

United States Department of the Interior
National Park Service

National Register of Historic Places
Registration Form

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

1. Name of Property

historic name LIBRARY AND LABORATORY BUILDING (HENDERSON INSTITUTE)

other names/site number Henderson Institute Historical Museum

2. Location

street & number Rock Spring Street N/A not for publication

city or town Henderson N/A vicinity

state North Carolina code NC county Vance code 181 zip code 27536

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 J. Crows, Acting SHPO 10/16/95
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): _____

Edson H. Beall
Signature of the Keeper

Date of Action
11-29-95

Entered in the
National Register

Name of Property

5. Classification

Ownership of Property

(Check as many boxes as apply)

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

Category of Property

(Check only one box)

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

Number of Resources within Property

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

Contributing	Noncontributing	
1		buildings
		sites
		structures
		objects
1		Total

Name of related multiple property listing

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

N/A

Number of contributing resources previously listed in the National Register

-0-

6. Function or Use

Historic Functions

(Enter categories from instructions)

EDUCATION: Library

EDUCATION: Research Facility

Current Functions

(Enter categories from instructions)

RECREATION & CULTURE: Museum

7. Description

Architectural Classification

(Enter categories from instructions)

Colonial Revival

Materials

(Enter categories from instructions)

foundation Brick

walls Brick

roof ASPHALT: Shingle

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

Period of Significance

1928-1945

Significant Dates

1928

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:

Henderson Institute Historical Museum

Name of Property

10. Geographical Data

Acreage of Property .14

UTM References

(Place additional UTM references on a continuation sheet.)

1	1 7	7 3 3 1 4 0	4 0 2 4 4 0 0
	Zone	Easting	Northing
2			

3			
	Zone	Easting	Northing
4			

See continuation sheet

Verbal Boundary Description

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

Boundary Justification

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

11. Form Prepared By

name/title Elizabeth Campbell

organization _____ date August 28, 1995

street & number PO Box 5182 telephone (919) 933-0012

city or town Chapel Hill state NC zip code 27514

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 _____

street & number _____ telephone _____

city or town _____ state _____ zip code _____

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

Section number 7 Page 1 Library and Laboratory Building (Henderson Institute)
Vance County, NC

NARRATIVE DESCRIPTION

The 1928 Library and Laboratory Building is the only surviving reminder of the Henderson Institute that was established in the town of Henderson in Vance County in 1887. Once part of a sixty-seven-acre campus, the development of which was launched in 1891, the Library and Laboratory Building housed classes and reference materials that supported the educational and vocational mission of the school. The grassy, rolling campus, now the site of a modern public school complex, is located in the northeastern quadrant of Henderson. The now-vanished Henderson Institute building complex served as an anchor for the surrounding African American community during the late-nineteenth and early-twentieth centuries and is documented as follows.

The one story brick Colonial Revival style Administration Building housed classrooms and offices. A well-used auditorium, complete with dressing rooms and bathrooms was also located in the administration building. It was located southwest of the Library. Built in 1934, the brick building replaced a late-nineteenth century frame classroom building that burned in 1932. The Administration Building was demolished by the Vance County Board of Education in 1983.

Fulton Hall, originally located west, northwest of the Library was a three story Georgian Revival brick building. Fulton Hall served as the girls dormitory and as the domestic arts center of the Henderson Institute campus. Sewing, cooking and service instructions were all given here. Fulton Hall was built in 1918. It was demolished in 1980.

Jubilee Hospital, a two-story temple-form Colonial Revival brick building located on the north side of Beckford Drive (Wheaton Avenue until 1970) was built in 1911. For most of its history, it was the only hospital in a forty mile radius that would treat black patients. Along with this important function, it served as a nurse training school for girls who attended Henderson Institute. In the 1920s, wings were added to both sides of the hospital, one to house the nursing students and one to house tubercular patients. Jubilee was obsolete by 1950. It could not be made to accommodate the rapidly occurring medical advances and so it was condemned for use as a hospital in that year. Because there was no other hospital for blacks in Henderson until 1959, Jubilee was allowed to continue serving Henderson's African-American community until the new hospital opened. The old Jubilee Hospital was then converted to apartments. Although it still stands on Beckford Drive, the changes made since it stopped serving as a hospital have seriously undermined the integrity of the building.

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Section number 7 Page 2 Library and Laboratory Building (Henderson Institute)
Vance County, NC

The original wood frame boys dormitory was destroyed by fire in 1923. Many of the industrial arts programs housed in the original building were not replaced when the dormitory was rebuilt. The new three-story brick boys dormitory, Witherspoon Hall was built c1923 and looked very much like the Library building. Witherspoon Hall was demolished by the Vance County Board of Education in the mid 1970s.

The principals home, a two story stuccoed house with Queen Anne Revival massing and craftsman details was built c1914 and demolished by the Vance County Board of Education in 1967.

The Library and Laboratory Building is all that remains of the Henderson Institute. The plain, two-story brick building stands in a grassy .14 acre lot on the west side of Rock Spring Street, approximately two hundred and fifty feet north of the intersection of Rock Spring and Beckford Streets. The Institute is bounded on the north, west and south by the northern campus of the Eaton-Johnson Middle School. The northern campus is a mix of open fields and one-story brick buildings that date from the 1970s. To the east, across Rock Spring Street, is a residential district composed of modest one story houses that date from the 1920s to the 1950s.

The Library is located in the center of its lot, all of which is included as part of this nomination. The building sits approximately twenty feet from the edge of Rock Spring Street and faces south. There are no noncontributing structures within the nominated parcel.

An addition was placed on the rear, or north elevation of the original library when the Graduates and Former Students Association (hereafter referred to as the Graduates Association) restored the building between 1983 and 1991. For the purposes of this description, the two will be described separately first, and then they will be related to one another.

The original two story structure is an extremely plain interpretation of the Colonial Revival Style. It measures forty four feet long by twenty six feet wide. It is rectangular in plan. The structure is brick, laid in a five course American bond, and the building rests on a slightly raised brick foundation. All of the bricks on the building are original, they have never been painted, treated or cleaned. The asphalt-shingled shallow hip roof features a closed pediment front gable. A diamond shaped louvered ventilation window is placed at the uppermost point of the gable. The roof shingles are replacements which date from the 1980s renovation, though it is reported that the original roof shingles were also asphalt. Slightly overhanging wood sheathed boxed eaves surround the building on all elevations.

**United States Department of the Interior
National Park Service****National Register of Historic Places
Continuation Sheet**

Section number 7 Page 3 Library and Laboratory Building (Henderson Institute)
Vance County, NC

The fenestration pattern is original and jack arches are present on all openings. On the ground floor of the facade, the south elevation, there are two doors and four windows. The main entry door is situated in the center of the facade. A five light transom, original to the building, crowns the single six-panel wooden door. The original four light sidelights on either side of the entry door were covered with lumber during the renovation to prevent break-ins. A second door, located on the westernmost side of the south elevation, is crowned by a three light transom. This door leads directly into an enclosed stairwell. Two six-over-six pane double-hung windows are placed symmetrically on either side of the main entry door. The fenestration of the second story matches that of the first, except that there are no doors on the south elevation. The south elevation is not precisely symmetrical, but owing to the design of the building it presents a balanced facade.

The east elevation has two evenly placed six over six double hung windows on the first floor and two six over six windows directly over them on the second story. The north elevation of the original library had two doors, each placed approximately twelve feet in from the east and west walls, and two windows, one placed directly above each of the first floor doors. The openings are still present on this elevation, but rather than leading outside, they lead into the 1980s addition. The west elevation has one opening, a six over six pane double hung window centered in the second story.

The addition, which measures thirty nine feet, seven inches across and fourteen feet, eight inches deep, is located on the rear of the original building. Completed in 1986, it is of cinder block construction and it is covered in brick veneer. The veneer is laid up in the same five course American bond as the original building and great pains were taken to obtain bricks for the addition that matched the original bricks in color, size and texture. The jack arches over the windows in the addition match those of the original building. The east elevation of the addition has two twelve over twelve double-hung windows on each floor. The windows are placed symmetrically on the walls. The second floor windows are placed directly above those on the first floor. The north elevation is marked by an emergency exit on each floor and by a metal fire escape that runs from east to west along the back of the building. The addition's west elevation is unbroken.

The primary means of access to the Library Building is through the front main entry door. The door opens into the old chemistry laboratory, a large room encompassing all of the original downstairs. The original plaster ceilings were replaced with ceiling tiles in the 1980s. At the same time, the hardwood floors on the first floor were replaced with new hardwood floors, but the rest of the interior fabric is original. The original wood tongue-and-groove wainscot with a flat-faced wooden rail rises up three

**United States Department of the Interior
National Park Service**

**National Register of Historic Places
Continuation Sheet**

Section number 7 Page 4 Library and Laboratory Building (Henderson Institute)
Vance County, NC

feet from the floor on all of the interior walls. The part of each wall not wainscoted is covered in original plaster. All of the flat board window surround and sill and most of the wooden sash are original to construction as well. Although the Library and Laboratory had to be brought into compliance with the modern building code before it could be used as a public museum, the modifications were sensitively accomplished. These mandated renovations included placing a modern bathroom under the stairs on the first floor and above the stairs on the second floor and installing a heat pump in order to better modulate interior climate. Although they are no longer functional, the original steam radiators are still in place.

The enclosed straight stair that rises to the second floor on the west wall of the chemistry room is composed of entirely original material. The treads and risers date from 1928. Both doors, one leading outside and one leading into the chemistry laboratory, are original. The ceiling and east wall are faced in original wainscot and original plaster finishes the west wall of the stairwell.

The stairs lead to the second floor library. The library floor plan mirrors the laboratory floor plan. It encompasses all of the second floor and features original wainscot and plaster in a pattern identical to that found downstairs. The window surrounds and most of the window sashes are also original. The second floor plaster ceiling was also replaced by tiles, but the hardwood flooring on the second floor is original. When the addition was built, the windows on the north wall of the second floor were made into doors. During this time, a modern bathroom was added in the southwest corner of the room, above the stairs.

Despite the 1986 addition and concomitant upgrades, the Library and Laboratory Building of the Henderson Institute retains most of its structural integrity. The building is plain and aesthetically unremarkable, but it is a powerful feature on the local landscape. The 1928 Library and Laboratory Building is the symbol of the Henderson Institute, once the center of Vance County's African-American community.

**United States Department of the Interior
National Park Service**

**National Register of Historic Places
Continuation Sheet**

Section number 8 Page 1 Library and Laboratory Building (Henderson Institute)
Vance County, NC

8. STATEMENT OF SIGNIFICANCE.

SUMMARY:

From the time of its establishment in 1887 by the Freedmen's Mission Board of the United Presbyterian Church through the beginnings of school integration in 1970, the Henderson Institute was the only secondary school open to African Americans in Vance County, North Carolina. Like many early freedmen's schools, the Institute offered standard academic, vocational, agricultural, nurse and teacher training courses, affording important economic and social advancement opportunities for the African American youth of Henderson and of Vance County. For seventy-nine years, the Institute also functioned as the symbolic center of Henderson's African American community, representing in physical form the critically important role of education to many twentieth century African American communities. Owing to the pattern of underutilization, neglect, and eventual condemnation and demolition followed by the Vance County Board of Education from 1960-1983, the Library and Laboratory Building (1928) is all that remains of the Institute. Nominated here to the National Register of Historic Places, the Library and Laboratory Building is a significant reminder of late nineteenth and early- to mid-twentieth century African American secondary education in Henderson, in North Carolina and throughout the South. The Institute took primary responsibility for the education and advancement of the African American citizens of Vance County. Like many "colored" schools established by Protestant missionaries throughout the south after the Civil War, the Henderson Institute provided opportunities for black citizens that simply would not have otherwise existed. The 1970s brought an end to the era of public school segregation in North Carolina and the Henderson Institute, like many of the state's historically black schools, closed. When the school board began demolishing the remaining buildings on the Institute campus, a group of former students banded together to preserve the Library and Laboratory building. Since 1986 the historic Library and Laboratory Building has housed the Henderson Institute Historical Museum, the purpose of which is to reflect the vital role the school played in providing opportunities for the African American citizens of Henderson .

HISTORICAL BACKGROUND:

The Henderson Institute was established in 1887 by the Freedmen's Mission Board of the United Presbyterian Church to serve the educational needs of Vance County's African-American population. The first buildings were brought to the original sixty-seven

United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Section number 8 Page 2 Library and Laboratory Building (Henderson Institute)
Vance County, NC

acre campus from a closed Presbyterian school in Bluestone VA, and the first classes were held in 1891¹. What was then called the Henderson Industrial and Normal Institute was situated on the east side of Rock Spring Street and on the north side of Beckford Drive. When the Institute was opened, it was the first African American high school in the county, a distinction it held for seventy-nine years.

Over the course of its history, the Henderson Institute saw many changes, both in terms of its physical appearance and in terms of its educational mission. It began as the Henderson Normal and Industrial Institute, but by the early 1900s the school had dropped Normal and Industrial from its name. Although vocational training was continued in emphasis, the school began focusing early on a more classical, liberal arts curriculum. Several building changes underscore this shift in emphasis. The Henderson Institute began as a boarding school and the first boys dormitory also housed the industrial classrooms. This building burned in 1923, and when it was replaced shortly afterward, the school decided not to rebuild the industrial classrooms. Further evidence of the shift from the vocational to a more academic emphasis is the Library and Laboratory Building built in 1928. The first floor Chemistry Laboratory and the second floor library and reading room were held out by members of the community as evidence of the Institute's deep commitment to a well-rounded education.²

The Institute was accredited as an "A" grade high school in 1922. Although the school began as an institution for all grade levels, after accreditation the Institute began to drop the lower grades. By 1932, the Institute only served children in grades 9-12. From then until the time it closed in 1970, the Henderson Institute emphasized a course of training that directed students into the service and professional economies or on to colleges and universities.

The Institute suffered three major fires during the period of 1918 -1932. After the 1932 fire that destroyed the frame administration and classroom building, the Presbyterian Church asked the Henderson Graded School Board to enter into a partnership with them in running the school.³ The Board agreed to this arrangement and undertook the construction of a new Administration and classroom building in 1932. By 1934, the new one-story Colonial Revival building was complete. During the same two-year period, the church and the School Board negotiated a collaborative arrangement for the administration of the school. According to students who attended the Henderson Institute during the 1930s, the Board paid the salaries for teachers of those subjects considered basic, such as arithmetic, reading, and spelling, and the church supported classes in such subjects as religious education, music and sewing.⁴ Bus service to the school began in the

**United States Department of the Interior
National Park Service**

**National Register of Historic Places
Continuation Sheet**

Section number 8 Page 3 Library and Laboratory Building (Henderson Institute)
Vance County, NC

mid 1930s as well. Bus service was arranged through a cooperative agreement between the African American citizens of Henderson and the School Board. The agreement stipulated the parents' purchase of the buses needed to transport their children to school and the Board's maintenance and operation of those buses. As a result of the introduction of bus service, the boarding of students at the school became unnecessary. The Boarding Department was closed in 1939. Between 1948 and 1960, the Presbyterian Church sold all of the buildings and acreage to the Board and the Henderson Institute became entirely public⁵.

The Eaton-Johnson Middle School, a public school built for black children and named for two important early African American educators in Henderson, was built south, southeast of the Library and Laboratory building in 1950. After the church sold the remainder of its interest in the Institute to Henderson, the Board began major alterations that drew the two schools closer together, changing the character of the Henderson Institute campus. The principal's home was condemned and demolished in 1964-1965. The Moses Shaw Gymnasium, which burned in school year 1969-1970, was not rebuilt.

Although the African American community of Henderson was eager to continue using the Institute buildings after integration began in 1970, the School Board believed that the buildings were unsuitable and could not be brought up to modern standards. From 1970-1972, the buildings on the Henderson Institute campus were used as a ninth-grade center for all students in Henderson, but after 1972, they were abandoned.

The boys dormitory, Witherspoon Hall, was demolished by the School Board in the mid 1970s. The girls dormitory was demolished in 1980. The Administration and Classroom building was demolished in 1983. The Board was poised to demolish the Library and Laboratory Building, the last remaining piece of the Henderson Institute, when a hastily assembled group of Henderson Institute alumni called for a meeting with the School Board. They asked for and were granted the opportunity to preserve and restore the building in 1983. The Board at first leased the building to the Henderson Institute's Graduates and Former Students Association, but in 1986, they deeded the building to the Association.⁶

The Library and Laboratory Building was renovated and restored from 1983-1991. It opened to the public as the Henderson Institute Historical Museum in 1986. It currently serves as a museum, housing important historic photographs, objects and school memorabilia. Owing to the amount of the school's historic documentation located at the Museum, it also serves the community as an archive.

The Library and Laboratory Building will continue to serve the community as the

**United States Department of the Interior
National Park Service**

**National Register of Historic Places
Continuation Sheet**

Section number 8 Page 4 Library and Laboratory Building (Henderson Institute)
Vance County, NC

Henderson Institute Historical Museum. In this capacity it encompasses more than one building. It represents the whole of what was the Henderson Institute and serves the community as a powerfully identifying symbol, anchoring those who went there to a specific place and to a specific history.

CONTEXT: EDUCATION AND ETHNIC HISTORY

The creation of the Henderson Institute by the Board of Missions of the United Presbyterian Church coincides with a broad pattern of late-nineteenth-century educational mission work. Many different Christian denominations aimed their efforts at offering educational opportunities to the post-Civil War African American population of the United States. The American Missionary Association, established in 1865, led the individual Christian churches to establish schools in the south to provide for the liberal arts, vocational and religious training of freed blacks and their children.

In North Carolina, the Baptists, Episcopalians and Presbyterians were especially involved in the establishment of schools for blacks. Shaw University, founded by the Baptists, established itself as a major university as did St. Augustine's, founded by the Episcopalians. Colleges and universities were not the only schools founded by Boards of Missions. In many of the more removed localities, church sponsored secondary schools were the only ones available to black children. These schools were as important to communities like Henderson as the advanced schools were to more urban areas. Many combined high schools and junior colleges, like Henderson Institute, offered black children their only opportunity to acquire advanced academic training and vocational skills. As the first high school for blacks in Vance County, the Henderson Normal Institute enabled black children to develop the skills necessary to improve their chances at securing better jobs. Graduates of the Henderson Institute were immediately qualified to teach school or to serve as nurses, carpenters, seamstresses, farmers, canners and domestic workers. Some went on to four year colleges, seminaries and beyond, becoming respected doctors and lawyers, noted theologians and decorated military leaders. As education generally became more sophisticated and specialized, Henderson Institute focused more on the higher grades and though the vocational and industrial aspects of the program continued, emphasis was placed on the more conventionally academic side of the program.

Two other high schools established by the Board of Missions of the Presbyterian Church compare with the Henderson Institute. The Church established the Mary Potter High School in Oxford for freedmen around the turn of the century. The Potter School

**United States Department of the Interior
National Park Service**

**National Register of Historic Places
Continuation Sheet**

Section number 8 Page 5 Library and Laboratory Building (Henderson Institute)
Vance County, NC

was similar to the Henderson Institute in terms of history and development, but it did not offer the same range of vocational subjects, nor was it as large. Like the Henderson Institute, the Potter School was turned over to the city and county during the mid-nineteen thirties. Unlike the Henderson Institute, the Potter School name survived past integration. It currently serves the community of Oxford as a fourth, fifth and sixth grade center, although none of the buildings currently on site at the Mary Potter School are original to the campus.

In Chase City, Virginia, the Thyne Institute was established for freedmen by the Board of Missions of the Presbyterian Church during the mid-1880s. The Thyne Institute was comparable in size to the Henderson Institute and larger than the Mary Potter School. Like the other high school/junior colleges of its day, it offered a general range of vocational, industrial and academic programs, but it did not offer teacher or nurse training. The Thyne Institute never made the transition to public control. It was closed by the church, probably around the turn of the century. There are no buildings remaining.

The educational program offered by the Henderson Institute was similar to that being offered by other schools of its type. The Institute took responsibility for nearly every aspect of a child's upbringing. Students were required to attend regular church services and prayer meetings. Particular attention was paid to grooming and to the housekeeping habits of those students who boarded at the school. The following passage comes from an early school catalog, is directed at the female students and is useful to point out the moral training that students received at the Henderson Institute.

It is of greatest importance that students be properly clothed; not only is it necessary to the preservation of their health but it is valuable in teaching them economy and correct ideas of dressing...Circumstances of some students make it possible for them to obtain much more expensive clothing than is possible for others. This difference in dress causes a feeling of caste, and frequently results in many students remaining out of school because they cannot compete, in dress with some more favored student. The uniform, then, prevents the undue attention to the subject of dress, and at the same time cultivates taste and neatness.⁷

Sewing and home economics were part of the standard course of study for girls. The physical development of students was encouraged through athletics and outdoor

**United States Department of the Interior
National Park Service**

**National Register of Historic Places
Continuation Sheet**

Section number 8 Page 6 Library and Laboratory Building (Henderson Institute)
Vance County, NC

exercise. As the course of study became more classically oriented in the 1920s, students were exposed to a rigorous academic schedule that included seven semesters of mathematics, eight semesters of English, six semesters of Latin or modern language, civics, history (including Negro History) and seven semesters of Bible.⁸

The history of the Henderson Institute coincides with and reflects several important trends in religious, social and political history. In its 1887 founding it coincides with the broad pattern of educational mission work by white Protestants on behalf of African Americans in the late-nineteenth century. By 1900, the school was run by African Americans, an indicator of the importance of education to the turn-of-the-century African American community. Early twentieth-century ideas, shared by middle class blacks and whites, about the connection between qualities of character such as diligence, cleanliness and morality and chances for material success are succinctly expressed in the pages of the Annual catalogues that date between 1903 and 1937.

Each student should have a good, portable reference Bible, also a medium size English dictionary, rubber overshoes and umbrella. Health and economy demand them and health alone is wealth. Dampness of shoes and clothing lay the consumptive on his death bed. For want of a dollar umbrella a forty dollar suit is ruined in one shower, while a seventy-five cent pair of rubbers will double the life of a pair of shoes. To remain at home when it storms cheats us out of much valuable time. Suitable storm clothing meets the whole case and gives health and wealth.⁹

The Institute prepared many students for advanced education. But, in a realistic recognition of the employment prospects for blacks at the time, it also prepared students for jobs which they could use as stepping-stones to other careers. Ruth Burt, who graduated in 1938, credits the training in domestic work that she received at Henderson Institute with enabling her to secure good positions as a domestic worker for the year she spent working between the time she graduated from the Institute and the time she began studying at Winston-Salem State University.¹⁰ During the period of the 1940s, 1950s and 1960s, the Henderson Institute continued to offer agricultural and vocational training but regular, conventionally academic studies became more and more emphasized over the course of the school's history.

Forty years ago, the Supreme Court of the United States handed down the famous ruling in *Brown v. the Board of Education, Topeka, Kansas*. Twenty-five years ago, the

United States Department of the Interior
National Park Service

**National Register of Historic Places
Continuation Sheet**

Section number 8 Page 7 Library and Laboratory Building (Henderson Institute)
Vance County, NC

public schools of Vance County integrated. The Henderson Institute closed shortly after integration. The Library and Laboratory Building of the Henderson Institute stands as a visible reminder, not just of black pride and accomplishment, but also of the time not long ago when segregation in public accommodations was the rule of the land.

¹ Vance County Deed Book #7, p. 525

² Ruth Burt, interview of 13 July 1995 by author, Henderson NC.

³ Vance County Deed Book #174, p 369.

⁴ Ruth Burt and Henrietta Clark, tape recorded interview of 03 June 1995, tape in possession of author.

⁵ Vance County Deed Book #174, p. 369. Book #264, p. 229. Book #298, p. 175. Book #364, p. 309.

⁶ Vance County Deed Book #571, p. 810. Book #610, p. 812.

⁷ Annual Catalogue of Officers and Students of Henderson Institute: 1924
(Henderson, NC 1924) 15.

⁸ See photocopied Annual Catalogues of Officers and Students of Henderson Institute for detailed course of study.

⁹ Annual Catalogue of Officers and Students of Henderson Institute: 1937
(Henderson, NC 1937) 10.

¹⁰ Ruth Burt, interview by author, 16 July, 1995, Henderson NC.

United States Department of the Interior
National Park Service

**National Register of Historic Places
Continuation Sheet**

Section number 9 Page 1 Library and Laboratory Building (Henderson Institute)
Vance County, NC

MAJOR BIBLIOGRAPHICAL REFERENCES

Unpublished Interviews:

Burt, Ruth and Henrietta Clark, principal members of Graduates and Former Students of Henderson Institute. Tape recorded interview by author, 03 June 1995, Henderson NC. Tape in possession of author.

Burt, Ruth. Tape recorded interview by author, 16 July 1995, Henderson, NC. Tape in possession of author.

Texts:

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United States Department of the Interior
National Park Service

National Register of Historic Places

Continuation Sheet

Section number 9 Page 2 Library and Laboratory Building (Henderson Institute)
Vance County, NC

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Primary Consultants:

Ruth Burt, class of 1938

Henrietta Cross Clark, class of 1934

**United States Department of the Interior
National Park Service**

National Register of Historic Places Continuation Sheet

Section number 10 Page 1 Library and Laboratory Building (Henderson Institute)
Vance County, NC

Verbal Boundary Description

The nominated property consists of all of lot twenty-five, Vance County tax map number 96.

Boundary Justification

The boundary of the nominated property encompasses all of the .14-acre city lot historically associated with the Library and Laboratory Building of the Henderson Institute.

ST.

315 ±

ROCK

SPRING

ST.

WIGGINS
BECKFORD

DR.

ST.

LIBRARY AND LABORATORY BUILDING
(HENDERSON INSTITUTE)
Vance County, NC
Vance County tax map #96.

VANCE COUNTY
TAX MAPS

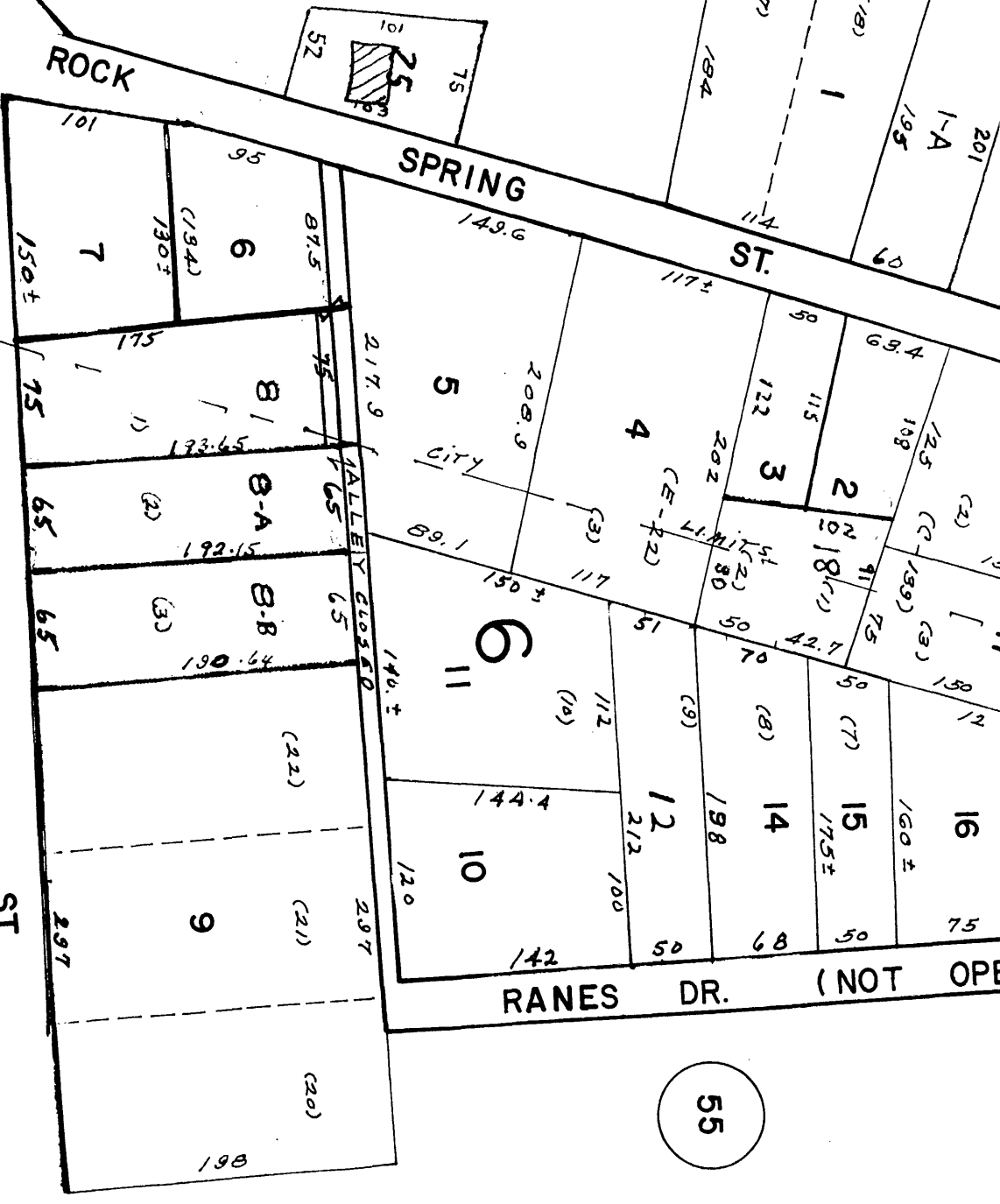
MAP NO.
96

HENDERSON
TOWNSHIP

SCALE 1" = 100'

REVISED

55



5.C
15-B
791
(2-61)
(7) 5
75
(21)
(20)
(19)
50
40
194

201
1-A
195
60
(18)
(17)
114

101
52
75
101

117 ±
115
122
202
117
150 ±
112
(10)
144.4

198
175 ±
50
68
75

160 ±
75

**United States Department of the Interior
National Park Service**

**National Register of Historic Places
Continuation Sheet**

Section number photographs Page 1 Library and Laboratory Building (Henderson Institute)
Vance County, NC

Additional Documentation: Photographs

1. Library and Laboratory Building, Henderson Institute. (All photographs)
2. Vance County, North Carolina. (All photographs)
3. Elizabeth Campbell. (All photographs)
5. North Carolina State Historic Preservation Office. (All photographs)
7. 13 July 1995. (All photographs)

4 & 6

Photograph #1

South and east elevations, camera facing north, northwest.

Photograph #2

South and west elevations, camera facing northeast.

Photograph #3

Central entrance door on south elevation, camera facing northeast.

Photograph #4

Northeast interior corner, first floor, camera facing northeast.

Photograph #5

Northwest interior corner, second floor, camera facing northwest.