NPS Form 10-900
(Oct. 1990)

OMB No. 10024-0018

United States Department of the Interior
National Park Service

National Register of Historic Places Registration Form

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

1. Name of Property

historic name Cedar Grove School

other names/site number Cedar Grove Elementary School; Cedar Grove Negro School

2. Location

street & number 5800 NC 86 N n/a ☐ not for publication

city or town Hillsborough ☒ vicinity

state North Carolina code NC county Orange code 135 zip code 27278

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act, as amended, I hereby certify that this ☒ nomination ☐ request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set for in 36 CFR Part 60. In my opinion, the property ☒ meets ☐ does not meet the National Register criteria. I recommend that this property be considered significant ☐ nationally ☐ statewide ☒ locally. (See continuation sheet for additional comments.)

Signature of certifying official/Title Date

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 certifying official/Title Date

State or Federal agency and bureau

4. National Park Service Certification

I hereby certify that the property is:

Signature of the Keeper Date of Action

- ☐ 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:)

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 count.)

Contributing	Noncontributing	
1	1	buildings
0	0	sites
0	0	structures
0	0	objects
1	1	Total

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

n/a

Number of Contributing resources previously listed in the National Register

n/a

6. Function or Use

Historic Functions
(Enter categories from instructions)

EDUCATION/school

Current Functions
(Enter categories from instructions)

OTHER/community center

7. Description

Architectural Classification
(Enter categories from instructions)

Modern movement

Materials
(Enter categories from instructions)

foundation Brick
walls Brick
roof Synthetic membrane
other

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

Cedar Grove School is a low-slung, brick-veneered building in a rural setting along NC 86 N approximately seven miles north of Hillsborough in Orange County, North Carolina. A well-kept one-acre lawn spreads out in front of the school, which faces east toward NC 86 N, while a modern county recreation park containing sports fields and facilities is immediately to the west. A modern parking lot with thirty-two spaces for cars is located just off the southeast of the building. Another modern parking lot with twenty-eight spaces is located off the northwest corner of the historic school. An additional row of seven parking spaces is approximately twenty yards north of the school's north wing. A short concrete sidewalk laid in 2015-2016 extends in a straight line to the east from the front entrance to a circular concrete pad containing a flagpole at its center. A pair of curved brick benches with concrete slab tops stand on the north and south sides of the flagpole pad. The flagpole, circular pad, and benches were installed in 2015-2016. A modern sign with a stone base and single stone battered pillar on its west end stands near the center of the north end of the front lawn. A wooden post extends horizontally from near the top of the stone pillar over the stone base of the sign. A pair of wooden posts extending upward from the stone base and downward from the horizontal wood post hold a flat wooden sign reading "Orange County, North Carolina, Cedar Grove Park and Community Center." The address is provided at the bottom of the sign. The circa 1960 school sign with changeable letters that stood in front of the building and close to the highway has been removed.

Modern sidewalks installed in 2015-2016 provide entrance and egress from all sides of the building. Sidewalks extend from the front door and run roughly north-south and parallel to the façade. On the north end of the building's facade, the sidewalk curves to the southwest, and extends along the north end of the school's north wing. On the south end of the building's facade, the sidewalk parallel to the south wing intersects with a perpendicular sidewalk that borders the north edge of the southeast parking lot. To the rear of the school, a series of sidewalks laid out in a curvilinear fashion extend from just off the southwest corner of the building to the northwest corner of the school's rear wing. Sidewalks become more linear at the northwest corner of the rear wing, where these walkways lead in a straight north-south line to the northwest parking lot and along the north side of the rear wing.

Metal chain-link fencing surrounds the modern playground off the northwest corner of the building and the baseball field to the southwest. Evergreen and flowering plants and a few compact trees grow in front of the building. Five leafy tall shrubs have been planted around the non-historic, small, white-brick utility building on the west side of the rear wing. Six flowering shrubs grow between the sidewalk and the west elevation of the rear wing. Compact shrubs have been planted in beds in the two larger parking lots.

The area where the school stands is rural-suburban with a few small dwellings and farms scattered within one square mile. Mostly modest, non-farm dwellings occupy parcels on both sides of NC 86 N near the school. Immediately to the south, the Ruth and Richard Traynham House at 5718 NC 86 N is a vinyl-sided,

side-gabled house built in 1946. Just to the north of the school on the west side of NC 86 N stand one-story houses on one- to two-acre parcels built from the late 1960s into the early 1990s. The Poteat House, which is just north of the school at 5912 NC 86 N, dates to 1968 and was built following North Carolina Extension Service Plan No. 7168.[1] A one-story modular house dating to 1993 stands on the east side of NC 86 N opposite the school. About six hundred yards to the west of the school, the East Fork of the Eno River snakes its way through cleared farmland and thick stands of trees.

Cedar Grove School occupies a flat parcel at an elevation of about 700 feet above sea level. The historic building is on a 59.59-acre parcel owned by Orange County, but during the period when the building served as a school, it occupied an eight-acre lot. NC 86 N bisects the parcel from north to south with about twelve wooded acres of the 59.59 acres located on the east side of the state highway and the remaining approximately forty-eight acres on the west side. The forty-eight acres contains the school and its immediate setting, the county recreating park consisting of three baseball/softball fields, two basketball courts, parking lots, a playground, bathroom building, and a county maintenance building. The park facilities are behind and west of the school. Twenty-nine acres at the southwest corner of the forty-eight-acre parcel are heavily wooded.

The National Register nomination boundary comprises approximately four acres consisting of the historic school building and its immediate setting, including the large front lawn between the building and NC 86 N. Because of its proximity to the school, the fenced playground just off the northwest corner of the school is within the National Register boundary. A small utility building, built in 2016, which is noncontributing due to its date of construction is also included within the boundary. The boundary does not include the modern county recreation park and its infrastructure or the wooded acreage to the east and west of the historic school. The boundary does not include the full eight acres the Orange County Board of Education purchased for the school property in 1948 because of the presence of the modern park structures on the western portion of that eight acres. The approximately four acres contains the highest concentration of historic resources, namely the school itself, to convey historic significance. The boundary does not include the modern sports fields. An aerial photograph from 1960 reveals the school property did not include any sports fields. The area behind or west of the school building was grass-covered, similar to the area in front of the school.

Cedar Grove School is a one-story, concrete block, brick-veneered building laid in five-to-one common bond. A flat roof with wide overhangs with exposed rafters tops the modernist-influenced school. The school is one single building constructed in several stages. The original school consisting of seven classrooms and the gymnasium/auditorium dates to 1951. Six classrooms added in 1953 form the north

[1] "Orange to Display Low-Cost Houses," *Durham Morning Herald*, November 21, 1968.

wing. In 1958, a kitchen and cafeteria were added to the rear (west) of the gymnasium/auditorium. In 1960, two additional classrooms were added to the south end of the 1951 building.

In 2015-2016, a renovation resulted in a new roof and replacement doors and windows throughout the building. New low-pile carpet and vinyl sheet or laminate wood flooring were installed in the main corridors outside the classroom wings, in the offices and media center (original library), cafeteria, and kitchen. A flexible synthetic floor was installed on the basketball court in the gymnasium. Some minor changes were made to interior room arrangements in the 1951 building and an open breezeway on the south elevation of the rear wing and adjacent to the gymnasium was enclosed with a grid of floor-to-ceiling windows and glass doors. A loading dock with a roll-up warehouse-type door was added to the south elevation of the 1960 addition on the south wing. The south (1951) and north (1953) wings were fitted with new windows, but their interior spaces were not renovated. All of the asphalt floor tile in these wings was removed to expose the bare concrete, but new flooring was not installed. The heating, ventilation, and air conditioning systems were replaced throughout the school.

Typical of schools of the period, the classroom wings that extend to the north and south from the main entrance block feature large expanses of windows and roof monitors with clerestory windows that allow natural light into the instructional spaces. The north wing, which dates to 1953, projects slightly forward of the 1951 entrance block, which projects slightly forward of the south wing, which also dates to 1951. New windows in the wings and throughout the building resemble the original in muntin pattern. On the wings' east (façade) and west elevations, vertical, full-height projecting brick wing walls with stacked bond pattern separate banks of windows. The gymnasium/auditorium roof, also flat, rises above the rest of the building's roof. A square brick stack measuring five feet wide on each side is topped by with a twelve-inch-high concrete cap. It rises sixteen feet above the gymnasium roof near its northeast corner and served the boiler room located immediately to the north.

Cedar Grove School
1951, 1953, 1958, and 1960
Contributing Building

Cedar Grove School is described below by section, starting with the earliest portion of the building then moving to later additions. The exterior of each section is described first, followed by the interior of each section.

Exterior

Original Building

1951 with 1960 south classroom additions

The original 1951 building consists of the current central block containing the main and secondary front entrances, the foyer, former offices, media center (library), gymnasium/auditorium, and the south wing with the two southernmost classrooms, which were added in 1960.

The main entrance is located on the facade of the building's central block between the south wing and the 1953 north wing. Because the south wing is slightly longer than the north wing, the entrance is just off center to the north and not in the exact middle of the facade. The entrance consists of two sets of modern metal-framed, transom-topped glass doors flanking five horizontal metal-framed lites. The entire entrance is deeply recessed under a canopy supported by metal poles that extend to shelter two long bays of banded windows immediately to the north and an original, deeply recessed secondary entrance at the north end of the elevation. A brick east-west-oriented wing wall that forms the south wall of the north wing flanks the right (north) side of that secondary entrance. To the south of the main entrance, the east elevation of the south wing displays five bays of banks of banded classroom windows. The bays, each spanning one classroom, are separated by original brick wing walls that extend vertically from the roof overhang to the ground.

The flat-roofed gymnasium/auditorium, standing higher than the rest of one-story school, occupies the northwest corner of the central block. Its west-facing elevation projects above the one-story kitchen addition and lacks windows. The upper wall of the south elevation features eleven square, fixed-glass modern lites. A one-story breezeway enclosed in 2015-2016 on its south side with aluminum-framed fixed windows and a pair of aluminum-framed glass entry doors obscures the lower level of the south elevation of the gymnasium/auditorium. The upper level of the north elevation displays nine square, fixed-glass modern lites and the square brick smokestack near the gymnasium/auditorium's east end.

The original boiler room remains on the north side of the gymnasium/auditorium where that part of the building intersects with the north classroom wing. The boiler room is a low brick building with a crawl space accessed on its west side by a set of brick stairs leading to a below-grade metal door with a flanking blind panel. The brick smokestack rises from the boiler room along the north wall of the gymnasium/auditorium. The boiler room's flat roof is currently topped by modern heating and cooling equipment installed as part of the 2015-2016 renovation.

The 1951 south wing originally consisted of seven classrooms of equal size, bathrooms, and a library. In 1960, two additional classrooms were added to the south end. A flat roof with a monitor with clerestory windows that runs nearly the length of the wing tops this part of the school. The monitor's lites have been covered with wood or synthetic panels that fit into the openings so that those bays remain visible. On the

façade, the northernmost room—the media center (former library)—has forty-four, steel-framed replacement windows. The three classrooms to the south have twenty-four windows and the southernmost classroom, which was added in 1960, has thirty-six windows. The southern wall of the south wing is concrete block and has a centered modern double-leaf metal door topped with a four-part transom. Poured concrete stairs with flanking metal balustrades front this entrance and a poured concrete ADA-compliant ramp extends along the east side of the building's south elevation. A warehouse-type bay with a metal slide-down door is west of the double-leaf door. A modern concrete loading dock with a metal railing on its west side extends in front of the warehouse door. The west elevation is identical to the façade, except the northernmost bay lacks windows. This bay is finished with modern brick to enclose an area that was once part of an open breezeway. During the 2015-2016 renovation, this part of the breezeway was enclosed to expand the bathrooms.

North Wing, 1953

The north wing, dating to 1953, contains six classrooms of equal size. Architect Archie Royal Davis designed the north wing to be built in 1951, but a funding shortage delayed its construction. As a result, the north wing is nearly identical in overall form and finish to the original portion of the south classroom wing. Like the south wing, brick wing walls separate the bays of metal-framed windows on the front (east) and west elevations. Each bay contains forty replacement windows. The north wing, which is slightly shorter than the south wing, terminates on its north end with a blank brick wall pierced at the center with a slightly-inset modern double-leaf metal door topped with a four-part transom. A roof monitor with clerestory windows running north-south tops the center of the north wing and provided light to the six classrooms within. The clerestory's lites have been covered, but the window bays remain visible.

Kitchen and Cafeteria, 1958

Added to the rear (west) side of the gymnasium/auditorium in 1958, the kitchen and cafeteria addition is a rectangular, one-story, five-to-one common bond red-brick building with a flat roof. This addition measures seventy-eight feet north to south and by forty-nine feet east to west. The north elevation is flush with the north elevation of the gymnasium/auditorium, while the south elevation extends farther south than the south elevation of the gymnasium. Windows on all four elevations have been replaced with new either nine-lite or twelve-lite, metal-frame, fixed lites. Replacement single and double-leaf metal doors pierce the north and west elevations. Flat canopies top one door on the north elevation and one door on the west elevation. Two single-leaf doors on the north elevation lack a canopy. A 2015-2016 poured concrete handicap ramp with metal railings on both sides is located on the west side.

Interior

Original Building
1951 with 1960 south classroom additions

The interior of the 1951 building generally follows the original plan, but with some modifications. In 2015-2016, as part of the restoration of the building, some minor changes were made to the original principal's office located immediately north of the main entrance, in the area to the west of the entrance foyer, and to the breezeway on the south side of the rear wing. Those changes are described below.

Originally, the principal's office was located just inside the main entrance and to the north (or right as one entered the building). The west and south walls of the principal's office have been removed to enlarge the entrance foyer in the area just inside the front doors. Just west of the entrance foyer, the former library work room has been converted to the building's main office and a service window has been added to the north wall of that office so that personnel can greet visitors in the main east-west corridor. The former book room located immediately west of the original work room has been subdivided and now serves as a computer room reached by a doorway from the media center (former library) and as a janitor's closet reached through a single-leaf wood door on north end of the east side of the corridor of the south wing. The other major alteration has been the conversion of the open breezeway that was located just outside and along the south wall of the gymnasium/auditorium to an enclosed corridor. The breezeway originally continued to the west side of the bathrooms. That portion was also enclosed to increase the size of the bathrooms located on the north end of the west side of the south wing corridor.

A new double-leaf wood door leads to the double-loaded corridor of the south wing where classrooms flank each side of corridor. Six-lite, hopper-style, metal, borrowed-light windows high in the walls of the corridor allow for light and ventilation between the corridor and the classrooms. The classrooms and corridor have not been renovated. Bare concrete floors and concrete block walls are intact.

The two classrooms added to the south wing in 1960 flank the corridor on its south end. The corridor floor slopes downward toward the south where these classrooms are located. Each classroom has the same hopper-style window as found in the original part of the corridor.

The original 1951 building features mostly concrete block walls except for small areas in the lobby and the corridor leading to the south wing that were covered with drywall during the 2015-2016 renovation. Doors in the original building were replaced in 2015-2016 with single or double-leaf, commercial solid or half-glazed doors with lever knobs and touch bars exit devices. New low-pile carpet, laminate wood, or vinyl flooring finish most of the floors outside the classroom wing. The lobby features dropped ceilings with

synthetic panels set in a metal grid and dotted with circular can lighting. The remainder of the 1951 building has exposed ceilings where mechanicals and metal joists are visible. The south classroom wing remains intact with concrete block walls and exposed ceilings. The original asphalt tiles have been removed throughout the south wing to expose the concrete floor.

The gymnasium/auditorium retains its concrete block walls and exposed cast concrete ceiling with exposed metal trusses. The synthetic rubberized floor surface is new as are the folding panels that enclosed the performance stage on the east end of the space.

North Wing (Six-Classroom Addition), 1953
Like the south classroom wing, the north classroom wing has not undergone renovation and is separated from the office and lobby by a set of modern double-leaf wood doors. A double-loaded corridor with concrete block walls and a concrete floor runs the length of the north wing containing six classrooms. The same six-lite, hopper-style, metal, borrowed-light windows high in the walls found on the south wing are on the walls of the corridor of the north wing. Mechanical equipment, such as ductwork, and fluorescent bank lights are positioned on the ceiling in the corridor. Classrooms have concrete block walls, concrete floors, and open ceilings with exposed metal ceiling joists. All built-in counters, closets, and other fixtures such as chalkboards were removed in 2015-2016. The southernmost classrooms on each side of the corridor have a brick wall on the south side. This brick wall was originally the exterior wall of the original 1951 building.

Kitchen and Cafeteria Addition, 1958
The cafeteria and kitchen addition features drywall walls and an acoustical tile ceiling dating to 2015-2016. The floor in the cafeteria is laminate wood, while the kitchen floor is ceramic tile.

The plan and finishes in the kitchen and cafeteria were altered significantly in 2015-2016. Originally, the cafeteria consisted of one open space occupying two-thirds of the south side of the addition. The food preparation portion of the kitchen stood in the northeast corner of the addition and the northwest corner contained storage areas, the dishwashing space, and a small bathroom. Originally, the walls in the 1958 addition were exposed concrete block and the floor was asphalt tile. A single pipe column stood in the center of the cafeteria.

In the recent renovation, a vestibule was created just inside the doors to the cafeteria to create storage closets and other storage spaces. The kitchen is now in the northwest corner of the addition. It is contained with drywall walls with a large pass-through serving window on its south wall. The remaining space at the northeast corner once taken up by the remainder of the kitchen is now a recreation room.

Utility Building
2016
Noncontributing Building

A small, one-story, flat-roofed, common bond, white-brick utility building stands immediately to the west of the kitchen/cafeteria addition. It features double metal doors topped with an oval, weatherproof, grid-faced wall light on its north elevation. Small louvered vents are positioned on the façade just off the northwest corner of the doors and on the upper wall of the west elevation.

Integrity Statement

The county renovated parts of the building in 2015-2016 to create Cedar Grove Park and Community Center. The renovation focused on the central core of the 1951 building where the offices and media center are located, the gymnasium/auditorium, and the cafeteria and kitchen. The south classroom wing and the north classroom wing were not renovated, except for the replacement of their windows. Minor interior alterations such as the removal of a wall from the principal's office and some new interior finishes do not compromise the building's overall integrity. The preservation of the overall form and the retention of most of its historic finishes helps convey the building's significance as a pre-integration African American rural school in Orange County. The building, constructed as a centerpiece of a rural community, has resumed that role as it functions as a community center.

Cedar Grove School remains at its original location and therefore retains its integrity of location. The building possesses integrity of setting because it remains in a rural setting where it was built in the period 1951 to 1960. The school retains its integrity of materials and is largely intact with most of its interior and exterior finishes remaining, especially in the character-defining, flat-roofed classroom wings built in 1951 and 1953. This integrity of materials is impacted by the replacement windows, which simulate the original glass and metal window wall system on the long sides of the classroom wings. The school possesses integrity of association because it is mostly intact and overall retains the appearance and form of a modernist, post-World War II school. The integrity of association is further bolstered by the building's continued use a center of community life in Cedar Grove. The building evokes the aesthetic or historic sense of a post-World War II flat-roofed school with its continuous ribbon windows that provided natural light to each classroom. Like other schools of the era, offices and common areas such as the library formed the hub from which the classroom wings, gymnasium/auditorium, and cafeteria extended. Therefore, Cedar Grove School retains its integrity of feeling. The physical evidence retained in the form and construction of the historic school on the site contribute to the property's integrity of workmanship. Finally, the composition of elements that constitute the form, plan, and space of a post-World War II modernist, rural brick school are intact and therefore the property retains integrity of design.

Archaeology Statement

Cedar Grove School is closely related to the surrounding environment and landscape. Archaeological remains, such as trash deposits, remnant landscape features such as planting beds and paths, and infrastructural remains which may be present, can provide information valuable to the understanding and interpretation of Cedar Grove School. Information concerning institutional culture and African American identity, as well as the spatial organization of outdoor activities and the character of daily life at the school, can be obtained from the archaeological record. Therefore, archaeological remains may well be an important component of the significance of the school. At this time, no investigation has been designed to discover these remains, but it is likely that they exist, and this should be considered in any development of the property.

Summary

Cedar Grove School in rural Orange County was completed in 1951 with additions in 1953, 1958, and 1960. From the time the Orange County Board of Education purchased the land for its construction in 1946 until 1954, the school was referred to as Cedar Grove Negro School. After 1954, the school board and local newspapers called it Cedar Grove School or Cedar Grove Elementary School. Cedar Grove School holds significance on the local level for the period 1951, the year of construction, to 1969, when county schools integrated and the county school board closed Cedar Grove School.

Cedar Grove School meets National Register of Historic Places Criterion A in the areas of education and black ethnic heritage as a facility providing early education to African American students in northern rural Orange County from 1951 to 1969. The school's history chronicles the advancement of African American education in rural Orange County in the mid-twentieth century in the context of a segregated school system. Cedar Grove School, as an important pre-integration elementary school, evokes the period in Orange County when African American students, parents, teachers, and administrators struggled for their schools to receive funding, materials, and buildings comparable to white schools. The school dates to the period when *Brown v. Board of Education of Topeka* (1954) found separate schools for whites and African Americans unconstitutional, a landmark case that signaled the beginning of a long period of defiance by white school boards across the South. *Brown* and the Civil Rights Act of 1964, which outlawed segregation, required school systems to integrate, something that did not happen in Orange County until 1969. Cedar Grove School is also eligible under Criterion C for architecture as a locally significant example of modernism as applied to a public school building. Designed by architect Archie Royal Davis, Cedar Grove School's low slung, flat-roofed form with copious windows to allow natural light into the classrooms epitomized modernist school design in North Carolina in the 1950s and 1960s.

Historical Background

In March 1935, a committee of African American residents of the Carr, White Oak, Harmony, Cedar Grove, and Sartin school districts—all in northern Orange County—appeared before the county's board of education to request consolidation of their districts and construction of a new brick building north of Hillsborough. At the time, African American children throughout Orange County attended classes in one of twenty-eight small, often overcrowded and inadequate frame buildings. Ten consolidated schools, only one of them frame, served the county's white students. At Carr School, two teachers instructed eighty-two African American first through seventh graders. The single teacher at Harmony School taught sixty first

through seventh graders.[2] As was typical for white school boards administering both African American and white schools during this period, they informed the delegation that appeared in front of them in March 1935 that it would consider the issue but took no action.[3]

Over the next several years, the board of education heard repeated requests from citizens in Cedar Grove for consolidation, improved school transportation, and a new school building. Those requests were not honored until 1946 when the board of education passed a resolution to purchase land for site of the construction of a school for African American students on NC 86 north of Hillsborough.[4] In July 1946, the school board announced it had purchased an eight-acre site for the Cedar Grove Negro School from Mary Vincent for $1,000.[5]

In March 1948, architect H. Raymond Weeks presented plans for the proposed school in Cedar Grove Township to the board of education. Weeks (1901-1956), a graduate of Georgia Tech, designed school and governmental buildings across the state. After reviewing Weeks' plans, the board forwarded them for approval to the Federal Works Agency, a New Deal public works agency that provided loans to pay public school architects' fees. In October 1949, the board issued bonds for the construction of the building, which was to consolidate seven one- and two-room schools.[6] On January 3, 1950, the board of education instructed its secretary to send Weeks' plans to the North Carolina Board of Education Division of Schoolhouse Planning for its review.[7]

Parents, teachers, and students in northern Orange County welcomed the news that the board of education planned to build a new school. At the end of the 1940s, school buildings serving African American students in Orange County remained in poor condition. At the end of the 1949-1950 school year, Cedar Grove School Principal Miss. E. M. Stanfield informed the North Carolina Department of Public Instruction that she served as the only teacher for thirty-six students in grades one through seven in one classroom. The school lacked a library, gymnasium, fire protection, and an indoor toilet.[8] Carr School, with Anne May Morrow as its principal and Mrs. N. P. Loften as the teacher for grades one through three, educated

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[2] "Educational Data for 1934-1935, by School, Colored Race," Administrative Survey: Study of Local School Units, Orange County, 1935-1936, Department of Public Instruction, Division of Schoolhouse Planning, State Archives, Raleigh, N.C.
[3] Orange County Board of Education (OCBOE) Minutes, March 4, 1935.
[4] OCBOE Minutes, October 4, 1946; Orange County Deed Book 123, page 516, dated May 16, 1946.
[5] Rosetta Austin Moore, *The Impact of Slavery on the Education of Blacks in Orange County, North Carolina: 1619-1970* (Raleigh: Lulu Publishing, 2015), 76.
[6] OCBOE Minutes, March 1, 1948.
[7] OCBOE Minutes, January 3, 1950.
[8] North Carolina State Department of Public Instruction Principal's Annual Elementary School Report, 1949-1950, Cedar Grove School, dated June 9, 1950, Department of Public Instruction, Division of Instructional Services, Elementary and Secondary Education Section, Elementary School Principals' Annual Reports, Orange County, 1949-1950, State Archives, Raleigh, N.C.

seventy-three students in 1949-1950. Carr School, a two-classroom building, had no drinking fountain, soap, storage, or fire protection and lacked State Board of Health approval.[9]

Parents in Cedar Grove desired to have input from their own community in the design for the new school. In February 6, 1950, a delegation from the Cedar Grove Parent-Teacher Association (PTA) appeared before the board to request that the principal of Central High School, A.L. Stanback, and M.C. Burt, the Negro Agriculture Agent, "be permitted to have part in proposed plans for the Cedar Grove School."[10]

By April of 1950, problems with H. Raymond Weeks' designs for the school arose. At its April 3, 1950 meeting, the board met with Weeks to discuss criticisms of his plans coming from the Department of Schoolhouse Planning. The board instructed Weeks to confer with W. F. Credle, Director of the Department of Schoolhouse Planning, and North Carolina State College School of Design professor Edward Waugh, who was working for the Department of Schoolhouse Planning during this period to help guide architects and school systems in the design of modern buildings. Weeks was not amenable to substantive changes to his plans on a tight schedule and informed the board that if Credle and Waugh suggested new plans, then the board should select another architect for Cedar Grove School.[11]

By May of 1950, Durham architect Archie Royal Davis had taken over the job of designing Cedar Grove School. Davis was already working on designs for Lincoln High School, an African American school built in 1951 in Chapel Hill. In June, the board approved Davis's preliminary plans for the school in Cedar Grove.[12]

Archie Royal Davis (1907-1980), a native of Morehead City, earned an architecture degree from North Carolina State College in 1930 and an engineering degree from the University of North Carolina in 1934. In 1939, Davis established an architectural firm in Durham and designed residences, businesses, and churches throughout Durham, Orange, Wake, and Carteret counties. He was involved in several professional groups and served as the president of the North Carolina Board of Architects and the executive director of the Southern Conference of the National Council of Architects Registration Board. He was associated with numerous social and civic organizations in Durham, including the Durham Chamber of Commerce and the Allied Arts of Durham, and he served on the Durham Planning and Zoning Commission

[9] North Carolina State Department of Public Instruction Principal's Annual Elementary School Report, 1949-1950, Carr School, dated June 9, 1950, Department of Public Instruction, Division of Instructional Services, Elementary and Secondary Education Section, Elementary School Principals' Annual Reports, Orange County, 1949-1950, State Archives, Raleigh, N.C.
[10] OCBOE Minutes, February 6, 1950.
[11] OCBOE Minutes, April 3, 1950.
[12] OCBOE Minutes, June 5, 1950.

and the Durham County Stadium Authority. In 1948, Davis became the architect for Orange County schools.[13]

During his career, Archie Royal Davis became well known for his Colonial Revival and Williamsburg-style buildings leading the *Daily Press* in Newport News, Virginia to call him "one of the nation's authorities on colonial architecture."[14] Among his many Colonial Revival-style designs were the 1951 red-brick Currie Memorial Library in Candor, North Carolina, Christian Broadcast Network headquarters in Virginia Beach, the 1946 Glade Springs clubhouse in Beckley, West Virginia, the 1960 Community Federal Savings and Loan building on South Church Street in Burlington, North Carolina, and the Couch House, at grand Colonial Revival residence at 1313 North Gregson Street in Durham, North Carolina. Davis became architect for the University of North Carolina in Chapel Hill in 1940 and helped transform the town's commercial district along Franklin Street. Working with town leaders and Durham businessman George Watts Hill, Davis designed several commercial buildings on Franklin Street and produced watercolor renderings to convince business owners to remodel their buildings into the Colonial Revival style or to build new buildings in the style.[15]

But Archie Royal Davis also designed modernist buildings including the 1962 Jack Tar Motel and Parking Deck (contributing in the Downtown Durham Historic District National Register of Historic Places Additional Documentation, 2012) and its 1966 two-story addition in downtown Durham. Renovated in 2017, the building now known as the Unscripted Hotel features turquoise panels, a flat roof, and ribbon windows. Davis designed the Croscill Curtain Plant on Bacon Street in Durham, a late 1950s flat-roofed brick building with breezeblock panels on the façade.

At its November 1950 meeting, the board of education accepted Archie Royal Davis's plans for Cedar Grove School.[16] One month later, when bids for construction were opened, they exceeded the budget so none of the bids was accepted.[17] The school board voted to request a $147,000 grant from the North Carolina School Plant Construction, Improvement, and Repair Fund to pay for the building.[18]

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[13] "Summary and Biographical/Historical Note," Archie Royal Davis Papers, MC 00241, Special Collections Research Center, North Carolina State University Libraries, Raleigh, NC, lib.ncsu.edu; Archie R. Davis obituary, *Durham Morning Herald*, October 30, 1980.
[14] *Daily Press* (Newport News, Virginia), September 17, 1976.
[15] M. Ruth Little, *The Town and Gown Architecture of Chapel Hill, North Carolina, 1795-1975* (Chapel Hill: Preservation Society of Chapel Hill, 2006), 71.
[16] OCBOE Minutes, November 3, 1950.
[17] OCBOE Minutes, December 6, 1950.
[18] OCBOE Minutes, December 28, 1950.

In January 1951, the school board, to reduce costs, altered Davis's plans to omit the north wing containing six classrooms, the kitchen, asphalt floor tiles, some partitions, portions of the landscaping, toilet partitions, signage on the building, sidewalks, clocks, bells, and floodlights for the stage. To make up for the shortage of classrooms, the board declared that the gymnasium would serve as a multi-purpose room that could be partitioned to create four classrooms. The board left open the possibility of expanding the school when funding allowed. Construction began in January 1951 and by early February a well had been drilled and footings for the building poured. [19]

Throughout construction, Cedar Grove parents requested upgrades to the building plan and a role in the hiring and firing of teachers. In October 1951, seven members of the Parent-Teacher Association (PTA) from Cedar Grove met with the school board secretary to request that a committee be formed with "the power to employ and dismiss teachers." They also asked that the new building be painted inside and out and that an asphalt tile floor be installed. The school board appointed a building committee made up of African Americans Dallas Sheppherd Burnett, Wayne Compton, D. W. Torain, Elijah Poole, and Oscar Carver Beasley, but denied it any authority for the hiring and firing of teachers. The board approved painting the building and installing the floor tiles.[20]

When the academic year began in August 1951, thirteen one- and two-teacher African American schools across the county were consolidated. Construction of Cedar Grove School was not complete, and the *News of Orange* reported that the seven one- and two-teacher rural schools in the northern part of the county Cedar Grove School was meant to consolidate "will begin as they left off last year and move into the new building when it is ready."[21]

Finally, Cedar Grove School opened in November 1951 with 445 students in grades one through seven. The building contained seven classrooms, a library, the principal's office, heating plant (boiler room), two bathrooms, and a multi-purpose room partitioned for classrooms (this space transitioned to the gymnasium/auditorium when the north classroom wing was completed in 1953).[22]

The county board of education employed only African American teachers—mostly women—for Cedar Grove School. Hassie Vanhook Brooks Gattis (1900-1980) taught at Sartin, Grover, Poplar Grove, and Carr schools before she began teaching at Cedar Grove School around 1955. After thirty-four years of teaching,

[19] *News of Orange*, January 4, 1951; OCBOE Minutes, February 5, 1951.
[20] OCBOE Minutes, October 1, 1951 and October 26, 1951.
[21] *News of Orange*, August 23, 1951.
[22] *News of Orange*, January 4, 1951.

she retired from the field and the school in 1963.[23] In September 1952, the board hired Mr. Millard Lee Bess (1917-1997), a graduate of Winston-Salem State College and a veteran of World War II. A native of Gaston County, Bess's father, Walter Bess, taught school when Millard was a teenager.[24]

At its September 1, 1952 meeting, board of education member Kemp S. Cate moved that the county borrow $30,000 from the state literary fund. That money would be combined with the $25,000 in the county's capital outlay budget to build the six-classroom north wing at Cedar Grove School. After the motion passed, the request was sent to the county commissioners who approved it.[25]

On May 14, 1953, a photo of the school appeared on the front page of the *News of Orange* with a caption reading, "First published picture of the new Cedar Grove Negro School, one of the major items in the county's school construction and improvement program in progress during the past three years." According to the article that accompanied the photograph, the school contained "seven classrooms, one library, administrative office, heating plant, two toilets, and one multi-purpose room, utilized from the beginning for four classrooms."[26]

By the spring of 1953, no action on the six-classroom addition had been taken even though at its May 25 budget meeting, the board of education discussed the district's immediate needs, including six additional classrooms at Cedar Grove. Among the district's long-range plans discussed at the May meeting was a dedicated gymnasium and a lunchroom at Cedar Grove School.[27]

The six-classroom wing was finally completed in late 1953. The January 4, 1954 school board minutes reveal that architect Archie Royal Davis accompanied school board members Harry Breeze and C. W. Stanford "to inspect the new wing of the Cedar Grove School."[28]

In September 1954, Harold Hudson Webb (1925-2017) was hired to be the new principal at Cedar Grove School. Born in Greensboro in 1925, he served with the Tuskegee Airmen during World War II and returned to North Carolina where he earned bachelor's and master's degrees from North Carolina A&T

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[23] "Teacher Honored on Retirement after 34 Years," *News of Orange County*, June 13, 1963; Rosetta Austin Moore, *The Impact of Slavery on the Education of Blacks in Orange County, North Carolina, 1619-1970* (Lulu Publishing Services, 2015), n.p.
[24] OCBOE Minutes, September 1, 1952; 1940 Census of the Population, Gaston County, North Carolina, www.ancestry.com, accessed October 3, 2018; *"U.S., School Yearbooks, 1880-2012"*; Yearbook Title: *Ram*; Year: *1952*, www.ancestry.com, accessed October 3, 2018.
[25] OCBOE Minutes, September 1, 1952.
[26] *News of Orange*, May 14, 1953.
[27] OCBOE Minutes, May 25, 1953. The minutes suggest that the multi-purpose room was not yet serving as a gymnasium and likely did not contain the necessary sports equipment to qualify it as such.
[28] OCBOE Minutes, January 4, 1954.

University. He taught at Central High School in Hillsborough and was Cedar Grove's principal until 1962, when he took a position with the State Department of Public Education. He later administered North Carolina's Title I program, which aimed to close racial opportunity gaps in schools. In 1977, under Governor Jim Hunt, he became North Carolina's first African American personnel director. From 2003 to 2010 he served on the Wake County Commission. [29]

In the summer of 1955, the Governor's Advisory Commission on Education, which Governor William B. Umstead formed in 1954 with Thomas Pearsall as chairman, sent a letter to all school boards in the state, including Orange County's, recommending that boards appoint committees to study "the problems created by the decision of the Supreme Court of the United States on segregation in the public schools."[30] The Orange County Board of Education appointed Bonner D. Sawyer, W.T. Murray, Roland Taylor, Ervin McAdoo, Bunn Pope, Flint Hamlin, C.P. Jones, John Link, Roosevelt Warner, Lloyd Senter, and Carter White. The next month Ira Ward and Delmar Brown replaced Bonner Sawyer and Buck Murray.[31]

In 1956, a two-million-dollar county bond issue to fund schools passed in Orange County.[32] The next month, a Cedar Grove committee composed of African Americans Wayne Compton, Arthur Wells, Lonnie Thompson, Carter White, and Oscar Beasley appeared before the school board to request the construction of four classrooms, a separate lunchroom large enough for future expansion, and the purchase of two acres of additional land for a playground. The board took no action on the request.[33]

In September 1956, the board of education voted to study the need for a cafeteria and kitchen for the school, but delayed building additional classrooms.[34] Finally, in November 1956, the board approved the construction of a cafeteria that would accommodate 150 students at a cost of no more than $40,000.[35] It would take until October 1957 for the board to approve Archie Royal Davis's plans for the cafeteria and send them to the Division of Schoolhouse Planning for approval.[36] The addition to the rear of the gymnasium/auditorium was finally completed in late 1958.[37]

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[29] Rosetta Austin Moore, 82-83; "Former Wake County Commissioner and Prominent African-American Leader Has Died," (Raleigh) *News and Observer*, December 15, 2017; Hon. David E. Price, "Remembering Harold Webb," Congressional Record Volume 163, Number 207, Tuesday, December 19, 2017, from the Congressional Record Online, congress.gov, accessed October 1, 2018.
[30] OCBOE Minutes, August 1, 1955.
[31] OCBOE Minutes, August 19, 1955 and September 2, 1955.
[32] OCBOE March 20, 1956.
[33] OCBOE Minutes, April 9, 1956.
[34] OCBOE Minutes, September 4, 1956.
[35] OCBOE Minutes, November 5, 1956.
[36] OCBOE Minutes, October 7, 1957.
[37] OCBOE Minutes, December 23, 1958.

Cedar Grove School sought accreditation in 1958. In July of that year, Ruth Lawrence Woodson, the State Supervisor of Negro Elementary Schools, failed to accredit the school citing a lack of space. Specifically, the supervisor reported that the library room was used as a fourth-grade classroom and that in general, there were insufficient classrooms. On the positive side, the report listed a professional study program, the involvement of parents and lay persons, the principal's office, auditorium, and clinic room as assets at the school.[38] In order to meet the requirements for accreditation, in May 1958, a delegation from the school asked the board for one classroom addition to free the library, to purchase playground space, to paint the north classroom wing, and to provide flood lights to exterior of building. The board took no action on the requests.[39] A 1960 aerial photograph of the school does not reveal the presence of a playground, nor any sports fields indicating that the request for outdoor recreation facilities were not granted by that time.[40]

On April 6, 1959, members of the school's advisory committee, Lonnie Thompson, Arthur Wells, Carter White, Wayne Compton, and Oscar Beasley, appeared before the board to request the construction of two additional classrooms. The board agreed to consider the two-classroom addition.[41] On August 3, 1959, Archie Royal Davis presented plans for the construction of two new classrooms along with estimates of the cost. The board approved the construction as long as the cost would not exceed $20,000.[42] Following the September 1959 meeting, Archie Royal Davis obtained bids for the work.[43] The classrooms were completed by September 1960 when the board of education "met with Archie Davis and contractor Lindsay Fogelman at Cedar Grove to inspect the two new classrooms."[44]

In 1962, South Carolina native and North Carolina A & T University graduate Belton Edwards became principal of Cedar Grove School, a position held until 1968. George Pierce replaced Edwards who, in 1968, became the first African American appointed to the Orange County Board of Education.[45]

At the end of the 1965 academic year, the Orange County school system attempted to implement its "freedom of choice plan," which boards of education in North Carolina claimed gave school choice to African American and white families, but in fact was an attempt to keep students in the same segregated schools they attended before the *Brown* decision of 1954. The Orange County Board of Education sent out

[38] "Elementary Schools Seeking Accreditation, July 1958," Accreditation of Schools, 1957-1958 folder, Papers of the State Supervisor of Elementary Education, Division of Negro Education, Department of Public Instruction, 1951-1958, State Archives, Raleigh, N.C.
[39] OCBOE Meeting, May 5, 1958.
[40] North Carolina Geological Survey Aerial Photography Collection, Orange County, 1960.
[41] OCBOE Minutes, April 6, 1959.
[42] OCBOE Minutes, August 3, 1959.
[43] OCBOE Minutes, September 14, 1959.
[44] OCBOE Minutes, September 6, 1960.
[45] Rosetta Austin Moore, 82-83, 225; "Edwards Named to Post in Orange," *Durham Morning Herald*, June 14, 1968.

school choice forms to all parents of school-age children. A total of 401 forms were sent to Cedar Grove School families. Fifty-two declined to make a choice, three requested transfer to all-white Aycock Elementary School, and four asked for transfer to Orange Junior High School.[46]

Throughout the 1960s, community members and school administrators appeared before the school board to ask for improvements to the school. On February 7, 1966, Cedar Grove Advisory Council members Oscar Beasley and Arthur Wells requested the board have the lunchroom painted, install doors in the girls' restroom, and provide a hard-surfaced playground. The board approved some of the work, but not all of it.[47] Two years later, Cedar Grove School principal George Pierce and Arthur Wells, the Cedar Grove Advisory Council chairman, appear before the board to ask for basketball goals, better lighting, doors in boys' restrooms, and items for the lunchroom.[48]

As the county struggled with how to integrate schools, many in the Cedar Grove community desired to keep their school open. In April 1969, the school's advisory council appealed to the school board with a statement that read, "we are presenting a petition for full and open operation of Cedar Grove School through the year 1969-1970. We ask you to reconsider your integration plan. We do not intend to abandon our school and hope you will reconsider so we will not have to take further action."[49] Despite pleas from the Cedar Grove Advisory Council and members of the community, the school board issued a statement at its May 8, 1969 meeting that, "Cedar Grove School is not scheduled to operate during 1969-70."[50]

As part of the county's plan to comply with mandatory integration of its schools, Cedar Grove School closed at the end of the 1968-1969 school year, despite the pleas of parents in the community. The next school year, students transferred to schools in Efland or Hillsborough.[51]

In 1976, after sitting vacant for almost a decade, the Orange County Board of Education sold the school with its eight-acre parcel to the county for ten dollars. The building served several purposes, including temporarily housing students from Efland-Cheeks School while they waited for an addition to be finished at their building in 1978.[52] In 1983, Orange County received a $30,000 grant to develop a recreational park on land behind the school. The county built a baseball field and children's play area.[53] In 1998, Orange

[46] *News of Orange,* May 13, 1965.
[47] OCBOE Minutes, February 7, 1966.
[48] OCBOE Minutes, March 28, 1968.
[49] OCBOE Minutes, April 9, 1969.
[50] OCBOE Minutes, May 6, 1969.
[51] Irene Pender, *A History of Orange County Schools, 1732-1983* (Hillsborough, North Carolina: Shanklin's Press, 1983).
[52] Orange County Register of Deeds, book 270, page 1071, August 2, 1976.
[53] "County Gets Grant For Recreation," *Chapel Hill News*, September 2, 1983.

County bought thirty-nine acres behind the school to expand the park. The county greatly enhanced the recreation park infrastructure beginning in 2007 after receiving a grant from the North Carolina Parks and Recreation Trust Fund.[54]

In 2016, the building was partially renovated and now serves as Cedar Grove Community Center. It provides flexible spaces for recreation, social, and educational activities, as well as facilities for storage and entrepreneurial support.

Education and Black Ethnic Heritage Contexts: School Segregation and Integration in Orange County, North Carolina

Public elementary education became available to African Americans in the South during the early twentieth century largely because of campaigns by African Americans and Northern philanthropists, most famously the Rosenwald Fund, started in 1917 by Julius Rosenwald, president and later chairman of Sears, Roebuck and Company. By the time the fund ceased operations in 1932, it had helped build 813 schools in North Carolina, including Cool Springs, County Training, Efland, and Gravely Hill schools in Orange County.[55]

Chapel Hill and Carrboro made advancements in education for African Americans well before Hillsborough and the rest of Orange County. In 1917, with assistance from the Slater Fund and in consultation with education professors at the University of North Carolina and N. C. Newbold, Director of the Division of Negro Education, African American parents in Chapel Hill and Carrboro pushed for the establishment of Orange County Training School. Opened in October 1917 with R. E. Malone as principal and three additional teachers, the school provided academic, vocational, and agricultural education to students in the two towns in southern Orange County. The training school later burned and Lincoln High School for African American students was built on its site in 1951.[56] Lincoln High School is now called Lincoln Center and serves as administrative offices for the Chapel Hill-Carrboro City School. In the rest of the county in the early twentieth century, small rural schools with one or two teachers served students, but with few resources and often in rudimentary buildings.

Despite the movement toward universal education for African American school children, during the late 1920s all school systems in the state maintained separate educational facilities for white and African

[54] "$500K State Grant to Help Establish Cedar Grove Park," *Chapel Hill News*, June 3, 2007.
[55] Thomas W. Hanchett, "Saving the South's Rosenwald Schools," www.rosenwaldplans.org.
[56] M.C.S. Noble, "The Orange County Training School for Negroes," *The High School Journal* (May 1919), 141.

American students. Throughout the state, campaigns for equalization—in materials and facilities—were waged by parents, clergy, and students.[57]

In 1936, Orange County established Hillsboro High School for Negroes to serve all students in grades one through eleven from rural the parts of the county and Hillsborough, while Chapel Hill and Carrboro maintained their own African American schools. The county constructed a twelve-room building in Hillsborough and installed E. C. Hester as principal. In 1942, Albert Leon (A.L.) Stanback, a teacher at the school, replaced Hester as principal. In 1943, Hillsboro High School for Negroes became Central High School.[58]

In the 1940s, spending for the education of African Americans increased statewide, but it did not approach the per capita funding for white students, so that "separate but equal" remained inherently unequal.[59] Schools relied heavily on parents and the community for financial support to make up for the discrepancies in funding between African American and white schools. In the 1938, the PTA at Central High School salvaged an old building from Camp Butner to serve as the band room and the agricultural department. In 1946 the group secured funding to get better lighting in the lunchroom. In 1948, after the PTA helped get a library for the school, they staffed it three times a week so that it could be opened for the African American community.[60]

The condition of school buildings for African Americans remained poor into the late 1940s. In a speech to school superintendents in Cullowhee on August 7, 1947, N. C. Newbold referred to the state's "long delayed failure…to equalize public facilities among all the people." He continued, "we know that education, health, and welfare opportunities are not available to Negroes as they are to white people. In many cases they are not even anywhere equal. I am positive that the hundreds of wretchedly poor (I'm sorry I cannot find other words to express the truth) school houses are a constant irritation to both intelligent and illiterate Negroes"[61]

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[57] Sarah Caroline Thuesen, "Classes of Citizenship: The Culture and Politics of Black Public Education in North Carolina, 1919-1960" (Ph.D dissertation, University of North Carolina, 2003), 248.
[58] "Tracing the Steps of Central High School (1936-1968)," OrangeNCHistory, www.orangenchistory.wordpress.com, accessed October 1, 2018.
[59] Jeffrey J. Crow, Paul D. Escott, and Flora J. Hatley, *A History of African Americans in North Carolina* (Raleigh: North Carolina Division of Archives and History, 1992), 166.
[60] "Tracing the Steps of Central High School (1936-1968)."
[61] N. C. Newbold, "Today, Yesterday, and Tomorrow," speech before the Conference of Superintendents, Cullowhee, North Carolina, August 7, 1947, in Addresses, 1946-1952, Division of Public Instruction, Division of Negro Education, Special Subject File, State Archives, Raleigh, N.C.

School construction and improvement received a big boost in 1949 with the first issuance of bonds for the construction and repair of schools by the North Carolina General Assembly. Each county's grant was based on student population in 1947-1948 and funds were deducted for administration and expenses. In total, fifty million dollars was awarded to county and city school systems statewide. Orange County's rural schools received a total of $292,618.06 in appropriations from the State School Plant Construction, Improvement, and Repair Fund.[62]

The increase in funding for school construction meant that small, rural one- and two-teacher African American schools in Orange County could be replaced with centrally-located consolidation schools. A. L. Stanback, principal of Central High School, helped spearhead the establishment of Cedar Grove School in 1951 to transfer the lower grades out of the Hillsborough school and to consolidate small schools scattered throughout northern Orange County.[63] Completed in 1952, Efland-Cheeks School in Efland consolidated seven rural schools in the western part of the county. It took one year longer to build than Cedar Grove School but opened in the fall of 1952 in a six-room Archie Royal Davis-designed brick building.[64] The state legislature would allocate more money for school construction in 1953 and in 1961 allowing for additions and improvements at African American schools throughout the county.[65]

In 1954, the United States Supreme Court decision in *Brown v. the Board of Education of Topeka* dismantled the legal basis for racial segregation in schools and other public facilities. A second decision by the court known as *Brown II* ordered states to desegregate "with all deliberate speed." Just two days after the initial *Brown* decision "the Board of Education of Orange County went on record saying that since the Supreme Court had not decided when and under what conditions segregation would be eliminated in our schools, we will go ahead with the election of teachers, the study of the budget, and continue the operation of the schools as in the past."[66] Like school boards across North Carolina, Orange County took no action to comply with *Brown.*

Many Southern school districts, including Orange County, adopted a state court-approved approach of "freedom of choice" to avoid desegregation. Freedom of choice did not require integration, but instead turned control of enrollment and the student assignment over to local school boards. Even after a 1955

[62] State Board of Education Allocation of State School Plant Construction, Improvement, and Repair Fund, September 1, 1949, in Survey Committee Organization, Etc. file, in State Board of Education records, Teacher Allotment and General Control, 1949-1955, General Correspondence, State Archives, Raleigh, N.C.
[63] Donna Ruffin-Villines, "Hillsborough School, 1936-1969: The First State Supported School in Orange County, North Carolina (North Carolina Central University master's thesis, 1998), 24, 27, 35, 43.
[64] OCBOE Minutes, August 4, 1952; Pender, 139.
[65] "Plans Ordered by Hodges to Speed Up N.C. School Building Program," *The Durham Sun*, August 15, 1955; "Editorial by Governor Terry Sanford for Southern Architect," August 30, 1962, *Southern Architect*, September 1962, 18.
[66] OCBOE Minutes, May 19, 1954.

United States Supreme Court order that required school systems to desegregate in a timely manner to comply with *Brown*, states, including North Carolina, pushed for voluntary desegregation.

The county's disregard for the Supreme Court's ruling continued into the next school year. On July 5, 1955, the board of education resolved that for the 1955-1956 school year, students in Orange County attend the same school they attended in 1954-1955. The board also directed that if a student was new to the district, he or she would need to apply to the principal of the school they wished to attend. Principals, the board ordered, were to admit students according to board policies—policies that maintained segregated schools.[67]

In 1956, the Governor's Advisory Commission on Education crafted the Pearsall Plan, a statewide attempt to thwart integration and compliance with *Brown*. The Pearsall Plan was approved by a majority of the state's voting public in September 1956. The plan transferred responsibility for integration from the state to the counties so that African Americans wanting to attend an all-white school had to get permission from their local school boards. It also allowed state funds to pay for tuition in private schools for children whose parents objected to their attending integrated public schools and allowed local schools to be closed by a majority vote of the citizens residing in that school zone.[68]

Chapel Hill integrated its schools in 1960 when three African American students were admitted to Estes Hills Elementary School. Integration came later and slower to the rest of Orange County. In 1963, Tonya and Narvian Cathcart entered Orange County High School after their parents requested their transfer from Central High School, the all-African American school.[69]

The slow progress on integration spurred the African American community to continue to push for integration throughout the 1960s. In July 1964, sixty-six parent's signatures appeared on a petition asking the school board to "cease operating the Orange County schools on a racial basis." Hassie Vanhook Gattis (1900-1980), who retired from Cedar Grove School in 1963 after teaching for thirty-four years, spearheaded the petition drive. The document accurately claimed that the board had "operated the County School system on a racial basis since the 1954 Supreme Court decision" and that the board demonstrated a "disregard of the law of the land."[70] Progress on integration remained incremental and at the start of the

[67] OCBOE Minutes, July 5, 1955.
[68] Jeffrey J. Crow, Paul D. Escott, and Flora J. Hatley, *A History of African Americans in North Carolina*, 170; Kris Nordstrom, "Education Policy Perspectives: Stymied by Segregation—How Integration Can Transform North Carolina Schools and the Lives of Its Students," North Carolina Justice Center, March 2018, www.ncjustice.org, accessed October 1, 2018.
[69] "Integration in Orange County," OrangeNCHistory, www.orangenchistory.wordpress.com, accessed October 3, 2018.
[70] "66 Negroes Petition for Halt to School Racially-Run Basis," *News of Orange*, July 23, 1964.

1965-1966 school year, only 7% of the district's African American students attended an integrated school.[71]

Because of the delay tactics employed by state and local governments, only 2.3 percent of African American students were attending majority white schools in the South ten years after *Brown*.[72] In May 1964, the *New York Times* reported that in North Carolina, the state with the highest population of African American students in its public education system—about 30 percent of the total school population—only .537 percent attended desegregated schools.[73] In 1964-1965, Orange County enrolled 2,001 African American students. Only four of them attended white schools. The remaining attended Central High School, Efland-Cheeks School, or Cedar Grove School. In 1965, Central Elementary School for African American students opened on Hayes Street.[74]

In 1965, in an attempt to comply with Title VI of the Civil Rights Act of 1964, which prohibited discrimination in federally-assisted programs such as public education, Orange County, like many other North Carolina counties, instituted its "freedom of choice plan." Under the plan, parents were "given an opportunity to indicate without coercion, intimidation, or threat, their choice of school before the (school) Board."[75] Freedom of choice proved inadequate and as a result the U. S. Department of Health, Education, and Welfare, which monitored school districts' attempts to integrate, ordered Orange County to give up the freedom of choice plan and create racial balance in its schools.[76] In the spring of 1968, the Orange County School Board met with Walter Warfield of the Education Branch of the Office of Civil Rights in Washington, D.C. to present the county's plan for eliminating its dual school system.[77] The county implemented its integration plans in the 1969-1970 school year.

Architecture Context: Mid-Twentieth-Century School Buildings in North Carolina

In the first half of the twentieth century, African American students in North Carolina who attended school did so in one- and two-room mostly wood buildings. G. H. Ferguson, Director of the North Carolina Division of Negro Education from 1921 to 1960, described schools in the early 1920s as standing in "deplorable condition." In his history of African American education in the period during his tenure as

[71] "Integration in Orange County," OrangeNCHistory, www.orangenchistory.wordpress.com, accessed October 3, 2018.
[72] McDonough, Molly, "Making Brown Real: A North Carolina Family Fought Threats and Intimidation After Suing to Integrate Schools," *American Bar Association Journal*, April 1, 2004. www.abjournal.com/magazine/making_brown_real/.
[73] Katherine Paige Ohale, "The Strange Career of Freedom of Choice: the Story of the Johnston County, North Carolina Schools" (Honors Essay, University of North Carolina at Chapel Hill, 2007), 32-33.
[74] Rosetta Austin Moore, 91-93.
[75] "County School System Poses Full 'Freedom of Choice,'" *News of Orange County*, April 15, 1965.
[76] "Integration in Orange County," OrangeNCHistory, www.orangenchistory.wordpress.com, accessed October 3, 2018.
[77] *News of Orange*, May 13, 1965; OCBOE Minutes, April 24, 1968.

director, he said of the buildings, "you could study animal life through the cracks in the floor, plant life through openings in the walls, and astronomy through the holes in the roof."[78] Two decades later, the situation had not improved. In 1948, W.F. Credle, Director of the North Carolina Division of Schoolhouse Planning, described African American schools in the state as "dangerous, unsafe, and unsanitary."[79]

In Orange County, rural schools for African Americans were much like those across the state. In Orange County in 1936, only one of the twenty-eight schools for African American students was brick. The North Carolina Department of Public Instruction categorized nineteen of those twenty-eight schools as in "bad" condition. By contrast, whites in 1936 could attend one of the ten consolidated schools in the county. All but one of the twelve buildings making up white campuses were brick.[80] By 1948, Orange County's 221 African American students were spread across nine schools outside Chapel Hill.[81]

In the summer of 1949, voters in North Carolina approved a twenty-five-million-dollar bond issue to aid counties in school construction. The voter-approved bonds coupled with another twenty-five million dollars appropriated by the state General Assembly created the School Plant Construction, Improvement, and Repair Fund in 1949. On June 24, 1949, the North Carolina Board of Education established rules under which the fund operated. Among the regulations, the board stipulated that money allocated to counties could not be used to build additions to structurally unsafe schools. The board directed that "there shall be a just and equitable expenditure of funds within the counties as between the races."[82] This legislation sought to settle the debt owed to the counties by the state for school construction and improvement, because it was "a statutory duty of the State to provide funds for the operation of the public schools...upon a uniform basis."[83] The bill that created the fund led to a significant wave of school construction during the decade that followed.

Following the bond approval in 1949, the State Board of Education took an active role in school construction and design. In October of that year, it announced a joint effort with the North Carolina State College School of Design to hold a workshop at the campus for architects focused on the upcoming statewide school-building campaign. The board announced that Ernest J. Kump Jr., a leading modernist

[78] G. H. Ferguson, "Some Facts about the Education of Negroes in North Carolina, 1921-1960," issued by the State Department of Public Instruction, December 1962, Department of Public Instruction, Division of Negro Education, General Correspondence of the Director, 1907-1915, State Archives, Raleigh, North Carolina.
[79] "North Carolina Still Has Several Hundred Schoolhouses of One-Teacher Type," *Greensboro Daily News*, February 1, 1948.
[80] "Educational Data for 1934-1935, by School, Colored Race," Administrative Survey: Study of Local School Units, Orange County, 1935-1936, Department of Public Instruction, Division of Schoolhouse Planning, State Archives, Raleigh, N.C.
[81] "Single-Teacher Schools Most Costly in Long Run," Raleigh *News and Observer*, January 25, 1948.
[82] "School Plant Construction Rules and Regulations," in the Records of North Carolina Board of Education, Teacher Allotment and General Control Division, General Correspondence, 1949-1955, State Archives, Raleigh, N.C.
[83] State of North Carolina Session Laws and Resolutions, 1949, Chapter 1020, pages 1155-1159.

architect from California, and Alonzo Harriman, a school architect from New England, would participate in the three-day workshop.[84] The State Board of Education and School of Design sponsored a second workshop, called the Institute of School Planning, in December 1950, with William W. Caudill, an architect from Texas Agricultural & Mechanical College, and Harriman as speakers. Douglas Haskell, editor of *Architectural Forum*, and John Lyon Reid, a prominent school architect from California, also appeared on the program.[85] At these workshops, architects were encouraged to use glass for improved natural lighting, reduce ornamentation, and integrate the landscape, site, and building, principles that formed the foundation of modernism.[86]

The move toward modernism in school design in North Carolina was advanced by the students and faculty from the School of Design at North Carolina State College, which was established in 1948 with Henry Kamphoefner as its first dean. Not only did the School of Design participate in the Institute of School Planning workshops held in 1949 and 1950, but in 1949, Edward "Terry" Waugh, of the School of Design, became supervisor of the state's Office of School House Planning, thereby reinforcing the architecture school's connection to educational building design in North Carolina.[87]

School construction in North Carolina in the mid twentieth century was part of a national shift in the forms, construction methods, and materials as compared to the first half of the 1900s. In particular, modernism dominated mid-twentieth-century school building design as architects and engineers used materials such as masonry, glass, and steel to break with tradition and reflect the period's seemingly progressive post-World War II mindset. Modernism's ideals of simplicity, efficiency, practicality, and use of honest materials found widespread use in educational buildings. Schools of the period displayed a functionalist form, horizontal massing, minimal detailing, and fenestration dictated by spatial use rather than symmetry. For example, bands of steel-frame windows created large, well-ventilated, and amply lit instructional areas and provided connectivity between the interior and exterior. Steel, concrete block, and concrete structural systems allowed for expansive, open spaces such as cafeterias and gymnasiums. Concrete block, an inexpensive material for structural walls, could be veneered in brick or painted for a finished look. Plaster or exposed ceilings and composition or concrete tile floors provided rugged and hygienic interior finishes suitable for schools.

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[84] "School Jobs Get Approval," newspaper article dated October 7, 1949, in the Records of the North Carolina Board of Education, Teacher Allotment and General Control Division, Miscellaneous Records, 1949-1950, State Archives, Raleigh, N.C.
[85] Letter from John L. Cameron, Director of the Division of Schoolhouse Planning and Surveys, to Mr. J. E. Hunter, Department of Public Instruction, dated November 22, 1950, in the Records of the North Carolina Department of Public Instruction, Division of Schoolhouse Planning, Correspondence of the Director, 1949-1950, State Archives, Raleigh, N.C.
[86] David Black, "Early Modern Architecture in Raleigh Associated with the Faculty of the North Carolina State University School of Design, Raleigh North Carolina," National Register of Historic Places Multiple Property Documentation Form, 1994, E-16.
[87] David Black, E-16.

During the period when Cedar Grove School was constructed, architects took great interest in school design, in part because it allowed them to showcase modernism. In an article in the October 1954 edition of *Southern Architect*, Marvin R. A. Johnson, AIA and educator Boyce M. Morrison commented that, "Unless architects accept the opportunity which they now have to make each school a school designed and suited to one particular site and location and to specific purposes, he misses an opportunity for developing a deeper and more sincere appreciation of architecture by the lay public."[88]

In his 1954 work, *Toward Better School Design*, architect William W. Caudill noted that during this period, "the battle between 'contemporary' and 'traditional' was won. The public not only began to accept 'modern,' but to demand it. So the architects had no choice but to try to produce logical schools."[89] Caudill declared that that the light-filled, modern school created the most positive, comfortable learning environment for the pupil.[90] Johnson, Morrison, Caudill, and architectural critics of the period urged architects to stay apprised of improvements in materials, design, and building methods in school design and to create architecture that could be appreciated by the general public.

Cedar Grove School exemplifies the modernist idiom as applied to school buildings, a movement that was occurring across the state and which resulted in the construction of scores of similar buildings in the mid-twentieth century. The one-story, brick, low-slung, flat-roofed- building followed the post-World War II trend of integrating the building into the setting's flat terrain, while its large windows and clerestory encouraged natural light to fill the classrooms, something that many educators felt encouraged the learning process. In North Carolina, gymnasium design received less attention than classroom buildings so that most frequently gymnasiums built in the 1950s emulated the overall massing of academic buildings and were simple rectangular brick buildings with flat or gable roofs. Less frequently, simple barrel-roofed gymnasiums were built on local school campuses in the state.

Several other mid-twentieth-century school buildings remain in Orange County, but all have been altered and expanded because they continue to function as schools. The original portion of Efland-Cheeks School in Efland, also designed by Archie Royal Davis, dates to 1952. The original school is one story and consists of a rectangular core with a southern classroom wing similar to the classroom wings at Cedar Grove School. Like Cedar Grove School, the flat-roofed gymnasium at the rear of the school stands taller than the rest of the building. An addition was constructed on the north side of the original building in 1959. Around 1980, a modern addition that is larger than the original school was attached to the north side of the 1959 addition. Large metal panels were installed above replacement fixed and slider-type windows on the original building. The alterations to the exterior and large, modern addition compromise the building's integrity.

[88] Marvin R. A. Johnson and Boyce M. Morrison, "School Building in North Carolina," *Southern Architect* (October 1954), 14.
[89] William W. Caudill, *Toward Better School Design* (New York: F. W. Dodge Corporation, 1954), 16.
[90] William W. Caudill, 13.

Efland-Cheeks School originally served African American students and is now Efland-Cheeks Global Elementary for children in pre-kindergarten through fifth grade.

Central High School (contributing in the Hillsborough Historic District National Register of Historic Places Additional Documentation, 2014), which now functions as Hillsborough Elementary and is located at 402 North Nash Street in Hillsborough, includes modernist-influenced brick buildings from the 1950s. The school was built in 1938 as a high school for African Americans. In 1952, the county added a cafeteria and a junior high building. The one-story, junior high school brick building has the same monitor roof found on Cedar Grove School. Like the original building at Efland-Cheeks School, the junior high building features bands of replacement slider windows and later metal panels at the top one-third of the wall. The cafeteria, also built in 1952, is a one-story, brick-veneered, flat-roofed building with paired replacement slider windows with fixed transoms. In 1958, after the 1938 building burned, Archie Royal Davis designed a two-story main brick building to replace it, plus a gymnasium. Constructed in 1959-1960, Davis's two-story brick building has a flat roof and dark-tinted, slider-style replacement windows that change the building's original modernist character. The barrel-roof brick gymnasium is a common form found on campuses from the mid-twentieth century. In 1960-1962, the county added a one-story, flat-roofed, brick-veneered vocational building with metal awning windows.

On St. Mary's Road in Hillsborough, Archie Royal Davis designed the original 1956 one-story, rectangular classroom building that now forms the west side of Cameron Park School. In 1959, the county built a one-story, rectangular brick addition to the east and joined them with a rectangular block at the north to create an interior courtyard. Additions on the north and south sides dating from 1978 and the late 1980s overwhelm the original building and along with the new slider windows compromise Cameron Park School's integrity.

Central Elementary School, also designed by Archie Royal Davis, is located at 154 Hayes Street in west Hillsborough. Built for African American students in 1965, the original building consisted of a long, one-story, brick classroom wing with a gymnasium at its north end. In 1975, architect John James Croft designed a large brick addition with a low-pitched front gable roof to the south end of the façade. Around 2000, another large addition was made to the center of the façade along Hayes Street. The integrity of Central Elementary School has been compromised by the front additions, as well as the installation of modern opaque windows.

Cedar Grove School is the most intact mid-twentieth-century building representing the pre-integration period in Orange County. The school reflects the struggle of segregated African American schools as their supporters rallied the local school board for adequate buildings to accommodate swelling student populations during the post-World War II baby boom. The school also reflects the adaptation of modernism

to institutional buildings during a period when the idiom was gaining attention statewide because of the School of Design at North Carolina State College in Raleigh. The architecture school and its graduates influenced the appearance, materials, and siting of school buildings through their close association with the State Board of Education. Across North Carolina hundreds of school buildings from the 1950s and 1960s, like Cedar Grove School, show the influence of the School of Design and the modernism it espoused during this period.

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Geographical Data

Longitude/Latitude Coordinates

1.	Latitude:	36.179802	4.	Latitude:	36.178229
	Longitude:	-79.137264		Longitude:	-79.136936
2.	Latitude:	36.179923	5.	Latitude:	36.178831
	Longitude:	-79.136309		Longitude:	-79.137079
3.	Latitude:	36.178320	6.	Latitude:	36.178911
	Longitude:	-79.135897		Longitude:	-79.137295

Verbal Boundary Description

The boundary of the Cedar Grove School contains approximately four acres of the eight acres the Orange County Board of Education purchased for the construction of the school in 1946. The boundary is illustrated by the thick white line on the enclosed map drawn at a scale of 1"=100.' The four-acre boundary is only a portion of a larger forty-eight-acre parcel (#9858849350) where the school stands. The nominated boundary also excludes the wooded twelve acres the county owns on the east side of NC 86 N directly across from (east of) the historic school. The four nominated acres are on the east side of the forty-eight acres. The east nominated boundary (from point 2 to point 3 on the map) runs north to south and extends twenty feet into the public right-of-way for NC 86 N. On the north and south, the boundary follows the north and south parcel lines of the forty-eight-acre parcel (from point 1 to 2 on the north and from point 3 to 4 on the south). On the west, the boundary is drawn to exclude modern athletic fields and recreation facilities unrelated to the significance of Cedar Grove School. On its north end, the west boundary includes a small modern playground standing fourteen feet from the northwest corner of the north classroom wing. The modern playground could not be eliminated from the nominated boundary because of its proximity to the historic school building. From the west side of the playground, the boundary proceeds roughly to the south-southwest to include a small grassy area with a sidewalk located just to the west of the north classroom wing. The boundary proceeds to the south-southwest along the west side of the kitchen/cafeteria and 2016 utility building to a point approximately thirty feet west-southwest of the southwest corner of the kitchen/cafeteria (point 6). The boundary then turns to the southeast and extends approximately sixty feet (to point 5) and then extends approximately eighty-eight yards to the south-southeast where it meets up with the southern boundary (at point 4). At the southeast corner of the nominated parcel, a modern parking lot and several sidewalks are included in the four-acre boundary because of their proximity to the historic building.

Boundary Justification

The four-acre parcel encompasses the land associated with Cedar Grove School from the time of its construction in 1951 until the school closed in 1969. The nominated boundary also includes twenty feet of right-of-way on the west side of NC 86 N. The boundary includes only the historic school and modern resources (playground and parking lots) that cannot be excluded because of their close proximity to the historic building. The boundary does not include the modern county recreation park and its infrastructure that occupies a portion of the forty-eight acres west of the historic school. The boundary does not include the full eight acres the Orange County Board of Education purchased for the school property in 1948 because of the presence of the modern park structures on the western portion of that eight acres. The approximately four acres contains the highest concentration of historic resources, namely the school itself, to convey historic significance.

Photos

All photos by Jennifer Martin, MdM Historical Consultants Inc. P.O. Box 1399, Durham, NC, in October 2018. Digital images located at the North Carolina SHPO.

1. Façade, view to the south
2. North end of north classroom wing, view to the SSW
3. North classroom wing (rear), modern playground, boiler room, and partial view of gymnasium, view to the east
4. Northwest corner or rear wing with view of NC utility building, view to the southeast
5. Cafeteria and kitchen addition, view to the north
6. South classroom wing, view to the northwest
7. Entrance foyer, view to the southeast
8. North classroom wing corridor, view to the north
9. Classroom on east side of corridor, south end, north classroom wing, view to the northeast
10. Gymnasium/auditorium, view to the northwest
11. Enclosed breezeway looking toward front door, view to the east-southeast
12. Cafeteria, view to the northeast
13. Corridor looking at doors to south classroom wing, view to the south
14. Former library, now media center, view to the northeast
15. South classroom wing corridor, view to the north
16. Classroom on the west side of the corridor of the south classroom wing, view to the ENE

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.

Areas of Significance
(Enter categories from instructions)

ARCHITECTURE
EDUCATION
ETHNIC HERITAGE/BLACK

Period of Significance
1951-1969

Criteria Considerations
(Mark "x" in all the boxes that apply.)
Property is:

- ☐ **A** owned by a religious institution or used for religious purposes
- ☐ **B** removed from its original location
- ☐ **C** a birthplace or grave.
- ☐ **D** a cemetery
- ☐ **E** a reconstructed building, object, or structure
- ☐ **F** a commemorative property
- ☐ **G** less than 50 years of age or achieved significance within the past 50 years.

Significant Dates
1951
1953
1958
1960

Significant Person
(Complete if Criterion B is marked)
n/a

Cultural Affiliation
n/a

Architect/Builder
Davis, Archie Royal

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:

Cedar Grove School
Name of Property

Orange County, North Carolina
County and State

10. Geographical Data

Acreage of Property Approximately 4 acres

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

	Zone	Easting	Northing		Zone	Easting	Northing
1				3			
2				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 Jennifer F. Martin
organization MdM Historical Consultants Inc. date November 20, 2019
street & number Post Office Box 1399 telephone 919/368-1602
city or town Durham state NC zip code 27702

Additional Documentation

Submit the following items with the completed form:

Continuation Sheets

Maps

A **USGS map** (7.5 or 15-minute series) indicating the property's location

A **Sketch map** for historic districts and properties having large acreage or numerous resources.

Photographs

Representative **black and white photographs** of the property.

Additional items
(Check with the SHPO or FPO for any additional items.)

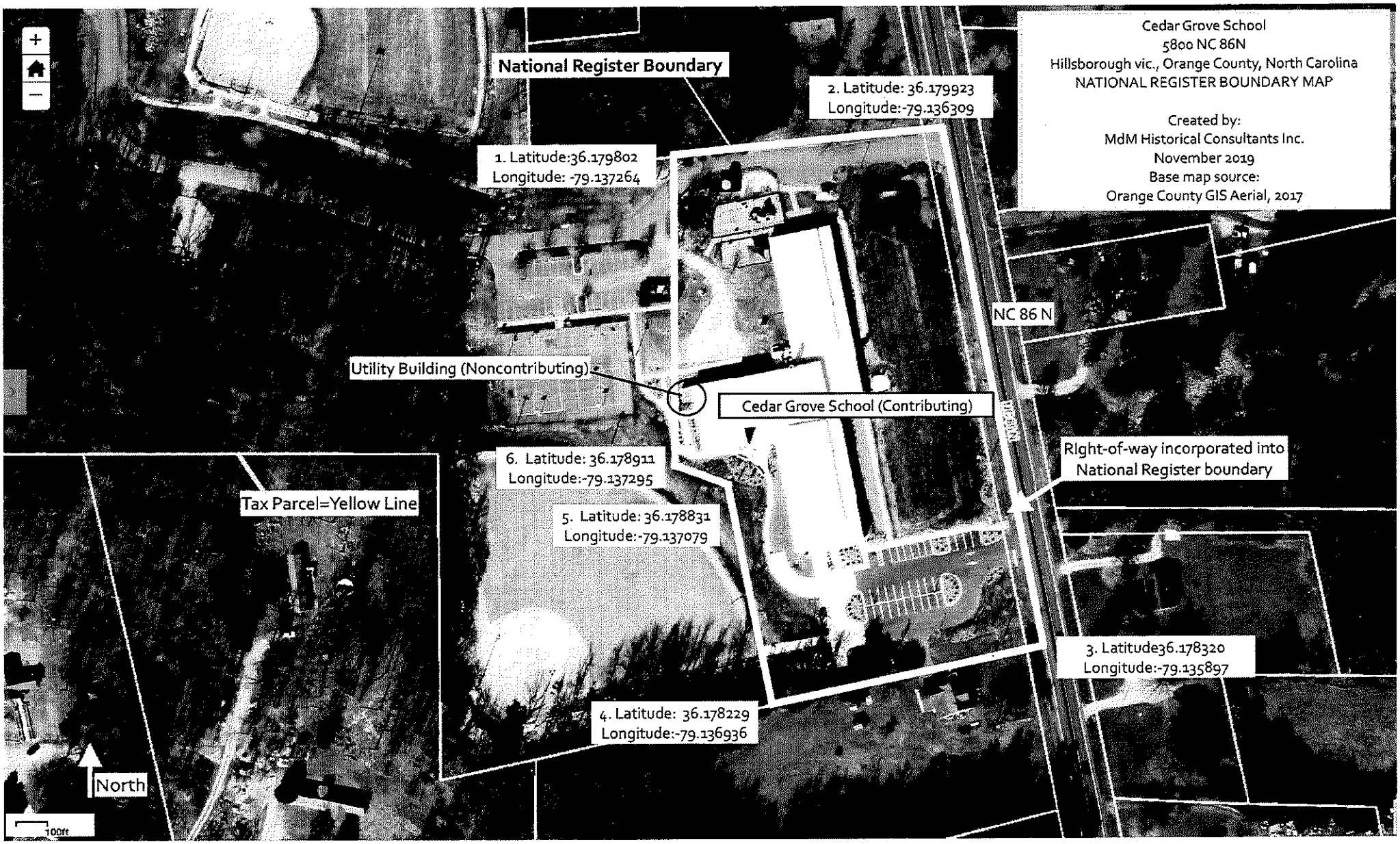
Property Owner

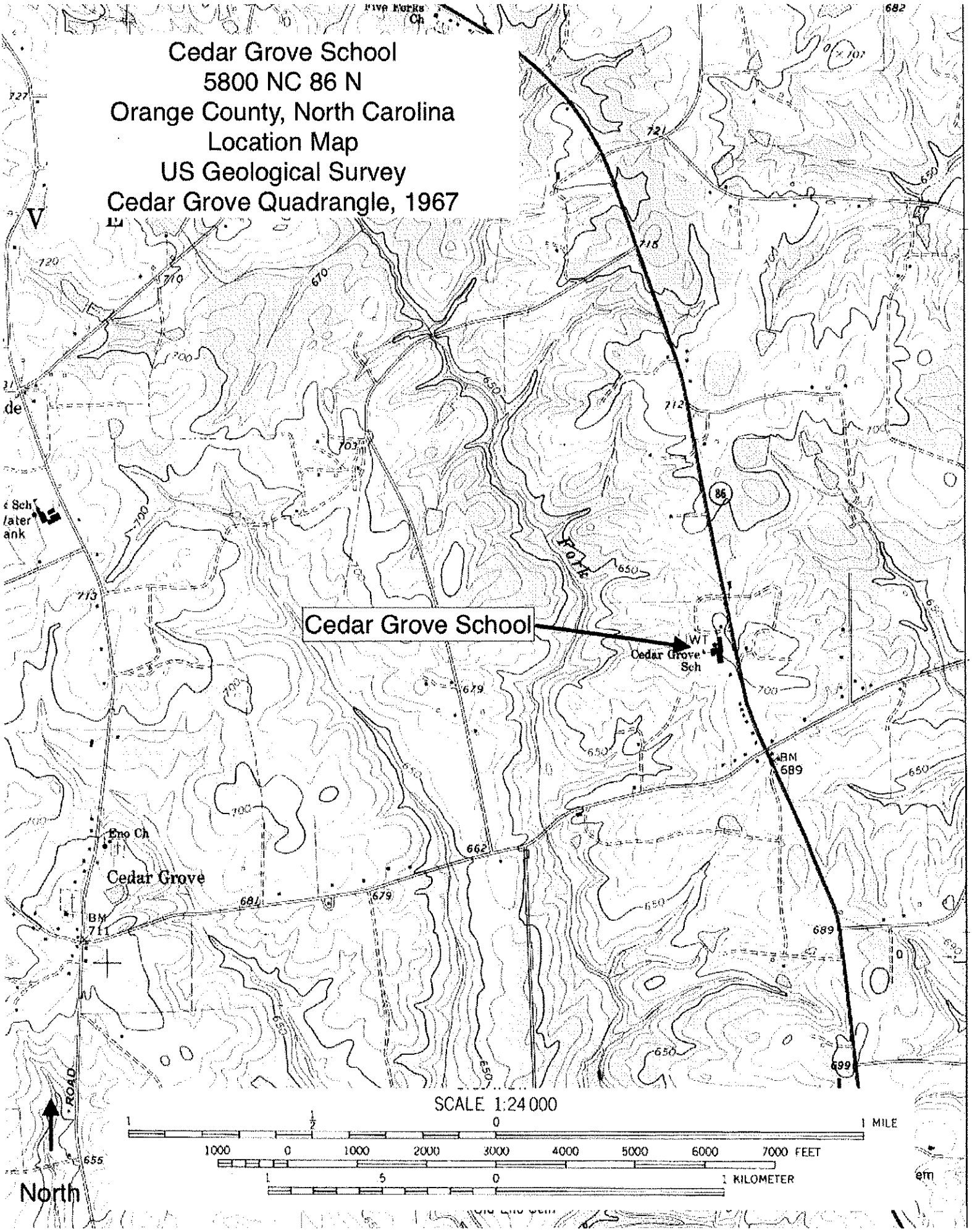
(Complete this item at the request of SHPO or FPO.)

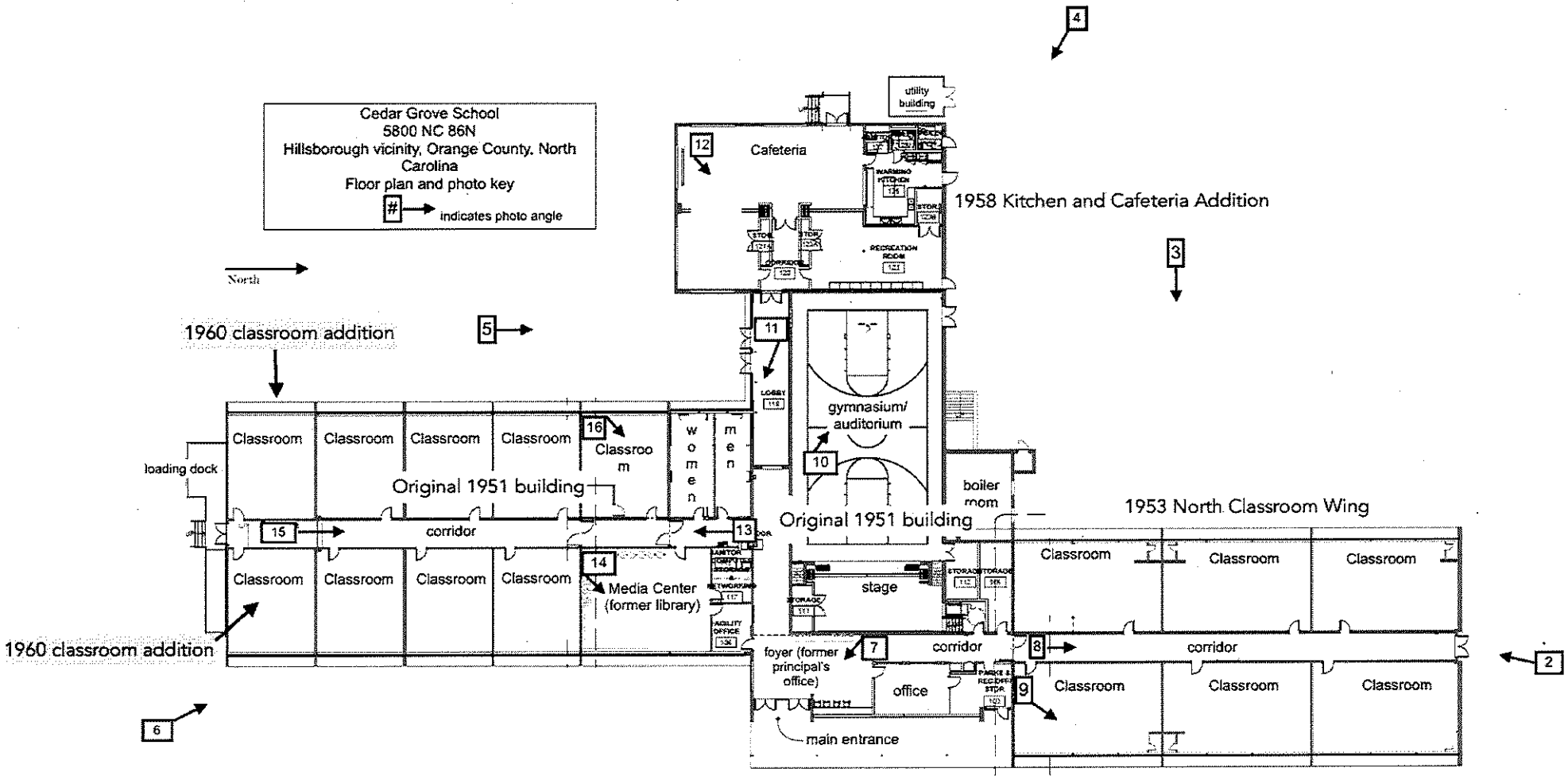
name Orange County
street & number PO Box 8181 telephone 919-732-8181
city or town Hillsborough state NC zip code 27278

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 listing. Response to this request is required to obtain a benefit in accordance with the National Historic Preservation Act, as amended (16 U.S.C. 470 *et seq.*)

Estimated Burden Statement: Public reporting burden for this form is estimated to average 18.1 hours per response including time for reviewing instructions, gathering and maintaining data, and completing and reviewing the form. Direct comments regarding this burden estimate or any aspect of this form to the Chief, Administrative Services Division, National Park Service, P. O. Box 37127, Washington, DC 20013-7127; and the Office of Management and Budget, Paperwork Reductions Projects (1024-0018), Washington, DC 20303.


Cedar Grove School
5800 NC 86N
Hillsborough vic., Orange County, North Carolina
NATIONAL REGISTER BOUNDARY MAP
Created by:
MdM Historical Consultants Inc.
November 2019
Base map source:
Orange County GIS Aerial, 2017
National Register Boundary
1. Latitude:36.179802
Longitude: -79.137264
2. Latitude: 36.179923
Longitude:-79.136309
NC 86 N
Utility Building (Noncontributing)
Cedar Grove School (Contributing)
Right-of-way incorporated into
National Register boundary
6. Latitude: 36.178911
Longitude:-79.137295
5. Latitude: 36.178831
Longitude:-79.137079
Tax Parcel=Yellow Line
3. Latitude36.178320
Longitude:-79.135897
4. Latitude: 36.178229
Longitude:-79.136936
North
100ft


Cedar Grove School
5800 NC 86 N
Orange County, North Carolina
Location Map
US Geological Survey
Cedar Grove Quadrangle, 1967
Cedar Grove School
Cedar Grove Sch
Eno Ch
Cedar Grove
SCALE 1:24 000
1 MILE
7000 FEET
1 KILOMETER
North



1 FIRST FLOOR PLAN

Cedar Grove School