

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 West End School

other names/site number _____

2. Location

street & number 1000 South Chestnut Street not for publication N/A

city or town Henderson vicinity N/A

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 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 Crow SHPD 12/10/04
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:

- entered in the National Register
- See continuation sheet.
- determined eligible for the National Register
- See continuation sheet.
- determined not eligible for the National Register
- removed from the National Register
- other (explain): _____

Signature of the Keeper

Date of Action

West End School
Name of Property

Vance County, 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	
<u>1</u>	<u>0</u>	buildings
		sites
		structures
		objects
<u>1</u>	<u>0</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)

EDUCATION/school

Current Functions
(Enter categories from instructions)

DOMESTIC/multiple dwelling

7. Description

Architectural Classification
(Enter categories from instructions)

Late 19th & 20th Century Revivals

Materials
(Enter categories from instructions)

foundation Brick
roof rubber membrane
walls Brick

other Cast Concrete

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 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)

EDUCATION

Period of Significance

1922-1954

Significant Dates

1922

Significant Person

(Complete if Criterion B is marked above)

N/A

Cultural Affiliation

N/A

Architect/Builder

Unknown

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:

West End School
Name of Property

Vance County, North Carolina
County and State

10. Geographical Data

Acreage of Property 2.2 acres

UTM References

(Place additional UTM references on a continuation sheet)

1 17 732200 4022710
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 Jeffrey S. Smith, Historic Preservation Consultant

organization Landmark Asset Services date September 1, 2004

street & number 406 East Fourth Street telephone (336) 722-9871 ext.106

city or town Winston-Salem state NC zip code 27101

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 the SHPO or FPO.)

name West End Senior School, L.L.C c/o Landmark Asset Services

street & number 406 East Fourth Street telephone 336.722.9871

city or town Winston Salem state NC zip code 27101

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 the 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 87127, Washington, DC 20013-7127; and the Office of Management and Budget, Paperwork Reductions Project (1024-0018), Washington, DC 20503.

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West End School
Vance County, North Carolina

7. Narrative Description

West End School is located at 1000 South Chestnut Street in Henderson, Vance County, North Carolina. Situated in the West End neighborhood, southwest of downtown Henderson, the West End School property encompasses a little more than two acres at the corner of South Chestnut and Granite streets. The building is sited near the corner of the two intersecting streets with an open parking area northwest of the school building and an open field or playground to the southwest. The topography of the site falls sharply towards a creek that marks part of the southwestern property line, necessitating a high, stone retaining wall at the southwest end of the school and parking area. The site is dotted with mature hardwoods and a small grove of trees sit atop the creek embankment. As a result of a 2003 rehabilitation, a new pedestrian drop-off point is now located at the front of the former school building.

The two-story school building is essentially a rectangular block with common bond red brick walls. The building does not exhibit a particular architectural style, but displays the standard, classically influenced features of institutional buildings of its era. The symmetrical ten-bay façade is arranged with an entry bay at each end. Each of these end bays has a double-leaf door sheltered by a canopy supported by large, curved brackets accented by a course of white-painted bricks outlining a tall round-headed arch extending through the second story to frame a window and a narrow louvered vent. The brick arch is surmounted by a cast concrete diamond motif at the cornice line. The cornice itself consists of a double band of corbelled brick intersected by double vertical bands at each entry bay. The parapet with cast concrete coping rises above a flat rubber roof. Beside each entry bay are twelve-light, metal, hopper type windows. Across the remainder of the façade are taller paired, fifteen-light, metal-frame windows arranged in groups of three on each side of the centerline of the building. The windowsills are cast concrete.

The rear of the building is similar to the front, but plainer. Due to the lack of main entrances on this elevation, the single and paired windows are arranged to allow space for two additional windows, fifteen-light in the first story and twelve-light in the second story, which are centrally located between the two banks of fifteen-light windows. A single-run staircase along the northwest elevation near the south corner of the building leads below grade to the double-leaf entry to the basement. A square brick chimney that is as high as the parapet wall is located near the south corner and provides ventilation for the boiler.

The majority of the northeast elevation is obscured by the ca. 1960 addition, but the portion that is visible exhibits the same features of the parapet as the façade: a double-band cornice of corbelled brick and cast concrete coping. The southeast elevation exhibits the below-grade basement, a belt course, the double-banded cornice and cast concrete coping. A combined total of seven six-over-six, double-hung sash and a pair of twelve-light hopper-style windows pierce the first and second stories of the southeast elevation. A metal, single run staircase leads up to the southern-most first-story entrances.

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West End School
Vance County, North Carolina

Attached to the northeast elevation of the 1922 school is a ca.1960 addition joined to the main building via a one-and-a-half-story brick hyphen with cast concrete trim. The addition is one-story and flat-roofed with brick walls and cast concrete cornice and windowsills. The front of the addition is blank except for two double-leaf entrances. A flat metal canopy with metal pipe supports shelters the southern-most entrance and the other entrance has a small shed roof also supported by metal pipe supports. The northeast and southwest elevations of the addition each have a row of small clerestory windows with cast stone sills. The addition extends forward of the main elevation of the original school building, while the northwest elevation, pierced by two six-light and one three-light casement windows, sits flush with the rear elevation of the school.

The interior of the school has a simple, double-loaded hall plan that exemplifies the environmental solutions utilized before the wide use of central air conditioning. Arranged in bands of three along both upper walls, nine-light windows pivot on a central side hinge and tilt into each of the former eight classroom spaces to provide cross-ventilation throughout the building. The windows also provide additional natural light into the hall. At either end of the corridor on both floors is a combination entry and stairwell. Bathrooms were originally located in the north and west corners of each floor. The restrooms had several sinks and toilets separated by beaded-board partitions. During the 2003 rehabilitation, these spaces were incorporated into apartment units on the northwest side of the corridor. The only substantive change to the original plan also occurred in the northwest rank of classrooms, where the original partition between the two classrooms was removed and two new partitions inserted to create three apartments. On both floors, the two classrooms on the southeast side of the corridor were adapted as two apartments with the insertion of additional partitions. (Please see rehabilitation plans included in this nomination.)

The interior finishes include plaster walls, wide baseboards with simple top molding, and relatively low chair rails, all of which have been preserved. In the classrooms, long chalkboards filled two walls and small cloakrooms had built-in cabinets with both paneled doors and drawers as well as wood trim with hooks for coats. The partitions creating the cloakrooms were removed during the 2003 work, but a number of the chalkboards were retained in the new living units. In the stairwells, the walls are painted brick and the concrete double-run staircases have metal handrails with a metal balustrade. Narrow wood strip flooring was laid in the corridors and classrooms while the bathrooms and stairwells had concrete floors, all of which have been preserved.

Prior to the 2003 rehabilitation of the school building, an acoustical tile dropped ceiling system and fluorescent lighting had been installed in some areas, but the original pressed metal ceilings and cornices were intact in the bathrooms, the corridors and several of the classrooms. During the rehabilitation, the dropped ceilings were removed and the pressed metal restored wherever it remained in place.

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West End School
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The partial basement covers approximately seven hundred square feet and has a concrete floor. The space is one large room and previously housed the boiler and a cistern.

The ca. 1960 one-story addition served the school children as their cafeteria. The space presently serves the Vance County senior center and hosts activities for area senior citizens. The interior walls are painted concrete block with a vinyl-composite floor. The building is divided into one large room and a kitchen/pantry. The space that connects the addition to the school previously housed storage on the first floor and a teacher's lounge on the second floor. The building's elevator now occupies the space.

The West End School retains most of its historic integrity. The exterior is completely intact and the basic interior plan has been preserve and much of the original finish restored. The park-like site is practically undisturbed from the time that it provided the neighborhood children an ideal recreation spot and the school's 1922 appearance is intact, except for the 1960s addition. Consequently, the overall integrity of the property is high.

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West End School
Vance County, North Carolina

8. Statement of Significance

Summary

The 1920s brought dramatic developments for public instruction in North Carolina. The era of consolidation brought an end to small, rural, one- and two-room schoolhouses and witnessed the birth of spacious, brick buildings that could accommodate children from the town and the surrounding countryside. Henderson's ca. 1922 West End School is among the thousands of schools built during this progressive epoch. Erected about the same time as two other similarly styled Henderson elementary schools, West End School illustrates Henderson's dedication to the consolidation movement. Sitting in the east corner of a 2.2-acre parcel that is a focal point of Henderson's West End neighborhood, the recently restored West End School is locally significant under Criterion A for its role in local education efforts beginning with its construction in 1922. Because the importance of the school within the last fifty years is not exceptional, the property's period of significance ends in 1954.

Historical Background and Education Context

Henderson's Early Years

Chartered in 1841, Henderson experienced slow but steady growth throughout the nineteenth century. Its location on the Raleigh and Gaston Railroad, its often-agreeable climate and geography, and its location in the Piedmont region of North Carolina all contributed to an increase in its growth during the last quarter of the nineteenth century. The establishment of its first tobacco market in 1872 and its first cotton market in 1878 greatly contributed to Henderson's economy. In addition to the tobacco factories and textile mills, various mercantile stores, hotels, groceries, saloons, laundries, liverys, and manufacturing enterprises were established in and around Henderson's central business district. By 1880, Henderson was a "thriving town" with a population of 1,751.¹

In conjunction with the surge in Henderson's industrial and commercial development, lawmakers proposed the establishment of a new county in 1879. The roads between Henderson and the neighboring county seats—Louisburg, Warrenton, and Oxford—were difficult to traverse for almost half of the year, and this encumbered the many new residents and businessmen of Henderson who needed a closer courthouse to conduct their legal business. The proposal to create Vance County, named in honor of the former Governor Zebulon Vance, passed in 1881. Henderson was named the county seat, another contributing factor to Henderson's nineteenth-century growth.

¹Rebekah Y. Cooper, *Reminiscences, 1811-1911*.1941.

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Public Instruction in North Carolina

Attempts to establish public schools in North Carolina were made throughout the nineteenth century. Education legislation such as the bill passed by the General Assembly in 1825 that created the Literary Fund, was not strongly supported within the state, and the education funds that were collected were misappropriated. The 1839 Public School Law called for increased funding for schools, divided the state into school districts, and required that each of these districts establish a “common school.” The schools were secured by the Literary Fund and additional taxes. Additional funding for public education was provided in 1851 under the direction of Calvin Wiley in the newly created Office of Superintendent of Public Schools. These funds were directed at building improvements and additional teacher training. By 1860, these improvements could be seen in the state’s more than 3,000 mostly small, single-room school buildings and enrollment of 120,000 students.²

Progress halted with the onset of the Civil War. Much-needed funds were directed away from public education and other public improvements and toward the war effort. After the war, the North Carolina state constitution of 1868 focused again on public education, requiring public schools in each county and making the Superintendent of Public instruction an elected official. A revamped Public School Law, which became effective in 1869, required a four-month school term and established separate schools for white and black students. A lack of sufficient funding prevented many public schools from operating for the entire four months. In 1880, only one-third of the school-age population attended school and those children were not in school for the required time. By this time, North Carolina had the seventh-highest illiteracy rate in the country, thirty percent.

Charles B. Aycock emerged as a spokesman for public instruction during the late nineteenth century. Throughout the 1890s and into the twentieth century, Aycock traveled the state promoting the benefits of an education. As Governor from 1901 to 1905, he obtained additional state funding to improve existing facilities, establish libraries, and provide for additional teacher training, and developed a provision to ensure that all school districts received equal funding regardless of financial health. The most visible results of Aycock’s lobbying were the 3,400 public school buildings that were constructed between 1900 and 1915.³

Aycock and his fellow proponents of public instruction built a solid foundation for the educational movement with a multitude of school buildings and higher teaching standards. The next generation, led by the newly elected Superintendent of Public Instruction, Eugene Brooks, built upon this progress and promoted the era of consolidation and the benefits of large, modern, centrally located school buildings.

²Jim Sumner, “The Development of North Carolina’s Public School System through 1940.” Unpublished report held at the NCHPO, 2-3.

³Sumner, 7.

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The Division of Schoolhouse Planning was developed in 1920 within the Department of Public Instruction. Its director, John Blair, took an active role in selecting appropriate school sites and designing school buildings. Although school design could originate at the local level, Blair gave final approval on the design proposal. The National Educational Association recommended that at least fifty percent of the total space be devoted to instructional space; state officials urged adherence to this standard. The building should be constructed of durable materials like brick, stone, or cement and not made with cheap building materials. Efficiently designed spaces that served multiple purposes were ideal. For example, an auditorium could serve the school children but could also act as a civic center, thereby serving the needs of the entire community. A school located in Cooleemee had an ideal seventy-six percent instructional space and the auditorium served as a community space as well.

As large, multi-room brick and stone buildings went up, the small one- and two- room frame school buildings came down. In 1920, 3,700 one-room schoolhouses existed, but by 1929, only 1,800 remained. In the same decade, brick schools increased from 248 to 974.⁴

Public Instruction in Henderson

The preparatory Henderson Male Academy, incorporated by the North Carolina General Assembly in 1843, and the Henderson Female Academy, incorporated in 1855, are two of several schools that operated on a subscription basis in Henderson during the nineteenth century. "Free," or public, schools were not seen as capable tools for educating the young people of Henderson.⁵ Henderson relied upon the dozen or more private schools to educate their children.

The graded school system for the county began in Henderson in 1899 and a charter was granted in 1901. The Ford Warehouse in Henderson was the first building to house a graded school for white children. The building was reconfigured into eight classrooms, a superintendent's office, various storerooms, and a toilet system. The Central Graded School, built in 1906 for \$25,000 and "considered the best Public School building" in that part of the state, replaced the warehouse.⁶ Large and neoclassical in design, this school was the first of several to be built in Henderson to educate the growing white school-age population. School buildings similar in design to Central were constructed in both North and South Henderson in 1914 and 1922, respectively for children from the nearby mill villages.

The West End School was constructed during the winter of 1922 and first received students in the spring term, 1923. The lot consisted of approximately three acres and was purchased for \$5,000. The building was

⁴Sumner, 16.

⁵Ibid.

⁶Cooper, 18.

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sited at the corner of the lot in order to provide ample grounds for athletics and play. The school building cost \$32,000 to complete and was designed to be fireproof.⁷ A small stream bordered the field to the west of the school building, and the local children used this area for swimming and other recreation outside of school time. According to Mrs. Barbara Newcomb, a former student, the West End School was the “chosen school for the town’s well-to-do, such as the children of the local mill owners.”⁸

Proponents of consolidation felt the larger school buildings could offer better conditions in which to learn: adequate light, space, and facilities, and a broader curriculum taught by instructors who were educated to a higher standard themselves. The West End School fits the prototype of the modern school building promoted during the era of consolidation in North Carolina and its spacious and modern design provided educational opportunities to the white children of Henderson from 1923 until 1970.⁹

The findings of a survey of Vance County schools were compiled into a thesis in 1946. According to the thesis, during the 1938-1939 school year, there were five white elementary schools in the Henderson city school system. These school buildings were the Central School, Clarke Street School, North Henderson School, South Henderson School, and West End School. All of the white schools were made of brick and were at least two stories high, with an average value of \$96,289 per school plant.¹⁰ Of the five elementary schools, only Clarke Street and West End remain standing.¹¹ There also were three brick elementary school buildings with an average value of \$13,211 for African-American children.¹²

The Clarke Street and South Henderson schools were built around the same time as West End and were virtually identical in appearance. The last of these schools to be built was the North Henderson School for a mill district in north Henderson. Constructed in 1936, it included an auditorium and a lunchroom and was situated on fourteen acres, larger than West End’s 2.2-acre site. Whittendon reported on the importance of a large recreational site and felt that West End’s site was inadequate to suit the recreational needs of its student body. An auditorium and cafeteria were also significant elements. Mr. Whittendon stated in his thesis that “the value of nutritious food to the growing child has transformed the school cafeteria from the incidental factor to that an essential part of the school program.”¹³ The children were allowed to bring their own lunch or go home to eat, since most of the school children lived within a short walking distance. One of the

⁷ J.T. Alderman, *Annual Report of the Henderson Public Schools, 1922-1923*. 29.

⁸ Interview with Barbara Newcomb by Sherry J. Wyatt, 16 November 01 (notes in survey file at NCHPO).

⁹ Interview with Dr. Adcock by Sheri Jones, date unknown (notes in survey file at NCHPO).

¹⁰ William R. Whittendon, *A Survey of Vance County Schools*. Unpublished thesis presented to the Department of Education at the University of North Carolina, 20.

¹¹ Telephone interview of Judy B. Finch by Claudia Brown, 16 August 2004 (notes in survey file at NCHPO).

¹² Whittendon, 20.

¹³ *Ibid*, 83.

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classrooms was used for several years as the school's cafeteria until the multi-purpose addition was constructed ca. 1960.¹⁴

Oral interviews conducted with former students yield additional information about the West End School. Dr. Walter Burwell, a life-long resident of the West End neighborhood who entered second grade at West End School the year it opened in Spring of 1923, recalls that he attended first grade and the first half of second in an abandoned Baptist church at the edge of the business district. At the former church, his first-grade teacher was Miss Susan Lamb, who moved over to the new West End school when it opened and stayed there until retirement after teaching for more than fifty years. In second grade his teacher was Susan Lamb's sister Matilda Lamb, known as Tilly. Children took a basket with sandwiches to school for a snack at the "little recess" around ten o'clock in the morning. As there was no cafeteria, just about all of the pupils went home for lunch because they lived within walking distance. The first and second graders' day ended at the lunch break; at least through the mid-1920s, it was not until the third grade that "things began to get more serious" with a full day of school. Dr. Burwell's children also attended West End School where they were taught by the Lamb sisters.¹⁵

Another life-long resident of the neighborhood is Judy Bynum Finch, who entered the first grade at West End School in 1938. She, too, had teachers Susan and Matilda Lamb for first and second grades, respectively, and thereafter had Lilly Young for third grade, Elizabeth Graham for fourth, and Sue Kelly for fifth. Sue Kelly also was the school's principal. Ms. Finch recalls that she went home for lunch everyday and that some of the pupils' parents took boxes of sandwiches to the school for the children who did not have lunch. Ms. Finch's brothers had attended the school starting in 1933 and had the same five teachers she had. Ms. Finch later taught at West End in the early 1960s and reports that the school was racially integrated by then.¹⁶

For many years, the highest grade at West End was the fifth, but by the mid-1950s the sixth grade had been added. James Hight, who attended the West End School for first through sixth grades in 1955 through 1961, recalled that there was a teacherage located nearby on Church Street. Local teachers always occupied the house and Josephine Langston ran it. Each teacher had her own room and meals were provided. Two teachers taught the first, second, third, and fourth grades, but the fifth and sixth grades had only one teacher. There were approximately forty students in his class. The students remained in the same classroom all day and the same teacher taught all of their classes. In the first grade, the students learned from workbooks and phonetic charts and had show-and-tell very often. In the second grade, they were given their first spelling book and they were able to take the book home. The students were exposed to reading, arithmetic, and science in the second grade as well. They also learned to write in the cursive style. The students were given

¹⁴ Interview of James Hight conducted by the author 24 May 2004.

¹⁵ Telephone interview of Dr. Walter Burwell by Claudia Brown 1 September 2004 (notes in survey file at NCHPO).

¹⁶ Finch interview.

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“seat work” to occupy their time; this entailed answering general knowledge questions that were written on the chalkboards. The students studied the same subjects in the third grade and were graded with a check mark, an “S” for satisfactory, an “I” for needs improvement, and a “U” for unsatisfactory. In the fourth grade, they began studying social studies, which was history and geography combined. They received books for English, spelling and mathematics. Miss Dodd taught the students the same subjects in the fifth grade. Miss Lottie Bryan, Mr. Hight’s most beloved teacher, taught sixth grade and prepared the students for middle school.

When Mr. Hight started at West End there still was no cafeteria, so students brought their lunch and ate at their desk or went home. Mr. Hight lived just two blocks away from the school. An ice cream and milk “box” was brought to each class to provide the children with milk. When the cafeteria moved to the new multi-purpose building ca. 1960, picnic style tables were used for lunch and they were folded up during assemblies or performances. The kitchen was in the rear of the building and a stage was in the front.

Mr. Hight has vivid memories of the minstrels put on by the school’s principal, Arthur Lord, with the help of a narrator and a chorus. The school had a music rhythm band with triangles and sticks that would give performances in the upper recreation yard. The teachers would roll out the school’s piano into the front yard and play it at the concerts. The students played baseball in the lower recreation field and they especially enjoyed playing in the ditch that marked the property line.¹⁷

Dr. William Dennis, who was a student at West end from 1959 to 1965, also shared his memories of his elementary school years. His teachers were Miss Sue Lamb, her sister Miss Matilda “Tillie” Lamb (both of whom had been there from the beginning), Mrs. Doris Rogers, Mrs. Katherine Davis, Mr. Arthur Lord (who was also school principal), and Miss Lottie Bryan, for first through sixth grades, respectively. All were at West End School the entire time that Dr. Dennis was a student there. Miss Edna Garlick, who succeeded the school’s first principal, Miss Sue Kelly, retired in 1958 and Arthur Lord became West End’s principal. Miss Garlick was best known for hosting the May Day Festival, complete with a May Pole. Mr. Lord hosted a minstrel show that was very popular. Reading, writing, arithmetic, history, geography, spelling, and science were taught while Dr. Dennis was a student at West End.

The highlight of the school day according to Dr. Dennis was play period. The children would go out onto the playgrounds and play softball, kickball, or tag football. Some teachers had the children play “cut the butter” and “Simon Sez.” The lower playing field had a “jungle gym.” The upper playground was ideal for softball because of its lack of trees, except for the row of dogwoods that bordered the fence above the lower playground. Parents raised money to have a basketball court paved on the lower playing field. The playgrounds were used by the West End neighborhood for other purposes as well. Kite flying, “kick the can”, and hopscotch were some of those activities. If rain kept the children from going outside they would

¹⁷ Ibid.

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typically have square dancing in the ca. 1960 multi-purpose room, the addition along Granite Street that was added thanks to the monumental fund-raising efforts of the PTA. The building was also used as a cafeteria, auditorium, book storage facility, and band practice studio. The upper grades congregated in the building to watch television broadcasts about President Kennedy's assassination. The community also used the multipurpose building as well. A church met there for a while. Students and local theatrical talent used a portable stage for performances.¹⁸

When West End School was first constructed, it marked the west edge of town. Farther west there was only Ruined Creek Dairy farm and undeveloped land. West End School remained the school for the prestigious West End neighborhood, which continued to develop beyond the school property into the 1960s.¹⁹ Despite the growth of Henderson's student population, however, no additional elementary schools were built in the city through the early 1950s.

West End School continued to house grades one through six until 1970. In the fall of that year, the school became a sixth-grade center known as the Rollins Annex. In 1975, the building's tenure as a school ended with its conversion to the central offices of Vance County Schools and remained school system offices until early in the new century.²⁰ A 2003 rehabilitation converted the former classrooms of the early twentieth-century section of the school building into eleven apartment units for the elderly. The ca.1960 addition is now the Vance County Senior Center and is used for a variety of purposes by the Henderson community. The original fabric of the building's exterior and much of its interior was preserved in accordance with the historic rehabilitation standards of the Secretary of the Interior.

¹⁸ Email communication from Dr. William Dennis with the author, 24 May 2003 (copy in survey file at NCHPO).

¹⁹Hight interview; Newcomb interview.

²⁰ Adcock interview.

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National Park Service

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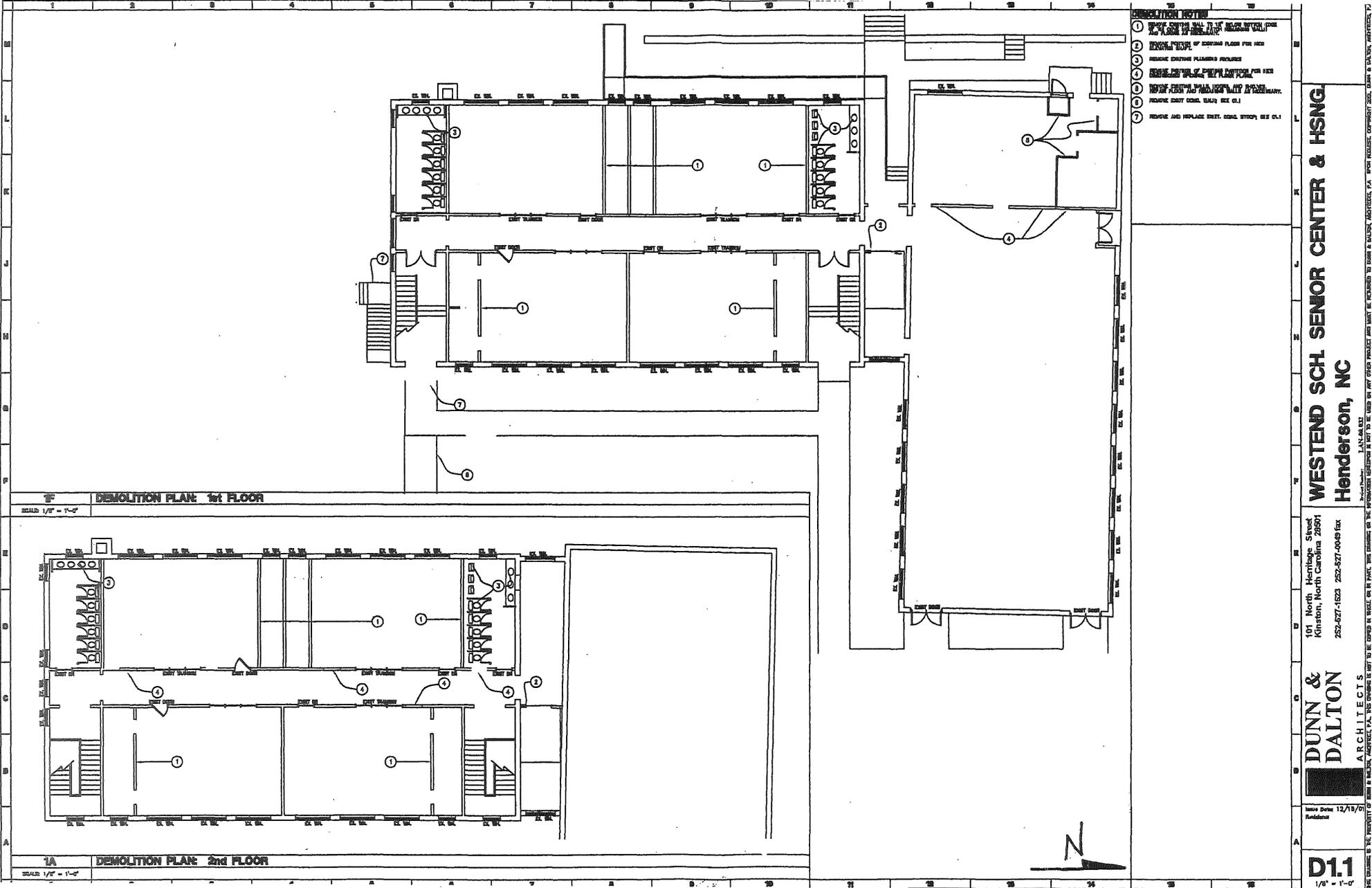
West End School
Vance County, North Carolina

Verbal Boundary Description

The nominated property is all of parcel 32 in block 2 of the Vance County, Henderson Township, Tax Map, number 5.

Boundary Justification

The nominated property includes the entire parcel historically associated with the West End School.



- DEMOLITION NOTES**
- ① REMOVE EXISTING WALL TO EX. WALL LINE, PER THE PLAN TO RECONSTRUCT
 - ② REMOVE EXISTING WALL TO EX. WALL LINE, PER THE PLAN TO RECONSTRUCT
 - ③ REMOVE EXISTING WALL TO EX. WALL LINE, PER THE PLAN TO RECONSTRUCT
 - ④ REMOVE EXISTING WALL TO EX. WALL LINE, PER THE PLAN TO RECONSTRUCT
 - ⑤ REMOVE EXISTING WALL TO EX. WALL LINE, PER THE PLAN TO RECONSTRUCT
 - ⑥ REMOVE EXISTING WALL TO EX. WALL LINE, PER THE PLAN TO RECONSTRUCT
 - ⑦ REMOVE AND REPLACE EXIST. EXTER. STAIRS, SEE CL.1

WESTEND SCHL SENIOR CENTER & HSNIG
Henderson, NC

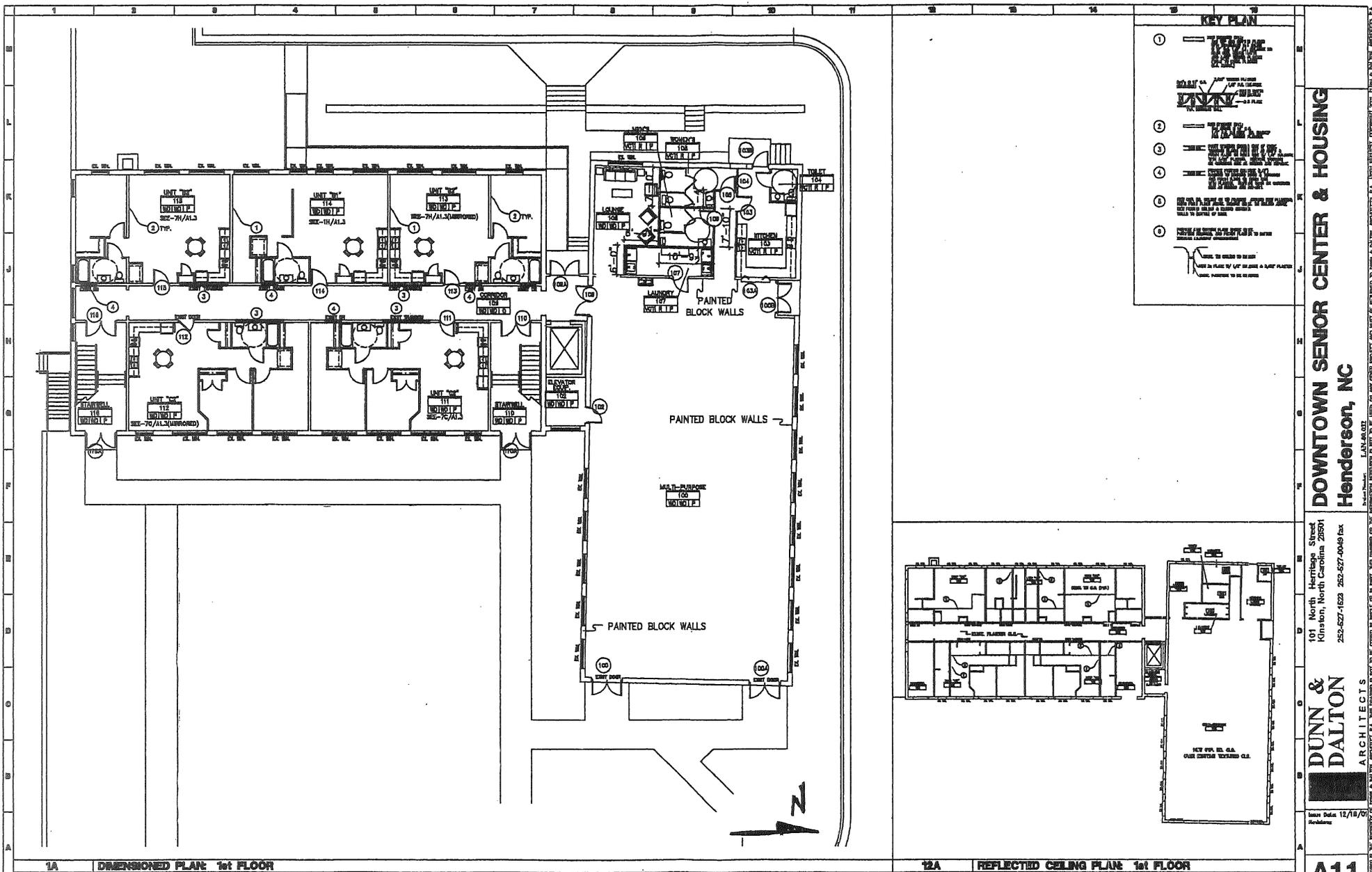
101 North Heritage Street
 Kinston, North Carolina 28501
 252-527-1823 252-527-0049 fax

DUNN & DALTON
 ARCHITECTS

Issue Date: 12/18/07
 Revision:

D1.1
 1/8" = 1'-0"

West End School
 1000 South Chestnut Street
 Henderson, Vance County
 Pre-rehabilitation floor plans



DOWNTOWN SENIOR CENTER & HOUSING
Henderson, NC

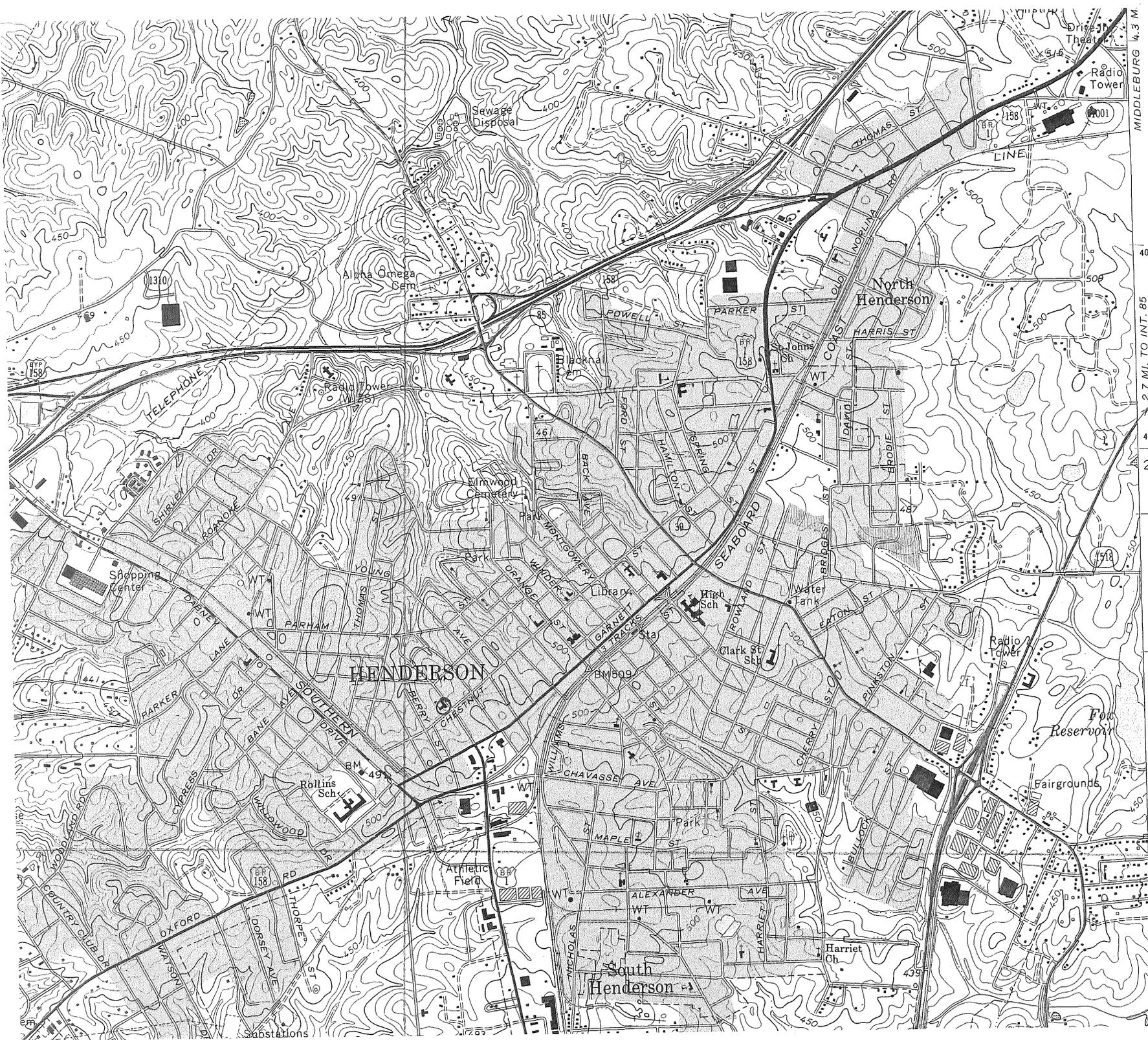
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 252-527-1523 252-527-0049 Fax

DUNN & DALTON
 ARCHITECTS

Issue Date: 12/18/01

A11

West End School
 1000 South Chestnut Street
 Henderson, Vance County
 Post-rehabilitation floor plan, 1st floor



MIDDLEBURG 4.3 M
 4025
 2.7 MI. TO INT. 85
 4024
 20'
 4023
 4022
 (VICKSBORO) 5356 IV SE

Nest End School
 Henderson
 Vance Co., NC

Zone 17
 4022710 Northing
 732200 Easting
 Henderson Quad.

