



**North Carolina Department of Cultural Resources  
State Historic Preservation Office**

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Beverly Eaves Perdue, Governor  
Linda A. Carlisle, Secretary  
Jeffrey J. Crow, Deputy Secretary

Office of Archives and History  
Division of Historical Resources  
David Brook, Director

September 15, 2011

MEMORANDUM

TO: Vanessa Patrick  
Human Environment Unit  
NC Department of Transportation

FROM: Ramona M. Bartos *RMB for Ramona M. Bartos*

SUBJECT: Determination of Eligibility for the Ivey School, US 158 Improvements, R-2582 and R-2584,  
Northampton County, ER 00-7745

Thank you for your memorandum of August 22, 2011, forwarding the above report.

For the purposes of compliance with Section 106 of the National Historic Preservation Act, we concur with your findings that the **Ivey School** (NP 0529), a Rosenwald-plan school, is eligible for listing in the National Register of Historic Places under Criterion A in the area of significance of education, and under Criterion C for its architecture. We also concur that the proposed boundaries appear appropriate.

We greatly appreciate the time and effort spent researching and writing this report. The historic contexts developed in this report, especially with regard to local race relations and the construction of Rosenwald-plan schools after the end of financing by the Rosenwald Fund, will prove invaluable when determining the eligibility of other schools of the era.

The above comments are made pursuant to Section 106 of the National Historic Preservation Act and the Advisory Council on Historic Preservation's Regulations for Compliance with Section 106 codified at 36 CFR Part 800.

Thank you for your cooperation and consideration. If you have questions concerning the above comment, please contact Renee Gledhill-Earley, environmental review coordinator, at 919-807-6579. In all future communication concerning this project, please cite the above-referenced tracking number.

cc: Mary Pope Furr, NC DOT, [mfurr@ncdot.gov](mailto:mfurr@ncdot.gov)



STATE OF NORTH CAROLINA  
DEPARTMENT OF TRANSPORTATION



BEVERLY EAVES PERDUE  
GOVERNOR

EUGENE A. CONTI, JR.  
SECRETARY

August 22, 2011

Ms. Claudia Brown  
Acting Deputy State Historic Preservation Officer  
North Carolina State Historic Preservation Office  
North Carolina Department of Cultural Resources  
4617 Mail Service Center  
Raleigh, North Carolina 27699-4617

ER 00-7745

See letter  
JOK 9/13/11

Subject: S.T.I.P. Nos. R-2582 and R-2584, Northampton County  
US 158 Improvements. WBS No. 34472

Due 9/14/11

Dear Ms. Brown:

The North Carolina Department of Transportation (NCDOT) is conducting planning studies for the above-referenced project. Ongoing archaeological investigation of the project area discovered the previously unrecorded, former African-American Ivey School. The attached report concludes that the Ivey School (NP 529) is eligible for the National Register of Historic Places.

This letter accompanies a .pdf copy of the report on CD, as well as a survey site form (.mdb) on a second CD. Please review the report and provide us with your comments. Should you have any questions, please contact me at [vepatrick@ncdot.gov](mailto:vepatrick@ncdot.gov) or (919) 707-6082. Thank you.

Sincerely,

Vanessa E. Patrick  
Architectural Historian

Attachments

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# FINAL REPORT



HISTORIC ARCHITECTURAL ANALYSIS OF  
ROSENWALD-PLAN SCHOOL,  
IMPROVEMENTS TO US 158,  
NORTHAMPTON AND HERTFORD COUNTIES, NORTH CAROLINA

STIP NO. R-2582/2584  
WBS NO. 34472

North Carolina Department of Transportation  
Raleigh, North Carolina

August 2011

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**Prepared for:**

**North Carolina Department of Transportation  
Human Environment Unit  
1598 Mail Service Center  
Raleigh, North Carolina 27699-1598**

**Prepared by:**

**Marvin A. Brown  
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**Marvin A. Brown, Principal Investigator  
URS Corporation-North Carolina**

**Date**

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**Mary Pope Furr, Supervisor  
Historic Architectural Resources Section  
North Carolina Department of Transportation**

**Date**

**August 2011**

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## I. PROJECT DESCRIPTION AND METHODOLOGY

The North Carolina Department of Transportation (NCDOT) proposes to widen and improve US 158 from the I-95/NC46 interchange west of Garysburg to the Murfreesboro Bypass (Figure 1). Approximately 34.6 miles of highway will be converted from the current configuration as a two-lane facility to a four-lane, median-divided facility, utilizing both the existing roadway and segments on new location. The undertaking is designated as projects R-2582 and R-2584, included in the NCDOT 2009-2015 State Transportation Improvement Program (STIP) and the Draft 2011-2020 STIP. Right of way acquisition is scheduled to begin in State Fiscal Year (FY) 2014 and construction in FY 2016.

Pursuant to 36 CFR Section 800.4(b), NCDOT identified architectural resources that might be affected by the undertaking. The Area of Potential Effects (APE) delineated for the study of historic architectural resources encompassed the alignments and approaches of 17 proposed construction alternatives created from 29 segments and allowed for flexibility in developing a final design.

In 2002-2003 Edwards-Pitman Environmental, Inc., under contract to NCDOT, recorded 489 architectural resources in the APE. The findings are presented in a technical report completed in 2003, on file at NCDOT and available to the public on request. As the project design evolved, Edwards-Pitman and NCDOT architectural historians investigated resultant expansions of the APE in 2004 and 2007, documenting an additional 30 resources. In consultation with the North Carolina State Historic Preservation Office (HPO), NCDOT determined that 35 of the 519 recorded resources are listed or eligible for listing in the National Register of Historic Places (NR). In late 2010 NCDOT selected a Least Environmentally Damaging Practicable Alternative (LEDPA), which avoided all but eight of the critical architectural resources. NCDOT and HPO agreed that the LEDPA will have no adverse effect on four properties and an adverse effect on the remaining four. A plan for mitigation of the adverse effects is currently in development and will be codified in a memorandum of agreement.

With the selection of the LEDPA, archaeological investigation of the project area commenced in 2011. This investigation discovered the previously unrecorded former African-American Ivey School on the west side of US 158 northeast of Jackson (Figure 2). NCDOT requested URS Corporation-North Carolina (URS) to assess the NR eligibility of the school and draft the current report, which complies with the basic requirements of: Section 106 of the National Historic Preservation Act of 1966, as amended; the Department of Transportation Act of 1966, as amended; the Department of Transportation regulations and procedures (23 CFR 771 and Technical Advisory T 6640.8A); the Advisory Council on Historic Preservation regulations on the *Protection of Historic Properties* (36 CFR 800); and NCDOT's *Historic Architectural Resources, Survey Procedures and Report Guidelines*.

During the week of July 11, 2011, URS senior architectural historian and principal investigator Marvin A. Brown conducted fieldwork associated with the Ivey School. He engaged in local research in Jackson at the Northampton County Public Library, the Northampton County Museum, and the Northampton County Courthouse, where he reviewed deed, probate, death, and tax records. Four individuals in Jackson with knowledge about the school and local history generously shared their time with Mr. Brown: Dennis Babb, a local historian and president of the Northampton County Museum; Janice Babb, the museum's curator; Barbara Davis, branch manager of the Northampton County Memorial Library, who recalled the school building during its days as a tenant house; and J. Felton Turner, Jr., longtime Northampton County attorney and co-owner of the Ivey School, whose father purchased the property in 1957. Mr. Brown conducted additional research in Chapel Hill, at the Davis and Wilson libraries of the University of North Carolina, and in Raleigh at the North Carolina State Archives and Library. He conducted additional research online. The most notable electronic resources he consulted were the HPO's data on Rosenwald schools available at [www.hpo.ncdcr.gov/rosenwald/rosenwald.htm](http://www.hpo.ncdcr.gov/rosenwald/rosenwald.htm) and Fisk University Rosenwald Fund Card File Database, now available online at [rosenwald.fisk.edu](http://rosenwald.fisk.edu).

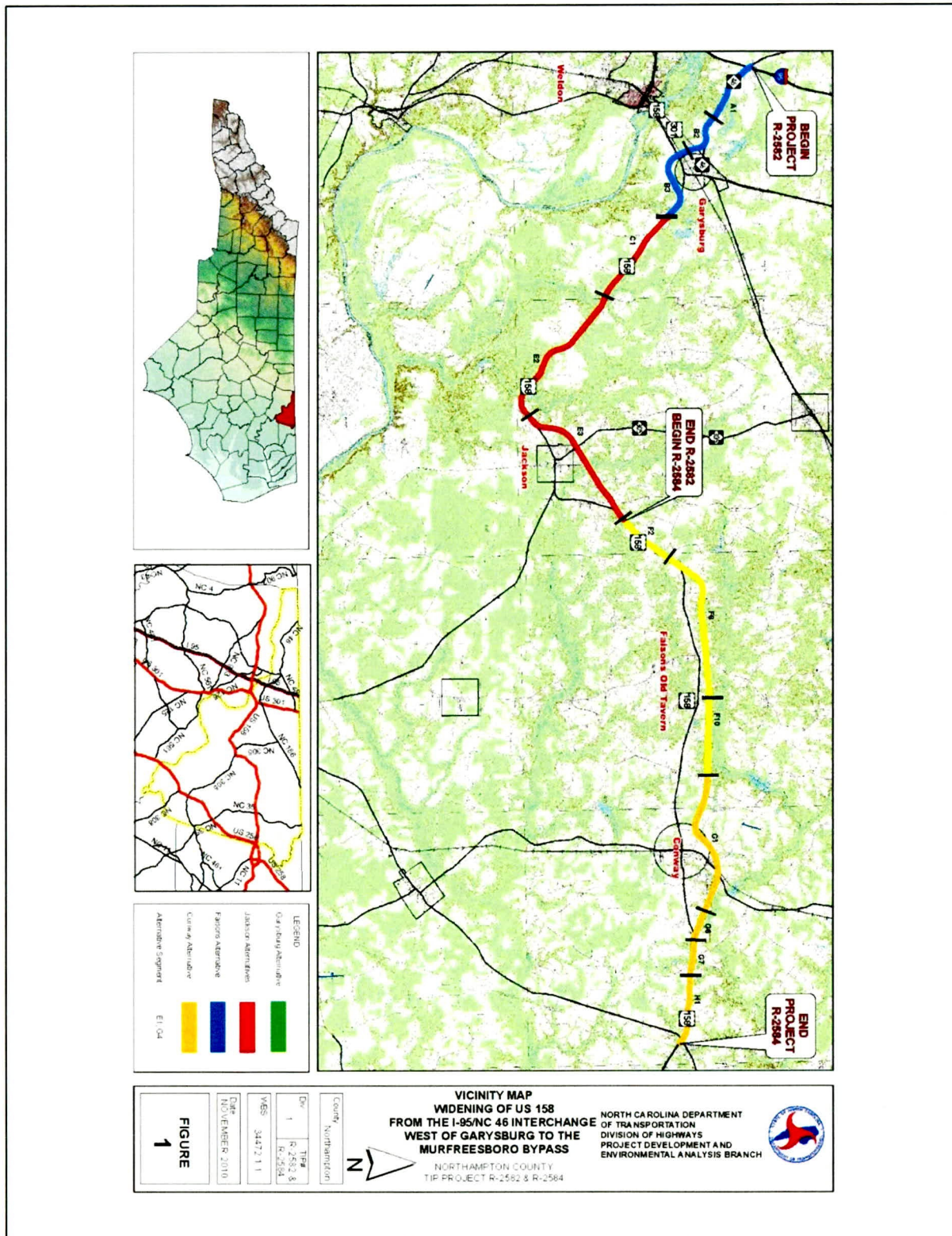


Figure 1. Project Locator Map (source: North Carolina Department of Transportation)



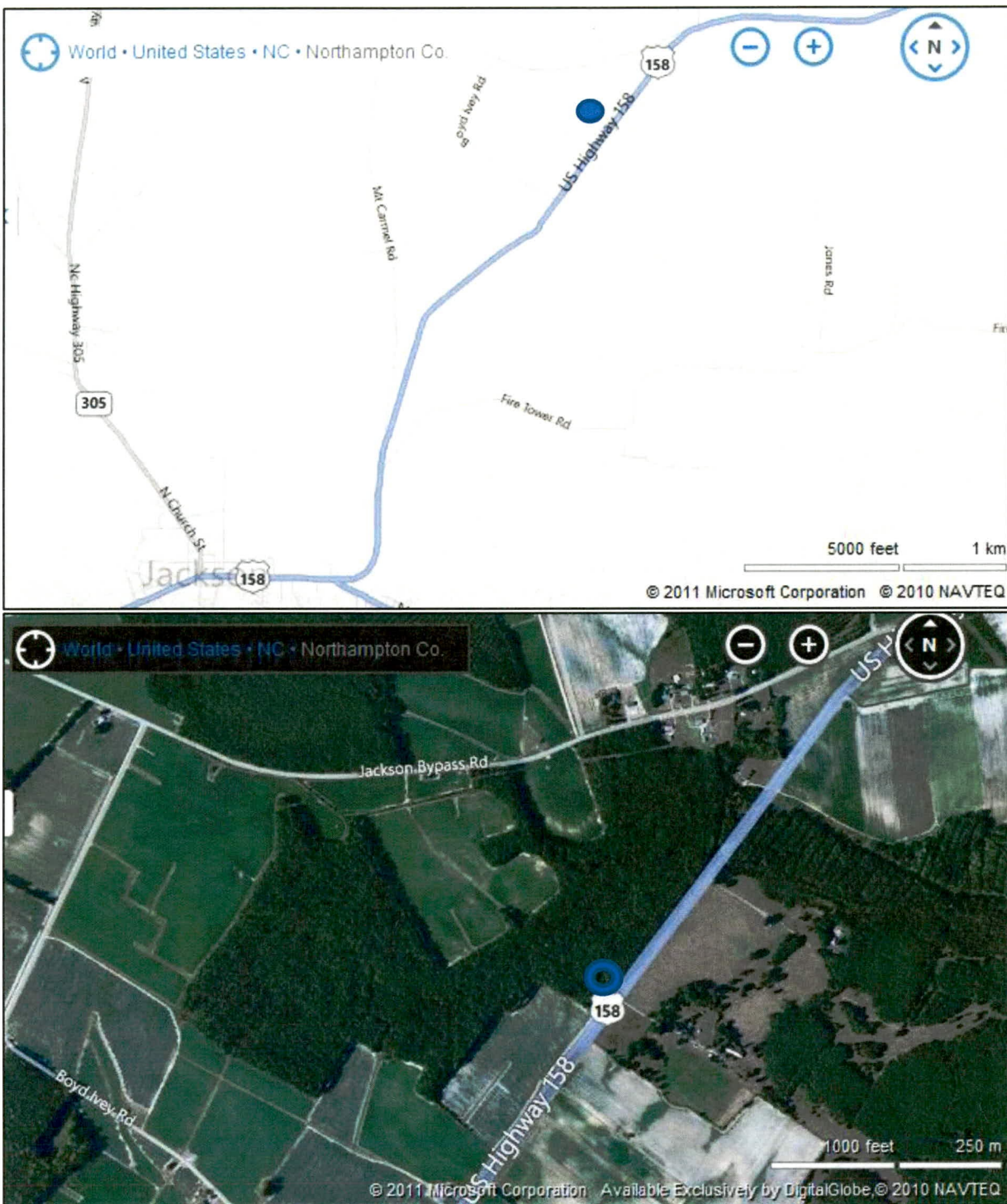


Figure 2. Resource Locator Map: location of Ivey School on west side of US 158 northeast of Jackson—between Jackson Bypass Road at north and Boyd-Ivey Road at south—marked by blue circles (base maps: Bing Maps)

## II. NATIONAL REGISTER ELIGIBILITY ASSESSMENT

### A. The Construction of Black Schools in Northampton County

Between 1917 and 1932, the Julius Rosenwald Fund provided building plans and money towards the construction of 4,997 schoolhouses for African-American children in the South. North Carolina received the most funding and built the most schools of the 15 participating states. The program's effect in the state was profound: nearly four out of every ten black children in North Carolina attended one of its 787 Fund-supported schools (Embree and Waxman 1949:51; Anderson 1988:155, 180; Credle 1936:259). The history of the Rosenwald Fund in the South (Hoffschwelle 2006), North Carolina (Hanchett 1988), and a six-county swath of eastern North Carolina (Brown 2007) has been recorded, but the history of the 24 Rosenwald Fund-supported schools erected in Northampton County has never been studied. A broader gap in the literature is the use, in the county and throughout the South, of Rosenwald Fund plans for schools built *without* Fund support, of which the former African-American Ivey School—the subject of this report—is an excellent example.

The Ivey School was erected by the Northampton County Board of Education as an African-American schoolhouse in 1941, a decade after the Rosenwald Fund ceased to financially support schoolhouse construction (*Jackson News*, August 16, 1940; Northampton County Museum 1991). Northampton County's history and demographics, its general attitudes towards race and African-American education, the specific actions of its Board of Education, and the availability of Rosenwald Fund school plans and federal Depression-era dollars led to the school's particular location, design, and date of construction.

Northampton County, which is located in northeastern North Carolina, was formed from Bertie County in 1741 (Corbitt 1987:163; Northampton County Bicentennial Committee 1976:5). Like its fellow counties in eastern and central North Carolina on the Virginia line, it historically had large plantations, many slaves, and a relatively small percentage of white residents. In 1790 Northampton had just under 10,000 residents, 51 percent of whom were white and 49 percent black. By 1830 slaves made up 54 percent of its population of 13,391. In 1860 the county's total population of 13,372 broke down along the following lines: slave—6,804 (51%), free black—659 (5%), and white—5,909 (44%) (United States Census Office 1791, 1832, and 1864). The percentage of the black population grew following the Civil War. In 1890 the county's 21,242 residents were 56.5 percent black and 43.5 percent white. In 1910 the population was 58.5 percent black and 41.5 percent white. And by 1940, the year preceding the construction of the Ivey School, the county's 28,299 residents were 62 percent black and 38 percent white (United States Bureau of the Census 1913 and 1943). By 1960 5,690 of the county's 8,020 public school pupils—71 percent—were African-American (Sharpe 1961:1492). These various figures are crucial for understanding black school construction, for as the number of blacks and black school children grew, the pressure for constructing more African-American schools grew as well.

Large numbers of black school children did not necessarily translate into the county Board of Education erecting large numbers of schools and classrooms for these children. Associated with the large percentage of African-American residents in the county is poverty and limited public funds, for North Carolina's large slave-holding counties such as Northampton, which were home to many of its wealthiest planters prior to the Civil War, became home to high percentages of poor residents, black and white, from the end of the War to the present.

Beyond demographics, though, a key additional factor that informed the actions of the Board of Education during the first half of the twentieth century was the racial attitudes of much of Northampton County's white population. Documentary evidence indicates that their attitudes were, as a whole, strongly racist. These attitudes were likely comparable to those of many other counties in North Carolina, and they may have been more unconscious than conscious, but they were racist nonetheless. They are evidenced by various documents and accounts from the first half of the century, including the following.

In April 1921 the county schools presented a historical pageant in front of the courthouse in Jackson (“The Directors” 1921). (Whether black school children participated is not known.) One scene, which took place on a pre-Civil War plantation, included the following language:

“Steal Away” is the melody that mammy Chloe, Old Black Joe, Shade, Shack, Bednego, and others are humming when they appear loaded on an ox cart. Singing continues as they unload and lazily begin the work of spinning, churning, corn shelling, etc. The negroes become more industrious as “Marse Henry” enters.

MAMMY CHLOE: Yo’ good-for-nothin’ niggers, why don’ yo’ he’p yo’ pa shell de co’n?

“Marse Henry” has come to clear the way for a wedding. The negroes draw back with grinning faces to make room for the white folks.

The text of a post-Civil War scene, titled “There was a Ku Klux Klan in Northampton County,” reads as follows:

Women in dress of Civil War Day enter stealthily and cautiously begin the work of making Ku-Klux-Klan robes. Some use old-time hand-turned sewing machines; others stitch busily by finger. Presently a slight stir is heard outside, and the workers quickly conceal their sewing and leave.

Twelve Ku-Klux members come in leading a blind-folded candidate. While the candidate is kneeling, hand on heart, before the “fiery cross,” a rider rushes in and excitedly motions them all away after a miscreant.

According to an account in *Footprints in History*, Northampton County’s bicentennial and only published history, in the mid-1920s the Board of Education “refused” to provide a bus for the Northampton County Training School. It finally agreed to provide a chassis, for which schoolmaster and contractor A.N. Rice and others built a body (Northampton County Bicentennial Committee 1976:102, 105).

In 1947 local novelist Bernice Kelly Harris wrote a brief history or “portrait” of Northampton County for the *Raleigh News and Observer* (July 27, 1947) in response to unidentified “aberrations that have focused attention on Northampton County recently.” Her account includes an apparently defensive paragraph:

There is pride, too, in the creditable record of race relationships through the years and in the jealous concern on the part of leading citizens for the fair treatment of colored people. There is a common saying in Northampton that the colored man stands a better chance in law than the white man. The facts, according to an outstanding lawyer in Jackson, seem to bear this out. It is his opinion that if the evidence in a case weighs about equally, a jury in this county will nine times out ten tip the scales in favor of the Negro. Whether it is the protective benevolence underlying the master-and-man impulse, and in-instinctive [sic] leaning toward the underdog, an involuntary weighing of issue against environment and opportunity, or an undue tolerance of colored moral lapses and an acceptance of a lower standard for colored people, certain it is that in routine cases, all things being equal, the Negro is likely to get more leniency from a Northampton jury than is his brother under the skin.

Northampton County school authorities two years later, again in the pages of the *News and Observer* (December 24, 1949), answered to published comments about the county’s failure to respond to “Negro school needs.” The response included a report that stated two-thirds of the capital outlay of \$166,000 for schools in the county between 1939 and 1949 was expended on African-American schools. A review of many of meetings of the Board

of Education from the 1910s through the 1950s indicates that this claim could only be misleading, for black schools were invariably funded at levels far below those of white schools.

A final document that illuminates racial attitudes during the first half of the century is a history of the local Conway school district, which states “We have endeavored here, to bring together the history of all the public schools which have ever existed in the territory which is now known as Conway School District.” The report is surprisingly detailed for a typescript generated by members of the Parent Teachers Association, but it is not as thoroughly comprehensive as alleged, for it says nothing of the black public schools within the district (Johnson, Taylor, Ricks, and Parker 1951:3).

These various documents provide a context within which to assess the construction of black schools in Northampton County. And they help identify the forces at work when decisions about the Ivey School were made.

From 1918 to 1932, Northampton County largely met its need for black schools—tempered as it was by the desire to limit the amount of county monies expended on such schools—by turning to the Rosenwald Fund for school plans specifically created by the Fund and for money. Only one specific reference to the Fund was found in the county Board of Education minutes. On May 7, 1923 the Board agreed to appropriate \$400 per standard room for school buildings receiving no Rosenwald aid and \$250 per standard room for those that received money from the Fund. For a 15-year period, however, longtime county Superintendent of Schools Paul J. Long and William F. Credle, North Carolina’s Superintendent of the Rosenwald Fund, worked together to have Fund money allocated for Northampton schools (see North Carolina Department of Public Instruction Record Group, Division of Negro Education, Correspondence of the Supervisor of the Rosenwald Fund).

As was common in other counties in eastern North Carolina and throughout the South (see Brown 2007 and Hoffschwelle 2006), the Long-Credle correspondence highlighted the critical role the Rosenwald Fund played in the education of black children. In a letter to Credle of October 26, 1926 concerning the pending applications of four proposed Rosenwald schools, for example, Long wrote: “Please let us have your approval of all of these Mr. Credle. We are in such great need here in Northampton” (North Carolina Department of Public Instruction Record Group, Division of Negro Education, Correspondence of the Supervisor of the Rosenwald Fund, Box 3, File L). Ultimately, the construction of 24 schools and one residence for teachers in the county was supported by the Fund. The following table was constructed from a list of Rosenwald schools erected through July 1, 1930, which was generated by the state, and a list maintained in the Rosenwald Fund Card File Database at Fisk University, identifies these schools (North Carolina Department of Public Instruction Record Group, Division of Negro Education, Special Subject File, Rosenwald Fund to July 1, 1930; Fisk University Rosenwald Fund Card File Database).

<b>Rosenwald Fund-supported Schools in Northampton County</b>			
<b>Name</b>	<b>Type</b>	<b>Date</b>	<b>Notes</b>
Antioch	two-teacher	1925-26	
Brewers	one-teacher	1921-22	
Cool Springs	two-teacher	1929-30	also known as Thomas Store
County Training	six-teacher	1918-19	not included in Fisk database
Cowles	one-teacher	1919-20	
Eagletown	two-teacher	1927-28	
Faison	one-teacher	1919-20	
Gaston	two-teacher	1923-24	1922-23 in Fisk database
Holly Grove	one-teacher	1919-20	
Jackson	four-teacher	1919-20	
Jonesboro	three-teacher	1930-31	built after date of state list

Name	Type	Date	Notes
Lockhart	three-teacher	1923-24	
Nebo	one-teacher	1922-23	
Oak Grove	one-teacher	1919-20	
Pea Hill	two-teacher	1919-20 1924-25	a one-teacher type school expanded by a second room
Pendleton	three-teacher	1926-27	burned January 1929
Pendleton (No. 2)	five-teacher	1929-30	replaced burned predecessor
Potecasi	four-teacher	1921-22	
Rich Square	twelve-teacher	1930-31	built after date of state list
Seaboard	six-teacher	1925-26	
Severn	three-teacher	1924-25	
Squire	one-teacher	1926-27	
Teacher's Home at County Training	residence	1922-23	not included in state list
Vulture	three-teacher	1931-32	built after date of state list
Woodland	seven-teacher	1925-26	

→ yes, it is

In addition to construction funding, in order to build schools for children black or white, the Board of Education had to have property upon which to locate the buildings. On October 4, 1918 the Board agreed to “purchase a school site of two acres from L.L. Taylor for school in district No. 26, white race, Wiccacanee” (Northampton County Board of Education Minutes 1918). On November 4 the Board made the purchase for \$200 (Northampton County Deed Book 185/Page 322). Also on the 4th, according to its minutes, the Board ordered that it make a deed for “the *old Ivey school site* in district No. 26, white race, Wiccacanee township” (italics added) to Taylor as part of the consideration of the new site purchased from him. (As discussed below, the presence of white and black schools called Ivey located close to each other has caused confusion about the identity of the black Ivey School.) The newly purchased lot would subsequently become home to the black Ivey School.

Almost all of the pieces were in place by 1918, therefore, for the construction of the black Ivey School: a piece of land, Rosenwald Fund-drawn plans, a growing population of black schoolchildren and, as a tempering force, resistance to spending more than a minimum amount of funds on black education fueled by the racist beliefs prevalent throughout the county and the region. This resistance was to be offset first by Rosenwald funding and then, in the late 1930s, by a new source of money from outside of the county, federal Depression-era financial support from the Works Progress Administration/Works Projects Administration (WPA).

## B. History of the Ivey School

The first mention of the black Ivey School occurs in the county Board of Education minutes of July 3, 1939, which authorized “[\$]1000.00 for colored school at Ivey.” The school bears the name of the Ivey family, mirroring an earlier white school to the north, discussed below, that was named for William H. Ivey (1839-1911), on whose farm it had been constructed (Committee on Church History 1958:128). (The L-shaped road that curves to the south and west of the school is currently called the Boyd-Ivey Road.) On September 4 the Board authorized the purchase of two acres of land for the school from W.G. Edwards (Northampton County School Board Minutes 1939). The Board was either investigating another site or, more likely, had failed to consider the two-acres it had purchased back in 1918 from the Edwards family. It is upon that 1918 tract that the school was to be built.

On November 6, 1939 the Board agreed to send a letter requesting transfer of WPA funds for various projects. On December 4 the Board accepted various unidentified WPA projects that certainly included the Ivey School (Northampton County Board of Education Minutes 1939).

Federal and, to a far lesser extent, state Depression-era programs were used by Northampton County from 1932 through at least 1939 to fund various building and revitalization efforts. These included activities at schools and on school grounds, although all or almost all of these schools were apparently white until the county began to tap into WPA funds for black schools in 1939 (North Carolina Emergency Relief Administration 1936:506-507; North Carolina State Archives WPA Exhibit "Works Projects in North Carolina, 1933-1941").

The Ivey School is in all likelihood the building referred to in a letter of August 28, 1939 from Northampton County Superintendent of Schools N.L. Turner to W.F. Credle, who by that date was no longer associated with the Rosenwald Fund, but rather served as North Carolina's Director of Schoolhouse Planning (North Carolina Department of Public Instruction Record Group, Division of Schoolhouse Planning, General Correspondence, July 1939-June 1940). In the letter Turner stated: "I would like you to send me plans and building material for a two room school building for a colored school." He also asked for plans for an unnamed four-room building. Credle promptly replied. On August 30 he sent Turner blueprints and specifications for both the two-room and the four-room building. The correspondence between the two men does not specifically state that the Ivey School plan was a Rosenwald plan. In a letter of October 2, 1940, however, Turner notes that the planned addition to another school, the Jackson Colored School, which had been under discussion for a year, "is a Rosenwald six-room building with auditorium." In his return letter the following day, Credle stated: "By the process of elimination I judge that you are using Rosenwald plan #60, which was drawn by J.E. Crain and revised in February, 1927." A Rosenwald plan was therefore certainly used for at least one county school independent of any Rosenwald funding.

The use of Rosenwald plans at the late date of 1939 was apparently suggested by Credle, who had as much knowledge of their design and utility as any other individual in the state. Handwritten notes on Credle's letter of August 30, which forwarded the school plans onto Turner, say "Sent Plans 30 [and] 20." Floor Plan 30, in the Rosenwald Fund's *Community School Plans* of 1924 and revised plans of 1928 and 1931 is for a four-room, three-teacher school. Floor Plan No. 20, for a "Two Teacher Community School," is identical to the Ivey School that was subsequently erected (Julius Rosenwald Fund 1924, 1928, and 1931).

The *Jackson News* reported on August 16, 1940 that work was to begin the following week on a new black school in Jackson "with a force of WPA men in charge . . ." The article further noted that "Other WPA school projects scheduled to get underway are a two-room frame building for colored, to be known as the Ivey school and located near the Jackson-Conway highway . . ." The Ivey School was erected in 1941 (*Jackson News*, November 28, 1957; Northampton County Museum 1991).

Within as little as five years after its construction, the Ivey School was approaching redundancy. On December 3, 1945 the Board of Education discussed consolidation of the county's black schools "for some time" but took no action" (Northampton County Board of Education Minutes 1945). The Board finally acted 12 years later. At its May 6, 1957 meeting, the Board reassigned the students of the Ivey School, and also Allen Chapel, to the Jackson Graded School (Northampton County Board of Education Minutes 1957). The *Jackson News* reported on the consolidation and the associated sale of the redundant schools, on November 28, 1957:

Fourteen first generation Negro schoolhouses in Northampton County have been sold by the county board of education for \$14,450.

All of the tiny buildings were vacated this year as Negro pupils moved into enlarged or new consolidated units.

Most of the wood frame buildings were the original structures built for Negro pupils in their respective areas. Some of them were "Rosenwald schools," built with funds from the famous New York [actually Chicago] philanthropist who spent millions for Negro education in the South during the early part of the 20th century.

The story included a sentence or two about each school, including the following:

IVEY—J. F. Turner, Jr., and agent bought this school between Jackson and Conway for \$1,400. Built in 1941 with WPA funds, the school was the “youngest” of the 14 buildings.

(The purchaser was actually Joseph Felton Turner, Sr., who went by the name Buck. His “agent” may have been his son, freshly minted attorney J.F. Turner, Jr.).

Buck Turner (1906-1977) had purchased a 306-acre farm from W.J. and Pattie Bradley Garrett in 1957, on which he was to raise mixed crops, operate a dairy, and build a new home (Northampton County Death Certificates 1977; Northampton County Deed Book 434/Page 140). The property was located on the east side of the State Highway from Conway to Jackson, the current NC 158, opposite the Ivey School. When the school and its two-acre lot came up for sale that same year, Turner bid \$1,400 on it, as reported in the *Jackson News* in November. The School Board, though, rejected that amount as too low and at a subsequent courthouse auction in late December, Turner successfully placed a \$1,550 bid on the school, which the deed was to identify as the “Ivey Colored School Property” (Northampton County Deed Book 582/Page 72). (The deed for the property was made January 11, 1958, but was not recorded until November 10, 1977 which, by odd chance, was only a week before Buck Turner was killed in a collision with a tractor trailer (Estate of J.F. (Buck) Turner, File and Docket No. 77-E-127).)

The newspaper account and deed records make it clear that the school that Buck Turner purchased, which is the subject of this report, is the former black Ivey School. However, Buck Turner’s son, attorney J.F. (Felton) Turner, Jr.—who has practiced law in Northampton County for 55 years and with his siblings owns the school property—stated in an interview that the current building is not the Ivey School. He identified the location of the Ivey School, which he said may have dated from the late 1800s, as north of the current property, closer to the intersection of US 158 and the Jackson Bypass (Turner 2011). Historian and director of the Northampton County Museum Dennis Babb also had questions about the identity of the school in an interview (Dennis Babb 2011). The school Felton Turner was referring to and that Dennis Babb had in mind was the earlier white Ivey School. The parcel for this “old” white school site was the one that the Board of Education had ordered be deeded to L.L. Taylor back in November of 1918 as part of the consideration for the purchase of the two-acre lot at issue here (Northampton County Board of Education Minutes 1918).

According to Felton Turner, his father added partitions to the former Ivey School and converted it into a tenant house. Local librarian Barbara Davis recalls visiting the house in the late 1960s and early 1970s, when it was occupied by the Lattice Gatlin family (Davis 2011). Felton Turner does not recall when the schoolhouse ceased to serve as a tenant house, but stated that it has not been occupied for many years. The family has maintained it, though, and utilizes it for storage.

### C. Description of the Ivey School

The Ivey School is almost identical to the drawing depicted at Floor Plan No. 20 for a Two Teacher Community School in the Rosenwald Fund *Community School Plans* publication of 1924, which was repeated in the revised publications of 1928 and 1931 (Figure 3 and Figure 4). It is a one-story, frame building with two classrooms and associated vestibules and cloakrooms contained beneath its principal gable-end roof, and a projecting community or industrial room centered at its front, east-facing façade. It stands on its original stretcher-bond-laid brick piers and retains its original weatherboard siding. In a few spots these weatherboards have pulled away—most notably at the bottom northern portion of its front façade—revealing diagonally laid sheathing beneath. Its modest trim of plain cornerboards is intact and has been neatly patched at the right-hand (north) side of the community room. Its seam-metal roof is likely original, as is its central, brick chimney stack.

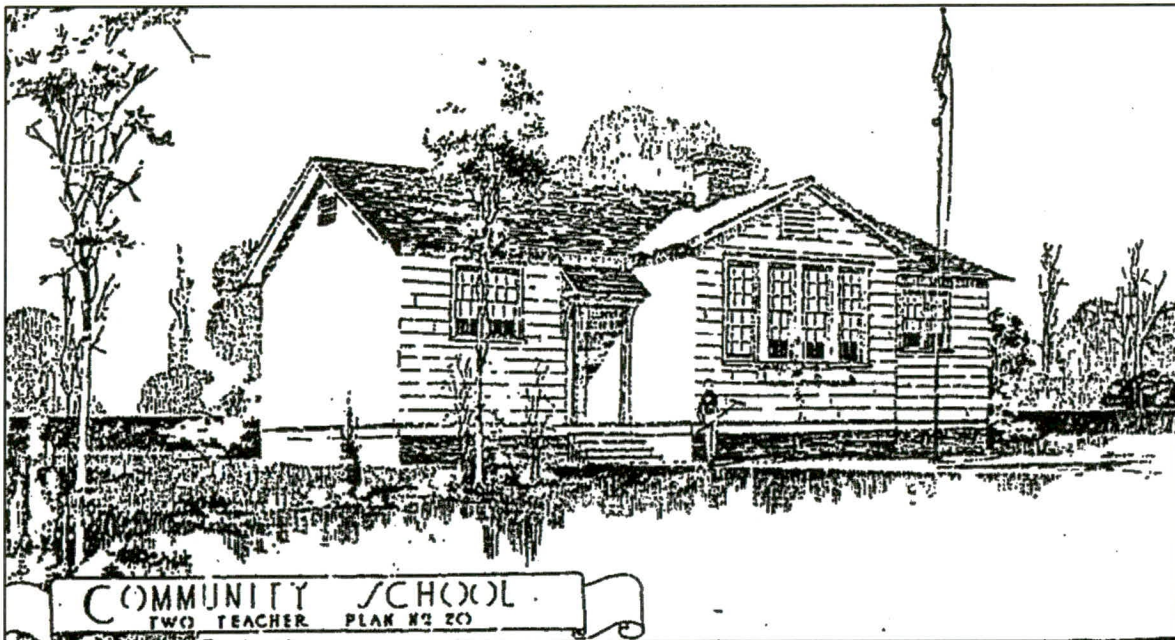


Figure 3. Two-Teacher Community School No. 20 front elevation (source: Julius Rosenwald Fund, *Community School Plans*, 1924)



Figure 4. Ivey School: east-facing front elevation; note projecting industrial room with louvered ventilator and boarded-over windows, vestibule entries with canted hoods, and cloakroom windows extended up to eaves



Centered at the front elevation of the community room are four long window bays topped by a rectangular, louvered ventilator. These four and all of the other building's other windows have been tightly covered with plywood in recent years. To the immediate left and right of the industrial room are recessed entrances that lead into the two classrooms (Figure 5). They are shaded by canted, seam-metal-covered hoods supported by large triangular knee-braces. Their vestibules retain their original vertical-board wainscoting topped by weatherboards. Also in place at each vestibule is an original five-panel door with three solid horizontal panels topped by two glassed horizontal panels, which is set into a plain surround surmounted by a transom. To either side of the entries are pairs of boarded-over windows that are shorter than those of the industrial room and set immediately beneath the eaves. They originally provided light to the cloakrooms they opened into.



Figure 5. Ivey School: looking southwest at front elevation; note weatherboards and exposed sheathing at right, partially replaced cornerboards at left center, and entry with original triangular knee-braces, vestibule, wainscoting, and door at center

The rear (west) elevation of the school is marked by brick piers, weatherboards, and cornerboards and, most notably, two sets of boarded-over windows, six to a set, that lit the classrooms (Figure 6). The north and south side elevations have centered, vertical louvers at their gable peaks and an off-center door (Figure 7). The doors—partially boarded-over at the north and completely covered at the south—are the one feature of the exterior that differs from the Rosenwald Fund plan. Their off-center placement and absence from the original Fund plans indicate that they were added when Buck Turner converted the former school into a dwelling.



Figure 6. Ivey School: west rear and north side elevations; note original brick piers in place, boarded-over sets of classroom windows, and later added door at side elevation



Figure 7. Ivey School: south side and east front elevations; note off-center door at side elevation and entryway with triangular knee-brace-supported hood at front

The interior of the building is unlit and largely packed with the framing of another building and connected chairs apparently retrieved from an auditorium. It was therefore only partially available for viewing. Much of it could be seen, though, through the southeastern door, which is not sealed, and the partially uncovered door at the north. The interior was built according to Floor Plan No. 20, with two classrooms, two cloakrooms, an industrial room, and a movable, central partition wall that allowed the classrooms to open into a single, long space (Figure 8 and Figure 9). It retains vertical-board wainscoting, narrow ceiling boards at its roof, and at least two of the five-panel doors, set beneath horizontal transoms, that led into its cloakrooms. During the school's occupancy, its PTA converted the industrial room into a library with furniture made by a Bud Deloatch of Woodland in Northampton County. The pair of classrooms also had, at one end, a raised platform with "homemade green burlap curtains" (Northampton County Museum 1991). Due to the limited access, it could not be determined whether any of the library furniture survives. The platform, which may have been a later addition, and curtains are gone.

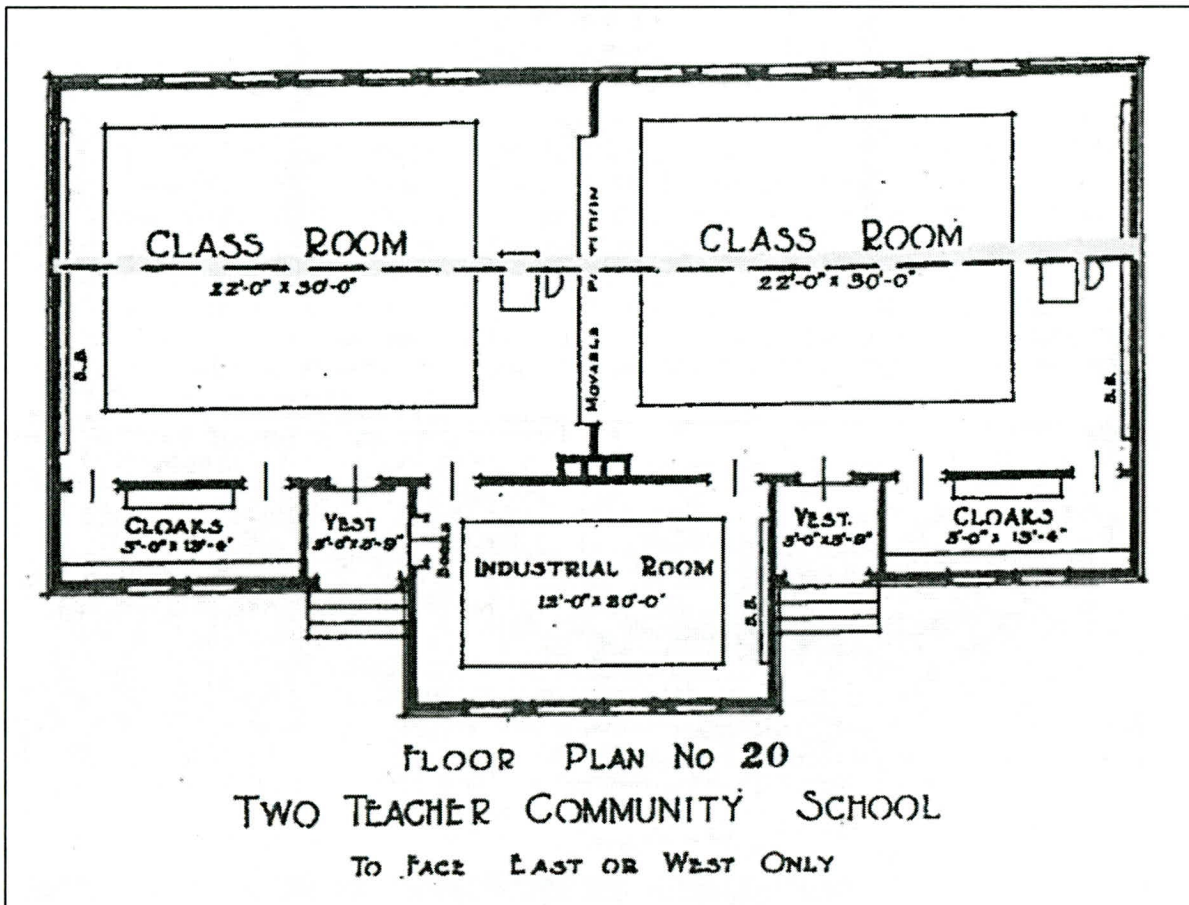


Figure 8. Ivey School: Two-Teacher Community School No. 20 floor plan; yellow dotted line indicates approximate location of later-added partition wall (source: Julius Rosenwald Fund, *Community School Plans*, 1924)

The interior's only notable change is a long partition wall that extends from end wall to end wall, dividing the two classrooms into at least four rooms (Figure 10). Six doors, three in either classroom, open through the partition into two or more rooms to the west rear. The partition is formed of a thin layer of wallboard material affixed to studs that are exposed at the rear. There was no access to the rooms behind the partition, but it has been punched through in places, exposing portions of these rooms to view. The partition retains at least three horizontal-paneled doors that look similar to the school's original doors, but have six rather than five panels.



Figure 9. Ivey School: looking from southern into northern classroom from entry with original movable partition wall between classrooms at center and later-added, thin partition wall with holes punched in it at left; note intact wainscoting at original partition wall and at far northern gable-end wall



Figure 10. Ivey School: looking from entry in southern classroom toward gable-end wall with later entry at left and later partition wall with six-panel door at right; note original ceiling board in place at top and bit of brown wainscoting at far left beneath bed frame

## D. Eligibility Assessment

The former African-American Ivey School is recommended as eligible for National Register listing under Criterion A in the Area of Significance of Education, as a significant representative of a Rosenwald Fund-designed school constructed by Northampton County with federal Works Projects Administration funds. The WPA was a critical source of funding for municipal, county, and state improvements, including schools, in North Carolina during the Great Depression. Its funding allowed Northampton County to build needed schools for its white and, in particular, black school children from 1939 through 1941. As indicated by the racial tensions inherent in funding black schools in Northampton County, the WPA funding was an important element in the county Board of Education's decision to construct the Ivey School. Although the school is not recommended as eligible as a Rosenwald *funded* school, for it was built with no Rosenwald monies, the elements of integrity necessary for such schools to be NR eligible have been applied to it. It sits on its original two-acre, rural, wooded tract with the same orientation to US 158 that it historically had and is therefore believed to retain its integrity of location, setting, feeling, and association. Its design, materials, and workmanship are also believed to be sufficiently intact to support its significance under Criterion A. Its exterior is essentially unaltered, but for the boarding over of its windows and the addition of a door at either gable end. Its interior is also largely intact, in spite of the addition of a thin partition wall about 1958. It retains its wainscoting, ceiling board, floor plan but for the partition, some or all of its five-panel doors, and movable partition wall. Measured against the registration requirements recommended for other Rosenwald schools in eastern North Carolina and elsewhere in the state, its overall integrity is believed to be more than sufficient to support its significance under Criterion A (see Brown 2007:37-41).

<b>Ivey School: Assessment of Integrity</b>		
<b>Element of Integrity</b>	<b>Level of Integrity</b>	<b>Assessment</b>
Location	High	Continues to stand on the place where it was constructed and location continues to be complemented by intact setting
Design	Medium/High	Retains form, plan, arrangement of spaces, structure, placement of entries and fenestration, and style, including two-classroom plan with movable partition wall between, front industrial room, and vestibules and cloakrooms; only alterations of note are addition of a door at either gable end and a thin partition wall tacked into interior
Setting	High	Physical environment continues to illustrate physical character of place: remains rural, isolated, and just off of road
Materials	Medium/High	Retains physical elements in original configurations, including weatherboards, paneled doors, brick piers, seam-metal roof, and interior wainscoting and movable partition wall; alterations of note are repair of front cornerboard and boarding-over of windows
Workmanship	High	Due to minimal alterations and high quality of construction, remains intact and continues to evidence original workmanship
Feeling	High	Little-altered building, coupled with original location within rural isolated setting just off of road, continues to express the historic sense of its period of significance
Association	High	Little-altered building, coupled with original location within rural isolated setting just off of road, retains association with rural African-American education in Northampton County in mid-twentieth century

The Ivey School is also recommended as National Register-eligible under Criterion C in the Area of Significance of Architecture, as a significant representative of a school erected with a Rosenwald Fund-designed plan. Rosenwald Fund plans were utilized at all Rosenwald funded schools and at an unidentified number of schools built from the 1910s into the 1940s without Rosenwald monies. The Ivey School falls within that latter pool of buildings. The same elements of integrity that support its eligibility under Criterion A support its eligibility under Criterion C.

Little is known of the use of Rosenwald plans for schools not financially supported by the Fund. Hoffschwelle (2006:115) avers that a number of states used the plans for white schools, which would not have been able to receive Fund dollars:

“Standardized” schoolhouse design allowed cost-conscious southern school boards to pick and choose among a variety of plans without having to hire a professional architect or pay for architectural drawings. Some state and county school authorities simply translated Rosenwald designs wholesale into their regular building programs for white students. State agents for Negro schools and Rosenwald building agents in Arkansas, Florida, Georgia, Kentucky, Louisiana, North Carolina, Oklahoma, South Carolina, and Texas reported that county superintendents had built white schools using *Community School Plans* on their own initiative as well as at the agents’ urging, sometimes because they were the only plans available in the state education department’s office.

Hoffschwelle’s (2006:317 footnote 51) cited evidence for the use of Rosenwald plans for white schools in North Carolina is an October 28, 1924 letter from the state’s Rosenwald Building Agent, Dr. George E. Davis, to William F. Credle, the state’s Superintendent of the Fund. In the letter Davis recounts a site visit with the superintendent of schools in Richmond County in which he inspected a Rosenwald six-teacher plan used for a white school in the community of Hoffman (North Carolina Department of Public Instruction Record Group, Division of Negro Education, Correspondence of the Supervisor of the Rosenwald Fund). He states with evident satisfaction that the county Superintendent of Schools, Mr. (Lorenzo James) Bell, “says he is using our plans in nearly all his new projects for his white schools so ‘that’s that.’”

Hoffschwelle does not address Rosenwald Fund plans utilized for black schools that were not financially supported by the Fund, and how many such schools were erected in North Carolina and elsewhere is not known. Northampton County’s experience of utilizing Depression-era funding to support the construction of such schools, coupled with Richmond County’s use of the plans for non-Fund-supported white schools, suggests that the practice may have been more common than identified. It is an area of Rosenwald Fund studies that merits further research.

The Ivey School’s level of significance is recommended as Local. Its Period of Significance is 1940-1957, the period from its construction through its sale and conversion into a tenant house during which it served as a public African-American school. The recommended NR boundaries for the school are those of the 1.86-acre parcel (identified in deeds and School Board minutes as approximately two acres) that it has historically occupied (Figure 11). This boundary on the east follows the existing right-of-way along US 158. The tract is identified in Northampton County tax records as Parcel Number 0901491, PIN Number 4977-79-8679. The parcel is located on the west side of US 158, approximately 0.8 miles south of its junction with the Jackson Bypass Road.

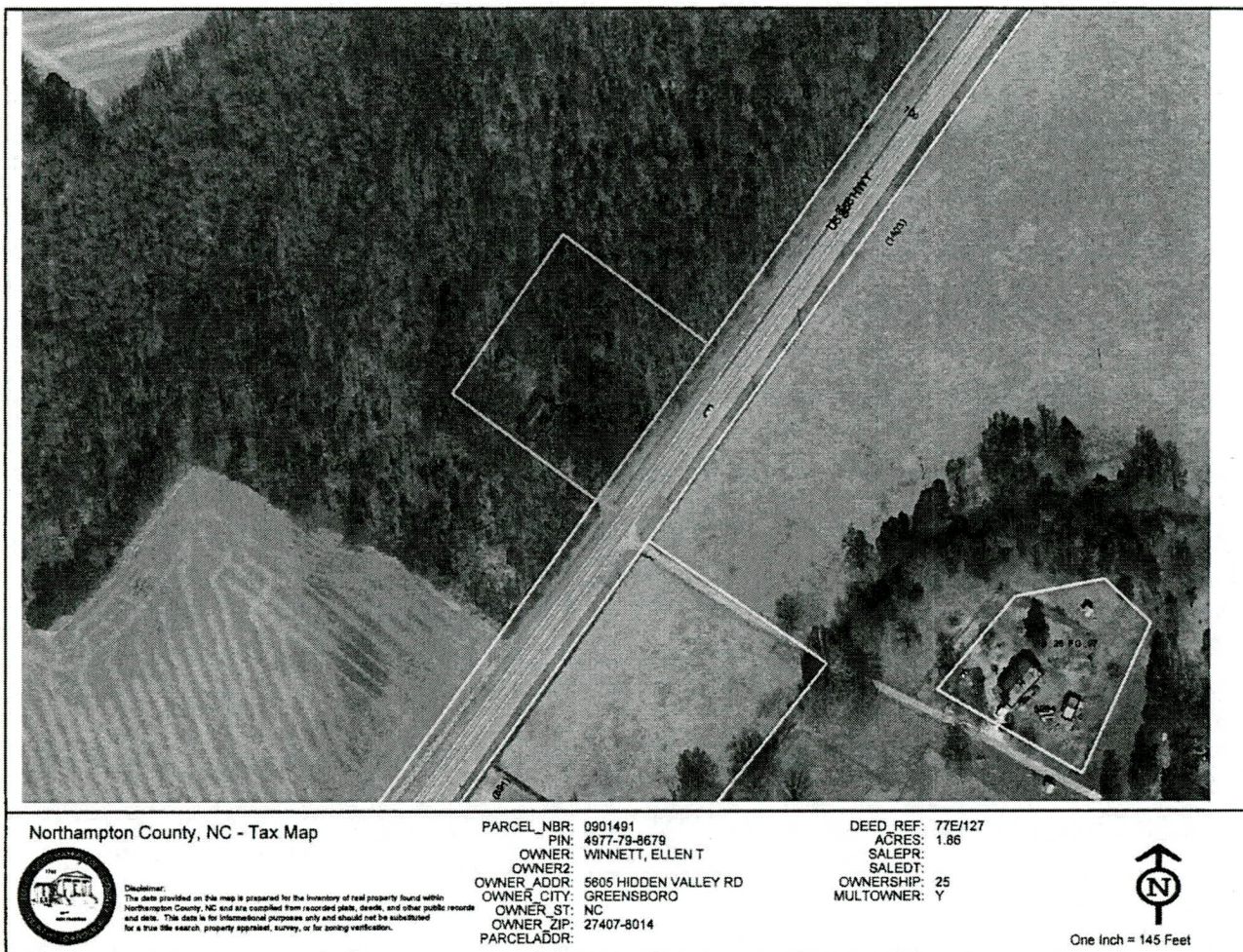


Figure 11. Proposed National Registers boundaries of Ivey School: parcel is roughly square tract at center of image outlined in yellow (source: Northampton County tax maps)

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