

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
REGISTRATION FORM

This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in How to Complete the National Register of Historic Places Registration Form (National Register Bulletin 16A). Complete each item by marking "x" in the appropriate box or by entering the information requested. If 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. 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 Central School

other names/site number Laurinburg Graded School

2. Location

street & number 303 McRae Street not for publication N/A

city or town Laurinburg vicinity N/A

state North Carolina code NC county Scotland code 165 zip code 28352

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act of 1986, 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 nationally statewide X locally. (See continuation sheet for additional comments.)

Jeffrey Brown SHPO 12/2/04
Signature of certifying official Date

North Carolina Department of Cultural Resources
State or Federal agency and bureau

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

Signature of commenting or other official Date

State or Federal agency and bureau

4. National Park Service Certification

I, hereby certify that this property is:	Signature of the Keeper	Date of Action
<u> </u> entered in the National Register <u> </u> See continuation sheet.	_____	_____
<u> </u> determined eligible for the National Register <u> </u> See continuation sheet.	_____	_____
<u> </u> determined not eligible for the National Register	_____	_____
<u> </u> removed from the National Register	_____	_____
<u> </u> other (explain): _____	_____	_____
_____	_____	_____
_____	_____	_____

Central School

Name of Property

Scotland County, NC

County and State

5. Classification

Ownership of Property

(Check as many boxes as apply)

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

Category of Property

(Check only one box)

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

Number of Resources within Property

(Do not include previously listed resources in the count)

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

Cat: EDUCATION Sub: school

Current Functions

(Enter categories from instructions)

Cat: VACANT/NOT IN USE Sub: _____

7. Description

Architectural Classification (Enter categories from instructions)

Classical Revival

Materials (Enter categories from instructions)

foundation brick

roof asphalt

walls brick

other wood

Narrative Description

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

Central School
Name of Property

Scotland County, NC
County and State

8. Statement of Significance

Applicable National Register Criteria

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

A Property is associated with events that have made a significant contribution to the broad patterns of our history.

B Property is associated with the lives of persons significant in our past.

C Property embodies the distinctive characteristics of a type, period, or method of construction or represents the work of a master, or possesses high artistic values, or represents a significant and distinguishable entity whose components lack individual distinction.

D Property has yielded, or is likely to yield information important in prehistory or history.

Criteria Considerations

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

A owned by a religious institution or used for religious purposes.

B removed from its original location.

C a birthplace or a grave.

D a cemetery.

E a reconstructed building, object, or structure.

F a commemorative property.

G less than 50 years of age or achieved significance within the past 50 years.

Areas of Significance

(Enter categories from instructions)

Architecture

Education

Period of Significance

1910-1954

Significant Dates

1910

1939

1948, 1949

Significant Person

(Complete if Criterion B is marked above)

N/A

Cultural Affiliation

N/A

Architect/Builder

Wheeler, Oliver Duke

Matthews, W. E., engineer

Boney, Leslie N.

Narrative Statement of Significance

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

9. Major Bibliographical References

Bibliography

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

Previous documentation on file (NPS)

preliminary determination of individual listing (36 CFR 67) has been requested.

previously listed in the National Register

previously determined eligible by the National Register

designated a National Historic Landmark

recorded by Historic American Buildings Survey # _____

recorded by Historic American Engineering Record # _____

Primary Location of Additional Data

State Historic Preservation Office

Other State agency

Federal agency

Local government

University

Other

Name of repository: _____

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Central School
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NARRATIVE DESCRIPTION

Central School sits on an approximate three-acre open lot on the southeast corner of McRae Street and James Street in Laurinburg, Scotland County, North Carolina. Located southeast of the central business district, the streets surrounding the school are laid out in a grid pattern. The topography of the area is relatively flat with wide tree-lined streets and sidewalks. Many of the houses in the surrounding neighborhood were built in the same decade as the 1909 Central School. The school grounds include several mature deciduous trees on the front lawn and evergreen shrubs along the foundation of the building. A semi-circular driveway is located in front of the building and another driveway leads from Covington Street, the south border of the property, to the rear of the building. Playground equipment and a small basketball court are located behind the school. A small gable-front storage shed sits behind the 1949 southeast addition. A chain-link fence surrounds the rear portion of the property.

Facing north, the two-story-on-a-raised basement brick school commands a strong presence in the neighborhood. Built in the Classical Revival style, the 1910 Central School building is a loadbearing brick structure with five-to-one common bond. The original school building was enlarged in 1939 by the addition of two-story flanking brick wings and fireproof stairwells. The school was enlarged again in 1948 by a two-story brick addition attached to the rear of the west-side wing. In 1949, a fourth addition consisting of a two-story brick and concrete block building was added to the rear of the east-side wing. The 1948 and 1949 additions are attached to the 1939 wings by two-story covered exterior walkways.

The main entrance to the school features a prominent central portico with four Doric columns supporting a pediment with a plain, wide frieze. The central block of the school has a hipped composition shingle roof and projecting two-story end pavilions with hipped roofs. Overhanging eaves are supported by a modillioned cornice encircling the entire school. The central block of the school, built in 1909-10, is nine bays wide with a central double-leaf, half-glazed door surmounted by a large round-arched fanlight. The building is accented with rusticated and ashlar limestone trim at the water table line, window sills and lintels, and a keystone over the front door. The original nine-over-nine, double-hung sash windows on the façade, as well as most of the windows on the rear (south) elevation have been replaced with one-over-one, double-hung sash. Two tall corbelled chimneys pierce the front (north) slope of the roof, while the rear (south) slope is pierced by two shorter chimneys. A central exterior chimney is located on the rear (south) elevation.

The 1939 identical flanking wings feature a hipped roof with overhanging eaves supported by a modillioned cornice. Although the wings lack any fenestration on the front (north) elevation, they retain their original nine-over-nine and six-over-six, double-hung sash windows on the east- and west-side elevations. The 1948 rectangular addition is four bays wide

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and nine bays long with hopper windows, while the 1949 square addition features eight hopper windows on the west elevation, seven hopper windows on the east elevation, and central recessed entrances at the first and second levels on the rear (south) elevation. Both of these later additions also have hipped roofs with overhanging eaves and modillioned cornices.

The interior of the Central School is remarkably intact, featuring high ceilings, wood floors in the classrooms, doors with six horizontal panels and transoms, wainscoting below a chair rail, and plaster walls above. Many of the rooms include built-in bookcases, cubbyholes, and coat closets. Radiators are still evident in the halls and classrooms. The interior plan features a transverse corridor with classrooms to the north and south sides. Administrative offices were located adjacent to the central entrance foyer. The first floor includes a central cafeteria with an adjacent kitchen on the south side of the corridor, while the second level features a central auditorium and stage. Mechanical systems are located in the basement.

The 1939 flanking wings are connected to the original central block by fireproof stairwells. Each wing added a classroom and bathroom on the first story and two classrooms on the second story. The interiors of the classrooms are similar to the original building with high ceilings, wood floors, wainscoting, and plaster walls. The 1948 and 1949 additions, each added six classrooms, three at the first level and three at the second level. The 1949 addition also included a bathroom on both the first and second stories. The rooms in the rear additions are accessed by covered walkways connected to the main block of the school. Several metal fire escapes are attached to the rear section of the central block. Rear steps descend to a boiler room in the basement of the school's central block.

A small frame storage shed, c. 1970, sits behind the school. The shed has a front-gable shingle roof, central double-leaf doors, and vertical board siding.

Central School retains a high degree of architectural integrity. The nominated building has remained essentially unchanged since the last wing was added in 1949. The interior, too, is little altered, most corridors and rooms retaining original molding and finishes. Some deterioration has taken place due to neglect and lack of maintenance, however, the building remains structurally sound.

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STATEMENT OF SIGNIFICANCE

Central School fulfills Criterion A for listing in the National Register of Historic Places, significant for its association with the history of education in Laurinburg, North Carolina. The administration of Governor Charles B. Aycock (term 1901-1905) ushered in a new era of education reform in North Carolina. State-mandated efforts aimed at curriculum expansion and improvement also resulted in the construction of a generation of handsome school buildings throughout North Carolina. The opening of Central School during the 1910-1911 school year marked a new era of education for the children of Laurinburg.

Central School also meets Criterion C for its local architectural significance. Designed by prominent Charlotte architect, Oliver Duke Wheeler, the impressive two-story Classical Revival-style building contributed to the growing ideology that school architecture played an important role in the educational mission of schools. Originally known as Laurinburg Graded School, the building was the first modern brick school in Laurinburg. The school, through its architecture, conveyed the growing consensus that public education was vital to community development. With its distinctive classical façade and portico, improved school design, and modern plumbing and electrical systems, Central School set a precedent for future school buildings in Laurinburg and Scotland County. The period of significance extends from 1910, the first year the school opened, to 1954, during which time Central School was Laurinburg's principal elementary school, playing a prominent role in the education of the Laurinburg's children.

Historical Background

On February 20, 1899, an act of the General Assembly created Scotland County from the eastern portion of Richmond County and designated Laurinburg as the county seat. The county began to function in December 1900 and a new courthouse was built in 1901. The first two decades of the twentieth century were a time of good prices and expanding agriculture for the county resulting in a demand for additional commercial goods and services. Laurinburg's expanding business and mercantile activity related directly to the county's flush agricultural economy. Other factors included an expanding industrial base brought about by the organization of four major textile mills in Laurinburg, the opening of the Bank of Laurinburg in 1893 and the Scotland Savings Bank in 1904, and substantial commercial investment by several of Laurinburg's leading citizens. The healthy economy resulted in a long term and steady population increase in Laurinburg during the early decades of the twentieth century. Population statistics for the town indicated a populace of approximately 1,600 in 1898, 1,900 in 1904, 2,200 in 1909, 2,500 in 1914, and 3,500 by 1924.

Construction of Central School, originally known as Laurinburg Graded School, was made possible by the issuance in 1909 of \$30,000 in thirty-year school bonds. A school board

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was formed in Laurinburg in 1909 for the Laurinburg Graded School District. Elected board members consisted of James F. McRae, John T. McNair, George W. Goodwyn, Robert R. Covington, Daniel K. McRae, and Thomas J. Gill. Daniel McRae and George Goodwyn were appointed to a committee and charged with selecting a site for a new school building. The committee recommended purchasing six lots situated south of McRae and east of James Street on Covington and James property. The proposed lot ran 300 feet along McRae Street and 450 feet along James Street. On May 14, 1909, R. R. and Hattie Covington and A. L. and Mary James sold three acres of land abutting James, between Covington and McRae Street to the Board of Graded School Trustees of Laurinburg for \$3,000 (Deed Book L, page 390).

The school board's chairman was authorized to go to Henderson, North Carolina, to inspect Henderson's school building and to write to architect Oliver Duke Wheeler of Charlotte concerning his fee. J. F. McRae, G. W. Goodwyn, and R. R. Covington were appointed as the building committee to supervise the erection of the new school. O. D. Wheeler of the Charlotte firm, Wheeler, Galliher, and Stern, agreed to complete plans for the school building for \$400. William Daniel Tucker (1880-1949), master carpenter, was selected as contractor for the school for a bid of \$20,500.00. Tucker promised the school would be complete and ready for occupancy by January 1, 1910. On August 21, 1909, the school board ordered the purchase of 464 single cherry Trenton desks and 400 opera chairs for the school's auditorium from C J. Parker in Raleigh. When the school opened on schedule in 1910, it included ten grades. The following year, the eleventh and twelfth grades were added. In 1916, the school was placed on the list of accredited southern high schools (Scotland County School Board minutes).

The teachers selected by the superintendent for Laurinburg Graded School for the 1910-11 school term included Miss Anna Rose, first grade; Miss Emma Gill, second and third grades; Miss Grace Gire, fourth and fifth grades; Miss Olivia Brooks, sixth and seventh grades; and Mr. Wallace Bailey as teacher in the high school department. The elementary school teachers made from \$20.00 to \$30.00 per month, while the high school teacher commanded a salary of \$50.00 per month (Scotland County School Board minutes).

The school did not include a lunchroom when it first opened. There was a snack bar in the basement. The students who lived close by generally walked home for lunch, while others walked downtown to the drug store. Many also brought their lunches in paper bags and ate on the school grounds. The modern school building included an auditorium on the second level. It was reported in the December 2, 1909, issue of the *Laurinburg Exchange* that the auditorium had a seating capacity of about 470, while the stage would seat about 150. By 1913, it was reported that the school had an enrollment of 375, more than 100 additional students than previous enrollments. In 1915, the town of Laurinburg voted to pass a special tax on its citizens to be used in conducting a full term each year for the town's graded schools. The same year, the school began to be known as "Central School" (*Laurinburg Exchange*, May 20, 1915).

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In 1921, a bill passed by Session of the General Assembly authorized the Laurinburg Graded School District to issue \$50,000.00 for construction of a high school building, for remodeling and equipping the graded school, and to equip a teacherage. After the construction of Laurinburg High School in the early 1920s, Central School became an elementary school. In 1939, a PWA grant was obtained to finance the construction of additions and alterations to Central School. W. E. Matthews, consulting engineer, presented plans for the 1939 addition to consist of two-story wings at the ends of the present building, including six rooms, fireproof stairs, toilet rooms, and the necessary extensions to heating and plumbing. Nivans Constructions Company of Charlotte was hired as the general contractor after submitting a bid of \$24,385.00 (Scotland County School Board minutes).

A new bond issue for school construction passed in 1940. The Second World War delayed construction however. The years after the war brought tremendous population growth to Laurinburg and in 1945 a new bond issue for school construction was passed. In December 1947, Leslie N. Boney, a Wilmington architect, was hired as the architect for the Central School addition, while W. E. Matthews was employed as engineer. At the recommendation of Boney, a contract was awarded to V. O. Loftis for \$140,275.00, which included construction of East Laurinburg School and the addition to Central School (Scotland County School Board minutes). The September 2, 1948, issue of the *Laurinburg Exchange* reported that a six-room addition is being built onto Central School in Laurinburg. The new addition would relieve crowded conditions in the school, which had necessitated teaching classes in the basement, the auditorium, the recreation building, and at a private home. The new two-story addition included three classrooms on each level. At the same time, the school cafeteria was remodeled and almost tripled in size with a new kitchen added.

Because of increased enrollment in 1949, it was determined that Central School needed to be enlarged once again. Leslie N. Boney met with the school board and presented detailed drawings for another six-room addition to Central School. The estimated cost for the addition was \$45,000.00 plus approximately \$2,500.00 to replace the school's heating system. In April 1949, Boney was given the go ahead to proceed with his plans for the six-room addition and W. E. Matthews was again secured as the local supervisor of the project (Scotland County School Board minutes).

A 1950 report on Central School stated that the building contained twenty-three classrooms, one office, one teacher's lounge, one library, one supply room, one cafeteria, and one auditorium seating 330 students. Deficiencies listed in the report included substandard classroom size, not enough bathroom facilities, and a playground area of only one acre against a minimum need of five acres. The report suggested that there was space for approximately 600 students against a present enrollment of 782 and an expected enrollment of 900 the following

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year. Recommendations included the removal of two to three grades and the suggestion that substandard classrooms be converted into a storeroom for a cafeteria and into additional bathroom facilities (Scotland County School Board minutes). By the 1953-1954 school year, two new schools, Covington Street and Lincoln Heights, opened in Laurinburg, helping to alleviate the crowded conditions at Central School. In 1968, Central School began teaching only grades one through four.

Terry Sanford, a former governor of North Carolina, attended Central School, as did many leading citizens of Laurinburg. The school remained open until 2000. The Scotland County Board of Education transferred the property to Scotland County on October 3, 2002 (Deed Book 84, p. 137). A nonprofit neighborhood association has formed in the past year dedicated to preserving the neighborhood surrounding the school and saving Central School from demolition.

Architecture Context

Central School is one of the first public schools in North Carolina that was individually designed by a professional architect. The beginning of the twentieth century brought a new awareness of the role architecture played in establishing the proper attitude and respect for education in the minds of the citizens of North Carolina. Books were written on the proper construction of modern schools and detailed descriptions given on everything from the size of the rooms and hallways to the importance of playground equipment. Specifications detailed the placement of lighting, plumbing, and electrical fixtures, all rather recent innovations for schools at the time, to be included in the new buildings.

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

The National Educational Association recommended that a minimum of fifty percent of a school's total floor area should be used for instruction; these areas included classrooms, libraries, labs, workshops, assembly halls, stages, and gymnasiums. Non-instructional areas included stairs and corridors, rest rooms, walls and partitions, administrative space, and closets. State officials recommended that new schools be situated near the center of population in order to equalize school populations and to reduce transportation costs. They favored the use of architects who provided clear blueprints and specifications. Concrete, brick, and stone were the materials recommended for even the smallest buildings. Double use of areas such as a stage/gymnasium was recommended. It was also advised that each of these modern schools include a low-pressure steam heating plant, standard indoor plumbing, standard lighting, a pressure water tank, drinking fountains, and the all-important auditorium (Blair, pp. 26-28).

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

When thirty-year school bonds were issued in 1909 for the construction of a new school in Laurinburg, the City School Board requested plans from architect Oliver Duke Wheeler of Charlotte. Apparently, they were familiar with his design of a school building located in Henderson, North Carolina. Wheeler had arrived in Charlotte in 1902 to direct the building of old Trinity Methodist Church at South Tryon and Second streets. In partnership with various other architects in the first two decades of the twentieth century, he counted among his designs the First Methodist Episcopal Church in Salisbury, the Sanatorium at Tranquil Park in Charlotte, the Dilworth Fire Station, a six-story bank in Monroe, the Dilworth school addition, as well as numerous churches, residences, and public structures throughout Georgia and the Carolinas (Charlotte-Mecklenburg Historic Landmarks Commission Report, Belk Façade, April 3, 1985).

Bids were solicited for construction of the new school and William Daniel Tucker was selected as contractor at a price of \$20,500.00. A versatile builder and master carpenter, Tucker built in all the prevailing styles of the day and is also responsible for the 1918 First United Methodist Church in Laurinburg, as well as many of the town's more impressive residences.

Central School incorporated many of the suggestions and ideas being extolled for a modern school building. Two-and-one-half stories in height and of brick construction, an impressive Classical Revival façade contributed to the overall importance of public education for the children on Laurinburg. The new school included eight classrooms, a spacious auditorium, and offices and a lounge for teachers. The raised basement included a playroom, a boiler room, and space for the eventual expansion of additional classrooms. The layout included a transverse corridor with rooms on either side. Situated on a large city lot, there was plenty of space for a playground and for the later 1939 addition of two attached end units, each containing four classrooms and fireproof stairwells, and the 1948 and 1949 additions, each containing six additional classrooms.

Leslie Norwood Boney designed the 1948 and 1949 additions. The school board minutes do not specify whether it was Leslie N. Boney Sr. or Leslie N. Boney Jr. who drew the plans. However, both father and son were associated with the Leslie N. Boney architecture firm based in Wilmington. The firm's design influence is evidenced today throughout the state having

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completed projects in seventy-four of North Carolina's one hundred counties. In the early 1900s, the firm established itself as a pioneer in educational facility design, playing a leading role in consolidating many of the state's one-room schoolhouses. Many of the firm's early school buildings are now listed on the National Register of Historic Places. Their combined efforts in educational design helped to establish much of North Carolina's existing school facilities (Boney Architect newsletter, June 20, 2003).

Central School can be compared with the William Hooper School (NR 1997) located in Wilmington. Designed by architect Joseph F. Leitner, the 1914 two-story Classical Revival-style building is also situated on a large city block in a residential neighborhood. The school features a classically inspired central door surround, banks of windows, a central auditorium, and a transverse corridor. Similar to Central School, the offices were located adjacent to the central entrance foyer, the first level included four classrooms, the second level contained five classrooms, while the basement incorporated a playroom, a boiler room, and space for future expansion. The school experienced expansion in 1940 with the addition of two-story wings and fireproof stairwells (William Hooper School NRN).

Central School is Laurinburg's only extant educational building constructed during the first half of the twentieth century. The baby boom years of the 1950s resulted in the construction of several additional elementary schools including East Laurinburg School, Covington Street School, Washington Park School and I. E. Johnson School. These one-story schools with little architectural detailing did not replace Central School, however, which did not close its doors until 2000. As one of a diminishing number of North Carolina's surviving early-twentieth-century schools, Central School continues to reflect the prevailing desire for grand buildings indicative of the lofty education goals of the State during that time of change and expansion.

EDUCATION CONTEXT

Public schools were virtually non-existent in North Carolina prior to 1839. Beginning in 1840, North Carolina provided the counties with small allotments for teachers' salaries. By 1860, North Carolina's public school system boasted over 3,000 public schools, almost 120,000 pupils and a growing national reputation. Laurinburg's first school opened in the early 1850's when Dr. John Malloy and others purchased lands for the Laurinburg High School. The frame school consisted of a main hall, thirty-five feet square, with smaller halls, twenty-five feet square on each end, connected by folding doors so that the whole floor space could be opened into one auditorium. The building was used by the town not only as a school, but also for community celebrations and revival meetings. The outbreak of the Civil War caused the school to close. The war effectively destroyed the public school system throughout the state (*Laurinburg Exchange*, June 29, 1916).

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After the end of the war, a school did not reopen in Laurinburg for a number of years. Although the State Constitution of 1868 mandated a system of public schools and the Public School Law of 1869 required a four-month school term and separate schools for both races, funding continued to be sporadic. Throughout this period, the North Carolina public school System suffered from both the state's transportation difficulties and its pervasive poverty. By 1880, only about one-third of the state's school age children attended school, for an average of only nine weeks (Huneycutt, p. 237).

In 1877, some enterprising citizens in Laurinburg began a private school for the town's privileged children in the old Laurinburg High School building. Professor W. G. Quakenbush took over the school in 1879 with H. W. Malloy as his assistant. The school was a success from the start, enjoying the confidence and support of the community for twenty-one years, under the direction of Quakenbush. Upon his resignation in 1899, Professor F. Wyche taught at the school for several years. After he moved to Charlotte, the school property was rented to several ladies who taught there until the public Laurinburg Graded School (Central School) was opened in 1909 (*Laurinburg Exchange*, June 29, 1916).

Early in the twentieth century, Governor Charles Brantley Aycock, an educational proponent, worked tirelessly on behalf of public schools. He urged the General Assembly to expand school spending, resulting in improved facilities, higher teaching standards, establishment of libraries, and lengthening the school term to four months. Local school districts increasingly taxed themselves for school support and the 1903 legislature passed a bill, which loaned money to counties for badly needed school construction (*The Development of North Carolina's Public School System Through 1940*, p. 5).

The governors who followed Aycock continued his pro-education policies. A compulsory attendance law was passed in 1907. In 1913, the legislature established a statewide property tax for the support of schools. New colleges were established to train teachers, teaching standards were raised, text procurement procedures were improved, libraries were constructed, and school terms gradually lengthened to six months. More importantly, enough schools were built to house the state's burgeoning school population (*The Development of North Carolina's Public School System Through 1940*, p. 6).

The Laurinburg graded school district was created by an act of the state legislature in 1909. The sale of \$30,000 in school bonds was authorized at the same time for the construction of a new two-story brick schoolhouse. A lot was purchased and the school was ready to open by the 1910-1911 school term. Central School was the first brick school building ever built in Laurinburg. A much smaller frame building, East Laurinburg School opened shortly thereafter.

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The *Laurinburg Exchange* reported on September 4, 1913, that 410 students, a record number, attended the first day of classes in Laurinburg. Of this number, 375 were at Laurinburg Graded School (Central School) and thirty-five at the East Laurinburg School. It speculated that the state compulsory education law, requiring the attendance of all children between the ages of eight and twelve, might have accounted for the large turnout. The total population of Laurinburg at the time was approximately 2,500. In 1915, the citizens of Laurinburg voted to tax themselves the sum of six and two-thirds cents on the hundred dollars worth of taxable property and twenty cents on each taxable poll in the graded school district to be used in conducting schools for said graded school district by the board of graded school trustees of Laurinburg (*Laurinburg Exchange*, May 20, 1915).

Central School and East Laurinburg School were the town's only schools until 1923, when Laurinburg High School opened. Population growth continued in Laurinburg, resulting in additions to Central School in 1938, 1948, and 1950. Central School continued to serve the community for another fifty years, not closing its doors until 2000.

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United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
Continuation Sheet

Section 10 Page 12

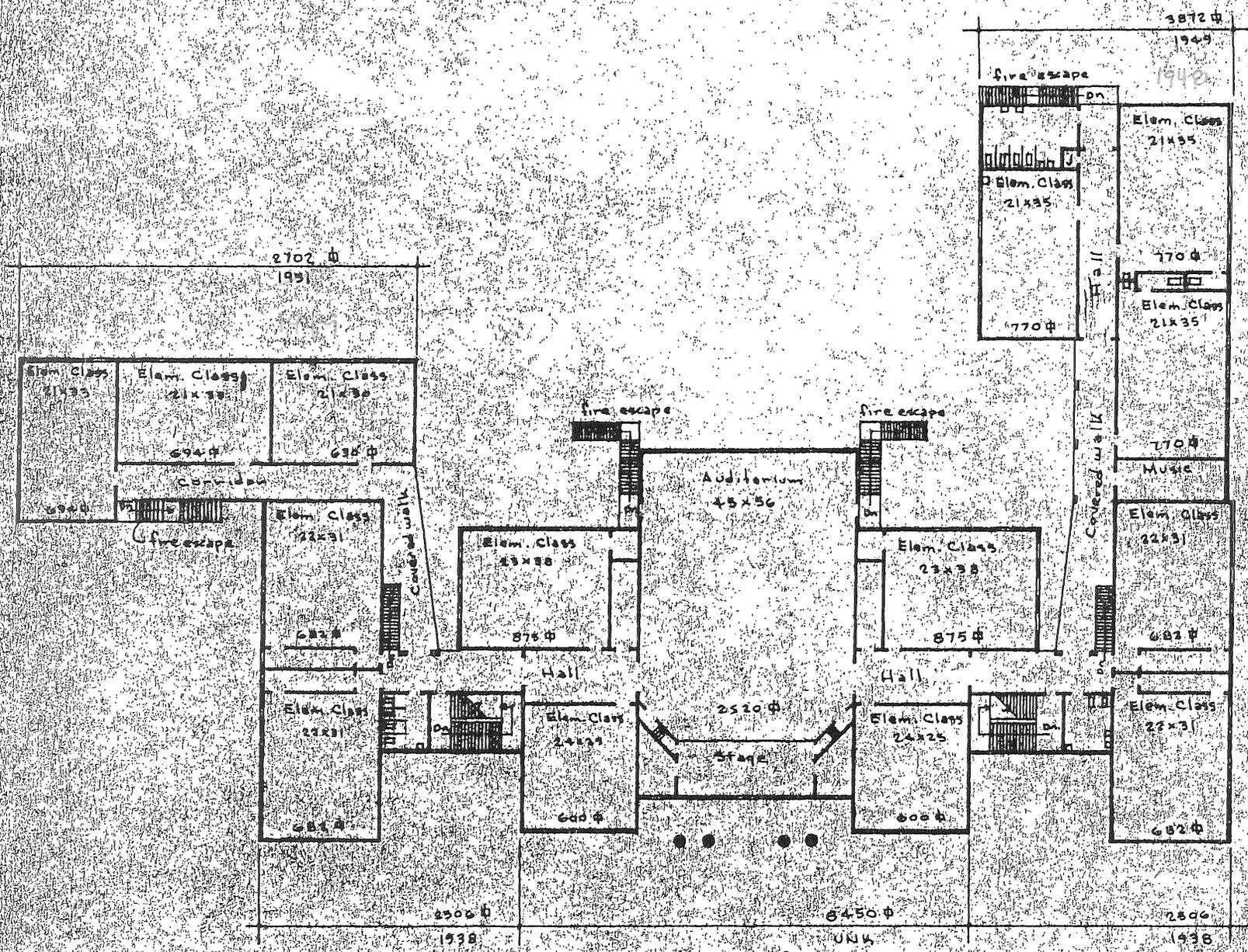
Central School
Scotland County, NC

Verbal Boundary Description

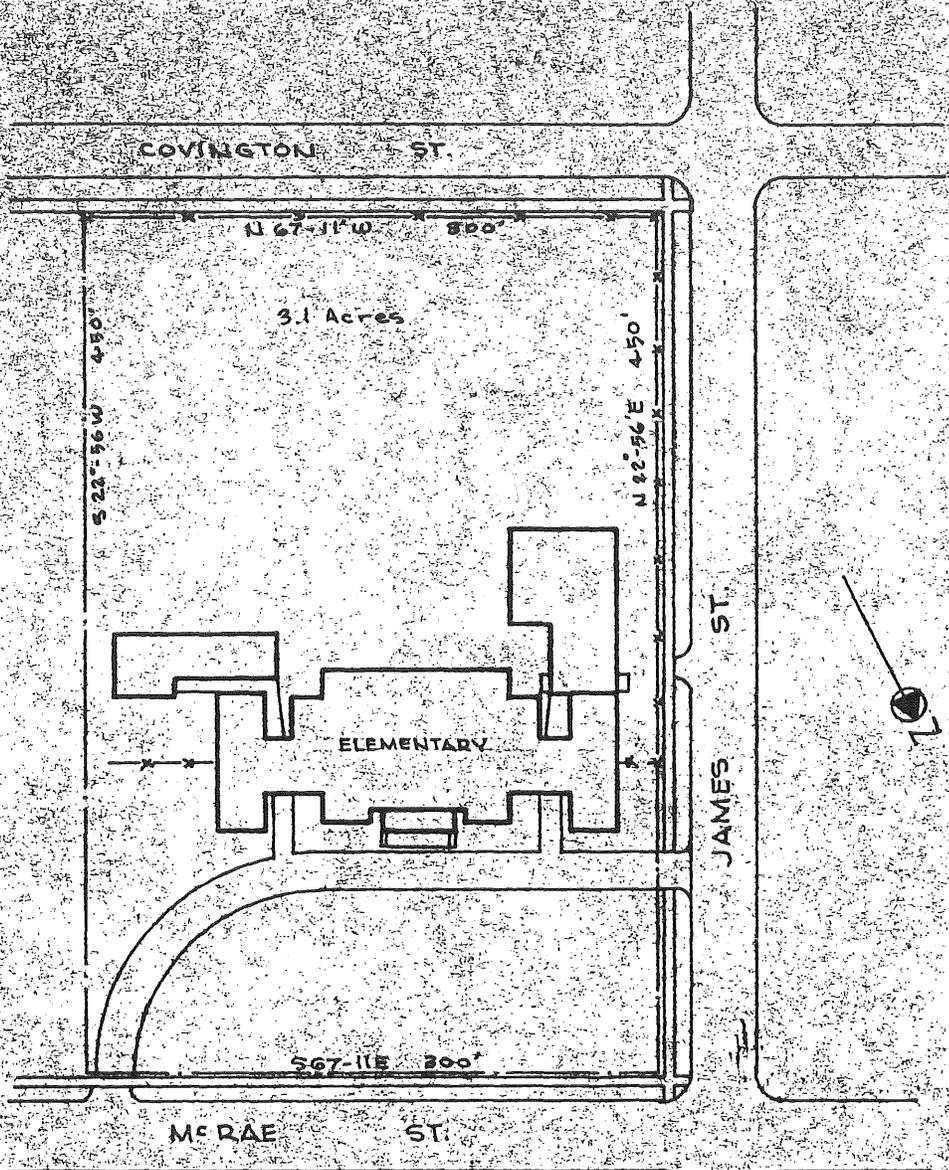
The nominated parcel includes a rectangular 3.1-acre rectangular lot located between McRae and Covington streets and at the southeast intersection of McRae and James streets. The north and south boundaries each measure 300 feet, while the east and west boundaries each measure 450 feet.

Boundary Justification

The boundary encompasses the original parcel of land associated with the school, which retains its historic integrity.



CENTRAL SCHOOL
 SECOND FLOOR PLAN
 1 INCH = FORTY FEET
 LAURINBURG, SCOTLAND COUNTY
 NORTH CAROLINA

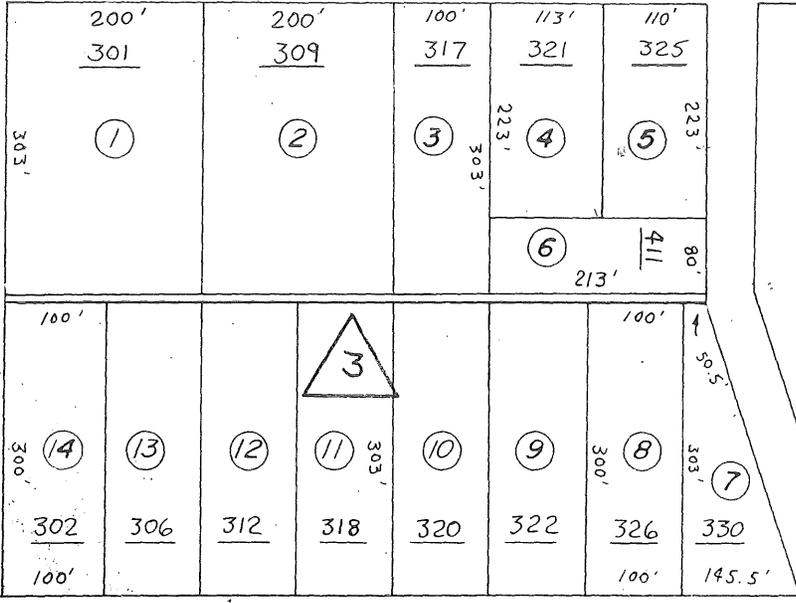


CENTRAL SCHOOL
 303 MCRAE STREET
 LAURINBURG, SCOTLAND COUNTY
 NORTH CAROLINA

	PLOT PLAN	NAME OF ADMIN. UNIT	NAME OF SCHOOL
	TOTAL AREA	Laurinburg, Scotland	CENTRAL
SCALE	3.1 ACRES		STREET NAME/NO. M. MAIL ADDRESS Laurin

EAST CHURCH STREET

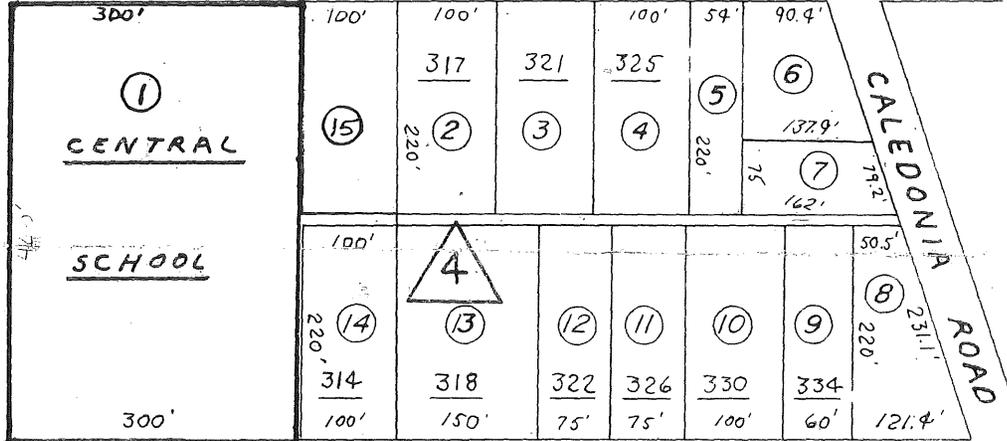
100'
17
100'
7
100'
65'
65'
172'
8
0'



McRAE STREET

20'
132.5'
67.5'
115'
100'

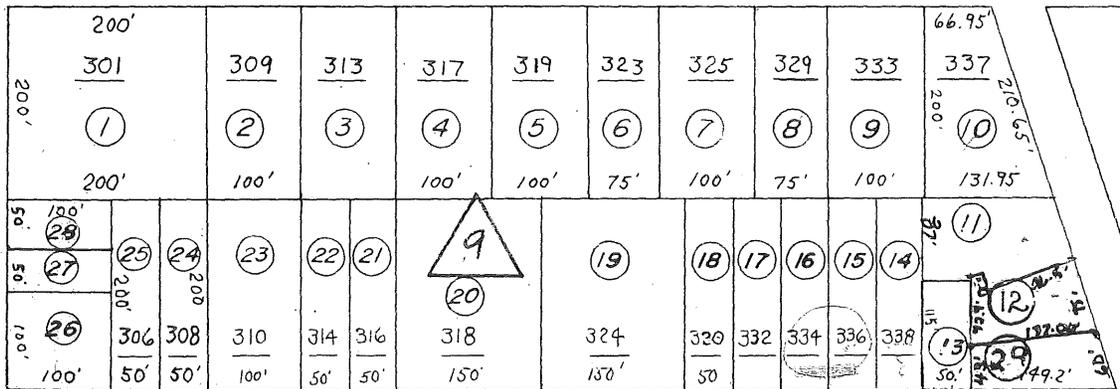
JAMES STREET



MAP 73

COVINGTON STREET

200'
200'
50'
50'
100'



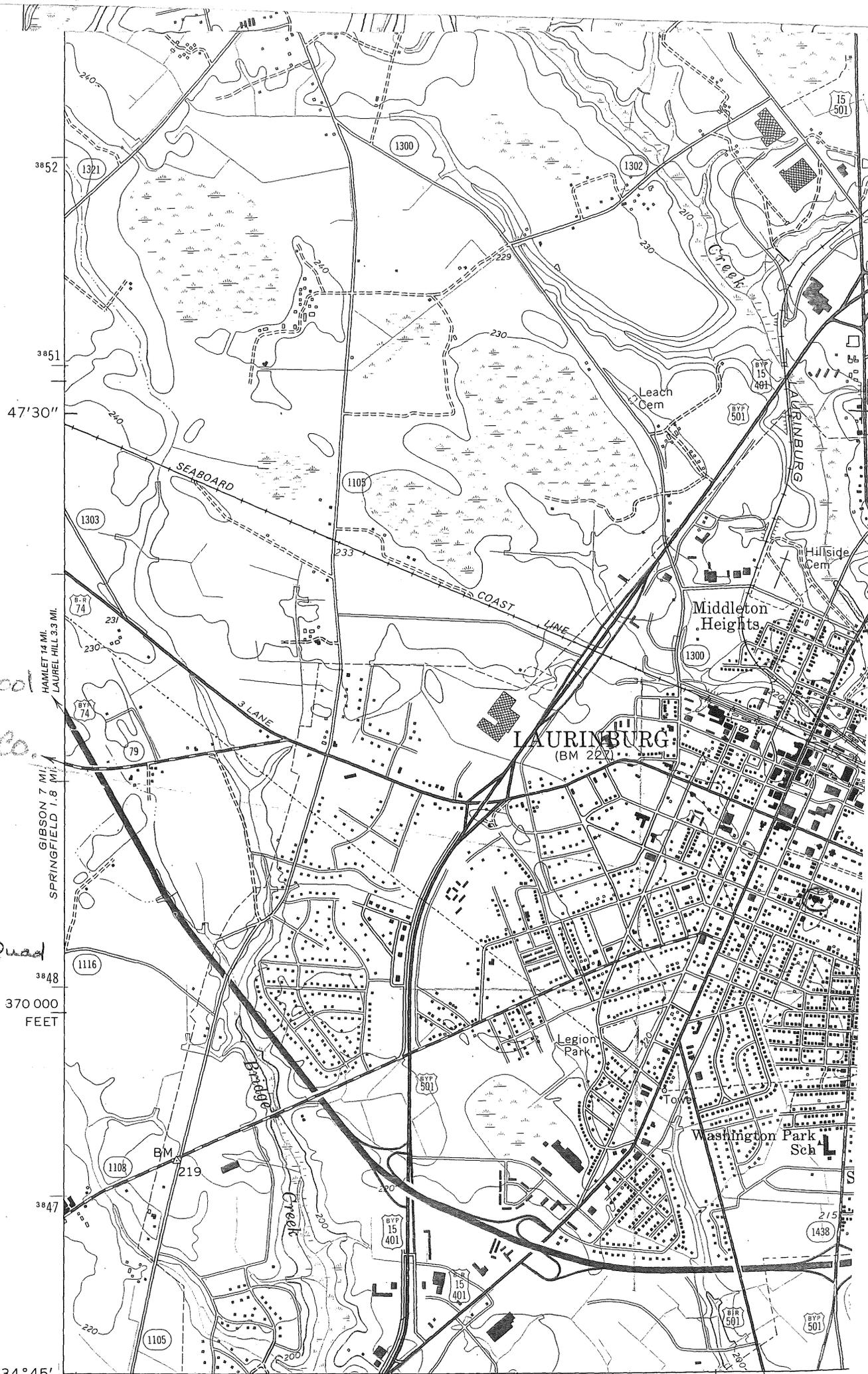
VANCE STREET

1 in. = 200 ft.

CENTRAL SCHOOL
LAURINBURG
SCOTLAND Co., NC

MAP 57

Central School
Laurinburg
Scotland Co.
Zone: 17
Easting:
640830
Northing:
3848460
Laurinburg Quad



HAMLET 14 MI.
LAUREL HILL 3.3 MI.
GIBSON 7 MI.
SPRINGFIELD 1.8 MI.

370 000
FEET

34°45'

1,850,000 FEET

2

