

NATIONAL REGISTER OF HISTORIC PLACES

Pleasant Plains School

Pleasant Plains, Hertford County, HF0575, Listed 5/17/2016
Nomination by Marvin Jones and Joanna Braswell
Photographs by Joanna Braswell, September 2014



Overall view



Side (south) elevation

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 National Register Bulletin, *How to Complete the National Register of Historic Places Registration Form*. If any item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classification, materials, and areas of significance, enter only categories and subcategories from the instructions.

1. Name of Property

Historic name: Pleasant Plains School
 Other names/site number: Pleasant Plains Community Center
 Name of related multiple property listing:
Rosenwald Schools in North Carolina
 (Enter "N/A" if property is not part of a multiple property listing)

2. Location

Street & number: West side of U.S. Highway 13, immediately south of the intersection with Pleasant Plains Road (SR 1132)
 City or town: Pleasant Plains State: North Carolina County: Hertford
 Not For Publication: N/A Vicinity: N/A

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act, as amended,
 I hereby certify that this X nomination ___ request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60.
 In my opinion, the property X meets ___ does not meet the National Register Criteria. I recommend that this property be considered significant at the following level(s) of significance:

 national statewide X local
 Applicable National Register Criteria:
 X A B X C D

<p>_____ Signature of certifying official/Title: <u>North Carolina Department of Natural and Cultural Resources</u> State or Federal agency/bureau or Tribal Government</p>	<p>_____ Date</p>
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In my opinion, the property ___ meets ___ does not meet the National Register criteria.

Signature of commenting official:	Date
Title :	State or Federal agency/bureau or Tribal Government

4. National Park Service Certification

I hereby certify that this property is:

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

Signature of the Keeper

Date of Action

5. Classification

Ownership of Property

(Check as many boxes as apply.)

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

Category of Property

(Check only **one** box.)

- Building(s)
- District

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Site

Structure

Object

Number of Resources within Property

(Do not include previously listed resources in the count)

Contributing	Noncontributing	
<u>1</u>	<u>0</u>	buildings
<u>0</u>	<u>0</u>	sites
<u>0</u>	<u>1</u>	structures
<u>0</u>	<u>1</u>	objects
<u>1</u>	<u>2</u>	Total

Number of contributing resources previously listed in the National Register N/A

6. Function or Use

Historic Functions

(Enter categories from instructions.)

EDUCATION/ school

Current Functions

(Enter categories from instructions.)

Vacant/Not in Use

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7. Description

Architectural Classification

(Enter categories from instructions.)

Late 19th and 20th Century Revivals

Materials: (enter categories from instructions.)

Principal exterior materials of the property:

Foundation: brick

Walls: frame/weatherboard

Standing-seam metal roof

Narrative Description

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

Summary Paragraph

Pleasant Plains School is located in Hertford County, North Carolina, immediately south of the intersection of U.S. Highway 13 and Pleasant Plains Road (SR 1132), across from Pleasant Plains Baptist Church and cemetery. It is on a 5.7 acre parcel that it shares with the church, church grounds, and cemetery. U.S. Highway 13 divides the parcel, and the school sits on an 1.8-acre lot on the west side of the road. The topography of the area is moderately flat. Wooded areas are behind both the school and church and agricultural fields are located to the south. The school is a T-shaped, one-story, frame building with a belfry tower over the entrance. Built in 1920, the school was the second Rosenwald-funded school built in Hertford County. The 1920 school replaced the first school on the property which is no longer extant and according to local tradition dated from c. 1866.

Narrative Description

Pleasant Plains School is located at the intersection of U.S. Highway 13 and Pleasant Plains Road on the west side, and 150 feet south of U.S. Highway 13, the main north-south highway in Hertford County. The school is three miles south of Winton, the county seat and five miles north of Ahoskie, the largest town in the county. The school sits between a single-family house to the north, which was built for the pastor by a church member, and an agricultural field to the south.

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Adjacent to the school on the south side of the parcel, is an open park with a childrens' merry-go-round. The merry-go-round is at least fifty-five years if not older. The park continued to serve as a playground after the school was converted to a community center in 1951. It also contains newer playground equipment including a dome, slide, swing set and picnic shelter (non-contributing structure) with tables (c. 1980). The park is the site of the original 1875 Pleasant Plains Baptist Church, which is no longer standing.

Next to the road and east of the school which is set back seventy-five feet from the road stands an aluminum sign which reads "Pleasant Plains Community Building," erected sometime after 1950. The sign marks the west edge for the original Pleasant Plains Road which was subsequently paved over when the road became U.S. Highway 13 in 1952. Two older traces of Pleasant Plains Road are still visible on the property. The traces run parallel to U.S. Highway 13 and slope down from the edge of the current church yard. The Pleasant Plains School always had easy access to students from the Pleasant Plains Road, nearby California Road, Hall Siding Road, Saluda Hall Road, and farm paths across fields to the east and west of the school and church.

The frame, one-story, standing seam metal-roofed T-shaped building is capped by a belfry tower with a spire setback slightly from the front façade. The school rests on its original brick piers with in-fill brick curtain walls that were added in the second half of the twentieth century. The six-inch weatherboard siding maintains most of its original wood with minor repairs. A front-gabled roof projects over the front entrance from the hip roofed rear section. The roof contains three brick chimneys, each serving one class room. The building retains its original tall double-hung, wooden sash windows on the front/east, south, and north walls and single-paned, hopper windows beneath the roof on the rear/west and north façades. All of the double-hung, sash windows maintain the same four-over-four pane configuration and measurement: they are three feet and a half inch wide by eight feet tall. Only a few glass panes are missing or cracked with original window frames and pulley/weight systems still intact. Metal storm windows were added to the south side to protect the glass from further deterioration.

The T-shape of the building includes one classroom in the front and two side-by-side classrooms in the rear. Each classroom has a separate entrance on the facade. The front section (one classroom) of the building measures 21 by 22 and 1/2 feet on the exterior, and the rear section with two classrooms measures 40 feet wide by 30 feet long. On the front/east façade, the square belfry tower is capped by a pyramidal roof with a metal spire, resembling the belfry tower of the 1875 church. The tower contains a small louvered vent. The steeply pitched front gable features an eave board and gable returns similar to the facade of the 1875 church (Figure #1). Beneath the gable and centered over the door, the diamond shaped window, which was boarded over circa 2000, still maintains its original wood frame. On the first floor, two, tall double-hung sash windows rise slightly higher than the door, which is centered between them. The windows comprise nearly two-thirds of the first floor height. The front door is wood with six raised panels: two small panels are located top above four same-sized vertical panels. A single-sash transom window caps the door. The narrow door frame measures four feet wide by nine feet tall. A stoop with four concrete steps and metal rail on the right leads to the front door. There are some minor damages/repairs to the east façade. The bottom panes of the north window, or right side of the door, are slightly damaged, though the window frames are intact. The bottom left

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pane is broken and the right pane is missing. The weatherboard siding maintains its integrity. A lamp was added above the door and a faucet is attached to the foundation on the south side of the stoop. The school did not have running water and electricity, so these changes date from after 1950, when the school was converted to the community center.

Behind the front classroom wing is the wider, hip-roofed rear classroom block. The entrance to the north classroom faces east on the front wall of rear block, setback from the building's front façade. The entrance is marked by a stoop with concrete steps leading to the wood, paneled door with transom. An interior brick chimney is positioned to the side of the door and slightly above the soffit.

The entrance to the south classroom also faces east, set back from the front wing façade. The paneled door was replaced with a steel door sometime in the second half of the twentieth century; however, the original door frame and transom window are still intact. An outdoor metal lamp is located above the door, directly beneath the roof and interior brick chimney.

The north façade features two main sections. The section to the east features the long side of the front wing with its projecting eave. An interior brick flue is positioned low on the roof slope and centered directly above the two evenly-spaced, single-pane windows at the eave line that open to the front classroom. Utility lines were added to the east corner after 1950 and extend above ground to a pole located several feet northeast of the building. A metal vent pipe is located next to the utility meter which extends a few feet above the meter to the top and below the meter to midway of the foundation. On the section to the west, the building projects out from the east section, marking the division between the front and rear classrooms. In this corner, the metal roof has suffered water damage. To the west, a bank of four double-hung wooden sash windows, still intact, service the north classroom.

The rear or west façade of the building features the standing-seam, metal hipped roof. Four evenly spaced single-paned, hopper windows service the rear classrooms.

The south façade is comprised of two sections. The west section is capped by the hip roof. At the southwest corner and directly beneath the soffit, an outdoor light was added sometime after 1950 with a wire suspended above ground and connected to the light on the 1980's picnic shelter, which is located just a few feet away. This section also features a bank of four double-hung-sash windows, which light the south/rear classroom. Metal storm windows are a later addition.

The east section of the wall is set back, marking the division of the south/rear and east/front classrooms. On this section, the front classroom contains a bank of four double-hung-sash windows. Storm covers have also been added. The crawl space door is located in the foundation along the east section and just a few feet from the corner of the protruding wall. Despite minor cracks in the panes, the windows maintain their original integrity.

Interior Description

The floor plan of the building is divided by two main interior walls. The first wall runs north to south or parallel to the façade and serves as the rear wall of the front classroom. This wall divides the front classroom from the two rear classrooms. The other wall runs east-west or perpendicular to the facade, and is in the center of the building. This east-west wall divides the two north and south classrooms. Four wide openings with inserted moveable partitions that raise

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up were strategically placed in the interior walls so that all classrooms or any two could be opened to each other: two are located at the north-south wall at the rear of the front classroom, and the other two are within the east-west wall in the center of the rear section. Other spaces in the building include two entry coat closets just inside the entrances to the classrooms, a closet located at the northeast corner of the front classroom which was converted to a bathroom after 1950, the coat closet at the southeast corner of the front classroom, and the foyer to the front classroom.

Interior ceilings are white beaded tongue and groove boards and finished with quarter-round molding. The interior walls are painted pastel green with horizontal beaded tongue and groove boards. Flaking in certain areas reveals the original buff paint color underneath. An eight-inch baseboard separates the walls from the original hardwood floor. The floor boards run the length of the building and feature only a few replacements near the center of the intersecting walls. Each classroom features a bank of four double-hung-sash windows on one side and two single-paned, hopper windows on another side. Wood doors with five horizontal panels serve the coat closets from the rooms, except for the coat closet at the southeast corner, where a Venetian screen divides the space. All wood doors contain most of the original hardware, the mortise locks, and key holes.

The foyer measures approximately five feet and two inches wide by five feet and eight inches long. Access to the attic is through a ceiling panel beneath the belfry tower. A screen door and an interior fire door access the front classroom.

In the front classroom the ceiling features diagonal beaded tongue and groove boards and a decorative cross beam. The front classroom contains two original entry coat closets. The coat closet at the northeast corner measures six and a half feet wide by five feet and eight inches long. This closet was converted to a bathroom with sink and toilet after 1950. The closet located at the southeast corner is six feet wide by five feet and eight inches long.

Centered on the north wall of the classroom, the interior brick flue is boxed in, and is located between the windows. The front classroom also features a kitchenette added after 1950 along the south wall. The two moveable partitions feature diagonal beaded and tongue groove boards.

The north (rear) classroom measures approximately twenty feet wide by twenty-six feet long in the interior. The ceiling of the classroom is constructed of horizontal bead and tongue groove boards. The entry coat closet at the northeast corner of the room measures four feet wide by ten feet long. The covered flue is located on the northeast wall. The classroom also features Julius Rosenwald's portrait and plaque placed on the back/west wall. The south side of the classroom features the dividing wall which runs east-west. Centered on the wall are two large partitions constructed of diagonal beaded tongue and groove boards. The partitions could be raised or lowered based on the classroom function.

The south classroom is nearly a mirror image of the north. The room which measures approximately nineteen and a half feet wide by twenty-six feet long includes a coat closet and entrance at the southeast corner. The dimensions for the closet are the same as the north entry closet. The room features an upright piano that is original to the school. Located mid-way along the floor of the south wall is the original gas fixture for the propane tank that once stood on the exterior of this wall. On the opposite side are the partition walls which lead into the north classroom. The boxed in interior flue is centered on the east wall.

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Overall the interior of the building is in good condition with the three-room floor plan intact. Leaks in the roof have resulted in water damage, especially in the ceiling boards surrounding the flues; however, there is relatively little water damage surrounding the windows. And despite moisture in the foundation, there has been relatively little to no visible damage in the hardwood floors. Alterations to the interior include the following: the conversion of the northeast closet into a bathroom and the south section of the front classroom into a kitchen; the addition of plumbing, running water, and electricity with permanent light fixtures after the school closed in 1950 and the gas fixture for the propane tank, which was also added after the school closed in 1950. Interior ceiling, walls, floors, windows, and doors have been relatively unscathed, maintaining the original integrity of the three-room plan.

A picnic shelter sits immediately south of the Pleasant Plains School on the same 1.8 acre lot historically associated with the school. The shelter built in 1980 consists of eight wood posts, four in the front (east) and four in the rear (west) sides, which support a side-gable metal roof. The picnic shelter measures eighteen feet and one inch wide by thirty one feet and ten inches long and is ten feet high. The shelter is a non-contributing structure.

Several feet behind the picnic shelter to the west and south stands the brick grill in front of the tree line of the 1.8 acre portion of the lot associated with Pleasant Plains School. The grill is six feet and eleven inches wide by five feet and seven inches long and seven feet high. The grill built sometime after 1950 is a non-contributing object

A General Statement of Archaeological Potential

The structure is closely related to the surrounding environment. Archaeological remains of the original 1866 school and associated features such as privies, wells, and other structural remains, which may be present, can provide information valuable to the understanding and interpretation of the contributing structure. Information related to the evolution of the African-American education experience and other aspects related to Post-Civil War life in the South is often only evident in the archaeological record. Therefore, archaeological remains may well be an important component of the significance of the structure. At this time no investigation has been done to discover these remains, but it is likely that they exist. The possibility should be considered in any development of the property.

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8. Statement of Significance

Applicable National Register Criteria

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

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

Criteria Considerations

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

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

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Areas of Significance

(Enter categories from instructions.)

Architecture

Education

Ethnic Heritage: Black

Ethnic Heritage: Native American

Period of Significance

1920-1950

Significant Dates

1950

Significant Person

(Complete only if Criterion B is marked above.)

N/A

Cultural Affiliation

Black

Native American

Architect/Builder

Unknown

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

The Pleasant Plains School meets National Register of Historic Places Criterion A for its local educational importance as the only graded public school that served both local African American and Native American students in the Pleasant Plains community of Winton, North Carolina from 1920 to 1950. The 1920 construction of the school was partially funded by the Rosenwald Fund. The frame, one-story T-shaped three-classroom school is also of local architectural significance under Criterion C as a very intact, representative example of early-twentieth-century rural school design. This important public school building meets Criterion Consideration A as it is currently owned by the Pleasant Plains Baptist Church.

The historic and architectural context for the Pleasant Plains School is provided in the related Multiple Property Documentation Form "Rosenwald Schools in North Carolina", context pages E3-51, "The Rosenwald School Building Program in North Carolina, 1915-1932." The school building falls under property type Rosenwald School Subtype I, pages F52-54, and meets the registration requirements for the school subtype, pages F56-57.

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

Historical Narrative

African American Education in North Carolina and Hertford County in the Late Nineteenth and Early Twentieth Centuries

In 1875, North Carolina amended the 1868 state constitution to mandate education for all blacks and whites, yet the schools were separated by race.¹ Following the mandate the majority of black schools in North Carolina were weaker than the white schools in terms of funding, professional educators, and student enrollment. The amendment fell short of directing local government spending towards the black schools. By state statute black schools did not receive public funding from the state until 1910. Even five years after the black schools received state funding, in 1915, the average spent on white school aged children was \$7.40 versus the \$2.30 spent on black students.² In addition to funding, the schools lacked enrollment and adequately trained teachers, especially those schools in rural communities.

In Hertford County, black schools were founded originally by churches and private organizations. In 1939, Katie M. Hart, Supervisor of Black Schools in Hertford County, gathered

¹ Jeffrey J. Crow, Paul D. Escott, Flora J. Hatley, *A History of African Americans in North Carolina* (Raleigh: North Carolina Office of Archives and History, 2011), 156.

² Thomas Hanchett "Saving the South's Rosenwald Schools" History South, accessed March 31, 2014. <http://www.historysouth.org/schoolhistory/>.

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information from other individuals about the early black schools in the county. She wrote that the African American school at Pleasant Plains was established by ten local men, and D. W. Newsome was the first teacher in 1866.³ She also stated that in 1868, Newsome was paid by the county, as were black teachers in Ahoskie and Murfreesboro; thus indicating that public schools had been established for African Americans in Hertford County by the late 1860s.⁴ Later, an 1879 county report identified fourteen white public schools and seventeen black public schools, with \$95.20 disbursed to white schools and \$189.65 disbursed to black schools.⁵ In 1886, Dr. C. S. Brown, Pastor of Pleasant Plains Baptist Church founded Chowan Academy, a private secondary school for black students. Chowan Academy was renamed Waters Normal and Industrial Institute (1893), later Waters Training School and ultimately C.S. Brown High School.⁶ The private secondary school became a public school in 1923.

While public education was available to blacks at the turn of the twentieth century, the funding for the schools was minimal, and the public schools were in session only one-third of the school year (fifteen weeks for white public schools and fourteen weeks for black schools).⁷ Subsequently, from 1911 to 1925, North Carolina would enact legislation concerning the minimum length for school term, curriculum standards, and requirements for training teachers.⁸

In 1907, twenty-eight of thirty-three white public schools in Hertford County were one-teacher schools and twenty-six of the thirty-two black schools were one-teacher schools.⁹ In 1911, the state appropriated \$50,000 to public education in Hertford County, which was to be distributed based on population among the white and black districts.¹⁰ In 1921, the North Carolina Division of Negro Education was created to further education for blacks, and that same year Hertford County authorized the school superintendent to appoint a supervisor to oversee the black public schools.¹¹ In 1922, Katie M. Hart, recently appointed Supervisor of the Black Schools in Hertford County, surveyed the schools and reported on their condition. She later recounted in 1939 that she had earlier observed “ninety to ninety-five pupils crowded in one class room in uncomfortable seats.”¹² Recognizing the inadequacy of these facilities, the county with the help of Dr. C. S. Brown, pastor of the Pleasant Plains Baptist Church, secured funding from the Rosenwald program and the county to build improved facilities.¹³ By 1931, there were a total of thirty-five black schools in the county including the ten built with Rosenwald funds.¹⁴ Some of these Rosenwald funded schools were built as replacements for earlier school buildings such as at Cotton and Pleasant Plains schools

³ *The Ahoskie Era of Hertford County* (Ahoskie, Parker Brothers, 1939), 253.

⁴ *Ibid*, 252-254.

⁵ *Ibid*, 40.

⁶ *Ibid*, 254

⁷ *Ibid*, 47.

⁸ “Rosenwald Fund Reports W. F. Credle, 1921-1929” North Carolina State Archives Digital Collections, accessed November 2, 2014. <http://digital.ncdcr.gov/cdm/compoundobject/collection/p16062coll13/id/4756/rec/11>.

⁹ *Ibid.*, 52.

¹⁰ *Ibid*.

¹¹ *Ibid*, 55.

¹² *Ibid*.

¹³ *Ibid*.

¹⁴ *Ibid*, 57.

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The goals of the Rosenwald Fund, which continued to aid black schools throughout the county was later taken up by local community efforts to improve black education. In 1931, the County Board of Education with help from the Rosenwald Fund spent \$900 to purchase library books for the black schools.¹⁵ From 1935-1936, vocational courses were added to two schools for blacks.¹⁶ In that same year, Supervisor Katie M. Hart, ran a traveling library for black schools with help from the fund. In 1937, a four year, ten-room high school building in Ahoskie (Robert L. Vann School) was founded to further black education. By 1938, the two high schools for blacks, Ahoskie and the Waters Training School (C.S. Brown School) were accredited for their library service.¹⁷ In that same year, all black high school students and some elementary students received transportation at no cost. Prior to 1938, communities such as Pleasant Plains paid for their own transportation.¹⁸ During Ms. Hart's tenure from 1922 to 1938, the communities of Hertford County raised \$33, 975 dollars for black education.¹⁹

During the 1920s and 1930s the consolidation of black schools was slower than white schools. In 1923, the Hertford County Board of Education, in an effort to improve the public education system, moved towards consolidation of the schools located in the same district.²⁰ This effort to consolidate along district lines proved difficult during the era of segregation, and consolidation was not encouraged among the black schools.²¹ Many schools were in dispersed locations throughout the county (in Ahoskie, Harrellsville, Como, Winton, Cofield and Murfreesboro), some alongside white schools. In 1931, ten of the black schools were located within white districts.²²

Between 1928 and 1939, school consolidation resulted in the total number of schools in Hertford County decreasing from fifty-two to twenty-nine with the largest decrease in white schools.²³ Of those, twenty-three black schools, including Pleasant Plains School, were noted in the Educational Directory of North Carolina in 1939.²⁴ Supervisor Katie Hart reported that these schools included three one-teacher schools, eight two-teacher schools, six three-teacher schools, three four-teacher schools, one seven-teacher school and two high schools. Only a few of the black schools had consolidated with Ahoskie (Robert L. Vann School) and Waters Training School (C. S. Brown School).²⁵ The Cotton and Philippi Schools were some of the early county schools that had consolidated with Waters Training School.²⁶ In 1952, two years after the Pleasant Plains School had closed, there were fifteen black schools, seven of which were

¹⁵ Ibid.

¹⁶ Ibid.

¹⁷ Ibid., 71.

¹⁸ Ibid., 255

¹⁹ Ibid., 256

²⁰ Ibid., 51.

²¹ Ibid., 255.

²² Ibid.

²³ Ibid.,66

²⁴ North Carolina Department of Public Instruction "Educational Directory of North Carolina 1939-1940,"North Carolina State Archives Digital Collection, accessed April 2, 2015,Digital.ncdcr.gov/cdm.

²⁵ *The Ahoskie Era*, op cit., 68.

²⁶ Ibid.,71

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Rosenwald schools.²⁷ It was not until the 1960s that many of the Rosenwald schools were either consolidated or closed.

Julius Rosenwald Fund

The Rosenwald program originated in 1912 from the efforts of the African American educator Booker T. Washington and his staff at Tuskegee Institute in Alabama. Washington sought to improve education for black children in the rural South by creating partnerships between black communities and philanthropists. His program had three primary goals: to improve schools, to promote black-white cooperation, and to increase community support for black education.²⁸ Washington's concept was realized through the Rosenwald Fund. The benefactor was Julius Rosenwald (1862-1932), who grew up poor, the son of a Jewish peddler-turned-business owner and became president of Sears Roebuck and Company. He was a proponent of improving black education, a trustee of Tuskegee Institute, and an admirer of Booker T. Washington.

Rosenwald's initial donations to Washington were targeted toward aiding black colleges and preparatory academies in an effort to train teachers, but he agreed to allow a portion of the funds to help rural Southern communities erect schools for black children if the communities could raise matching funds. In all of Rosenwald's benefactions he encouraged others' enthusiasm to create a success. Rosenwald put up about one-fourth of the cost of each structure and had strict program requirements including use of Rosenwald plans for the school buildings.

The program was extremely successful. North Carolina was the most active state participating in the Fund, building the first Rosenwald School in 1915. By the end of the construction program in 1932, North Carolina had 813 Rosenwald schools, more than any other state. Most of the buildings were one story, most were small, and most were frame construction, though a small number provided for seven teachers and were brick. In accepting a 1927 award for Distinguished Achievement in Race Relations, Julius Rosenwald said, "If we promote better citizenship among Negroes not only are they improved, but our entire citizenship is benefited."²⁹

In 1920, African Americans made up sixty percent or the majority of the population in Hertford County. In 1922, Hart's survey of the black schools identified thirty-four black schools including fourteen one-teacher schools, fifteen two-teacher schools, three, three-teacher schools, and one five-teacher school dispersed throughout the county in the towns of Winton, Ahoskie, Harrellsville, Cofield and Murfreesboro.³⁰ When the Rosenwald Fund became available to Hertford County, it supplemented the community efforts to improve facilities for black education. The ten schools built with Rosenwald funds from 1918-1929, include several two-teacher schools. The Catherine Haynes School (1924) was built originally as a two-teacher

²⁷ "North Carolina Almanac 1952-1953," North Carolina State Archives Collections, accessed April 2, 2015, Digital.ncdcr.gov/cdm.

²⁸ Thomas W. Hanchett, "The Rosenwald Schools and Black Education in North Carolina," *The North Carolina Historical Review* 65 (1988): 387.

²⁹ *Ibid.*, 408.

³⁰ *The Ahoskie Era*, op cit, 255.

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school in Harrellsville. Then the school was converted to a four-room school in 1929 with additional Rosenwald funds. Other two-teacher schools in the group include the following schools: Cotton School (1924) located in the Winton vicinity, Mill Neck School (1927) located in Como, Mt. Sinai School (1926) located in Como, and Vaughantown School (1918) located in Murfreesboro. Both the Murfreesboro High School teacher's house and the Waters Training School shop building, which was later renamed the C.S. Brown Auditorium in Winton, were built with Rosenwald funds from 1927-1928. White Oak, a one-room school was built in 1927 in the Winton vicinity with Rosenwald funds.³¹ Pleasant Plains School (1920) was the first three-room school in the county followed by Union School (1924) which was located closer to Ahoskie.

Pleasant Plains Community History

According to local histories, the Pleasant Plains area has historical ties to the late seventeenth and early eighteenth century settlement of the Hertford County area by the Meherrin Indians.³² Having migrated from southern Virginia, evidence of the Meherrin settlement is shown on several eighteenth-century maps of the region where a Meherrin Indian town or village is noted. This Native American settlement was located near Maney's Neck (now Como, NC) only a few miles from where Pleasant Plains was later established.³³ During the eighteenth century, settlers of mixed race, including Europeans, Native Americans and free blacks purchased land in the area of the Meherrin town, and by 1790 free landholders identified as persons of color were listed in the U. S. census for the Hertford County area.³⁴ Much later in the 1880 federal census 175 "mulattoes" were recorded among a total of 273 people in the Pleasant Plains community.³⁵ Although individuals are not identified as "Indian" in the federal census, local tradition holds that residents of the community have Native American ancestors. Family names with mixed race origins include the Pierce, Keene Robbins, Chavis, Green, Hunter, Lang, Jones, Collins, Boone, Lewis, Melton, Reynolds, and Garrett.³⁶

The 1851 date for the establishment of a Baptist church in the Pleasant Plains community by mixed race families has traditionally been recognized by the local residents. Unfortunately with the loss of church records in a 1941 fire, no written documentation exists for the church's beginnings. In 1951, the church celebrated its one hundredth anniversary and prepared a

³¹"Fisk University Rosenwald Fund Card File Database," Fisk University, accessed April 2, 2015, <http://rosenwald.fisk.edu/>.

³² Marvin T. Jones, "The Leading Edge of Edges – The Tri-racial People of the Winton Triangle," in *Carolina Genesis: Beyond the Colored Line*, ed. Winthrow Scott et al (Palm Coast FL: Backintyme Publishing, 2010) 187-190.

³³ Welcome to Meherrin Nation!, <http://www.meherrinnation.org/13201.html>, accessed September 9, 2015.

³⁴ "Famous Families Can Trace Long Ancestry," *The Herald, Milestone Year 1959*, (Ahoskie, NC), 2

³⁵ A study of six pages of the United States 1880 Census Records of the Pleasant Plains community lists 175 mulattos out of a total of 273 people. Twelve of the mulatto children were cited as being "at school" – two girls and ten boys. Two founders of the Pleasant Plains School are on these census pages.

³⁶ Paul Heinegg, *Free African Americans of North Carolina and Virginia: Including the Family Histories of More Than 80% of Those Counted as "All Other Free Persons" in the 1790 and 1800 Census (Expanded Third ed.)*, (Baltimore: Clearfield Publishing, 1997)

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“Historical Sketch of Pleasant Plains Baptist Church.” The history includes what is understood by the church members to be the minutes of the first meeting held on December 5, 1851. The report refers to the church as the “Free Colored Baptist Church,” and thirty-four individuals were named as members of the church. The other written documentation about the church’s beginning is the 1876 re-recording of the transfer of land to the church from J. J. Jordan. It refers to the earlier transfer as being “in or about the year 1850 AD.” According to the 1876 deed, the previous transfer of property legal document was lost in the earlier courthouse fire.³⁷

The exact construction date for the original church building is not known, however, an undated nineteenth-century construction contract for a church building exists and four founding members of Pleasant Plains Baptist Church are included as signatories.³⁸ The 1951 history then notes that sometime between 1875 and 1881, when Hersey Parker was pastor, the church was “remodeled.” Finally, the church was again remodeled in 1905 and according to local histories it stood on the same parcel where the 1920 Pleasant Plains School now stands (Figure #1).

History of the 1920 Pleasant Plains School

In 1939, Katie M. Hart, in the “Hertford County Negro Rural Education” chapter in The Ahoskie Era of Hertford County, wrote that “In 1866 ten men were responsible for building a school house at Pleasant Plains. Some of the available names are listed: Lawrence Weaver, Dukie (Marmaduke) Hall, Willis Weaver, William Jones, Jesse Keene and James Reynolds. W. D. Newsome was the first teacher.”³⁹ It is interesting to note that Lawrence and Willis Weaver, William Jones, and Jesse Keene also signed the undated construction contract for the original church. Also, William D. Newsome, an African American educator, had come to Hertford County after having taught escaped people of color on Roanoke Island in 1865.

By the turn of the century, the earlier one-room school did not meet the needs of the mixed race community in Pleasant Plains. In 1902, \$90.00 in funding was received from the Hertford County Winton District for the school with a total of ninety-eight students in the three classrooms.⁴⁰ In 1920, the Pleasant Plains Baptist Church and the county secured funds from the Rosenwald Fund for the three-room school. While the Rosenwald Fund contributed one-third of the building costs to most school houses, its share of the new Pleasant Plains School was a little less than one-sixth (\$300.00) of the \$1850.00 cost. The Pleasant Plains community (“Negroes”) contributed \$750.00, and the Hertford County school board contributed \$800.00.⁴¹

Pleasant Plains School served as the only elementary school accessible to people of color, including African Americans and the descendants of Native Americans, in the Pleasant Plains community until its closure in 1950 when the C.S. Brown Elementary School was opened. From

³⁷ Photocopy of 1876 document on file at the NC Department of Natural and Cultural Resources, Historic Preservation Office, Raleigh, NC.

³⁸ Photocopy of construction contract on file at the NC Department of Natural and Cultural Resources, Historic Preservation Office, Raleigh, NC

³⁹ *The Ahoskie Era*, op. cit., 253

⁴⁰ Correspondence from Winton District to W. D. Newsome, 1903, in C. S. Brown private collections shared by Marvin Jones.

⁴¹ Fisk University Rosenwald Fund Card File Database,” Fisk University, accessed April 2, 2015, <http://rosenwald.fisk.edu/>.

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its beginning Pleasant Plains School was a community gathering place for children living in Pleasant Plains. During this period of segregation from 1920 to 1950 many families lacked automobiles, and time away from school was time spent on the family farm. During the twentieth century the economic base of Pleasant Plains, similar to the rest of the town of Winton and Hertford County, was centered on tobacco.⁴² In 1920, forty percent of Hertford County farms, or 328 farms, were operated by black landowners.⁴³ Many of these were located in Pleasant Plains and could trace their ancestry to the original skilled, free landowners who arrived in the nineteenth century.⁴⁴ In the 1930s, there was a slight decrease in black farms from the earlier decade.⁴⁵ Former farmers and tenants were continuing to move to industrial centers. However, the black landowners still made up thirty-nine percent of the overall landholding population. Those in the region began to grow gardens with vegetables and fruit and stock food.⁴⁶ Hog breeding was noted among the Pleasant Plains farmers.⁴⁷ Students were encouraged to participate in the black 4-H clubs.⁴⁸

For most of the time that Pleasant Plains School was open, faculty consisted of three teachers. A photograph taken in the 1930s of the school showed three teachers Sally Bizell, Addie Collins, and Annie Walden (see figure 3). The first listing of Pleasant Plains School in the North Carolina Education Directory in 1939 notes the school with three teachers, including Ardelle Garrett, the principal.⁴⁹ From 1946-1947, Pleasant Plains School was recorded with two teachers and Ardelle Garret remained principal.⁵⁰ In 1948-1949, the school was identified with only one teacher prior to its closing. Effie L. Gadsden from Winton was noted as the principal.⁵¹

Ardelle C. Garrett was born in Ahoskie, NC in 1903 and attended Waters Training School in Winton. She also attended the Teachers College at Elizabeth City and Shaw University in Raleigh. She held an A grade teacher's certificate from the State Department of Education. In addition to her career as principal, Garrett also served as a contributing member of Pleasant Plains Baptist Church, Vice President of the Women's Missionary Union in Eastern North Carolina and secretary of the Baptist State Sunday School Convention of North Carolina.⁵²

Other teachers, Alice J. Nickens and Viola Chavis, were active in the church as well. According to Rita Cotton, a former student, Ms. Chavis, taught music and played the piano at Pleasant Plains School.⁵³

⁴² E. Frank Stephenson Jr., *Tobacco Market, Ahoskie, North Carolina* (Murfreesboro, NC: Meherrin River Press, 1997)1-110.

⁴³ "Historical Census Browser," University of Virginia.

⁴⁴ "Apprenticeship Way of Life for Many Negroes," *The Herald* (Ahoskie, N.C.) Milestone Year 1959, 6.

⁴⁵ *The Ahoskie Era*, op cit., 243.

⁴⁶ Ibid.

⁴⁷ Ibid., 244.

⁴⁸ Ibid.

⁴⁹ North Carolina Department of Public Instruction, "Educational Directory of North Carolina 1939-1940," North Carolina State Archives Digital Collection, accessed April 2, 2015, Digital.ncdcr.gov/cdm.

⁵⁰ North Carolina Department of Public Instruction, "Educational Directory of North Carolina 1946-1947."

⁵¹ North Carolina Department of Public Instruction, "Educational Directory of North Carolina 1948-1949."

⁵² M.W. Williams and George Watkins, *Who's Who Among North Carolina Negro Baptists*, 1940, UNC Library Digital Records, accessed April 2, 2015 <https://archive.org/details/whoswhoamongnort00will>.

⁵³ Rita Cotton, Interview by Marvin Jones, January 2013.

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The number of grades and classrooms vary according to former students' accounts. Former student and Associate State Superintendent for the North Carolina Department of Public Instruction in 1969, Dudley Flood, recalls his time at Pleasant Plains School. Flood attended the school briefly before attending C. S. Brown School in 1938. Flood remembered two teachers at the Pleasant Plains School, Ardelle Garrett and Viola Chavis. According to Flood there were eight grades. Garrett was responsible for grades one through four and Chavis taught grades five through eight.⁵⁴ Flood also recalled the portable walls of the school. The three-room building contained interior partitions with moveable slats that could be raised or lowered to suit the needs of the classroom. According to Flood, sometimes the wall dividing the classrooms was lowered for privacy, but more often than not it would remain open. Those in the lower grades could hear what those in the upper grades were being taught, "an unplanned benefit" he claims.⁵⁵

Other students attending Pleasant Plains School in the 1940s remember the school with three teachers and three grades. Wallace Hall, who moved from Newport News to Winton in 1947, attended second grade and part of third grade, before moving over to C.S. Brown Elementary School after Pleasant Plains School closed.⁵⁶ His second and third grade teachers were Ardelle Garrett and Effie Gadsden respectively, and he also remembered Viola Chavis at the school. According to Hall, the school was divided into two classrooms in the back. Another Pleasant Plains student, Rita Cotton, began school at Pleasant Plains in the first grade with Ms. Garrett as her teacher.⁵⁷ She remembered when Ms. Chavis fell ill. Alice Nickens began teaching along with her mother Annie Jones, "an old lady," who taught in place of Ms. Effie Gadsden, who was only at the school for a month.⁵⁸ Cotton's former classmate and Chief of the Chowanoke Indian Tribe, Thomas Lewis, remembered Pleasant Plains School with three grades in three classrooms taught by three teachers, Ardelle Garrett, Annie Jones, and Alice Nickens prior to the school's closing.⁵⁹ While many of the students favored Ardelle Garrett, Lewis recalled, "Ms. Jones was more focused on discipline, very strict. She would get you on the hard side in a minute."⁶⁰

The Pleasant Plains community shared in the responsibilities of maintaining the school facility, and helping with school activities. Calvin Weaver, a former student indicated that wood was given to the school by a family that lived across the road. He also shared that the mothers participated in a group effort, canning vegetables for all the students to bring for lunch.⁶¹ Rita Cotton remembered that many of the students were not able to bring their own lunch, even though she brought hers.⁶² Cotton claimed that Ms. Garrett would cook white potato stew for children who came to school without lunch. Cotton carried her lunch which usually contained an

⁵⁴ Dudley E. Flood, *Raised by An Angel*, (Bloomington, IN: Author House, 2013)36.

⁵⁵ *Ibid.*, 37.

⁵⁶ Wallace Hall, Interview by Marvin Jones, January 2013.

⁵⁷ Rita Cotton Interview

⁵⁸ *Ibid.*

⁵⁹ Thomas Lewis memoir in *Pleasant Plains Church-Centennial Souvenir Program* (Ahoskie, NC: Gatling and Pierce, 1951), 27.

⁶⁰ Thomas Lewis, Interview by Marvin Jones, October 20, 2014.

⁶¹ Marvin T. Jones, July 16th 2014, quoted Nancy C. Curtis, *Black Heritage Sites: The South* in "Rosenwald School Spotlight-Pleasant Plains School" *Rosenwald Film Blog*, accessed December 3, 2014, <http://www.rosenwaldschoolsfilm.org/blog/?tag=hertford-county>.

⁶² Rita Cotton Interview

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egg sandwich or a slice of ham after the hog had been cut, in a rectangular tin box she stored in the upper shelf in the coat room of her classroom.⁶³ The coat rooms, which fronted each classroom, also contained coolers of water. Cotton recalled that the boys would go to the hand pump outside and carry in a bucket of water to put in the cooler. But there was no ice, so the water was warm.

Leading from the coat rooms were exterior doors, one for every classroom. Thomas Lewis, who attended the school in 1948 until it closed in 1950, remembered going outside his classroom for various purposes including using the outhouses in back of the school, and returning into his classroom without disturbing any of the other classes.⁶⁴ Like many of his classmates, he went out and brought in wood and coal from the piles out back for the pot-belly stoves to heat the school in the winter.⁶⁵

Many students' families did not own automobiles. Most students remember walking to school on the California Road which was not a paved highway, but a dirt road. Lewis recalled crossing a wooded area from his house, a mile and a half north of the school toward Winton and down the dirt road to Pleasant Plains School.⁶⁶ Cotton remembered the school year from 1947-1948, when the snow was so bad that the school was closed for three weeks because the students could not to walk to school through it.⁶⁷ Cotton recalled that in her high school years her father had an automobile and she rode over with friends to the Atlantic District Fair and Chowan Beach. But many of the students, including Wallace Hall, were not afforded that opportunity.⁶⁸ Cotton recalled that whenever Ms. Garrett or Ms. Chavis would drive into the town of Ahoskie, they would load up their cars full of students from Pleasant Plains and bring them into town with them.⁶⁹

The only store within walking distance in Pleasant Plains belonged to Dewey King.⁷⁰ Cotton remembered that because her family farmed, there was no need to buy, eggs, chicken and cured meat, but she would go there to buy flour, sugar, salt, and pepper on occasion and penny cakes.⁷¹ Fond memories of the school day consisted of heading to King's Store with the teachers such as Ms. Garrett to buy students a coke or penny cake for good behavior and playing outside for recess.⁷²

Most of the students' time away from school was limited to the farm. Wallace Hall recalled preparing tobacco beds in the spring and summer which was a full time job.⁷³ Students were afforded a break while attending school. Cotton recalled that even though they did not have playground equipment, the students would break for recess three times a day where they would

⁶³ Ibid.

⁶⁴ Thomas Lewis Interview

⁶⁵ Ibid.

⁶⁶ Ibid.

⁶⁷ Rita Cotton Interview

⁶⁸ Wallace Hall Interview

⁶⁹ Rita Cotton Interview

⁷⁰ Wallace Hall Interview

⁷¹ Rita Cotton Interview

⁷² Ibid.

⁷³ Wallace Hall Interview

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go out and play with their classmates.⁷⁴ Lewis remembered looking forward to the ringing of the bell in the tower that signaled recess.⁷⁵

By 1950, the Hertford County Board of Education had closed the school.⁷⁶ The building was returned to Pleasant Plains Baptist Church for one dollar.⁷⁷

After the transfer to the church in 1950, the former Pleasant Plains School served as the Pleasant Plains Community Building. Shortly thereafter, the church added a kitchen, handicap access ramp, and playground equipment. In the 1980s a picnic shelter with tables and a grill were added. From 1951-1965 the Pleasant Plains Community Building housed the Home Demonstration Club; Hearts and Flowers Garden Club; Pleasant Plains Boy Scout Troop; Tots Developmental School's summer camp program— a Washington, D.C. private school. In 1975, it was home to the Pleasant Plains Senior Citizens Center with 31 members. In the mid-1980s the fellowship hall was added to the church by the church members and the use of the school diminished. The Pleasant Plains School is now vacant except for being used for storage upon occasion by the church.

Pleasant Plains School Architecture

In 1920, Pleasant Plains School was built as a three-classroom plan. It is identified in the Rosenwald Fund Fisk University card file database as a three teacher type, "built under Tuskegee."⁷⁸ Although the Tuskegee Institute did publish standard school designs for the Rosenwald Fund, the Pleasant Plains School building does not appear to follow them. Rather the building has features in common with many small rural schools in North Carolina during the early twentieth century. The one-story, frame school is T-shaped with a one-room-wide, front-gabled wing containing a classroom, and a wider, hip-roofed block to the rear containing two side-by-side classrooms. The gabled roof features a belfry, gable returns, a symmetrical façade, and a decorative diamond shaped vent. In many ways, the embellished gabled façade of the Pleasant Plains School resembles the façade of the nearby Baptist church that stood just a few feet to the south. Figure #1 shows the original 1875 church (remodeled in 1905) with its projecting entrance block, gable returns, a belfry tower, and a second-story pointed vent under the tower. The tall windows flanking the church entrance are repeated in the school building.

During the first two decades of the twentieth century, model rural schoolhouse designs were offered by the North Carolina Department of Public Instruction, and communities used them to build "modern" schools for both white and black students. The State Superintendent published plans by Raleigh architects Barrett & Thomson beginning in 1903 with subsequent editions in 1908, 1911, and 1914. Three early twentieth-century schools in North Carolina follow Barrett & Thomson designs: the c. 1911 Woodlawn School in Alamance County (NR, 1991), the c. 1911 Jarvisburg Colored School (NR, 2009) and the c. 1908 Grandy School in Currituck County (NR,

⁷⁴ Rita Cotton Interview

⁷⁵ Ibid.

⁷⁶ Brett, "Historical Sketch of Pleasant Plains Church," 22.

⁷⁷ Deed to Pleasant Plains Church from Hertford County Board of Education recorded March 15, 1951, Deed Book 184 p. 487 in Hertford County Land Records .

⁷⁸ "Fisk University Rosenwald Fund Card File Database," Fisk University, accessed April 2, 2015, <http://rosenwald.fisk.edu/>.

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1998). They all feature a belfry tower and gabled porches, and they are listed in the National Register for their architectural significance.

The Pleasant Plains School design bears a resemblance to two Barrett and Thomson model school designs published in 1903 and 1908; Plan No. 2 (1903) and Plan No. 3C (1908). Each design has a side-oriented hipped-roof two-classroom block with either a centered gabled front porch or a front classroom wing accessed by a side entrance. The Pleasant Plains School differs from these plans with its front-gabled classroom wing entered through a center door in the façade. In many ways the front wing is very similar to a typical front-gabled, one-room school of the period.

Some aspects of the siting of the 1920 school and its design fit within the Rosenwald school design guidelines published later in 1924. The building is set back seventy-five feet from the public road to provide ample room for a front grassy yard and playground area. The orientation of the structure is in line with the road and therefore only slightly deviates from a true east-west alignment. Each classroom is lit by a bank of four tall windows located on either the north or south elevations. Small, high “breeze windows” provide additional ventilation and light in the rear classrooms on the rear west wall, and on the north wall in the front classroom. Each classroom is accessed by a separate exterior door with coatrooms immediately inside the entrance. Each classroom had its own stove. Two partition walls that could be raised or lowered are incorporated into the wall separating the front and rear classrooms, and the wall between the two rear classrooms. Opening the partitions made it possible to adapt the classroom spaces for larger activities, such as assemblies. The school interior is finished throughout with tongue and groove beadboard panelling.

The other Rosenwald-funded schools in Hertford County, including Mill Neck and Mt. Sinai schools were built after 1924, and they followed standardized Rosenwald school designs with little variation.⁷⁹ The only other Rosenwald School in the county that varies from the Rosenwald standard school type is the Vaughantown School (1918-1919).⁸⁰ Vaughantown School is a two-teacher type that features two rooms flanking a center industrial room which sits in between the classrooms and not at the front of the building as in the standard Rosenwald school design.

⁷⁹ “Fisk University Rosenwald Fund Card File Database.”

⁸⁰ Jeroen Van Den Hurk, *Comprehensive Architectural Survey*, 130.

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Previous documentation on file (NPS):

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

Primary location of additional data:

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

Historic Resources Survey Number (if assigned): HF0575

10. Geographical Data

Acreeage of Property 1.8 acres

Use either the UTM system or latitude/longitude coordinates

Latitude/Longitude Coordinates (decimal degrees)

Datum if other than WGS84: _____

(enter coordinates to 6 decimal places)

- | | |
|------------------------|-----------------------|
| 1. Latitude: 36.353535 | Longitude: -76.979769 |
| 2. Latitude: | Longitude: |
| 3. Latitude: | Longitude: |
| 4. Latitude: | Longitude: |

Or

UTM References

Datum (indicated on USGS map):

Pleasant Plains School
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NAD 1927 or NAD 1983

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

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

The National Register boundaries for the Pleasant Plains School are defined by a portion of parcel 5995-53-2450 on the west side of U.S. Highway 13, which is recorded in Deed Book 399 page 746 in Hertford County land records. U.S. Highway 13 forms the eastern boundary of the property. The north, south, and west boundary lines are formed by the parcel lines.

Boundary Justification (Explain why the boundaries were selected.)

Pleasant Plains School is located on 1.8 acres on the west side of U. S. Highway 13 owned by Pleasant Plains Baptist Church. This is the property historically associated with Pleasant Plains School.

11. Form Prepared By

name/title: Marvin Jones and Joanna Braswell
organization Chowan Discovery Group on behalf of Pleasant Plains Baptist Church
street & number: 5203 N. 14th Street, N.W.
city or town: Washington, DC state: _____ zip code: 20011
e-mail info@chowandiscovery.org; jhall0fp@gwu.edu
telephone: 202-726-4066
date: March 22, 2016

Additional Documentation

Submit the following items with the completed form:

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

Photographs

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

Photo Log

Name of Property: Pleasant Plains School
City or Vicinity: Pleasant Plains
County: Hertford County State: North Carolina
Photographer: Joanna Braswell
Date Photographed: September 2014

Description of Photograph(s) and number, include description of view indicating direction of camera:

1. Front and north sides of school, looking southwest
2. North and rear sides of school, looking south
3. South side of school, looking north
4. Front classroom, looking east
5. South rear classroom showing all partition wall openings, looking northeast
6. South and north rear classrooms, looking north
7. North and south rear classrooms, looking south
8. Bathroom, looking northeast

Paperwork Reduction Act Statement: This information is being collected for applications to the National Register of Historic Places to nominate properties for listing or determine eligibility for listing, to list properties, and to amend existing listings. Response to this request is required to obtain a benefit in accordance with the National Historic Preservation Act, as amended (16 U.S.C. 460 et seq.).

Estimated Burden Statement: Public reporting burden for this form is estimated to average 100 hours per response including time for reviewing instructions, gathering and maintaining data, and completing and reviewing the form. Direct comments regarding this burden estimate or any aspect of this form to the Office of Planning and Performance Management, U.S. Dept. of the Interior, 1849 C. Street, NW, Washington, DC.

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Figure #1 Pleasant Plains Baptist Church (built 1875, and remodeled in 1905) taken before 1945. The photo shows the church sitting south of the Pleasant Plains School. The south wall of the school building is on the right. Photo courtesy of Marvin Jones.



Pleasant Plains School
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Figure # 2 Pleasant Plains School front/east façade, 1944. The photo is given courtesy of L. Lassiter. Digitized by Marvin Jones.



Pleasant Plains School
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Figure # 3 Pleasant Plains School teachers and students next to the school, 1930s. Photo courtesy of Marvin Jones.



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Figure #4. Bernice Brett next to Pleasant Plains School, 1940s. Photo courtesy of Marvin Jones.



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Figure # 5: Ardelle Garrett, showing original steps and entrance to south classroom of Pleasant Plains School, 1940s. Photo courtesy of Marvin Jones.



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Figure #6 Lynell James on slide, Pleasant Plain Community Center playground, 1975. View facing south. Photo courtesy of Marvin Jones.



Pleasant Plains School
Name of Property

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Figure # 7 Teen social gathering in the front classroom, 1980s. The doors to the rear classrooms are visible. Courtesy of Marvin Jones.

