesses configurations of artifacts, soil strata, structural remains, or other natural or cultural features that make it possible to do the following:

- Test a hypothesis or hypotheses about events, groups, or processes in the past that bear on important research questions in the social or natural sciences or the humanities; or
- Corroborate or amplify currently available information suggesting that a hypothesis is either true or false; or
- Reconstruct the sequence of archeological cultures for the purpose of identifying and explaining continuities and discontinuities in the archeological record for a particular area.

BUILDINGS, STRUCTURES, AND OBJECTS

While most often applied to archeological districts and sites, Criterion D can also apply to buildings, structures, and objects that contain important information. In order for these types of properties to be eligible under Criterion D, they themselves must be, or must have been, the principal source of the important information.

Eligible

- A building exhibiting a local variation on a standard design or construction technique can be eligible if study could yield important information, such as how local availability of materials or construction expertise affected the evolution of local building development.

Not Eligible

- The ruins of a hacienda once contained murals that have since been destroyed. Historical documentation, however, indicates that the murals were significant for their highly unusual design. The ruins can not be eligible under Criterion D for the importance of the destroyed murals if the information is contained only in the documentation.



Criterion D - Champe-Fremont 1 Archeological Site, Omaha vicinity, Douglas County, Nebraska. This archeological site, dating from ca. 1100-1450 A.D., consists of pit houses and storage pits which have the potential to yield important information concerning the subsistence patterns, religious and mortuary practices, and social organization of the prehistoric residents of eastern Nebraska. (Nebraska State Historical Society)

ASSOCIATION WITH HUMAN ACTIVITY

A property must be associated with *human activity* and be critical for understanding a site's historic environment in order to be eligible under Criterion D. A property can be linked to human activity through events, processes, institutions, design, construction, settlement, migration, ideals, beliefs, lifeways, and other facets of the development or maintenance of cultural systems.

The natural environment associated with the properties was often very different from that of the present and strongly influenced cultural development. Aspects of the environment that are pertinent to human activities should be considered when evaluating properties under Criterion D.

Natural features and paleontological (floral and faunal) sites are not usually eligible under Criterion D in and of themselves. They can be eligible, however, if they are either directly related to human activity or critical to understanding a site's historic environment. In a few cases, a natural feature or site unmarked by cultural materials, that is primarily eligible under Criterion A, may also be eligible under Criterion D, if study of the feature, or its location, setting, etc. (usually in the context of data gained from other sources), will yield important information about the event or period with which it is associated.

ESTABLISHING A HISTORIC CONTEXT

The information that a property yields, or will yield, must be evaluated within an appropriate historic context. This will entail consulting the body of information already collected from similar properties or other pertinent sources, including modern and historic written records. The researcher must be able to anticipate if and how the potential information will affect the definition of the context. The information likely to be obtained from a particular property must confirm, refute, or supplement in an important way existing information.

A property is *not* eligible if it cannot be related to a particular time period or cultural group and, as a result, lacks any historic context within which to evaluate the importance of the information to be gained.

DEVELOPING RESEARCH QUESTIONS

Having established the importance of the information that may be recovered, it is necessary to be explicit in demonstrating the connection between the important information and a specific property. One approach is to determine if specific important research questions can be answered by the data contained in the

property. Research questions can be related to property-specific issues, to broader questions about a large geographic area, or to theoretical issues independent of any particular geographic location. These questions may be derived from the academic community or from preservation programs at the local, regional, State, or national level. Research questions are usually developed as part of a "research design," which specifies not only the questions to be asked, but also the types of data needed to supply the answers, and often the techniques needed to recover the data.

Eligible

- When a site consisting of a village occupation with midden deposits, hearths, ceramics, and stratified evidence of several occupations is being evaluated, three possible research topics could be: 1) the question of whether the site occupants were indigenous to the area prior to the time of occupation or recent arrivals, 2) the investigation of the settlement-subsistence pattern of the occupants, 3) the question of whether the region was a center for the domestication of plants. Specific questions could include: A) Do the deposits show a sequential development or sudden introduction of Ceramic Type X? B) Do the dates of the occupations fit our expectations based on the current model for the reoccupation behavior of slash-and-burn agriculturalists? C) Can any genetic changes in the food plant remains be detected?

Not Eligible

- A property is not eligible if so little can be understood about it that it is not possible to determine if specific important research questions can be answered by data contained in the property.

ESTABLISHING THE PRESENCE OF ADEQUATE DATA

To support the assertion that a property has the data necessary to provide the important information, the property should be investigated with techniques sufficient to establish the presence of relevant data categories. What constitutes appropriate investigation techniques would depend upon specific circumstances including the property's location, condition, and the research questions being addressed, and could range from surface survey (or photographic survey for buildings), to the application of remote sensing techniques or intensive subsurface testing. Justification of the research potential of a property may be based on analogy to another better known property if sufficient similarities exist to establish the appropriateness of the analogy.

Eligible

- Data requirements depend on the specific research topics and questions to be addressed. To continue the example in "Developing Research Questions" above, we might want to ascertain the following with reference to questions A, B, and C: A) The site contains Ceramic Type X in one or more occupation levels and we expect to be able to document the local evaluation of the type or its intrusive nature. B) The hearths contain datable carbon deposits and are associated with more than one occupation. C) The midden deposits show good floral/faunal preservation, and we know enough about the physical evolution of food plants to interpret signs that suggest domestication.

Not Eligible

- Generally, if the applicable research design requires clearly stratified deposits, then subsurface investigation techniques must be applied. A site composed only of surface materials can not be eligible for its potential to yield information that could only be found in stratified deposits.

INTEGRITY

The assessment of integrity for properties considered for information potential depends on the data requirements of the applicable research design. A property possessing information potential does not need to recall *visually* an event, person, process, or construction technique. It is important that the significant data contained in the property remain sufficiently intact to yield the expected important information, if the appropriate study techniques are employed.

Eligible

- An irrigation system significant for the information it will yield on early engineering practices can still be eligible even though it is now filled in and no longer retains the appearance of an open canal.

Not Eligible

- A plowed archeological site contains several superimposed components that have been mixed to the extent that artifact assemblages cannot be reconstructed. The site cannot be eligible if the data requirements of the research design call for the study of artifacts specific to one component.

PARTLY EXCAVATED OR DISTURBED PROPERTIES

The current existence of appropriate physical remains must be ascertained in considering a property's ability to yield important information. Properties that have been partly excavated or otherwise disturbed and that are being considered for their potential to yield additional important information must be shown to retain that potential in their remaining portions.

Eligible

- A site that has been partially excavated but still retains substantial intact deposits (or a site in which the remaining deposits are small but contain critical information on a topic that is not well known) is eligible.

Not Eligible

- A totally collected surface site or a completely excavated buried site is not eligible since the physical remains capable of yielding important information no longer exist at the site. (See *Completely Excavated Sites*, on page 24, for exception.) Likewise, a site that has been looted or otherwise disturbed to the extent that the remaining cultural materials have lost their important depositional context (horizontal or vertical location of deposits) is not eligible.
- A reconstructed mound or other reconstructed site will generally not be considered eligible, because original cultural materials or context or both have been lost.

COMPLETELY EXCAVATED SITES

Properties that have yielded important information in the past and that no longer retain additional research potential (such as completely excavated archeological sites) must be assessed essentially as historic sites under Criterion A. Such sites must be significant for associative values related to: 1) the importance of the data gained or 2) the impact of the property's role in the history of the development of anthropology/ archeology or other relevant disciplines. Like other historic properties, the site must retain the ability to convey its association as the former repository of important information, the location of historic events, or the representative of important trends.

Eligible

- A property that has been excavated is eligible if the data recovered was of such importance that it influenced the direction of research in the discipline, as in a site that clearly established the antiquity of the human occupation of the New World. (See Criterion A in *Part VI: How to Identify the Type of Significance of a Property* and *Criteria Consideration G* in *Part VII: How to Apply the Criteria Considerations*.)

Not Eligible

- A totally excavated site that at one time yielded important information but that no longer can convey either its historic/ prehistoric utilization or significant modern investigation is not eligible.

VII. HOW TO APPLY THE CRITERIA CONSIDERATIONS

INTRODUCTION

Certain kinds of properties are not usually considered for listing in the National Register: religious properties, moved properties, birthplaces and graves, cemeteries, reconstructed properties, commemorative properties, and properties achieving significance within the past fifty years. These properties *can* be eligible for listing, however, if they meet special requirements, called Criteria Considerations, in addition to meeting the regular requirements (that is, being eligible under one or more of the four Criteria and possessing integrity). *Part VII* provides guidelines for determining which properties must meet these special requirements and for applying each Criteria Consideration.

The Criteria Considerations need to be applied only to *individual* properties. Components of eligible districts do not have to meet the special requirements unless they make up the majority of the district or are the focal point of the district. These are the general steps to follow when applying the Criteria Considerations to your property:

- Before looking at the Criteria Considerations, make sure your property meets one or more of the four Criteria for Evaluation and possesses integrity.
- If it does, check the Criteria Considerations (next column) to see if

the property is of a type that is usually excluded from the National Register. The sections that follow also list specific examples of properties of each type. If your property clearly *does not* fit one of these types, then it does not need to meet any special requirements.

- If your property *does* fit one of these types, then it must meet the special requirements stipulated for that type in the Criteria Considerations.

CRITERIA CONSIDERATIONS*

Ordinarily cemeteries, birthplaces, or graves of historical figures, properties owned by religious institutions or used for religious purposes, structures that have been moved from their original locations, reconstructed historic buildings, properties primarily commemorative in nature, and properties that have achieved significance within the past fifty years shall not be considered eligible for the National Register. However, such properties will qualify if they are integral parts of districts that do meet the criteria or if they fall within the following categories:

- a. a religious property deriving primary significance from architectural or artistic distinction or historical importance; or

- b. a building or structure removed from its original location but which is significant primarily for architectural value, or which is the surviving structure most importantly associated with a historic person or event; or
- c. a birthplace or grave of a historical figure of outstanding importance if there is no appropriate site or building directly associated with his or her productive life; or
- d. a cemetery which derives its primary significance from graves of persons of transcendent importance, from age, from distinctive design features, from association with historic events; or
- e. a reconstructed building when accurately executed in a suitable environment and presented in a dignified manner as part of a restoration master plan, and when no other building or structure with the same association has survived; or
- f. a property primarily commemorative in intent if design, age, tradition, or symbolic value has invested it with its own exceptional significance; or,
- g. a property achieving significance within the past 50 years if it is of exceptional importance.

*The Criteria Considerations are taken from the Criteria for Evaluation, found in the *Code of Federal Regulations, Title 36, Part 60*.

CRITERIA CONSIDERATION A: RELIGIOUS PROPERTIES

A religious property is eligible if it derives its primary significance from architectural or artistic distinction or historical importance.

UNDERSTANDING CRITERIA CONSIDERATION A: RELIGIOUS PROPERTIES

A religious property requires justification on architectural, artistic, or historic grounds to avoid any appearance of judgment by government about the validity of any religion or belief. Historic significance for a religious property cannot be established on the merits of a religious doctrine, but rather, for architectural or artistic values or for important historic or cultural forces that the property represents. A religious property's significance under Criterion A, B, C, or D must be judged in purely secular terms. A religious group may, in some cases, be considered a cultural group whose activities are significant in areas broader than religious history.

Criteria Consideration for Religious Properties applies:

- If the resource was constructed by a religious institution.
- If the resource is presently owned by a religious institution or is used for religious purposes.
- If the resource was owned by a religious institution or used for religious purposes during its Period of Significance.
- If Religion is selected as an Area of Significance.

Examples of Properties that MUST Meet Criteria Consideration A: Religious Properties

- A historic church where an important non-religious event occurred, such as a speech by Patrick Henry.
- A historic synagogue that is significant for architecture.
- A private residence is the site of a meeting important to religious history.
- A commercial block that is currently owned as an investment property by a religious institution.
- A historic district in which religion was either a predominant or significant function during the period of significance.

Example of Properties that DO NOT Need to Meet Criteria Consideration A: Religious Properties

- A residential or commercial district that currently contains a small number of churches that are not a predominant feature of the district.
- A town meeting hall that serves as the center of community activity and houses a wide variety of public and private meetings, including religious service. The resource is significant for architecture and politics, and the religious function is incidental.
- A town hall, significant for politics from 1875 to 1925, that housed religious services during the 1950s. Since the religious function occurred after the Period of Significance, the Criteria Consideration does not apply.

APPLYING CRITERIA CONSIDERATION A: RELIGIOUS PROPERTIES

ELIGIBILITY FOR HISTORIC EVENTS

A religious property can be eligible under Criterion A for any of three reasons:

- It is significant under a theme in the history of religion having secular scholarly recognition; or
- It is significant under another historical theme, such as exploration, settlement, social philanthropy, or education; or
- It is significantly associated with traditional cultural values.

RELIGIOUS HISTORY

A religious property can be eligible if it is directly associated with either a specific event or a broad pattern in the history of religion.

Eligible

- The site of a convention at which a significant denominational split occurred meets the requirements of Criteria Consideration A. Also eligible is a property that illustrates the broad impact of a religious institution on the history of a local area.

Not Eligible

- A religious property cannot be eligible simply because was the place of religious services for a community, or was the oldest structure used by a religious group in a local area.

OTHER HISTORICAL THEMES

A religious property can be eligible if it is directly associated with either a specific event or a broad pattern that is significant in another historic context. A religious property would also qualify if it were significant for its associations that illustrate the importance of a particular religious group in the social, cultural, economic, or political history of the area. Eligibility depends on the importance of the event or broad pattern and the role of the specific property.

Eligible

- A religious property can qualify for its important role as a temporary hospital during the Revolutionary War, or if its school was significant in the history of education in the community.

Not Eligible

- A religious property is not significant in the history of education in a community simply because it had occasionally served as a school.

TRADITIONAL CULTURAL VALUES

When evaluating properties associated with traditional cultures, it is important to recognize that often these cultures do not make clear distinctions between what is secular and what is sacred. Criteria Consideration A is not intended to exclude traditional cultural resources merely because they have religious uses or are considered sacred. A property or natural feature important to a traditional culture's religion and mythology is eligible if its importance has been ethnohistorically documented and if the site can be clearly defined. It is critical, however, that the activities be documented and that the associations not be so diffuse that the physical resource cannot be adequately defined.⁸

Eligible

- A specific location or natural feature that an Indian tribe believes to be its place of origin and that is adequately documented qualifies under Criteria Consideration A.

ELIGIBILITY FOR HISTORIC PERSONS

A religious property can be eligible for association with a person important in religious history, if that significance has scholarly, secular recognition or is important in other historic contexts. Individuals who would likely be considered significant are those who formed or significantly influenced an important religious institution or movement, or who were important in the social, economic, or political history of the area. Properties associated with individuals important only within the context of a single congregation and lacking importance in any other historic context would not be eligible under Criterion B.

Eligible

- A religious property strongly associated with a religious leader, such as George Whitefield or Joseph Smith, is eligible.

⁸ For more information on applying Criteria Consideration A to traditional cultural properties, refer to *National Register Bulletin: Guidelines for Evaluating and Documenting Traditional Cultural Properties*.

ELIGIBILITY FOR ARCHITECTURAL OR ARTISTIC DISTINCTION

A religious property significant for its architectural design or construction should be evaluated as are other properties under Criterion C; that is, it should be evaluated within an established architectural context and, if necessary, compared to other properties of its type, period, or method of construction. (See "Comparing Related Properties" in Part V: *How to Evaluate a Property Within Its Historic Context*.)

Eligible

- A historic camp meeting district that meets the requirements of Criterion C for its significance as a type of construction is eligible.

ELIGIBILITY FOR INFORMATION POTENTIAL

A religious property, whether a district, site, building, structure, or object, is eligible if it can yield important information about the religious practices of a cultural group or other historic themes. This kind of property should be evaluated as are other properties under Criterion D, in relation to similar properties, other information sources, and existing data gaps.

Eligible

- A 19th century camp meeting site that could provide information about the length and intensity of site use during revivals of the Second Great Awakening is eligible.
- Rock cairns or medicine wheels that had a historic religious mythological function and can provide information about specific cultural beliefs are eligible.

ABILITY TO REFLECT HISTORIC ASSOCIATIONS

As with all eligible properties, religious properties must physically represent the period of time for which they are significant. For instance, a recent building that houses an older congregation cannot qualify based on the historic activities of the group because the current building does not convey the earlier history. Likewise, an older building that housed the historic activities of the congregation is eligible if it still physically represents the period of the congregation's significance. However, if an older building has been remodeled to the extent that its appearance dates from the time of the remodeling, it can only be eligible if the period of significance corresponds with the period of the alterations.

Eligible

- A church built in the 18th century and altered beyond recognition in the 19th century is eligible only if the additions are important in themselves as an example of late 19th century architecture or as a reflection of an important period of the congregation's growth.

Not Eligible

- A synagogue built in the 1920s cannot be eligible for the important activities of its congregation in the 18th and 19th centuries. It can only be eligible for significance obtained after its construction date.
- A rural 19th century frame church recently sheathed in brick is not eligible because it has lost its characteristic appearance and therefore can no longer convey its 19th century significance, either for architectural value or historic association.



Criteria Consideration A - Religious Properties. A religious property can qualify as an exception to the Criteria if it is architecturally significant. **The Church of the Navity** in Rosedale, Iberville Parish, Louisiana, qualified as a rare example in the State of a 19th century small frame Gothic Revival style chapel. (Robert Obier)

CRITERIA CONSIDERATION B: MOVED PROPERTIES

A property removed from its original or historically significant location can be eligible if it is significant primarily for architectural value or it is the surviving property most importantly associated with a historic person or event.

UNDERSTANDING CRITERIA CONSIDERATION B: MOVED PROPERTIES

The National Register criteria limit the consideration of moved properties because significance is embodied in locations and settings as well as in the properties themselves. Moving a property destroys the relationships between the property and its surroundings and destroys associations with historic events and persons. A move may also cause the loss of historic features such as landscaping, foundations, and chimneys, as well as loss of the potential for associated archeological deposits. Properties that were moved *before* their period of significance do not need to meet the special requirements of Criteria Consideration B.

One of the basic purposes of the National Register is to encourage the preservation of historic properties as living parts of their communities. In keeping with this purpose, it is not usual to list artificial groupings of buildings that have been created for purposes of interpretation, protection, or maintenance. Moving buildings to such a grouping destroys the integrity of location and setting, and can create a false sense of historic development.

APPLYING CRITERIA CONSIDERATION B: MOVED PROPERTIES

ELIGIBILITY FOR ARCHITECTURAL VALUE

A moved property significant under Criterion C must retain enough historic features to convey its architectural values and retain integrity of design, materials, workmanship, feeling, and association.

Examples of Properties that MUST Meet Criteria Consideration B: Moved Properties

- A resource moved from one location on its original site to another location on the property, during or after its Period of Significance.
- A district in which a significant number of resources have been moved from their original location.
- A district which has one moved building that makes an especially significant contribution to the district.
- A portable resource, such as a ship or railroad car, that is relocated to a place incompatible with its original function.
- A portable resource, such as a ship or railroad car, whose importance is critically linked to its historic location or route and that is moved.

Examples of Properties that DO NOT Need to Meet Criteria Consideration B: Moved Properties

- A property that is moved prior to its Period of Significance.
- A district in which only a small percentage of typical buildings in a district are moved.
- A moved building that is part of a complex but is of less significance than the remaining (unmoved) buildings.
- A portable resource, such as a ship or railroad car, that is eligible under Criterion C and is moved within its natural setting (water, rails, etc.).
- A property that is raised or lowered on its foundations.

ELIGIBILITY FOR HISTORIC ASSOCIATIONS

A moved property significant under Criteria A or B must be demonstrated to be the surviving property most importantly associated with a particular historic event or an important aspect of a historic person's life. The phrase "most importantly associated" means that it must be the single surviving property that is most closely associated with the event or with the part of the person's life for which he or she is significant.

Eligible

- A moved building occupied by an business woman during the majority of her productive career would be eligible if the other extant properties are a house she briefly inhabited prior to her period of significance and a commercial building she owned after her retirement.

Not Eligible

- A moved building associated with the beginning of rail transportation in a community is not eligible if the original railroad station and warehouse remained intact on their original sites.

SETTING AND ENVIRONMENT

In addition to the requirements above, moved properties must still have an orientation, setting, and general environment that are comparable to those of the historic location and that are compatible with the property's significance.

Eligible

- A property significant as an example of mid-19th century rural house type can be eligible after a move, provided that it is placed on a lot that is sufficient in size and character to recall the basic qualities of the historic environment and setting, and provided that the building is sited appropriately in relation to natural and manmade surroundings.

Not Eligible

- A rural house that is moved into an urban area and a bridge that is no longer situated over a waterway are not eligible.

ASSOCIATION DEPENDENT ON THE SITE

For a property whose design values or historical associations are directly dependent on its location, any move will cause the property to lose its integrity and prevent it from conveying its significance.

Eligible

- A farm structure significant only as an example of a method of construction peculiar to the local area is still eligible if it is moved within that local area and the new setting is similar to that of the original location.

Not Eligible

- A 19th century rural residence that was designed around particular topographic features, reflecting that time period's ideals of environment, is not eligible if moved.

PROPERTIES DESIGNED TO BE MOVED

A property designed to move or a property frequently moved during its historic use must be located in a historically appropriate setting in order to qualify, retaining its integrity of setting, design, feeling, and association. Such properties include automobiles, railroad cars and engines, and ships.

Eligible

- A ship docked in a harbor, a locomotive on tracks or in a railyard, and a bridge relocated from one body of water to another are eligible.

Not Eligible

- A ship on land in a park, a bridge placed in a pasture, or a locomotive displayed in an indoor museum are not eligible.

ARTIFICIALLY CREATED GROUPINGS

An artificially created grouping of buildings, structures, or objects is not eligible unless it has achieved significance since the time of its assemblage. It cannot be considered as a reflection of the time period when the individual buildings were constructed.

Eligible

- A grouping of moved historic buildings whose creation marked the beginning of a major concern with past lifestyles can qualify as an early attempt at historic preservation and as an illustration of that generation's values.

Not Eligible

- A rural district composed of a farmhouse on its original site and a grouping of historic barns recently moved onto the property is not eligible.

PORTIONS OF PROPERTIES

A moved *portion* of a building, structure, or object is not eligible because, as a fragment of a larger resource, it has lost integrity of design, setting, materials, workmanship, and location.

CRITERIA CONSIDERATION C: BIRTHPLACES OR GRAVES

A birthplace or grave of a historical figure is eligible if the person is of outstanding importance and if there is no other appropriate site or building directly associated with his or her productive life.

UNDERSTANDING CRITERIA CONSIDERATION C: BIRTHPLACES AND GRAVES

Birthplaces and graves often attain importance as reflections of the origins of important persons or as lasting memorials to them. The lives of persons significant in our past normally are recognized by the National Register through listing of properties illustrative of or associated with that person's productive life's work. Birthplaces and graves, as properties that represent the beginning and the end of the life of distinguished individuals, may be temporally and geographically far removed from the person's significant activities, and therefore are not usually considered eligible.

Examples of Properties that MUST Meet Criteria Consideration C: Birthplaces and Graves

- *The birthplace of a significant person who lived elsewhere during his or her Period of Significance.*
- *A grave that is nominated for its association with the significant person buried in it.*
- *A grave that is nominated for information potential.*

Examples of Properties that DO NOT Need to Meet Criteria Consideration C: Birthplaces and Graves

- *A house that was inhabited by a significant person for his or her entire lifetime.*
- *A grave located on the grounds of the house where a significant person spent his or her productive years.*

APPLYING CRITERIA CONSIDERATION C: BIRTHPLACES AND GRAVES

PERSONS OF OUTSTANDING IMPORTANCE

The phrase "a historical figure of outstanding importance" means that in order for a birthplace or grave to qualify, it cannot be simply the birthplace or grave of a person significant in our past (Criterion B). It must be the birthplace or grave of an individual who was of outstanding importance in the history of the local area, State, or nation. The birthplace or grave of an individual who was one of several people active in some aspect of the history of a community, a state, or the Nation would not be eligible.

LAST SURVIVING PROPERTY ASSOCIATED WITH A PERSON

When an geographical area strongly associated with a person of outstanding importance has lost all other properties directly associated with his or her formative years or productive life, a birthplace or grave may be eligible.

ELIGIBILITY FOR OTHER ASSOCIATIONS

A birthplace or grave can also be eligible if it is significant for reasons other than association with the productive life of the person in question. It can be eligible for significance under Criterion A for association with important events, under Criterion B for association with the productive lives of *other* important persons, or under Criterion C for architectural significance. A birthplace or grave can also be eligible in rare cases if, after the passage of time, it is significant for its commemorative value. (See Criteria Consideration F for a discussion of commemorative properties.) A birthplace or grave can also be eligible under Criterion D if it contains important information on research, e.g., demography, pathology, mortuary practices, socioeconomic status differentiation.



Criteria Consideration C - Birthplaces. *A birthplace of a historical figure is eligible if the person is of outstanding importance and there is no other appropriate site or building associated with his or her productive life. The **Walter Reed Birthplace**, Gloucester vicinity, Gloucester County, Virginia is the most appropriate remaining building associated with the life of the man who, in 1900, discovered the cause and mode of transmission of the great scourge of the tropics, yellow fever. (Virginia Historic Landmarks Commission)*

CRITERIA CONSIDERATION D: CEMETERIES

A cemetery is eligible if it derives its primary significance from graves of persons of transcendent importance, from age, from distinctive design features, or from association with historic events.

UNDERSTANDING CRITERIA CONSIDERATION D: CEMETERIES

A cemetery is a collection of graves that is marked by stones or other artifacts or that is unmarked but recognizable by features such as fencing or depressions, or through maps, or by means of testing. Cemeteries serve as a primary means of an individual's recognition of family history and as expressions of collective religious and/or ethnic identity. Because cemeteries may embody values beyond personal or family-specific emotions, the National Register criteria allow for listing of cemeteries under certain conditions.

Examples of Properties that MUST Meet Criteria Consideration D: Cemeteries

- A cemetery that is nominated individually for Criterion A, B, or C.

Examples of Properties that DO NOT Need to Meet Criteria Consideration D: Cemeteries

- A cemetery that is nominated along with its associated church, but the church is the main resource nominated.
- A cemetery that is nominated under Criterion D for information potential.
- A cemetery that is nominated as part of a district but is not the focal point of the district.

APPLYING CRITERIA CONSIDERATION D: CEMETERIES

PERSONS OF TRANSCENDENT IMPORTANCE

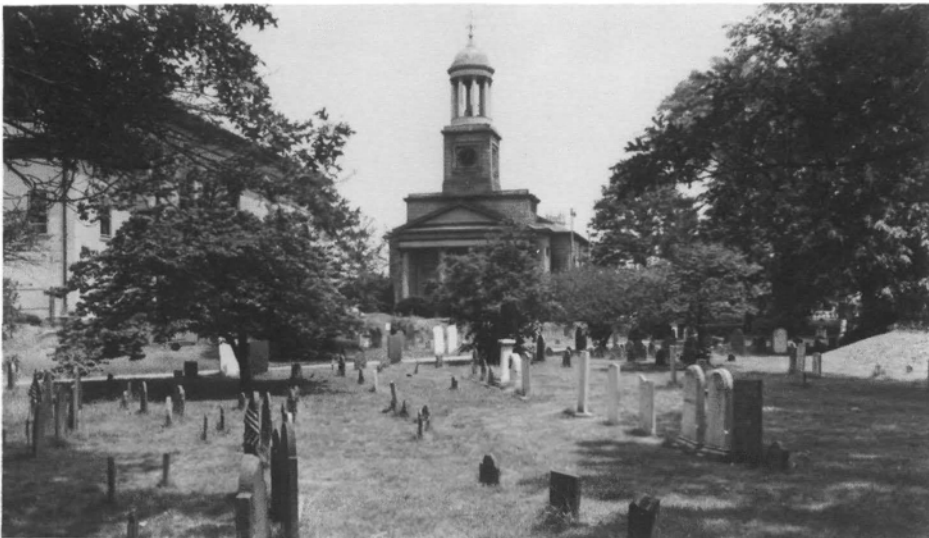
A cemetery containing the graves of persons of transcendent importance may be eligible. To be of transcendent importance the persons must have been of great eminence in their fields of endeavor or had a great impact upon the history of their community, State, or nation. (A single grave that is the burial place of an important person and is located in a larger cemetery that does not qualify under this Criteria Consideration should be treated under Criteria Consideration C: Birthplaces and Graves.)

Eligible

- A historic cemetery containing the graves of a number of persons who were exceptionally significant in determining the course of a State's political or economic history during a particular period is eligible.

Not Eligible

- A cemetery containing graves of State legislators is not eligible if they simply performed the daily business of State government and did not have an outstanding impact upon the nature and direction of the State's history.



Criteria Consideration D - Cemeteries. *The Hancock Cemetery, Quincy, Norfolk County, Massachusetts meets the exception to the Criteria because it derives its primary significance from its great age (the earliest burials date from 1640) and from the distinctive design features found in its rich collection of late 17th and early 18th century funerary art. (N. Hobart Holly)*

ELIGIBILITY ON THE BASIS OF AGE

Cemeteries can be eligible if they have achieved historic significance for their relative great age in a particular geographic or cultural context.

Eligible

- A cemetery dating from a community's original 1830s settlement can attain significance from its association with that very early period.

ELIGIBILITY FOR DESIGN

Cemeteries can qualify on the basis of distinctive design values. These values refer to the same design values addressed in Criterion C and can include aesthetic or technological achievement in the fields of city planning, architecture, landscape architecture, engineering, mortuary art, and sculpture. As for all other nominated properties, a cemetery must clearly express its design values and be able to convey its historic appearance.

Eligible

- A Victorian cemetery is eligible if it clearly expresses the aesthetic principles related to funerary design for that period, through such features as the overall plan, landscaping, statuary, sculpture, fencing, buildings, and grave markers.

Not Eligible

- A cemetery cannot be eligible for design values if it no longer conveys its historic appearance because of the introduction of new grave markers.

ELIGIBILITY FOR ASSOCIATION WITH EVENTS

Cemeteries may be associated with historic events including specific important events or general events that illustrate broad patterns.

Eligible

- A cemetery associated with an important Civil War battle is eligible.
- A cemetery associated with the settlement of an area by an ethnic or cultural group is eligible if the movement of the group into the area had an important impact, if other properties associated with that group are rare, and if few documentary sources have survived to provide information about the group's history.

Not Eligible

- A cemetery associated with a battle in the Civil War does not qualify if the battle was not important in the history of the war.
- A cemetery associated with an area's settlement by an ethnic or cultural group is not eligible if the impact of the group on the area cannot be established, if other extant historic properties better convey association with the group, or if the information that the cemetery can impart is available in documentary sources.

ELIGIBILITY FOR INFORMATION POTENTIAL

Cemeteries, both historic and prehistoric, can be eligible if they have the potential to yield important information. The information must be important within a specific context and the potential to yield information must be demonstrated.

A cemetery can qualify if it has potential to yield important information provided that the information it contains is not available in extant documentary evidence.

Eligible

- A cemetery associated with the settlement of a particular cultural group will qualify if it has the potential to yield important information about subjects such as demography, variations in mortuary practices, or the study of the cause of death correlated with nutrition or other variables.

INTEGRITY

Assessing the integrity of a historic cemetery entails evaluating principal design features such as plan, grave markers, and any related elements (such as fencing). Only that portion of a historic cemetery that retains its historic integrity can be eligible. If the overall integrity has been lost because of the number and size of recent grave markers, some features such as buildings, structures, or objects that retain integrity may be considered as individual properties if they are of such historic or artistic importance that they individually meet one or more of the requirements listed above.

NATIONAL CEMETERIES

National Cemeteries administered by the Veterans Administration are eligible because they have been designated by Congress as primary memorials to the military history of the United States. Those areas within a designated national cemetery that have been used or prepared for the reception of the remains of veterans and their dependents, as well as any landscaped areas that immediately surround the graves may qualify. Because these cemeteries draw their significance from the presence of the remains of military personnel who have served the country throughout

its history, the age of the cemetery is not a factor in judging eligibility, although integrity must be present.

A national cemetery or a portion of a national cemetery that has only been set aside for use in the future is not eligible.

CRITERIA CONSIDERATION E: RECONSTRUCTED PROPERTIES

A reconstructed property is eligible when it is accurately executed in a suitable environment *and* presented in a dignified manner as part of a restoration master plan *and* when no other building or structure with the same associations has survived. All three of these requirements must be met.

UNDERSTANDING CRITERIA CONSIDERATION E: RECONSTRUCTED PROPERTIES

“Reconstruction” is defined as the reproduction of the exact form and detail of a vanished building, structure, object, or a part thereof, as it appeared at a specific period of time. Reconstructed buildings fall into two categories: buildings wholly constructed of new materials and buildings reassembled from some historic and some new materials. Both categories of properties present problems in meeting the integrity requirements of the National Register criteria.

Examples of Properties that MUST Meet Criteria Consideration E: Reconstructed Properties

- A property in which most or all of the fabric is not original.
- A district in which an important resource or a significant number of resources are reconstructions.

Examples of Properties that DO NOT Need to Meet Criteria Consideration E: Reconstructed Properties

- A property that is remodeled or renovated and still has the majority of its original fabric.

APPLYING CRITERIA CONSIDERATION E: RECONSTRUCTED PROPERTIES

ACCURACY OF THE RECONSTRUCTION

The phrase “accurately executed” means that the reconstruction must be based upon sound archeological, architectural, and historic data concerning the historic construction and appearance of the resource. That documentation should include both analysis of any above or below ground material and research in written and other records.

SUITABLE ENVIRONMENT

The phrase “suitable environment” refers to: 1) the physical context provided by the historic district and 2) any interpretive scheme, if the historic district is used for interpretive purposes. This means that the reconstructed property must be located at the same site as the original. It must also be situated in its original grouping of buildings, structures, and objects (as many as are extant), and that grouping must retain integrity. In addition, the reconstruction must not be misrepresented as an authentic historic property.

Eligible

- A reconstructed plantation manager’s office building is considered eligible because it is located at its historic site, grouped with the remaining historic plantation buildings and structures, and the plantation as a whole retains integrity. Interpretation of the plantation district includes an explanation that the manager’s office is not the original building, but a reconstruction.

Not Eligible

- The same reconstructed plantation manager’s office building would not qualify if it were rebuilt at a location different from that of the original building, or if the district as a whole no longer reflected the period for which it is significant, or if a misleading interpretive scheme were used for the district or for the reconstruction itself.

RESTORATION MASTER PLANS

Being presented “as part of a restoration master plan” means that: 1) a reconstructed property is an essential component in a historic district and 2) the reconstruction is part of an overall restoration plan for an entire district. “Restoration” is defined as accurately recovering the form and details of a property and its setting as it appeared at a particular period by removing later work or by replacing missing earlier work (as opposed to completely rebuilding the property). The master plan for the entire property must emphasize restoration, not reconstruction. In other words, the master plan for the entire resource would not be acceptable under this consideration if it called for reconstruction of a majority of the resource.

LAST SURVIVING PROPERTY OF A TYPE

This consideration also stipulates that a reconstruction can qualify if, in addition to the other requirements, no other building, object, or structure with the same association has survived. A reconstruction that is part of a restoration master plan is appropriate only if: 1) the property is the only one in the district with which a particular important activity or event has been historically associated or 2) no other property with the same associative values has survived.

RECONSTRUCTIONS OLDER THAN FIFTY YEARS

After the passage of fifty years, a reconstruction may attain its own significance for what it reveals about the period in which it was built, rather than the historic period it was intended to depict. On that basis, a reconstruction can possibly qualify under any of the Criteria.

Eligible

- A reconstructed plantation manager’s office is eligible if the office were an important component of the plantation *and* if the reconstruction is one element in an overall plan for restoring the plantation *and* if no other building or structure with the same associations has survived.
- The reconstruction of the plantation manager’s office building can be eligible only if the majority of buildings, structures, and objects that comprised the plantation are extant and are being restored. For guidance regarding restoration see the *Secretary of the Interior’s Standards for Historic Preservation Projects*.

CRITERIA CONSIDERATION F: COMMEMORATIVE PROPERTIES

A property primarily commemorative in intent can be eligible if design, age, tradition, or symbolic value has invested it with its own historical significance.

UNDERSTANDING CRITERIA CONSIDERATION F: COMMEMORATIVE PROPERTIES

Commemorative properties are designed or constructed after the occurrence of an important historic event or after the life of an important person. They are not directly associated with the event or with the person's productive life, but serve as evidence of a later generation's assessment of the past. Their significance comes from their value as cultural expressions at the date of their creation. Therefore, a commemorative property generally must be over fifty years old and must possess significance based on its own value, not on the value of the event or person being memorialized.

Examples of Properties that MUST Meet Criteria Consideration F: Commemorative Properties

- *A property whose sole or primary function is commemorative or in which the commemorative function is of primary significance.*

Examples of Properties that DO NOT Need to Meet Criteria Consideration F: Commemorative Properties

- *A resource that has a non-commemorative primary function or significance.*
- *A single marker that is a component of a district (whether contributing or non-contributing).*

APPLYING CRITERIA CONSIDERATION F: COMMEMORATIVE PROPERTIES

ELIGIBILITY FOR DESIGN

A commemorative property derives its design from the aesthetic values of the period of its creation. A commemorative property, therefore, may be significant for the architectural, artistic, or other design qualities of its own period in prehistory or history.

Eligible

- A commemorative statue situated in a park or square is eligible if it expresses the aesthetics or craftsmanship of the period when it was made, meeting Criterion C.
- A late 19th century statue erected on a courthouse square to commemorate Civil War veterans would qualify if it reflects that era's shared perception of the noble character and valor of the veterans and their cause. This was commonly conveyed by portraying idealized soldiers or allegorical figures of battle, victory, or sacrifice.

ELIGIBILITY FOR AGE, TRADITION, OR SYMBOLIC VALUE

A commemorative property cannot qualify for association with the event or person it memorializes. A commemorative property may, however, acquire significance after the time of its creation through *age*, *tradition*, or *symbolic* value. This significance must be documented by accepted methods of historical research, including written or oral history, and must meet one or more of the Criteria.

Eligible

- A commemorative marker erected by a cultural group that believed the place was the site of its origins is eligible if, for subsequent generations of the group, the marker itself became the focus of traditional association with the group's historic identity.
- A building erected as a monument to an important historical figure will qualify if through the passage of time the property itself has come to symbolize the value placed upon the individual and is widely recognized as a reminder of enduring principles or contributions valued by the generation that erected the monument.
- A commemorative marker erected early in the settlement or development of an area will qualify if it is demonstrated that, because of its relative great age, the property has long been a part of the historic identity of the area.

Not Eligible

- A commemorative marker erected in the past by a cultural group at the site of an event in its history would not be eligible if the marker were significant only for association with the event, and it had not become significant itself through tradition.
- A building erected as a monument to an important historical figure would not be eligible if its only value lay in its association with the individual, and it has not come to symbolize values, ideas, or contributions valued by the generation that erected the monument.
- A commemorative marker erected to memorialize an event in the community's history would not qualify simply for its association with the event it memorialized.

INELIGIBILITY AS THE LAST REPRESENTATIVE OF AN EVENT OR PERSON

The loss of properties directly associated with a significant event or person does not strengthen the case for consideration of a commemorative property. Unlike birthplaces and graves, a commemorative property usually has no direct historic association. The commemorative property can qualify for historic association only if it is clearly significant in its own right, as stipulated above.

CRITERIA CONSIDERATION G: PROPERTIES THAT HAVE ACHIEVED SIGNIFICANCE WITHIN THE LAST FIFTY YEARS⁹

A property achieving significance within the last fifty years is eligible if it is of exceptional importance.

UNDERSTANDING CRITERIA CONSIDERATION G: PROPERTIES THAT HAVE ACHIEVED SIGNIFICANCE WITHIN THE LAST FIFTY YEARS

The National Register Criteria for Evaluation exclude properties that achieved significance within the last fifty years unless they are of exceptional importance. Fifty years is a general estimate of the time needed to develop historical perspective and to evaluate significance. This consideration guards against the listing of properties of passing contemporary interest and ensures that the National Register is a list of truly historic places.

Examples of Properties that MUST Meet Criteria Consideration G: Properties that Have Achieved Significance Within the Last Fifty Years

- A property that is less than fifty years old.
- A property that continues to achieve significance into a period less than fifty years before the nomination.
- A property that has non-contiguous Periods of Significance, one of which is less than fifty years before the nomination.
- A property that is more than fifty years old and had no significance until a period less than fifty years before the nomination.

Examples of Properties that DO NOT Need to Meet Criteria Consideration G: Properties that Have Achieved Significance Within the Last Fifty Years

- A resource whose construction began over fifty years ago, but the completion overlaps the fifty year period by a few years or less.
- A resource that is significant for its plan or design, which is over fifty years old, but the actual completion of the project overlaps the fifty year period by a few years.
- A historic district in which a few properties are newer than fifty years old, but the majority of properties and the most important Period of Significance are greater than fifty years old.

⁹ For more information on Criteria Consideration G, refer to *National Register Bulletin: Guidelines for Evaluating and Nominating Properties that Have Achieved Significance Within the Last Fifty Years*.

APPLYING CRITERIA CONSIDERATION G: PROPERTIES THAT HAVE ACHIEVED SIGNIFICANCE WITHIN THE PAST FIFTY YEARS

ELIGIBILITY FOR EXCEPTIONAL IMPORTANCE

The phrase “exceptional importance” may be applied to the extraordinary importance of an event or to an entire category of resources so fragile that survivors of any age are unusual. Properties listed that had attained significance in less than fifty years include: the launch pad at Cape Canaveral from which men first traveled to the moon, the home of nationally prominent playwright Eugene O’Neill, and the Chrysler Building (New York) significant as the epitome of the “Style Moderne” architecture.

Properties less than fifty years old that qualify as exceptional because the entire category of resources is fragile include a recent example of a traditional sailing canoe in the Trust Territory of the Pacific Islands, where because of rapid deterioration of materials, no working Micronesian canoes exist that are more than twenty years old. Properties that by their nature can last more than fifty years cannot be considered exceptionally important because of the fragility of the class of resources.

The phrase “exceptional importance” does not require that the property be of national significance. It is a measure of a property’s importance within the appropriate historic context, whether the scale of that context is local, State, or national.

Eligible

- The General Laundry Building in New Orleans, one of the few remaining Art Deco Style buildings in that city, was listed in the National Register when it was forty years old because of its exceptional importance as an example of that architectural style.

HISTORICAL PERSPECTIVE

A property that has achieved significance within the past fifty years can be evaluated only when sufficient historical perspective exists to determine that the property is exceptionally important. The necessary perspective can be provided by scholarly research and evaluation, and must consider both the historic context and the specific property’s role in that context.

In many communities, properties such as apartment buildings built in the 1950s cannot be evaluated because there is no scholarly research available to provide an overview of the nature, role, and impact of that building type within the context of historical and architectural developments of the 1950s.

NATIONAL PARK SERVICE RUSTIC ARCHITECTURE

Properties such as structures built in a rustic style by the National Park Service during the 1930s and 1940s can be evaluated because a broad study, *National Park Service Rustic Architecture* (1977), provides the context for evaluating properties of this type and style. Specific examples were listed in the National Register prior to reaching fifty years of age when documentation concerning the individual properties established their significance within the historical and architectural context of the type and style.

VETERANS ADMINISTRATION HOSPITALS

Hospitals less than fifty years old that were constructed by the Veterans Bureau and Veterans Administration can be evaluated because the collection of forty-eight facilities built between 1920 and 1946 has been analyzed in a study prepared by the agency. The study provided a historic and architectural context for development of veteran’s care within which hospitals could be evaluated. The exceptional importance of specific individual facilities constructed within the past fifty years could therefore be determined based on their role and their present integrity.

COMPARISON WITH RELATED PROPERTIES

In justifying exceptional importance, it is necessary to identify other properties within the geographical area that reflect the same significance or historic associations and to determine which properties *best* represent the historic context in question. Several properties in the area could become eligible with the passage of time, but few will qualify now as exceptionally important.

POST-WORLD WAR II PROPERTIES

Properties associated with the post-World War II era must be identified and evaluated to determine which ones in an area could be judged exceptionally important. For example, a public housing complex may be eligible as an outstanding expression of the nation’s post-war urban policy. A military installation could be judged exceptionally important because of its contribution to the Cold War arms race. A church building in a Southern city may have served as the pivotal rallying point for the city’s most famous civil rights protest. A post-war suburban subdivision may be the best reflection of contemporary siting and design tenets in a metropolitan area. In each case, the nomination preparer must justify the *exceptional* importance of the property relative to similar properties in the community, State, or nation.

ELIGIBILITY FOR INFORMATION POTENTIAL

A property that has achieved significance within the past fifty years can qualify under Criterion D only if it can be demonstrated that the information is of exceptional importance within the appropriate context and that the property contains data superior to or different from those obtainable from other sources, including other culturally related sites. An archeological site less than fifty years old may be eligible if the former inhabitants are so poorly documented that information about their lifeways is best obtained from examination of the material remains.

Eligible

- Data such as the rate of adoption of modern technological innovations by rural tenant farmers in the 1950s may not be obtainable through interviews with living persons but could be gained by examination of homesites.

Not Eligible

- A recent archeological site such as the remains of a Navajo sheep corral used in the 1950s would not be considered exceptionally significant for its information potential on animal husbandry if better information on the same topic is available through ethnographic studies or living informants.

HISTORIC DISTRICTS

Properties which have achieved significance within the past fifty years can be eligible for the National Register if they are an integral part of a district which qualifies for National Register listing. This is demonstrated by documenting that the property dates from within the district's defined Period of Significance and that it is associated with one or more of the district's defined Areas of Significance.

Properties less than fifty years old may be an integral part of a district when there is sufficient perspective to consider the properties as historic. This is accomplished by demonstrating that: 1) the district's Period of Significance is justified as a discrete period with a defined beginning and end, 2) the character of the district's historic resources is clearly defined and assessed, 3) specific resources in the district are demonstrated to date from that discrete era, and 4) the majority of district properties are over fifty years old. In these instances, it is not necessary to prove exceptional importance of either the district itself or the less-than-fifty-year-old properties. Exceptional importance still must be demonstrated for district where the majority of properties or the major Period of Significance is less than fifty years old, and for less-than-fifty-year-old properties which are nominated individually.

PROPERTIES MORE THAN FIFTY YEARS IN AGE, LESS THAN FIFTY YEARS IN SIGNIFICANCE

Properties that are more than fifty years old, but whose significant associations or qualities are less than fifty years old, must be treated under the fifty year consideration.

Eligible

- A building constructed early in the twentieth century (and having no architectural importance), but that was associated with an important person during the 1950s, must be evaluated under Criteria Consideration G because the Period of Significance is within the past fifty years. Such a property would qualify if the person was of exceptional importance.

REQUIREMENT TO MEET THE CRITERIA, REGARDLESS OF AGE

Properties that are less than fifty years old and are not exceptionally important will *not* automatically qualify for the National Register once they are fifty years old. In order to be listed in the National Register, all properties, regardless of age, must be demonstrated to meet the Criteria for Evaluation.

VIII. HOW TO EVALUATE THE INTEGRITY OF A PROPERTY

INTRODUCTION

Integrity is the ability of a property to convey its significance. To be listed in the National Register of Historic Places, a property must not only be shown to be significant under the National Register criteria, but it also must have integrity. The evaluation of integrity is sometimes a subjective judgment, but it must always be grounded in an understanding of a property's physical features and how they relate to its significance.

Historic properties either retain integrity (this is, convey their significance) or they do not. Within the concept of integrity, the National Register criteria recognizes seven aspects or qualities that, in various combinations, define integrity.

To retain historic integrity a property will always possess several, and usually most, of the aspects. The retention of specific aspects of integrity is paramount for a property to convey its significance. Determining *which* of these aspects are most important to a particular property requires knowing why, where, and when the property is significant. The following sections define the seven aspects and explain how they combine to produce integrity.

SEVEN ASPECTS OF INTEGRITY

- Location
- Design
- Setting
- Materials
- Workmanship
- Feeling
- Association

UNDERSTANDING THE ASPECTS OF INTEGRITY

LOCATION

Location is the place where the historic property was constructed or the place where the historic event occurred. The relationship between the property and its location is often important to understanding why the property was created or why something happened. The actual location of a historic property, complemented by its setting, is particularly important in recapturing the sense of historic events and persons. Except in rare cases, the relationship between a property and its historic associations is destroyed if the property is moved. (See Criteria Consideration B in *Part VII: How to Apply the Criteria Considerations*, for the conditions under which a moved property can be eligible.)

DESIGN

Design is the combination of elements that create the form, plan, space, structure, and style of a property. It results from conscious decisions made during the original conception and planning of a property (or its significant alteration) and applies to activities as diverse as community planning, engineering, architecture, and landscape architecture. Design includes such elements as organization of space, proportion, scale, technology, ornamentation, and materials.

A property's design reflects historic functions and technologies as well as aesthetics. It includes such considerations as the structural system; massing; arrangement of spaces; pattern of fenestration; textures and colors of surface materials; type, amount, and style of ornamental detailing; and arrangement and type of plantings in a designed landscape.

Design can also apply to districts, whether they are important primarily for historic association, architectural value, information potential, or a combination thereof. For districts significant primarily for historic association or architectural value, design concerns more than just the individual buildings or structures located within the boundaries. It also applies to the way in which buildings, sites, or structures are related: for example, spatial relationships between major features; visual rhythms in a streetscape or landscape plantings; the layout and materials of walkways and roads; and the relationship of other features, such as statues, water fountains, and archeological sites.

SETTING

Setting is the physical environment of a historic property. Whereas location refers to the specific place where a property was built or an event occurred, setting refers to the *character* of the place in which the property played its historical role. It involves *how*, not just *where*, the property is situated and its relationship to surrounding features and open space.

Setting often reflects the basic physical conditions under which a property was built and the functions it was intended to serve. In addition, the way in which a property is positioned in its environment can reflect the designer's concept of nature and aesthetic preferences.

The physical features that constitute the setting of a historic property can be either natural or manmade, including such elements as:

- Topographic features (a gorge or the crest of a hill);
- Vegetation;
- Simple manmade features (paths or fences); and
- Relationships between buildings and other features or open space.

These features and their relationships should be examined not only within the exact boundaries of the property, but also between the property and its *surroundings*. This is particularly important for districts.

MATERIALS

Materials are the physical elements that were combined or deposited during a particular period of time and in a particular pattern or configuration to form a historic property. The choice and combination of materials reveal the preferences of those who created the property and indicate the availability of particular types of materials and technologies. Indigenous materials are often the focus of regional building traditions and thereby help define an area's sense of time and place.

A property must retain the key exterior materials dating from the period of its historic significance. If the property has been rehabilitated, the historic materials and significant features must have been preserved. The property must also be an actual historic resource, not a recreation; a

recent structure fabricated to look historic is not eligible. Likewise, a property whose historic features and materials have been lost and then reconstructed is usually not eligible. (See Criteria Consideration E in *Part VII: How to Apply the Criteria Considerations* for the conditions under which a reconstructed property can be eligible.)

WORKMANSHIP

Workmanship is the physical evidence of the crafts of a particular culture or people during any given period in history or prehistory. It is the evidence of artisans' labor and skill in constructing or altering a building, structure, object, or site. Workmanship can apply to the property as a whole or to its individual components. It can be expressed in vernacular methods of construction and plain finishes or in highly sophisticated configurations and ornamental detailing. It can be based on common traditions or innovative period techniques.

Workmanship is important because it can furnish evidence of the technology of a craft, illustrate the aesthetic principles of a historic or prehistoric period, and reveal individual, local, regional, or national applications of both technological practices and aesthetic principles. Examples of workmanship in historic buildings include tooling, carving, painting, graining, turning, and joinery. Examples of workmanship in prehistoric contexts include Paleo-Indian clovis projectile points; Archaic period beveled adzes; Hopewellian birdstone pipes; copper earspools and worked bone pendants; and Iroquoian effigy pipes.

FEELING

Feeling is a property's expression of the aesthetic or historic sense of a particular period of time. It results from the presence of physical features that, taken together, convey the property's historic character. For example, a rural historic district retaining original design, materials, workmanship, and setting will relate the feeling of agricultural life in the 19th century. A grouping of prehistoric petroglyphs, unmarred by graffiti and intrusions and located on its original isolated bluff, can evoke a sense of tribal spiritual life.

ASSOCIATION

Association is the direct link between an important historic event or person and a historic property. A property retains association if it is the place where the event or activity occurred and is sufficiently intact to convey that relationship to an observer. Like feeling, association requires the presence of physical features that convey a property's historic character. For example, a Revolutionary War battlefield whose natural and manmade elements have remained intact since the 18th century will retain its quality of association with the battle.

Because feeling and association depend on individual perceptions, their retention *alone* is never sufficient to support eligibility of a property for the National Register.

ASSESSING INTEGRITY IN PROPERTIES

Integrity is based on significance: why, where, and when a property is important. Only after significance is fully established can you proceed to the issue of integrity.

The steps in assessing integrity are:

- Define the **essential physical features** that must be present for a property to represent its significance.
- Determine whether the **essential physical features are visible** enough to convey their significance.
- Determine whether the property needs to be **compared with similar properties**. And,
- Determine, based on the significance and essential physical features, **which aspects of integrity** are particularly vital to the property being nominated and if they are present.

Ultimately, the question of integrity is answered by whether or not the property retains the **identity** for which it is significant.

DEFINING THE ESSENTIAL PHYSICAL FEATURES

All properties change over time. It is not necessary for a property to retain all its historic physical features or characteristics. The property must retain, however, the essential physical features that enable it to convey its historic identity. The essential physical features are those features that define both *why* a property is significant (Applicable Criteria and Areas of Significance) and *when* it was significant (Periods of Significance). They are the features without which a property can no longer be identified as, for instance, a late 19th century dairy barn or an early 20th century commercial district.

CRITERIA A AND B

A property that is significant for its historic association is eligible if it retains the essential physical features that made up its character or appearance during the period of its association with the important event, historical pattern, or person(s). If the property is a site (such as a treaty site) where there are no material cultural remains, the setting must be intact.

Archeological sites eligible under Criteria A and B must be in overall good condition with excellent preservation of features, artifacts, and spatial relationships to the extent that these remains are able to convey important associations with events or persons.

CRITERION C

A property important for illustrating a particular architectural style or construction technique must retain most of the physical features that constitute that style or technique. A property that has lost some historic materials or details can be eligible if it retains the majority of the features that illustrate its style in terms of the massing, spatial relationships, proportion, pattern of windows and doors, texture of materials, and ornamentation. The property is not eligible, however, if it retains some basic features conveying massing but has lost the majority of the features that once characterized its style.

Archeological sites eligible under Criterion C must be in overall good condition with excellent preservation

of features, artifacts, and spatial relationships to the extent that these remains are able to illustrate a site type, time period, method of construction, or work of a master.

CRITERION D

For properties eligible under Criterion D, including archeological sites and standing structures studied for their information potential, less attention is given to their overall condition, than it they were being considered under Criteria A, B, or C. Archeological sites, in particular, do not exist today exactly as they were formed. There are always cultural and natural processes that alter the deposited materials and their spatial relationships.

For properties eligible under Criterion D, integrity is based upon the property's potential to yield specific data that addresses important research questions, such as those identified in the historic context documentation in the Statewide Comprehensive Preservation Plan or in the research design for projects meeting the *Secretary of the Interior's Standards for Archeological Documentation*.

INTERIORS

Some historic buildings are virtually defined by their exteriors, and their contribution to the built environment can be appreciated even if their interiors are not accessible. Examples of this would include early examples of steel-framed skyscraper construction. The great advance in American technology and engineering made by these buildings can be read from the outside. The change in American popular taste during the 19th century, from the symmetry and simplicity of architectural styles based on classical precedents, to the expressions of High Victorian styles, with their combination of textures, colors, and asymmetrical forms, is readily apparent from the exteriors of these buildings.

Other buildings "are" interiors. The Cleveland Arcade, that soaring 19th century glass-covered shopping area, can only be appreciated from the inside. Other buildings in this category would be the great covered train sheds of the 19th century.

In some cases the loss of an interior will disqualify properties from listing

in the National Register—a historic concert hall noted for the beauty of its auditorium and its fine acoustic qualities would be the type of property that if it were to lose its interior, it would lose its value as a historic resource. In other cases, the overarching significance of a property's exterior can overcome the adverse effect of the loss of an interior.

In borderline cases particular attention is paid to the significance of the property and the remaining historic features.

HISTORIC DISTRICTS

For a district to retain integrity as a whole, the majority of the components that make up the district's historic character must possess integrity even if they are individually undistinguished. In addition, the relationships among the district's components must be substantially unchanged since the period of significance.

When evaluating the impact of intrusions upon the district's integrity, take into consideration the relative number, size, scale, design, and location of the components that do not contribute to the significance. A district is not eligible if it contains so many alterations or new intrusions that it no longer conveys the sense of a historic environment.

A component of a district cannot contribute to the significance if:

- it has been substantially altered since the period of the district's significance or
- it does not share the historic associations of the district.

VISIBILITY OF PHYSICAL FEATURES

Properties eligible under Criteria A, B, and C must not only retain their essential physical features, but the features must be visible enough to convey their significance. This means that even if a property is physically intact, its integrity is questionable if its significant features are concealed under modern construction. Archeological properties are often the exception to this; by nature they usually do not require visible features to convey their significance.

NON-HISTORIC EXTERIORS

If the historic *exterior* building material is covered by non-historic material (such as modern siding), the property can still be eligible *if* the significant form, features, and detailing are not obscured. If a property's exterior is covered by a non-historic false-front or curtain wall, the property will not qualify under Criteria A, B, or C, because it does not retain the visual quality necessary to convey historic or architectural significance. Such a property also cannot be considered a contributing element in a historic district, because it does not add to the district's sense of time and place. If the false front, curtain wall, or non-historic siding is removed and the original building materials are intact, then the property's integrity can be re-evaluated.

PROPERTY CONTAINED WITHIN ANOTHER PROPERTY

Some properties contain an earlier structure that formed the nucleus for later construction. The exterior property, if not eligible in its own right, can qualify on the basis of the interior property *only if* the interior property can yield significant information about a specific construction technique or material, such as rammed earth or tabby. The interior property *cannot* be used as the basis for eligibility if it has been so altered that it no longer contains the features that could provide important information, or if the presence of important information cannot be demonstrated.

SUNKEN VESSELS

A sunken vessel can be eligible under Criterion C as embodying the distinctive characteristics of a method of construction if it is structurally intact. A *deteriorated* sunken vessel, no longer structurally intact, can be eligible under Criterion D if the remains of either the vessel or its contents is capable of yielding significant information. For further information, refer to *National Register Bulletin: Nominating Historic Vessels and Shipwrecks to the National Register of Historic Places*.

Natural Features

A natural feature that is associated with a historic event or trend, such as a rock formation that served as a trail marker during westward expansion, must retain its historic appearance, unobscured by modern construction or landfill. Otherwise it is not eligible, even though it remains intact.

COMPARING SIMILAR PROPERTIES

For some properties, comparison with similar properties should be considered during the evaluation of integrity. Such comparison may be important in deciding what physical features are essential to properties of that type. In instances where it has not been determined what physical features a property must possess in order for it to reflect the significance of a historic context, comparison with similar properties should be undertaken during the evaluation of integrity. This situation arises when scholarly work has not been done on a particular property type or when surviving examples of a property type are extremely rare. (See **Comparing Related Properties** in *Part V: How to Evaluate a Property within its Historic Context*.)

RARE EXAMPLES OF A PROPERTY TYPE

Comparative information is particularly important to consider when evaluating the integrity of a property that is a rare surviving example of its type. The property must have the essential physical features that enable it to convey its historic character or information. The rarity and poor condition, however, of other extant examples of the type may justify accepting a greater degree of alteration or fewer features, provided that enough of the property survives for it to be a significant resource.

Eligible

- A one-room schoolhouse that has had all original exterior siding replaced and a replacement roof that does not exactly replicate the original roof profile can be eligible if the other extant rare examples have received an even greater degree of alteration, such as the subdivision of the original one-room plan.

Not Eligible

- A mill site contains information on how site patterning reflects historic functional requirements, but parts of the site have been destroyed. The site is not eligible for its information potential if a comparison of other mill sites reveals more intact properties with complete information.

DETERMINING THE RELEVANT ASPECTS OF INTEGRITY

Each type of property depends on certain aspects of integrity, more than others, to express its historic significance. Determining which of the aspects is most important to a particular property requires an understanding of the property's significance and its essential physical features.

CRITERIA A AND B

A property important for association with an event, historical pattern, or person(s) ideally might retain *some* features of all seven aspects of integrity: location, design, setting, materials, workmanship, feeling, and association. Integrity of design and workmanship, however, might not be as important to the significance, and would not be relevant if the property were a site. A basic integrity test for a property associated with an important event or person is whether a historical contemporary would recognize the property as it exists today.

For archeological sites that are eligible under Criteria A and B, the seven aspects of integrity can be applied in much the same way as they are to buildings, structures, or objects. It is important to note, however, that the site must have *demonstrated* its ability to convey its significance, as opposed to sites eligible under Criterion D where only the potential to yield information is required.

Eligible

A mid-19th century waterpowered mill important for its association with an area's industrial development is eligible if:

- it is still on its original site (**Location**), and
- the important features of its setting are intact (**Setting**), and
- it retains most of its historic materials (**Materials**), and
- it has the basic features expressive of its design and function, such as configuration, proportions, and window pattern (**Design**).

Not Eligible

A mid-19th century water-powered mill important for its association with an area's industrial development is not eligible if:

- it has been moved (**Location**, **Setting**, **Feeling**, and **Association**), or
- substantial amounts of new materials have been incorporated (**Materials**, **Workmanship**, and **Feeling**), or
- it no longer retains basic design features that convey its historic appearance or function (**Design**, **Workmanship**, and **Feeling**).

CRITERION C

A property significant under Criterion C must retain those physical features that characterize the type, period, or method of construction that the property represents. Retention of design, workmanship, and materials will usually be more important than location, setting, feeling, and association. Location and setting will be important, however, for those properties whose design is a reflection of their immediate environment (such as designed landscapes and bridges).

For archeological sites that are eligible under Criterion C, the seven aspects of integrity can be applied in much the same way as they are to buildings, structures, or objects. It is important to note, however, that the site must have *demonstrated* its ability to convey its significance, as opposed to sites eligible under Criterion D where only the *potential* to yield information is required.

Eligible

A 19th century wooden covered bridge, important for illustrating a construction type, is eligible if:

- the essential features of its design are intact, such as abutments, piers, roof configuration, and trusses (**Design**, **Workmanship**, and **Feeling**), and
- most of the historic materials are present (**Materials**, **Workmanship**, and **Feeling**), and
- evidence of the craft of wooden bridge technology remains, such as the form and assembly technique of the trusses (**Workmanship**).
- Since the design of a bridge relates directly to its function as a transportation crossing, it is also important that the bridge still be situated over a waterway (**Setting**, **Location**, **Feeling**, and **Association**).

Not Eligible

For a 19th century wooden covered bridge, important for its construction type, replacement of some materials of the flooring, siding, and roofing would not necessarily damage its integrity. Integrity would be lost, however, if:

- the abutments, piers, or trusses were substantially altered (**Design**, **Workmanship**, and **Feeling**) or
- considerable amounts of new materials were incorporated (**Materials**, **Workmanship**, and **Feeling**).
- Because environment is a strong factor in the design of this property type, the bridge would also be ineligible if it no longer stood in a place that conveyed its function as a crossing (**Setting**, **Location**, **Feeling**, and **Association**).

CRITERION D

For properties eligible under Criterion D, setting and feeling may not have direct bearing on the property's ability to yield important information. Evaluation of integrity probably will focus primarily on the location, design, materials, and perhaps workmanship.

Eligible

A multicomponent prehistoric site important for yielding data on changing subsistence patterns can be eligible if:

- floral or faunal remains are found in clear association with cultural material (**Materials** and **Association**) and
- the site exhibits stratigraphic separation of cultural components (**Location**).

Not Eligible

A multicomponent prehistoric site important for yielding data on changing subsistence patterns would not be eligible if:

- floral or faunal remains were so badly decomposed as to make identification impossible (**Materials**), or
- floral or faunal remains were disturbed in such a manner as to make their association with cultural remains ambiguous (**Association**), or
- the site has lost its stratigraphic context due to subsequent land alterations (**Location**).

Eligible

A lithic scatter site important for yielding data on lithic technology during the Late Archaic period can be eligible if:

- the site contains lithic debitage, finished stone tools, hammerstones, or antler flakers (**Material** and **Design**), and
- the site contains datable material (**Association**).

Not Eligible

A lithic scatter site important for yielding data on lithic technology during the Late Archaic period would not be eligible if:

- the site contains natural deposits of lithic materials that are impossible to distinguish from culturally modified lithic material (**Design**) or
- the site does not contain any temporal diagnostic evidence that could link the site to the Late Archaic period (**Association**).

IX. SUMMARY OF THE NATIONAL HISTORIC LANDMARKS CRITERIA FOR EVALUATION

A property being nominated to the National Register may also merit consideration for potential designation as a National Historic Landmark. Such consideration is dependent upon the stringent application of the following distinct set of criteria (found in the *Code of Federal Regulations*, Title 36, Part 65).

NATIONAL HISTORIC LANDMARKS CRITERIA

The quality of national significance is ascribed to districts, sites, buildings, structures, and objects that possess exceptional value or quality in illustrating or interpreting the heritage of the United States in history, architecture, archeology, engineering, and culture and that possess a high degree of integrity of location, design, setting, materials, workmanship, feeling, and association, and:

1. That are associated with events that have made a significant contribution to, and are identified with, or that outstandingly represent, the broad national patterns of United States history and from which an understanding and appreciation of those patterns may be gained; or
2. That are associated importantly with the lives of persons nationally significant in the history of the United States; or
3. That represent some great idea or ideal of the American people; or
4. That embody the distinguishing characteristics of an architectural type specimen exceptionally valuable for a study of a period, style or method of construction, or that represent a significant, distinctive and exceptional entity whose components may lack individual distinction; or
5. That are composed of integral parts of the environment not sufficiently significant by reason of historical association or artistic merit to warrant individual recognition but collectively compose an entity of exceptional historical or artistic significance, or outstandingly commemorate or illustrate a way of life or culture; or
6. That have yielded or may be likely to yield information of major scientific importance by revealing new cultures, or by shedding light upon periods of occupation over large areas of the United States. Such sites are those which have yielded, or which may reasonably be expected to yield, data affecting theories, concepts and ideas to a major degree.

NATIONAL HISTORIC LANDMARK EXCLUSIONS

Ordinarily, cemeteries, birthplaces, graves of historical figures, properties owned by religious institutions or used for religious purposes, structures that have been moved from their original locations, reconstructed historic buildings and properties that have achieved significance within the past fifty years are not eligible for designation. If such properties fall within the following categories they may, nevertheless, be found to qualify:

1. A religious property deriving its primary national significance from architectural or artistic distinction or historical importance; or
2. A building or structure removed from its original location but which is nationally significant primarily for its architectural merit, or for association with persons or events of transcendent importance in the nation's history and the association consequential; or
3. A site of a building or structure no longer standing but the person or event associated with it is of transcendent importance in the nation's history and the association consequential; or

4. A birthplace, grave or burial if it is of a historical figure of transcendent national significance and no other appropriate site, building, or structure directly associated with the productive life of that person exists; or
5. A cemetery that derives its primary national significance from graves of persons of transcendent importance, or from an exceptionally distinctive design or an exceptionally significant event; or
6. A reconstructed building or ensemble of buildings of extraordinary national significance when accurately executed in a suitable environment and presented in a dignified manner as part of a restoration master plan, and when no other buildings or structures with the same association have survived; or
7. A property primarily commemorative in intent if design, age, tradition, or symbolic value has invested it with its own national historical significance; or
8. A property achieving national significance within the past 50 years if it is of extraordinary national importance.

COMPARING THE NATIONAL HISTORIC LANDMARKS CRITERIA AND THE NATIONAL REGISTER CRITERIA

In general, the instructions for preparing a National Register nomination and the guidelines stated in this bulletin for applying the National Register Criteria also apply to Landmark nominations and the use of the Landmark criteria. While there are specific distinctions discussed below, *Parts IV and V* of this bulletin apply equally to National Register listings and Landmark nominations. That is, the categories of historic properties are defined the same way; historic con-

texts are identified similarly; and comparative evaluation is carried out on the same principles enumerated in *Part V*.

There are some differences between National Register and National Historic Landmarks Criteria. The following is an explanation of how each Landmark Criterion compares with its National Register Criteria counterpart:

CRITERION 1

This Criterion relates to National Register Criterion A. Both cover properties associated with events. The Landmark Criterion, however, requires that the events associated with the property be *outstandingly* represented by that property and that the property be related to the broad national patterns of U.S. history. Thus, the quality of the property to convey and interpret its meaning must be of a higher order and must relate to national themes rather than the narrower context of State or local themes.

CRITERION 2

This Criterion relates to National Register Criterion B. Both cover properties associated with significant people. The Landmark Criterion differs in that it specifies that the association of a person to the property in question be an important one and that the person associated with the property be of *national* significance.

CRITERION 3

This Criterion has no counterpart among the National Register Criteria. It is rarely, if ever, used alone. While not a landmark at present, the Liberty Bell is an object that might be considered under this Criterion. The application of this Criterion obviously requires the most careful scrutiny and would apply only in rare instances involving ideas and ideals of the highest order.

CRITERION 4

This Criterion relates to National Register Criterion C. Its intent is to qualify exceptionally important works of architecture or collective elements of architecture extraordinarily significant as an ensemble, such as a historic

district. Note that the language is more restrictive than that of the National Register Criterion in requiring that a candidate in architecture be "a specimen exceptionally valuable for the study of a period, style, or method of construction" rather than simply embodying distinctive characteristics of a type, period, or method of construction. With regard to historic districts, the Landmarks Criterion requires an entity that is distinctive and exceptional. Unlike National Register Criterion C, this Criterion will not qualify the works of a master, *per se*, but only such works which are exceptional or extraordinary. Artistic value is considered only in the context of history's judgement in order to avoid current conflicts of taste.

CRITERION 5

This Criterion does not have a strict counterpart among the National Register Criteria. It may seem redundant of the latter part of Landmark Criterion 4. It is meant to cover collective entities such as Greenfield Village and historic districts like New Bedford, Massachusetts, which qualify for their collective association with a nationally significant event, movement, or broad pattern of national development.

CRITERION 6

The National Register counterpart of this is Criterion D. Criterion 6 was developed specifically to recognize archeological sites. All such sites must address this Criterion. The following are the qualifications that distinguish this Criterion from its National Register counterpart: the information yielded or likely to be yielded must be of *major* scientific importance by revealing new cultures, or by shedding light upon periods of occupation *over large areas* of the United States. Such sites should be expected to yield data affecting *theories, concepts, and ideas* to a *major degree*.

The data recovered or expected to be recovered must make a major contribution to the existing corpus of information. Potentially recoverable data must be likely to revolutionize or substantially modify a major theme in history or prehistory, resolve a substantial historical or anthropological debate, or close a serious gap in a major theme of U. S. history or prehistory.

EXCLUSIONS AND EXCEPTIONS TO THE EXCLUSIONS

This section of the National Historic Landmarks Criteria has its counterpart in the National Register's "Criteria Considerations." The most abundant difference between them is the addition of the qualifiers "national," "exceptional," or "extraordinary" before the word significance. Other than this, the following are the most notable distinctions:

EXCLUSION 2

Buildings moved from their original location, qualify only if one of two conditions are met: 1) the building is nationally significant for

architecture, or 2) the persons or events with which they are associated are of *transcendent* national significance and the association is consequential.

Transcendent significance means an order of importance higher than that which would ordinarily qualify a person or event to be nationally significant. A consequential association is a relationship to a building that had an evident impact on events, rather than a connection that was incidental and passing.

EXCLUSION 3

This pertains to the site of a structure no longer standing. There is no counterpart to this exclusion in the National Register Criteria. In order for such a property to qualify for Landmark designation it must meet the second condition cited for Exclusion 2.

EXCLUSION 4

This exclusion relates to Criteria Consideration C of the National Register Criteria. The only difference is that a burial place qualifies for Landmark designation only if, in addition to other factors, the person buried is of *transcendent* national importance.

When evaluating properties at the national level for designation as a National Historic Landmark, please refer to the National Historic Landmarks outline, *History and Prehistory in the National Park System and the National Historic Landmarks Program, 1987*. (For more information about the National Historic Landmarks program, please write to Department of the Interior, National Park Service, National Historic Landmarks, 1849 C Street, NW, NC400, Washington, DC 20240.)

X. GLOSSARY

Associative Qualities - An aspect of a property's history that links it with historic events, activities, or persons.

Code of Federal Regulations - Commonly referred to as "CFR." The part containing the National Register Criteria is usually referred to as 36 CFR 60, and is available from the National Park Service.

CLG - Certified Local Government.

Culture - A group of people linked together by shared values, beliefs, and historical associations, together with the group's social institutions and physical objects necessary to the operation of the institution.

Cultural Resource - See Historic Resource.

Evaluation - Process by which the significance and integrity of a historic property are judged and eligibility for National Register listing is determined.

Historic Context - An organizing structure for interpreting history that groups information about historic properties that share a common theme, common geographical area, and a common time period. The development of historic contexts is a foundation for decisions about the planning, identification, evaluation, registration, and treatment of historic properties, based upon comparative historic significance.

Historic Integrity - The unimpaired ability of a property to convey its historical significance.

Historic Property - See Historic Resource.

Historic Resource - Building, site, district, object, or structure evaluated as historically significant.

Identification - Process through which information is gathered about historic properties.

Listing - The formal entry of a property in the National Register of Historic Places. See also, Registration.

Nomination - Official recommendation for listing a property in the National Register of Historic Places.

Property Type - A grouping of properties defined by common physical and associative attributes.

Registration - Process by which a historic property is documented and nominated or determined eligible for listing in the National Register.

Research Design - A statement of proposed identification, documentation, investigation, or other treatment of a historic property that identifies the project's goals, methods and techniques, expected results, and the relationship of the expected results to other proposed activities or treatments.

XI. LIST OF NATIONAL REGISTER BULLETINS

The Basics

How to Apply National Register Criteria for Evaluation *

Guidelines for Completing National Register of Historic Places Form

Part A: How to Complete the National Register Form *

Part B: How to Complete the National Register Multiple Property Documentation Form *

Researching a Historic Property *

Property Types

Guidelines for Evaluating and Documenting Historic **Aids to Navigation** *

Guidelines for Identifying, Evaluating and Registering **America's Historic Battlefields**

Guidelines for Evaluating and Registering Historical **Archeological Sites**

Guidelines for Evaluating and Documenting Historic **Aviation Properties**

Guidelines for Evaluating and Registering **Cemeteries and Burial Places**

How to Evaluate and Nominate **Designed Historic Landscapes** *

Guidelines for Identifying, Evaluating and Registering Historic **Mining Sites**

How to Apply National Register Criteria to **Post Offices** *

Guidelines for Evaluating and Documenting **Properties Associated with Significant Persons**

Guidelines for Evaluating and Documenting **Properties That Have Achieved Significance Within the Last Fifty Years** *

Guidelines for Evaluating and Documenting **Rural Historic Landscapes** *

Guidelines for Evaluating and Documenting **Traditional Cultural Properties** *

Nominating Historic **Vessels and Shipwrecks** to the National Register of Historic Places

Technical Assistance

Defining Boundaries for National Register Properties*

Guidelines for Local Surveys: A Basis for Preservation Planning *

How to Improve the Quality of Photographs for National Register Nominations

National Register Casebook: Examples of Documentation *

Using the UTM Grid System to Record Historic Sites

To order these publications, write to: National Register of Historic Places, National Park Service, 1849 C St., NC 400, NW, Washington, D.C. 20240, or e-mail at: nr_reference@nps.gov. Publications marked with an asterisk (*) are also available in electronic form at www.cr.nps.gov/nr.