

United States Department of the Interior
National Park Service

National Register of Historic Places
Registration Form

DEC 9

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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 (Former) Granite Quarry School (Colored)

other names/site number Shuford Memorial Elementary School, Granite Quarry Elementary School

2. Location

street & number 706 Dunn's Mountain Road N/A not for publication

city or town Granite Quarry N/A vicinity

state North Carolina code NC county Rowan code 159 zip code 28072

3. State/Federal Agency Certification

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

Jeffrey Crowe SHPO 12/5/00
Signature of certifying official/Title Date

State of Federal agency and bureau

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

Signature of certifying official/Title Date

State or Federal agency and bureau

4. National Park Service Certification

I hereby certify that the property is:

- 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): _____

for Signature of the Keeper 2/7/01
McJ M. May Date of Action

(Former) Granite Quarry School (Colored)
Name of Property

Rowan, North Carolina
County and State

5. Classification

Ownership of Property
(Check as many boxes as apply)

- private
- public-local
- public-State
- public-Federal

Category of Property
(Check only one box)

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

Number of Resources within Property
(Do not include previously listed resources in the count.)

Contributing	Noncontributing	
1	2	buildings
		sites
		structures
		objects
1	2	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

Current Functions
(Enter categories from instructions)

Other/Community Center

7. Description

Architectural Classification
(Enter categories from instructions)

Colonial Revival

Materials
(Enter categories from instructions)

foundation Stone/Granite

walls Stone/Granite

roof Asphalt

other Wood

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.

Narrative Statement of Significance

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

9. Major Bibliographical References

Bibliography

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

Previous documentation on file (NPS):

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

Areas of Significance

(Enter categories from instructions)

Education

Ethnic Heritage/Black

Architecture

Period of Significance

1933-1950

Significant Dates

1933

Significant Person

(Complete if Criterion B is marked above)

N/A

Cultural Affiliation

N/A

Architect/Builder

Unknown

Primary location of additional data:

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

Name of repository:

(Former) Granite Quarry School (Colored)
Name of Property

Rowan, North Carolina
County and State

10. Geographical Data

Acreage of Property 2.29 acres

UTM References

(Place additional UTM references on a continuation sheet.)

1

1	7
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5	5	1	1	4	5
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3	9	4	1	2	8	0
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Zone

Easting

Northing

2

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3

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Zone

Easting

Northing

4

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See continuation sheet

Verbal Boundary Description

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

Boundary Justification

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

11. Form Prepared By

name/title Andrea Hicks

organization _____ date July 31, 2000

street & number 4173 Shearin Road telephone (252) 212 - 0141

city or town Whitakers state N. C. zip code 27891

Additional Documentation

Submit the following items with the completed form:

Continuation Sheets

Maps

A **USGS map** (7.5 or 15 minute series) indicating the property's location.

A **Sketch map** for historic districts and properties having large acreage or numerous resources.

Photographs

Representative **black and white photographs** of the property.

Additional items

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

Property Owner

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

name Rowan County Vocational Workshop

street & number 2728 Old Concord Road telephone 704/637-9592

city or town Salisbury state NC zip code 28146

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

Estimated Burden Statement: Public reporting burden for this form is estimated to average 18.1 hours per response including time for reviewing instructions, gathering and maintaining data, and completing and reviewing the form. Direct comments regarding this burden estimate or any aspect of this form to the Chief, Administrative Services Division, National Park Service, P.O. Box 37127, Washington, DC 20013-7127; and the Office of Management and Budget, Paperwork Reductions Projects (1024-0018), Washington, DC 20503.

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

(Former) Granite Quarry School (Colored)
Rowan County, N.C.

Section Number 7 Page 1

The (Former) Granite Quarry School (Colored) stands on approximately two and a half acres at the intersection of White Rock Avenue and Dunn's Mountain Road in a residential section of Granite Quarry in Rowan County. A paved driveway leads into the parking lot on the northeast side of the school grounds. The main school building faces northwest toward Dunn's Mountain Road. The school complex consists of the granite one-story building constructed in 1933 and two brick one-story buildings constructed in 1956 and 1960 and connected to the main building by open, covered walkways. The school is bordered on the northwest and southwest sides by an original low wall made of granite.

Granite Building/1933 (Contributing): The 1933 one-story building has an overall "H" plan: it is side-gabled with rectangular front facing wings with returns. The building is frame construction with granite veneer and is covered with an asphalt-shingled roof. Two shed dormers with square louvered vents occupy the front slope of the roof. The building's symmetry is disrupted only by a small 1956 addition to the southwest end.

Granite steps lead to the central pedimented portico that shelters a double leaf door. Multi-paned sidelights and transom surround the doors. Two square wooden posts support the portico. On each side of the portico are five grouped windows with nine-over-nine sash; smaller two-over-two sash flank each end of the five bays. The front facing gables on the northeast and southwest ends contain two groups of bays each containing three windows with nine-over-nine sash. The northeast elevation is four bays wide consisting of three sets of paired nine-over-nine sash windows. Granite steps lead to the central pedimented portico that also shelters a double leaf door crowned by a multi-light transom. Two square wooden posts support the portico gable. On the north side of the portico is an entrance to the basement sheltered by a shed roof. The southwest elevation features a brick addition built in 1956 house bathrooms and storage space. This entrance opens onto the covered walkway that connects with the cafeteria. This elevation has two bays, one facing southwest and the other facing southeast, the latter is the entrance to the bathrooms. The southeast or rear elevation is similar to the front façade except there are no dormers. The southeast entrance is off centered from the main entrance on the facade. The northeast end of this elevation features an entrance to the basement.

The interior retains its original corridor plan. An auditorium with an intact stage occupies the northeast end of the building. Classrooms containing closets and a sink flank

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

(Former) Granite Quarry School (Colored)
Rowan County, N.C.

Section Number 7 Page 2

both sides of the corridor and an office occupies the center, rear portion of the interior. The interior retains all of its original finishes including hardwood floors, plaster wall, and baseboards.

Cafeteria/1956 (Noncontributing): Designed by noted school architect Leslie N. Boney, the 1956 one-story brick, rectangular building with an asphalt-covered gable roof is roughly north-south oriented. The free-standing cafeteria is perpendicular to the granite building and the northwest end is connected to the granite building by an open covered walkway. A double leaf door occupies the northwest elevation. Four large bays containing three rows of five-paned windows occupy the southwest elevation. The southeast elevation features a single leaf door and two windows sheltered by a narrow flat roof. The northeast elevation contains three bays including a double leaf door. A flat roofed walkway leads from the cafeteria to the primary grades' classroom building.

The interior of the cafeteria consists of a large, open room with the kitchen and bathroom facilities on the southeast end.

Classroom Building/1960 (Noncontributing): Designed by architect Wayne Koontz, the one-story, rectangular, flat roofed building is constructed of cinder block and brick and stands parallel to the main school building. The northwest or main elevation contains nine bays. The four windows on the northwest façade have two large panes. There is a covered walkway over the full northwest façade. Both the southwest and northeast ends of this building are blank. The southeast elevation features a full wall of large windows interrupted only by a metal screen near the southwest end.

The interior contains classrooms with intact chalkboards and cement floors.

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

(Former) Granite Quarry School (Colored)
Rowan County, N.C.

Section Number 8 Page 3

Summary

The (Former) Granite Quarry School (Colored) is eligible for listing in the National Register under Criterion A in the areas of education and ethnic heritage/black for its role in the education of African American students in Granite Quarry, Rowan County, and as an example of the cooperative local, state and national initiatives that helped build and operate African American schools in rural North Carolina during the early twentieth century. The one-story school, constructed of locally-quarried granite, stands highly intact and is eligible for listing under Criterion C in the area of architecture as a representative Depression era school in Rowan County. The building's design came from Community School Plans, a pamphlet issued to the State Department of Public Instruction and other states in the South by the Rosenwald Fund's southern office in 1924. The building was erected in 1933 with the assistance of volunteer community labor consisting mostly of African American quarrymen and with funding from the state Literary Fund, the John F. Slater Fund, local African American citizens, and the Harris Granite Quarries, a local industry that also donated the land for the school. Once the school opened, the Jeanes Fund supported teacher training and supervision at Granite Quarry. Coinciding with a statewide improvement campaign in the 1950s and 1960s targeting African American schools, a small room was added onto the northwest side of the original building to house bathrooms and a separate building was constructed to accommodate the cafeteria in 1956. In 1960 an additional building was constructed for classrooms for primary grades. Both the cafeteria nor the 1960 classroom building are located to the rear of the original school, to which they are connected by open covered walkways, so that they do not diminish its historic integrity. The period of significance for the (Former) Granite Quarry School (Colored) is 1933 to 1950. The Granite Quarry School (Colored) continued to operate until 1968 when its students were integrated into other county schools, but the property has not been demonstrated to have the exceptional significance required to extend the period of significance to within the last fifty years.

Historical Background

As elsewhere in North Carolina, the earliest educational opportunities for African Americans in Rowan County were offered by religious institutions. In 1906, Rev. C. L.

United States Department of the Interior
National Park ServiceNational Register of Historic Places
Continuation Sheet(Former) Granite Quarry School (Colored)
Rowan County, N.C.Section number 8 Page 4

Flowe came to Granite Quarry to pastor a small congregation. The group purchased two acres of land, but since they did not have money to build, they exchanged an acre of their land for lumber to construct the church. White Rock A. M. E. Zion Church was completed in 1908. Rev. Flowe held classes in a one-room building constructed in 1918. In 1919 the Rowan County Board of Education funded the construction of a one-room addition to the building. According to school board minutes, the county paid for half of the cost of the addition and "the citizens the remainder in materials and work" (Rowan County School Board Minutes). Later in the 1920s the school board erected a four-room wooden building near the site of the current Granite Quarry School (Historical Sketch of White Rock A. M. E. Zion Church).

On December 5, 1927, Clarence Gibson and W. A. Littlejohn, representatives from the Granite Quarry, appeared before the Board of Education to request a new building for African American children in Granite Quarry. The superintendent took their request into consideration, but did not take action on the request. On November 3, 1930, Clarence Gibson and S. W. Rice came before the Board again to request a more suitable school building. The men reported that they had raised \$500 for construction of the new building. They also stated that they thought they could get Mr. Ramsey of the Harris Granite Quarry to donate the necessary land. Again their request was taken into consideration. On August 3, 1931, the Board announced a four-room building, housing about 120 students, would cost \$11,000, including any and all contributions. It was noted that funding in the amount of \$1,200 could come from the Rosenwald Fund (although the school did not receive funding from the agency). In November 1932, the Rowan County Board of Education asked the group from Granite Quarry to come before the Board at the next meeting. C. Gupton, Artis Shuford, W. A. Littlejohn, and S. W. Rice represented the Granite Quarry School on December 5, 1932. They stated that the Harris Granite Quarry would give them sufficient land and rough granite for the building. They also stated that they had \$500 in private contributions from local citizens (Rowan County School Board Minutes).

The main granite building was built in the fall of 1933 and dedicated on January 30, 1934. Volunteers within the community assisted with the construction and Harris Granite Quarry, a local quarry, donated granite, a six-acre site and \$450. The Slater Fund contributed \$500, while the state Literary Fund contributed \$5,000. The Rowan County School Board requested and received assistance, including architectural plans, from the Department of Public Instructions Division of Schoolhouse Planning. The plans were included in a pamphlet called Community School Plans issued to each state by the

United States Department of the Interior
National Park ServiceNational Register of Historic Places
Continuation SheetSection number 8 Page 5(Former) Granite Quarry School (Colored)
Rowan County, N.C.

southern office of the Rosenwald Fund in 1924 (Hanchett, 400). In a letter dated August 23, 1933, Mr. T.M. Byrd, a member of the Finance Committee for the Rowan County Board of County Commissioners, invited W.F. Credle, director of Schoolhouse Planning to "come over and see our granite building now. The walls will all be up in the next ten days" (Department of Public Instruction records, general correspondence).

While the school also received some financial assistance from local and national organizations, the majority of the funds came from the state's Literary Fund. Founded in 1825, the Fund drew its revenues from bank and navigation company stocks, taxes and auctioneers and distillers, and profits from the sale of state-owned swamplands and other public holdings to support the instruction of more than 100,000 children beginning around 1839 (Leloudis, 6). Between 1928 and 1933, Rowan County received three loans from the program totaling \$6,156 with interest (North Carolina Board of Education, Financial Records). Soon after the school was completed, county commissioner T.M. Byrd expressed his appreciation to the W.F. Credle for his "interest and help" in securing loans from the Literary Fund. The Slater Fund, a philanthropic organization that provided funding primarily for African American schools, also provided some money for the construction (Anderson, 36).

Professor Nelson Nicholson served as the first principal and left the school when drafted for service during World War II. Originally, the school held kindergarten through grade twelve. It eventually became an elementary school only. Over the years the school expanded as the number of students and teachers grew and by 1953 the seven teachers were teaching in the building's seven classrooms. To accommodate this growth several additions were made to the 1933 building. During the 1950s and 1960s, state and local officials undertook a campaign to expand African American schools in North Carolina. State and local bonds and legislative appropriations made possible additions to existing schools (Ferguson, 9). In 1956 a small brick addition, containing bathrooms, was constructed on the west end to replace privies that stood about 250 feet from the school building. A cafeteria designed by architect Leslie N. Boney was built in 1956 to accommodate the Federal lunch program. In 1960 a classroom building designed by architect Wayne Koontz was constructed for primary grades (Rowan County School Board Minutes).

The school underwent several name changes over the years. It became Granite Quarry Colored Elementary School after high school students were sent to another facility. In 1965 it was renamed Shuford Memorial Elementary School in honor of former principal

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

(Former) Granite Quarry School (Colored)
Rowan County, N.C.

Section Number 8 Page 6

Clarence Jay Shuford who served from 1951 until 1964 (Granite Quarry Scrapbook). Shuford succeeded Mrs. Rose Douglas Aggrey who served the school for seventeen years, first as a teacher and then as principal. Mrs. Aggrey had been a Jeanes teacher in the 1930s (State Board of Education, Auditing and Accounting Division). Following Shuford's death in January 1964, three men, David W. Butler, Jr., Robert Dalton, and Andrew Harris successively served as principal until the school closed in 1968.

At the end of 1967 the Parent Teacher Association expressed concerns over the possible closing of the school. On December 6, the Executive Committee met to make plans to petition the school board not to close Shuford Memorial. The committee drafted a list of concerns for the board that included questions as to whether predominantly white schools in the county would be closed and why Shuford could not be integrated. The committee contended that "the chances of training Negro students are better in predominantly Negro schools." The committee forwarded the petition to keep the school opened to the county school board. Their efforts proved unsuccessful for in 1968 the school officially closed as a result of desegregation (Granite Quarry Scrapbook).

For several years the building was used by the Rowan County Vocational Workshop, a nonprofit organization chartered in 1966 for the purpose of providing rehabilitation services to the mentally, physically, and emotionally disabled of Rowan, Davie, and Cabarrus counties. In 1999 the Rowan Vocational Workshop moved to a new site and the school now stands empty except for occasional use as a nutrition site for the elderly. Various parties, including the town, have expressed interest in the property and its future.

Education/Ethnic Heritage Context

Before 1865 few African Americans in North Carolina had an opportunity for schooling. The Society of Friends and other private organizations taught African Americans on a limited basis. By the end of the Civil War, the push for schools increased and many attended schools maintained by northern churches, the Freedmen's Bureau, and charitable organizations. Despite efforts to forward education after the war, schools for African Americans were generally poorly supported and open for two or three months per year. North Carolina's state constitution of 1868 required the General Assembly to provide for a 'general and uniform system of free public schools for all children between the ages of six and twenty-one.' An 1875 amendment provided for separate but equal schools for white and black students. This racially segregated public education system remained the

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Section number 8 Page 7

(Former) Granite Quarry School (Colored)
Rowan County, N.C.

law for over eighty years. In practice, the state operated a triracial system of education for whites, blacks, and Indians (Crow, 154).

County and city school boards largely controlled North Carolina's public school system in the late nineteenth and early twentieth centuries. The Department of Public Instruction instilled standards for all public schools and provided assistance to local school systems. Through the Department of Public Instruction, local school boards could apply for funding from the Literary Fund which provided funding for school construction. During the Depression the state also coordinated local implementation of relief programs such as the Federal Emergency Administration of Public Works, a federal agency that aided African American schools.

The earliest surviving Rowan County School Board minutes indicate that the local system made provisions for the education of African American students, although not on a level equal with the education program for whites. In 1885, African American teachers were paid less than half the salary paid to white teachers. Throughout the county, there were sixty school buildings for white students valued at nearly \$11,000. The forty buildings for African American students were valued at just over \$1,300. As the century progressed, the expenditures for African American students increased and by 1887 the county boasted sixty schools and an average term of thirteen weeks. By the last decade of the nineteenth century eighteen log and fourteen frame school buildings for African Americans stood in the county. The school board minutes indicate that African Americans regularly petitioned the school board for more and better schools for their children and that citizens often committed private funds for building and maintenance (Rowan County School Board Minutes).

Segregation in schools prevailed in North Carolina and the rest of the South and was legally sanctioned in 1896 by *Plessy v. Ferguson*, a Supreme Court decision that made separate but equal accommodations, including schools, legal. All forms of racial segregation became institutionalized although there existed little regard for equality.

By the turn of the twentieth century, one in two African Americans in North Carolina was illiterate, compared to one in five whites. While some funding went to African American schools, the disparity between the resources dedicated to white schools as compared to black schools actually widened in North Carolina in some counties. In Rowan County in 1903, there were thirty-seven schools for blacks and eighty-four schools for whites.

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Section number 8 Page 8

(Former) Granite Quarry School (Colored)
Rowan County, N.C.

The deplorable conditions of schools and the quality of education offered spurred philanthropic organizations to devote more resources to black education in the early twentieth century. Just after the Civil War several northern philanthropies such as the George Peabody Fund and the John F. Slater Fund supported black education, but usually focusing on teacher training at private colleges. Booker T. Washington, a prominent African American leader, made it his mission to direct more aid at rural public schools. One of his early successes came when he convinced wealthy Quaker Anne T. Jeanes to endow a foundation to aid black education. Upon her death in 1908, the Jeanes Fund received one million dollars to pay black educators to supervise novice teachers in the rural South. The success of the Jeanes Fund led the John F. Slater Fund to redirect its support from private institutions of higher learning to public high schools, colleges and industrial training programs. The period's most prominent philanthropy geared toward black public education was the Julius Rosenwald Fund, a far-reaching program that helped to improve black education by offering matching grants aimed at building schools in the rural South (Hanchett, 394-395).

In 1921 the state legislature authorized created on the Division of Negro Education within the State Department of Public Instruction. Under its first director, N.C. Newbold, the agency worked to educate teachers, build schools, and administer elementary and high schools across the state. At the time the Division was created less than one-half of school-age African American children attended school and average daily attendance was less than fifty percent of the enrollment. On average, administrators, principals, and teachers had only three and a half years education. A large number of elementary school teachers in rural North Carolina had not finished elementary school. The buildings housing schools stood in deplorable condition (Ferguson, 4-5).

In 1927-1928 the Rowan County School Board borrowed \$8,000 from the Literary Fund to build two schools for African Americans. The General Assembly created the Fund in 1825 to generate money for schools for white students, but eventually African American schools benefited from the program. At its May 7, 1928 meeting, Rowan County School Board members expressed "an urgent need for better buildings for colored children." The superintendent recommended that the school board select specific communities as candidates for new school buildings and that two or three schools be built at a cost of no more than \$8,000 with funds from the Literary Fund (Rowan County School Board Minutes).

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Section number 8 Page 9

(Former) Granite Quarry School (Colored)
Rowan County, N.C.

On September 1, 1930 the superintendent offered steps for improving the education of African Americans in Rowan County. He remarked, "Only a few of the schools for Negro children are adequately housed. Some of them are in sections that have a very scant negro population. The Board should continue its program of development that has been begun with the building of the Cleveland and Bear Poplar schools until every negro child is provided with adequate education facilities. Included in this program should be provided some high school facilities which should be necessary when the elementary schools are adequately developed" (Rowan County School Board Minutes). By the 1934-1935 school year there were approximately thirty-eight schools for African Americans in Rowan County, two of which were high schools (North Carolina Department of Public Instruction records). After 1940, spending on African American schools had increased statewide. During the decade from 1945 to 1955, Rowan County spent \$452,931 for the construction of African American schools, and provided 23.4% of the available building funds to 19% of the county's population (Rowan County School Board Minutes).

In 1954 the United States Supreme Court rejected the "separate but equal" ruling that had been handed down in 1896 with *Plessy v. Ferguson*. In the case of *Brown v. Board of Education of Topeka*, the Court ruled that separate schools were unequal and that segregation harmed African American students by instilling them with a sense of inferiority. The Court directed that with "deliberate speed" African Americans be admitted to public schools on a non-discriminatory basis (Powell, 520).

In response to *Brown*, the Rowan County School Board in August 1955 issued a statement that it was "obligated to recognize that a change had taken place in the fundamental law under which Southern education had for so long operated." The Board expressed its commitment "to formulate, pursuant to these court decisions and the laws of North Carolina, new rules and regulations for the orderly and efficient administration of public schools, the effective instruction of pupils... and the health, safety, and general welfare of such pupils." Despite the Board's pronouncement of its intentions, it ended the statement by saying that student and teacher assignments would not be changed (Rowan County School Board Minutes).

The Board's inaction was not uncommon in North Carolina after *Brown*. Across the state, political leaders attempted to delay desegregation until the peoples' reaction to could be determined. High profile leaders such as Governor William B. Umstead and former governor W. Kerr Scott were dismayed by the Court's decision. In March 1955, five months before the Rowan County School Board proclamation, the General Assembly

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Section number 8 Page 10

(Former) Granite Quarry School (Colored)
Rowan County, N.C.

gave local school boards control of pupil assignment and enrollment in North Carolina's public schools (Powell, 520-521). In May 1955, the State Department of Public Instruction relinquished control of school administration, pupil assignment, enrollment and transportation to county and city schools. This act not only delayed that state's action on desegregation, it assured leaders that legal challenges to Brown would not be filed against a state agency, but against individual counties and municipalities. In 1956 through a public referendum North Carolina residents voted to maintain segregated public schools (Crow, 169-170).

It required over thirty years of court-ordered desegregation and the passage of the Civil Rights Act of 1964 to desegregate public schools in North Carolina. However, even into the 1970s many county schools remained all black or all white (Crow, 172).

Architecture Context

The earliest school buildings for African Americans in Rowan County were constructed in the last half of the nineteenth century and were simple, often inadequate log or frame buildings of one room. In 1890, thirty-nine schools were log, while only ten were frame. In 1900 twenty-two frame schools and eleven log schools for African Americans stood in the county leading a school board member to remark, "many changes have been made in transforming log into frame buildings (Rowan County School Board Minutes). However, even by 1934, a local newspaper referred to typical African American schools as "frame buildings that hardly deserve the name 'shacks' because of their bad condition and sad need of repairs" (*Salisbury Post*, 1934)

More substantial school buildings were built by in the county by the Rosenwald Fund which assisted in the construction of three schools in Rowan County. In 1919-1920, a one-teacher school was built in the Rockwell community and a two-teacher school was built in North Spencer. In the 1929-1930 budget year, the Cleveland community witnessed the construction of a four-teacher school (Hanchett, 441). The State Department of Negro Education helped in the construction of what were often called "Rosenwald type" schools by disseminating Community School Plans, a pamphlet created by the Fund and distributed to southern states in 1924. Among the schools built during the 1930s was the Sandy Ridge School, now called Aggrey Memorial School, which was built around the same period as the (former) Granite Quarry School (Colored). It is a brick veneered building constructed primarily from Literary Fund money. It

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Section number 8/9 Page 11

(Former) Granite Quarry School (Colored)
Rowan County, N.C.

appears to be the only other remaining African American Depression-era school in Rowan County, although a more updated survey might uncover other remaining schools.

The (former) Granite Quarry School (Colored) remains a unique expression of Depression-era African American school design in Rowan County. In keeping with the philosophy of construction during the period, the building was erected with the most readily available material—locally-quarried granite—a material donated by a local company. African American quarrymen built the school and the Harris Granite Company donated the land for the building. The result is a unique building reflective of the community and the industry that employed most men in the community.

Bibliography

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United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Section number 9 Page 12

(Former) Granite Quarry School (Colored)
Rowan County, N.C.

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United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Section number 10 Page 13

(Former) Granite Quarry School (Colored)
Rowan County, N.C.

Section 10

Verbal Boundary Description

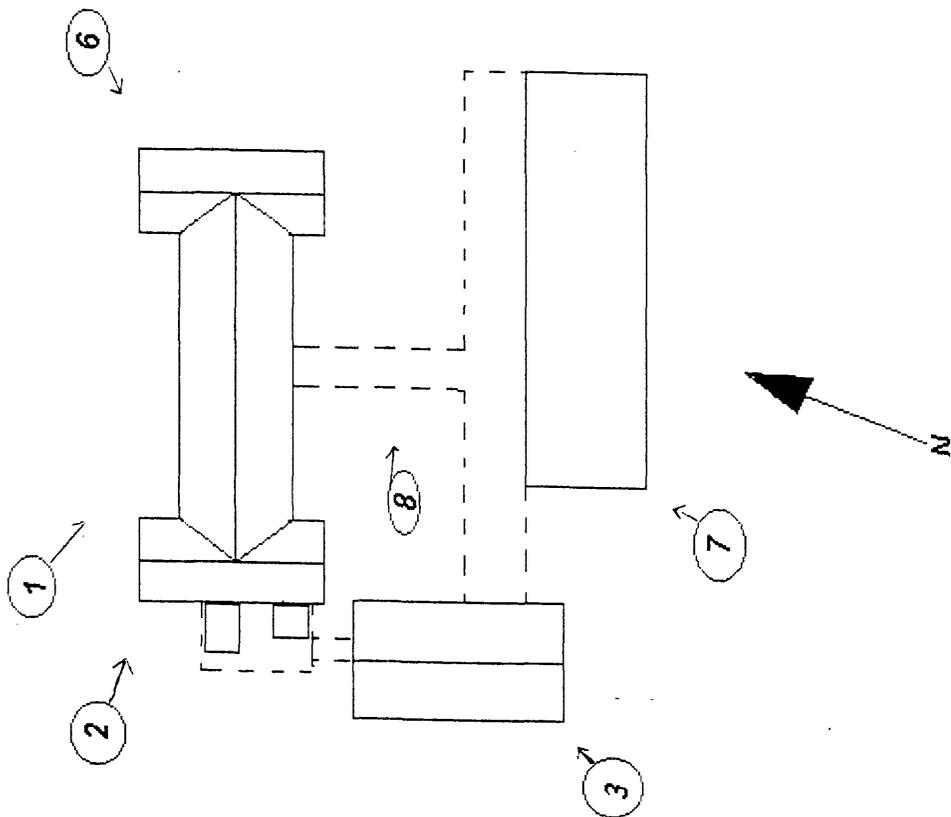
The boundaries of the nominated property encompass all of parcel 93 as shown on Rowan County tax map no. 649.

Boundary Justification

The nominated property includes the residual parcel historically associated with the school.

DUNN'S MOUNTAIN ROAD

WHITE ROCK AVENUE



Granite Quarry School (Colored)
Granite Quarry, N. C.
Rowan County
Not to scale