

NORTH CAROLINA STATE HISTORIC PRESERVATION OFFICE
Office of Archives and History
Department of Cultural Resources

NATIONAL REGISTER OF HISTORIC PLACES

Fuquay Springs Teacherage

Fuquay-Varina, Wake County, WA4422, Listed 12/23/2005
Nomination by Diane Young
Photographs by Diane Young, March 2005

See photo at the end of the nomination

**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 Fuquay Springs Teacherage

other names/site number N/A

2. Location

street & number 602 East Academy Street not for publication N/A

city or town Fuquay-Varina vicinity N/A

state North Carolina code NC county Wake code 183 zip code 27526

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.)

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): _____	_____	_____
_____	_____	_____
_____	_____	_____

Fuquay Springs Teacherage
Name of Property

Wake Co. 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>0</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>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)

Cat: EDUCATION Sub: education-related

Current Functions
(Enter categories from instructions)

Cat: VACANT/NOT IN USE Sub: _____

7. Description

Architectural Classification (Enter categories from instructions)
Bungalow/Craftsman

Materials (Enter categories from instructions)

foundation Brick
roof Asphalt
walls Brick
other Wood
Metal

Narrative Description

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

Fuquay Springs Teacherage
Name of Property

Wake Co. 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)

EDUCATION

Period of Significance

1945 – 1955

Significant Dates

1945

1947

Significant Person

(Complete if Criterion B is marked above)

Cultural Affiliation

N/A

Architect/Builder

Hairr, A. Y., builder (addition)

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: _____

Fuquay Springs Teacherage
Name of Property

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County and State

10. Geographical Data

Acreeage of Property approximately .69 acres

UTM References (Place additional UTM references on a continuation sheet)

Zone Easting Northing
1 17 699960 3940060
2

Zone Easting Northing
3
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 Diane M. Young, President

organization Downtown Graphics Network, Inc. date March 30, 2005

street & number 1409 S. Fulton Street telephone 704-637-0855

city or town Salisbury state NC zip code 28144

12. 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 Madison FV, LLC

street & number 504 E. Academy Street telephone (919) 577-9835

city or town Fuquay-Varina state NC zip code 27526

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 37127, Washington, DC 20013-7127; and the Office of Management and Budget, Paperwork Reductions Project (1024-0018), Washington, DC 20503.

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Fuquay Springs Teacherage
Wake County, North Carolina

NARRATIVE DESCRIPTION:

Summary:

The Fuquay Springs Teacherage is situated on the southeast corner of East Academy and Ennis streets, one block south of the Fuquay-Varina Middle School (historically known as the Fuquay Springs High School, listed in the National Register of Historic Places). The two-story Craftsman style building was constructed circa 1925 as a private residence and more than doubled in size in 1947 after being purchased by the Wake County Board of Education for the purpose of providing a teacherage to the Fuquay Springs community. The boundaries of the lot have remained unchanged from the mid 1920s when the house was constructed by Charles E. Strickland. Since 1947, the Fuquay Springs Teacherage has seen little alteration to either its exterior or interior, which is remarkable considering the numerous changes in ownership and uses over the years. Exposed red brick, original double-hung wood windows and entry doors (both front and rear), mantels, plaster walls, ceilings, beaded-board finishes, interior doors and casings, and exposed original wood flooring all remain intact, as does the floorplan of both the original structure and the addition. The (former) Fuquay Springs High School and the Fuquay Springs Teacherage are located within a residential setting typical of early twentieth century neighborhood schools.

Architectural Features: Exterior

The Fuquay Springs Teacherage is a two-story Craftsman style building constructed circa 1925, with a sizeable 1947 addition that more than doubled the building's square footage. The red brick exterior exhibits modest detailing executed in matching red brick. Typical on all four elevations are a soldier course water table, soldier course stringcourse visually separating the first and second stories, rowlock windowsills, and soldier courses at the window and door lintels. The low-sloped hipped roof with wide eaves and tongue and groove wood soffits is finished in asphalt shingles. The addition is delineated at the roofline, with the ridge of the four-bay addition being slightly higher than that of the original three-bay building. Wood windows throughout are typical four-over-one double-hung true divided-lite, mostly regularly spaced in singles and in pairs.

The front (north) elevation contains a single-story porch spanning across the original portion of the building. Square brick columns resting on larger brick piers with masonry caps support the porch's hipped roof. Protected by the porch roof are two front entrances: the entrance to the west

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is original to the circa 1925 single-family home, that to the east was constructed as part of the 1947 addition. The entrances are identical, each containing a paneled and glazed door with similar sidelights. At the far west end of the porch projects a small sunroom with a trio of double-hung wood windows. A small gable containing large wood shingles at the porch roofline enhances the projection. The front elevation is accented with two identical gables with matching wood shingles (the western gable is original based on photographs, the eastern gable was added with the addition).

The side (eastern and western) elevations contain similar masonry features and windows as the front elevation. On the east elevation a wood paneled and glazed door leads to a recently added metal exterior stair.

The rear (south) elevation is dominated by a single-story porch with a hipped roof finished in asphalt shingles, constructed on the circa 1925 portion of the structure. What was most likely screening framed in wood was later replaced with makeshift plywood walls with metal windows. These inappropriate materials have been removed. On this elevation the addition is not flush with the original structure as on the front elevation, but rather extends approximately six feet beyond the rear wall of the original circa 1925 residence. A sizable exterior brick chimney also dominates the rear elevation.

Architectural Features: Interior

While the exterior lends subtle clues to differentiating the addition from the original structure (most notably the change in roofline and the color of the mortar), the interior offers a more striking contrast between the circa 1925 and 1947 construction. The interior plan of the original structure is that of a typical early twentieth-century single-family residence, with a living room and parlor in the front and a second parlor and kitchen to the rear. The original, centrally-located stair leading to the second floor has been removed, presumably with the construction of the new main stair in the addition. The addition adds to the main level a foyer containing an open-string stair with wood treads and risers and delicate wood balusters supporting a simple wood handrail that terminates at the bottom in a turn-out easement. The remainder of the main floor beyond the foyer to the east is clearly laid out to facilitate the lodging of multiple residents, with a lateral hall running parallel to the main façade flanked on both sides by bedrooms with shared bathrooms. The upper level of the addition is a similar plan to the main level, again a central hall with bedrooms and shared bathrooms off to each side. The floorplan of the original portion's second level is divided into four primary spaces similar to the first floor plan. The finishes throughout are for the most part original: wood floors (some covered in carpet and sheet vinyl)

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with a modest amount of ceramic tile in the bathrooms, walls finished in plaster (a few covered in paneling) with some ceramic tile in the bathrooms, and ceilings mostly of plaster, with wood beaded board in the original portion. A few ceilings have been covered in acoustical tile. Original wood casings and moldings are intact, with those in the original structure differing in profile from the casings and moldings in the addition.

Statement of Integrity:

The Fuquay Springs Teacherage has undergone surprisingly few physical changes since it was sold in 1968 by the Wake County Board of Education, despite its numerous owners since that time. The inappropriate exterior modifications made over the last few decades have been reversed by the present owners. These include removing walls that enclosed a portion of the front porch to the east of the sunroom, as well as removing the plywood walls and metal windows installed on the outside of the rear porch. The interior plan has undergone few changes, mostly in the circa 1925 areas. Both the interior and exterior are currently undergoing rehabilitation. All work is being completed in compliance with the Secretary of the Interior's Standards for Rehabilitation, with great attention being given to retaining the interior plan and significant interior finishes. This retention of floorplan and materials allows the Fuquay Springs Teacherage to serve as a visual example of daily life in a teacherage, with a common kitchen, shared baths between sleeping quarters, and joint living spaces.

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STATEMENT OF SIGNIFICANCE:

Narrative Summary:

The Fuquay Springs Teacherage located in Fuquay-Varina is eligible for listing under Criterion A for its association with the history of local public education in Fuquay-Varina, North Carolina. Constructed originally as a single-family residence, the property was purchased in 1945 by the Wake County Board of Education, which more than doubled its size for operation as a teacherage until 1968. One of six known teacherages in Wake County, only four of which survive, the Fuquay Springs Teacherage remains in its original location one block south of the (former) Fuquay Springs High School. Despite multiple owners during the later years of the twentieth century, it has undergone very modest changes and to this day exemplifies housing provided for teachers as an integral part of school consolidation in the early to mid twentieth century. The period of significance spans from 1945 through 1955, beginning the year that the property was purchased by the Wake County Board of Education for use as a teacherage. While the property continued to function as a teacherage until 1968, the use within the last fifty years does not lend the building the exceptional significance required for meeting Criteria Consideration G.

Historical Background and Education Context:

Statewide Development of Education, 1776 to 1925

Little opportunity for education existed in colonial North Carolina. With a few exceptions, education was available only for those children whose parents could afford tutoring or a private academy. In 1776 the North Carolina constitution declared that “a school or schools shall be established by the Legislature, for the convenient instruction of youth, with such salaries to the masters, paid by the public, as may enable them to instruct at low prices, and all useful learning shall be duly encouraged, and promoted, in one or more universities.” As a result the University of North Carolina was established at the close of the eighteenth century, but no provision was made for public education at lower levels (Martin and Woodard, p. 3).

In the first half of the nineteenth century North Carolina passed legislation that established the framework for public education at the elementary school level. In 1825 the state legislature created the Literary Fund, a funding source that provided matching grants to counties in support of public education. In 1839 a legislative act created school district lines throughout the state

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and allowed counties the option to levy taxes for the construction of schoolhouses. Calvin H. Wiley was appointed by the legislature in 1852 to direct the newly created Office of Superintendent of Common Schools (Martin and Woodard, p. 3). By the 1860s North Carolina had come to be recognized as having the best school system in the South, with a school fund larger than that of many states including Maine, New Jersey, Maryland, Virginia, Massachusetts or Georgia. North Carolina also had hundreds more common schools and academies than Georgia, South Carolina, Virginia, Kentucky, and Tennessee (Martin and Woodard, p. 4).

This momentum did not continue after the Civil War. Lawmakers abolished the Office of Superintendent of Common Schools in 1866, and the Literary Fund was dissolved in 1868. At the same time, the new State Constitution in 1868 required the General Assembly to create a system of public schools free of charge to all children between the ages of six and twenty-one years. The office of Superintendent of Public Instruction was also created along with an educational fund with specific funding sources that could not be used for purposes other than education. But advances in education were not realized despite this legislation. Citizens were expected to support the promotion of education through taxation. With the post-Civil War opposition to new taxes and the recovery efforts from the war progressing slowly, public support for education was weak throughout the rest of the century. For example, in Wake County, which has numerous municipalities, Raleigh established a local school tax district in 1877. As of 1905, Raleigh still remained the only local school tax district in Wake County (Martin and Woodard, p. 4). Thus there was little prospect for educational opportunities for a majority of North Carolina's school-age children.

By the end of the nineteenth century, both state lawmakers and the public recognized the need for improved public education. This was prompted in part by the need for better-educated workers in the new industrialized economy. Gubernatorial candidate Charles B. Aycock ran on a pro-education platform while supporting African American disfranchisement (Martin and Woodard, p. 9). He was elected governor in 1900 and ushered in a renewed government interest in public education, resulting in improved education for both races, though at different rates of progress. In 1901 the General Assembly made its first appropriation of tax funds for public schools. In 1907 the North Carolina legislature enacted laws requiring the establishment of public high schools in each county, and appropriated \$45,000 annually in funding for the construction of these schools. Wake County was initially allowed four public high schools, located based on a competition among communities. In the same year the legislature also enacted legislation allowing counties and school districts to make school attendance by all children ages eight to sixteen compulsory. The Compulsory Attendance Act, passed in 1913, went further by requiring all children between the ages of eight and twelve to attend school at

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least four months per year (Martin and Woodard, p. 11). As a result of this increased support for education, between 1900 and 1915, 3,400 schools were built, most of these being two- and three-room schools constructed throughout rural North Carolina (Martin and Woodard, p. 12).

School consolidation was supported from the first decade of the twentieth century, but did not come to pass until the 1920s. The growth in North Carolina's population during the first two decades of the twentieth century soon made the small two- and three-room schools inadequate for the population they were intended to serve. Educators also recognized that rural schools were not experiencing the same advantages as urban schools, which were often housed in newer facilities and staffed with better-qualified teachers. The spending per student ranged from \$16.23 on each urban child, compared to \$7.71 per rural child (Martin and Woodward, p. 15). It was believed that consolidation would bring enhanced educational opportunities to the population as a whole, but it was also recognized that consolidation would not be possible without providing transportation to all students. It was during the 1920s that North Carolina saw significant improvements in its road systems largely due to the Good Roads movement led by Governor Cameron Morrison, making it possible to transport students to centrally located schools (Martin and Woodard, p. 15). Consolidation reduced the number of one-room schools in North Carolina from three thousand in 1920 to twelve hundred in 1925 (Martin and Woodard, p. 16).

Public Education in Wake County and Fuquay-Varina

The development of public education in Wake County during the nineteenth century mirrored the progress of education seen elsewhere in North Carolina. In antebellum Wake County most schools were private, housed in homes, churches, lodges, or one- or two-room frame or log buildings. The few public schools that existed were housed in similar structures. Wake County public schools made little progress in the last half of the nineteenth century (with average length of school terms in 1892 being approximately sixteen weeks. In 1892, roughly seventy-five percent of Wake County children attended school for a term of approximately sixteen weeks (Martin and Woodard, p5).

By the early 1900s Wake County agreed with fellow North Carolinians that progress in education was critical and supported school consolidation. Between 1905 and 1907, fourteen Wake County schools were consolidated into new schools, which were mostly two to three rooms in size, only marginally larger than their predecessors (Martin and Woodard, p. 14). Students in the most rural areas were transported to these new schools via wagons purchased by the Wake County Board of Education (Martin and Woodard, p. 12).

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In the 1920s Wake County vigorously pursued school consolidation under the guidance of superintendent John C. Lockhart. Lockhart's 1925 plan called for the consolidation of eighty-one schools into seventeen. Construction was partially financed through the borrowing of monies from a building fund made available by the General Assembly in 1923. In addition, Wake County commissioners enacted a tax to support the operation of the new schools and issued \$400,000 in building bonds. In 1926 a countywide motorized school transportation system was initiated, further enabling consolidation efforts (Martin and Woodard, p. 18). During the depression era, Lockhart continued his building program through the Public Works Administration and the Works Progress Administration (Martin and Woodard, p. 19).

Located in southern Wake County, Fuquay-Varina was established in 1963 with the joining of neighboring communities Fuquay Springs and Varina (Bishir and Southern, p. 134). Fuquay Springs was named for David Fuquay, a local farmer who discovered mineral springs on his property in the mid nineteenth century resulting in a modest resort industry developed around the springs in the latter part of the century. Ultimately substantial growth and prosperity was realized in the latter part of the nineteenth century not as a result of the mineral springs, but due to the development of the tobacco market and local railroad connections (Varina Commercial Historic District NR Nomination 1990).

During the late nineteenth and early twentieth centuries, small strides were made in public education in Fuquay Springs. The first known school was held in a circa 1885 one-story frame building now located beside the Fuquay-Varina Municipal Building. Known as the Ballentine School after its builder, J.D. Ballentine, the school originally stood near the mineral springs and served as a private school for white children (Fuquay Springs High School NR Nomination 2002). By 1906 Fuquay Springs had its first public school, the Fuquay Springs School, a three-room building located in what is now the central business district. By 1910 an additional public school was built to serve white children in grades one through seven (Fuquay Springs High School NR Nomination 2002).

During the second decade of the twentieth century local leaders garnered strong community support for improved education and school consolidation. Joining with elected officials of neighboring Cardenas, Fuquay Springs and Cardenas approved the consolidation of the Cardenas and Fuquay Springs schools and passed a bond for school construction. As a result a new school in Fuquay Springs opened circa 1918 to serve students in grades one through eleven. This was followed circa 1925 with the construction of the two-story Fuquay Springs High School built adjacent to the elementary school. This school served continuously as the local high school until

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the early 1970s, when a new high school was built at a different location (Fuquay Springs High School NR Nomination 2002). At this time the original Fuquay Springs High School was converted to a middle school and continues in this use today.

Wake County Teacherages

One of the greatest problems facing teachers at the end of the nineteenth century was finding adequate housing, and the teacherage provided a solution to this dilemma. Prior to the advent of teacherages, teachers typically boarded in students' homes. This arrangement was often undesirable for both the teacher and the family providing housing. The teacher had little privacy, and the presence of the teacher in the home put an additional burden on the family's modest resources as the teacher typically paid no rent. As rural school districts began consolidating and professionally trained administrators and educators were recruited to ensure the success of these central schools, adequate housing was viewed as a necessity (Maxcy, p. 267). The teacherage, a building designed to house one or more teachers or administrators on or near the school grounds, provided the answer nationally to this housing dilemma. The first teacherage was constructed in Hall County, Nebraska in 1894 at a cost of \$1,000.00 (Maxcy, p. 268).

Both educators and school board members alike favored teacherages. These private dwellings afforded teachers much needed privacy, yet at the same time functioned as a centrally located meeting place that assisted in bridging the gap between rural families and the school community. To school board members, teacherages were attractive because they assisted in the recruitment of qualified educators and usually were financially viable. School districts financed the construction of teacherages in a number of ways. Some teacherages were established in buildings owned by private property owners and leased by the school districts, while others were established in buildings owned outright by the school districts. Rent was deducted from the teachers' paychecks weekly to cover expenses (Maxcy, p. 268).

The meeting minutes of the Wake County Board of Education indicate that at least six teacherages existed in Wake County in the first half of the twentieth century. They were located in Fuquay Springs, Knightdale, Green Hope, Wendell, Apex, and Leesville. Wake County's teacherages came about in response to individual communities petitioning the Board of Education. Local leaders often appeared before the Board at their regularly scheduled monthly meetings to report that the recruitment and retention of qualified educators was becoming difficult due to a shortage of adequate housing within their communities. The Wake County Board of Education used a variety of techniques to develop teacherages in response to these requests. While the Board of Education purchased existing properties in Fuquay Springs and

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Leesville for use as teacherages, it also constructed new buildings for this purpose in Green Hope, Wendell, and Knightdale. In the Cary school system, an existing girl's dormitory was remodeled to provide housing for teachers (Wake County Board of Education meeting minutes).

By the mid, 1940s Fuquay Springs experienced a serious housing shortage, mostly due to the successful local tobacco market. In August of 1945 The Independent reported "the housing situation is anything but promising as the city schools and tobacco market prepare to open. The town has been hard pressed to accommodate many who already earn their living here and now as tobacconists, their wives, and children head toward Fuquay Springs the housing problem becomes a subject of no inconsiderable importance." Tobacco sales had become a significant aspect of Fuquay Springs's economy. The March 20, 1947 edition of The Independent reported that Fuquay Springs ranked in the top four leaf markets in the state, putting this small rural community in company with Durham, Henderson, and Oxford. The next month The Independent identified lack of housing as a roadblock to industrial recruitment.

The need to provide housing for Fuquay Springs's teachers was resolved in 1945. At their February 5, 1945 meeting, the Wake County Board of Education discussed purchasing property in Fuquay Springs, Wendell, and Garner to be used for teacher housing. At the May 7, 1945 Board meeting, Fuquay Springs residents W. E. Fleming, Principal, Dr. J.M. Judd, and Dr. W.S. Cozart requested that the Board purchase the C.E. Strickland home to be used as a teacherage. Up to that time the Strickland home, constructed by Charles E. Strickland circa 1927, was used for his family's primary residence. The Board approved the purchase at a cost of \$10,500.00, with the deed filed in July of the same year (Wake County Board of Education meeting minutes). Furniture from the teacherages in Knightdale and Green Hope was moved to the Fuquay Springs Teacherage in early September, and the pantry was stocked through a pounding (a party where each participant brings a "pound" of groceries, preserves, etc. to stock the pantry) sponsored by the local PTA (Wake County Board of Education meeting minutes; The Independent, 9/13/45). Both male and female educators occupied the Fuquay Springs Teacherage, with the single men sharing rooms on the ground level and the single women housed on the second floor. Married couples also lived at the teacherage, usually occupying rooms on the ground level (Ballard and Ballard).

It was quickly recognized that improvements were needed at the Fuquay Springs Teacherage. In March of 1946, the Wake County Board of Education approved the lowering of rents for the Fuquay Springs teachers until conditions could be improved. In October of the same year the board approved moving ahead with an addition to the teacherage and requested that bids be obtained. The addition, constructed by Mr. A.Y. Hairr, was completed in 1947 at a cost of

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\$7,394.00 (Wake County Board of Education meeting minutes). It more than doubled the size of the building.

The Wake County Board of Education continued to own the Fuquay Springs Teacherage until 1968. During these years it provided housing for a number of teachers employed in the local school system. Beyond the addition completed in 1947, no further expansions of the building took place during its tenure as a teacherage (or in the years to follow). In October of 1947 the Wake County Board of Education established revised rental rates for all the teacherages in the system, these being \$10 per month with two persons to a room, \$15 in the event a teacher rooms alone by choice (these rental rates did not apply to the matrons). The Board also noted that no person except a teacher, the husband or wife of a teacher, or the matron and a member of her immediate family who is over sixteen years of age and who shares her suite, would be permitted to live in a teacherage (Wake County Board of Education meeting minutes). Matrons often presided at the teacherages, preparing breakfast and dinner during the week and reduced menus on the weekend.

The Fuquay Springs Teacherage was sold in 1968 to a local manufacturing company for employee housing. In 1988 it sold again, and was once more used as a single-family residence. Madison FV, LLC, who intend to renovate the property for use as office space in compliance with the Secretary of the Interior's Standards for Rehabilitation, purchased the building in 2004.

Of the six known teacherages in Wake County, the four structures that still exist are those in Knightdale, Green Hope, Leesville, and Fuquay-Varina (formerly Fuquay Springs). Like the Fuquay Springs Teacherage, the Leesville Teacherage (constructed in 1906) was built as a private residence. Its triple-A, two-story frame was altered in the 1970s for a private residence. Both the 1939 Knightdale Teacherage and the 1941 Green Hope Teacherage are Colonial Revival-style two-story brick buildings constructed by the Wake County school system explicitly for the purpose of providing housing for teachers. The Knightdale Teacherage, constructed with funds provided by the Federal Emergency Administration of Public Works (Wake County Board of Education meeting minutes), has been converted to apartments.

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BIBLIOGRAPHY:

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United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

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Fuquay Springs Teacherage
Wake County, North Carolina

GEOGRAPHICAL DATA:

Verbal Boundary Description-

The property being nominated is identified as parcel #0666175595 on the Wake County tax map #0666-05.

Boundary Justification-

The property being nominated consists of the same land, bearing the identical dimensions, as the parcel of land purchased by the Wake County Board of Education in July of 1945.

