NPS Form 10-900 OMB No. 1024-0018

N/United States Department of the Interior
National Park Service

445

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 National Register Bulletin, *How to Complete the National Register of Historic Places Registration Form.* If any item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classification, materials, and areas of significance, enter only categories and subcategories from the instructions.

RECEIVED 2280
JUN 10 2014
NAT. REGISTER OF HISTORIC PLACES
NATIONAL PARK SERVICE

1. Name of Property

Historic name: Williamston Colored School
Other names/site number: E. J. Hayes School, E. J. Hayes High School
Name of related multiple property listing: N/A

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

---

2. Location

Street & number: 705 Washington Street
City or town: Williamston State: North Carolina County: Martin
Not For Publication: N/A Vicinity: N/A

---

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act, as amended,

I hereby certify that this _X_ nomination ___ request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60.

In my opinion, the property _X__ meets ___ does not meet the National Register Criteria. I recommend that this property be considered significant at the following level(s) of significance:

___national ___statewide _X_local

Applicable National Register Criteria:

_X_A ___B _X_C ___D

M Backor, DSHPO for Kevin Cheney, SHPO 6/9/14

Signature of certifying official/Title: Date

North Carolina Department of Cultural Resources

State or Federal agency/bureau or Tribal Government

In my opinion, the property ___ meets ___ does not meet the National Register criteria.

Signature of commenting official: **Date**

Title : **State or Federal agency/bureau or Tribal Government**

4. National Park Service Certification

I hereby certify that this property is:

✓ entered in the National Register

___ determined eligible for the National Register

___ determined not eligible for the National Register

___ removed from the National Register

___ other (explain:) _____

for Edson H. Beall 7.25.14

Signature of the Keeper Date of Action

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)	X
District	
Site	
Structure	
Object	

Number of Resources within Property
(Do not include previously listed resources in the count)

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

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.)
SOCIAL: meeting hall

7. Description

Architectural Classification
(Enter categories from instructions.)
Other: Rosenwald School

Materials: (enter categories from instructions.)
Principal exterior materials of the property: BRICK

Narrative Description
(Describe the historic and current physical appearance and condition of the property. Describe contributing and noncontributing resources if applicable. Begin with **a summary paragraph** that briefly describes the general characteristics of the property, such as its location, type, style, method of construction, setting, size, and significant features. Indicate whether the property has historic integrity.)

Summary Paragraph

The Williamston Colored School (renamed E. J. Hayes School in 1951), constructed from 1930 to 1931, is oriented to the south on a lot fronting Washington Street, U.S. Highway 17/N.C. Highway 125, in Williamston, Martin County, North Carolina.[1] A sidewalk separates the school property from the highway and a gravel drive encircles the front of the lot. A central walkway leads from the sidewalk to the front circular drive. The original four-acre parcel now houses the school and the adjacent altered E. J. Hayes Elementary School, built in 1952, that is not included in the nomination. Paved drives flank the building, providing access to the north side of the parcel and the later E. J. Hayes Elementary School. The Williamston Colored School sits in a mixed commercial and residential area, with the 1952 elementary school and residences surrounding the parcel on the north and east and commercial buildings to the south along Washington Street. The building is oriented to the southeast; however, for ease of description it is described as facing south, with east and west wings.

Narrative Description

Williamston Colored School is a one-story, five-bay, red brick building, with a H-shaped configuration. On the façade, two projecting pedimented gable-front wings are joined to a recessed side-gable-on-hip roofed central section. The front block is flat-roofed. Each of the front gables feature louvered vents either at or near the roof peaks. The front walls of the wings contain large decorative brick panels in a basketweave bond. The brick building is subtly decorated with Spanish Colonial and Colonial Revival accents, including the curvilinear parapet roof and segmental-arched entrance that emphasize the central entry.

The slightly projecting central entrance pavilion features a double-door entry topped by a decorative stucco-filled segmental arch and highlighted by a soldier course brick surround. The double doors were added in the 1970s to enclose what was originally an open vestibule. Above

the entry, two concrete square inlays sit below the curvilinear brick and cast concrete parapet. A clerestory stretches along the front elevation with a series of fixed rectangular windows, all of which have been filled in to allow for updated systems. The clerestory originally lit the auditorium space covered by the tall gable-on-hip roof. As in most Rosenwald schools, the large double-hung wooden sash windows are grouped in multiples. The bays flanking the entrance have triple original six-over-six windows. Both east and west bays are decorated with brick soldier course lintels. Four down spouts with scuppers, one on either side of the larger windows, are located along the front façade. The entire building contains a brick soldier course water table.

The east and west wings are accessed from the building's front by secondary doors facing the entrance. The original six-panel entry doors are topped by hoods that are supported by simple molded brackets. A handicapped ramp leads to the west secondary entrance by wrapping around the front and side of the wing.

The school's west elevation contains eight window bays with window groupings ranging in size from five nine-over-nine sash windows per group to individual four-over-four sash windows. The east elevation contains ten window bays. The window groupings include sets of one, five, and six windows ranging from nine-over-nine and six-over-six to four-over-four double-hung wooden sash windows.

Along the north side of the building, two four-over-four sash windows sit below pedimented gables on the projecting east and west wings. Along the east elevation of the west wing, a covered walkway with wood posts stretches the length of the wall. There are three classrooms and a bathroom, at the north end, opening onto the covered walkway. This walkway also shelters the northern entrance to the auditorium, serviced by a single door. The north elevation of the auditorium, the central space flanked by the two projecting classroom wings, contains two groups of nine-over-nine, double-hung windows. A chimney stack at the center of the north elevation services a one-story steam-heating room attached to the north wall of the auditorium. The east wing originally resembled the west, with three classrooms and an end bathroom accessed by a covered walkway, but in 1939, a brick addition containing three classrooms was added along the west wall of the east wing. As such, after 1939, the east wall of the addition formed the third side of the inner "U" shaped courtyard in between the wings. At this elevation, nine-over-nine double-hung windows are placed in double or single arrangement, allowing natural light into the new classrooms. Resulting from the addition, the east wing appears wider than the west when seen from the north, and the once exterior covered walkway is now enclosed as a hallway connecting the addition to the original classroom wing. When the hallway was enclosed, an exterior door on the north wall was added, making the wing still accessible from the exterior of the building. As on the north elevation of the west wing, there are two four-over-four double-hung windows placed high on the wall to allow light into the bathroom. While the 1939 addition on the east wing increased classroom space, it did not significantly alter the building's original floor plan.

The interior of the building originally held ten classrooms, six in the west wing and four in the east, two administrative rooms, an additional classroom/library along the front, and an auditorium in the central section. The original plan was similar to "Floor Plan No. 6-A, Six Teacher Community School" and "Floor Plan No. 7-A, Seven Teacher Community School" found in the Rosenwald Foundation's *Community School Plans* bulletin, with administrative and auxiliary rooms along the front of the building and classrooms contained in the wings extending from the core.[2] A few major differences exist between plans "6-A" and "7-A" and Williamston

Colored School, most notably, the additional three or four classrooms and the auditorium extends into the space of the east wing. This change allowed windows in the back wall of the stage and required another form of access to the classrooms. The stage area was designed as part of the original building, but was later equipped with a partition wall stretching across the front, which provided an additional classroom space. The stage has since been restored to its original form. The raised stage is framed by fluted pilasters forming a proscenium with painted beadboard along the front apron wall. Segmental-arched openings on either side lead to small dressing rooms. Two sets of stairs access the stage level.

The original ten classrooms were located primarily in the east and west wings on each side of the central auditorium. From the south, the second classroom along the west wing remains intact in plan and the retention of the blackboard and the bank of three nine-over-nine double-hung windows. Looking west from the entry into this classroom, the windows are in the center of the west wall, in direct view from the doorway. A long, rectangular blackboard remains on the north wall of the classroom and a set of late-twentieth-century bookcases are attached to the south wall. This and each of the other nine classrooms contain hardwood floors, wood beadboard ceilings, plaster walls, and coat closets.

Some of the classrooms and office spaces have been reconfigured with partitions and the removal of walls for a more flexible use of space when the building was adapted to offices in the 1970s. Original baseboards and door and window surrounds, plaster walls, and many doors and windows remain. Also, inside of what once was the open main entrance vestibule, the front entry retains the original double, three-panel and six-sash glass doors topped by a six-light transom. It is flanked by sidelights and horizontal paneling similar to the interior doors.

Located to the west of the entrance are two administrative offices. The secretary's office adjoins the larger principal's office with a doorway between the two. Originally, all offices had doors exiting directly into the auditorium, but the principal's office door was filled in after 1952.[3] In the west wing, four classroom spaces remain intact. The classroom space bordering the administrative offices at the front of the building has been subdivided by temporary partitions. Heading north, the next classroom remains in its original form, with only the blackboard having been moved to the wall opposite to its original wall placement. The two other classrooms along the west side were combined in 1971 when the North Carolina Department of Public Instruction used the building.[4] While the wall separating the smaller center classroom and the back classroom was removed, the original support beam remains in place, as does the original blackboard in the rear classroom. The viewing glass that was cut into the wall separating the auditorium from the center classroom has also been filled in, but the outline of the window remains with its molded surround. At the northern end of the west classroom wing, a bathroom stretches the width of the building and is accessible from the exterior covered walkway.

Within the east wing, an interior hallway, which is the enclosed original exterior walkway, connects the 1939 three-classroom addition to the original three classrooms, two of which contain original cloakrooms and shelving. While five of the classrooms have been subdivided by partitions, the paneled dividers are not full height and can be easily removed. The largest of the 1939 classrooms was used as an industrial space with worktables. This space also contains a single-stall bathroom in the corner. An original classroom is intact in the front corner of the east wing. A bathroom sits at the northern wall of the east wing and is accessed through the interior hallway.

Some alterations to the building have been made in cases where deterioration caused damage or when later tenants altered rooms to suit their needs. Some of the interior walls have been covered in veneer paneling with the original plaster intact underneath. Original wood floors exist underneath laminate tile and carpet. Original wood beaded board ceilings remain in most of the building, and a few have been replaced or covered with acoustic ceiling tiles. With these exceptions, the interior remains intact with three- and five-panel wood doors, wood ceilings, windows, wood floors, plaster walls, and moldings. Some updates have been made in the utility systems, including central heating and air installed in the main area of the building, radiators in the north and south wings replaced by electric baseboard heating units, and window air conditioning units added in each of the rooms. Some have been subsequently removed.

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.)

- [x] 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.
- [x] C. Property embodies the distinctive characteristics of a type, period, or method of construction or represents the work of a master, or possesses high artistic values, or represents a significant and distinguishable entity whose components lack individual distinction.
- [ ] D. Property has yielded, or is likely to yield, information important in prehistory or history.

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

- [ ] A. Owned by a religious institution or used for religious purposes
- [ ] B. Removed from its original location
- [ ] C. A birthplace or grave
- [ ] D. A cemetery
- [ ] E. A reconstructed building, object, or structure
- [ ] F. A commemorative property
- [x] G. Less than 50 years old or achieving significance within the past 50 years

Areas of Significance
(Enter categories from instructions.)
ARCHITECTURE
EDUCATION
ETHNIC HERITAGE: BLACK

Period of Significance
1930-1972

Significant Dates
1930, 1939

Significant Person
(Complete only if Criterion B is marked above.)
N/A

Cultural Affiliation
N/A

Architect/Builder
Flannagan, Eric G., architect

Statement of Significance Summary Paragraph (Provide a summary paragraph that includes level of significance, applicable criteria, justification for the period of significance, and any applicable criteria considerations.)

The Williamston Colored School meets National Register of Historic Places Criterion A under two areas of significance: education and ethnic heritage/black, and under Criterion C for architecture. It also meets Criterion Consideration G.

CRITERION A and CRITERION CONSIDERATION G: Built in 1931 with assistance from the Julius Rosenwald Fund and the State Literary Fund, the Williamston Colored School was the first modern high school for African Americans in Williamston. The school functioned as a gathering place for African Americans in the area, acting as a community center for sports and cultural functions in addition to its use as an educational facility. The period of significance begins with the school's opening in 1931 and ends in 1972, when the school closed, shortly after Martin County schools were completely desegregated. Until then, the school was the only high school for blacks in Williamston and the eastern section of Martin County. Through its exceptional importance as a black educational institution, serving both elementary and high school students during the period of significance, the Williamston Colored School satisfies Criteria Consideration G.

and high school students during the period of significance, the Williamston Colored School satisfies Criteria Consideration G.

CRITERION C: Designed similarly to the "H" configured six- or seven-teacher school plan developed by the Rosenwald Fund, the Williamston Colored School comprises a large central auditorium and stage with classroom wings flanking its east and west sides. As outlined in the Rosenwald Fund guidelines, the Williamston Colored School featured grouped multi-pane sash windows; a north-to-south orientation allowing natural light to enter the classrooms; a classroom arrangement of blackboard, coat closets, and light-colored walls; a library room, and a large auditorium with stage that could serve the students and community for multiple uses. Architect Eric G. Flannagan, of Henderson, North Carolina, adapted the standardized "H" form, six- and seven- teacher Rosenwald Community School plans to suit a larger constituency with ten original classrooms, two administrative offices, separate library, and auditorium. In expanding the plan, Flannagan extended the central auditorium into the space normally designated for classrooms along the east wing. The enlarged plan retained the same massing as devised by the Rosenwald Fund with two wings flanking a central auditorium, minimal interior walkways, and a low-pitched roof with tall ceilings. On the exterior, Williamston Colored School was covered in brick veneer and ornamented with subtle Spanish Colonial Revival architectural elements.

Narrative Statement of Significance (Provide at least **one** paragraph for each area of significance.)

Public education for African Americans first became available in North Carolina from the late 1860s on. After the Freedmen's Bureau began opening many schools, local communities gradually assumed the responsibility of public education for both blacks and whites.[5] In 1875, the public school system became segregated into "separate but equal" educational facilities, further reinforcing the idea that educational buildings were left to the local community.[6] By the early twentieth century, local communities were entirely responsible for their respective education systems. At this time, North Carolina segregated education into three racial categories for whites, blacks, and Native Americans.[7] It wasn't until 1897, and later in 1907, that the State of North Carolina appropriated funds for local schools. Subsequently, in 1910, state funds were set aside for public elementary schools for African Americans.[8]

Prior to the Civil War, few educational institutions existed for white children in Martin County. Until the early 1800s, private schooling was the only option available, but in 1816, the General Assembly created the co-educational "Williamston Academy" for white children.[9] In 1850, the academy split into male and female academies, leaving the male children at the Church Street frame building erected in 1818 and relocating the females to another two-story frame building on Watts Street. Both buildings have since been demolished.[10] North Carolina's public school legislation went into effect in 1839, and by 1840, six "common" schools for white children were located in Martin County. While educational opportunities advanced for white children in the years leading up to the Civil War, the same did not happen for black children until the 1870s.[11]

During the late nineteenth and early twentieth centuries, education for both black and white populations changed in Martin County with the widespread development of public

educational institutions for white children and the first formation of a school for black children. The number of "colored" school districts significantly increased due to a greater understanding of the importance of education for all children. In 1866, the two private academies for white students in Williamston recombined into a co-educational institution and remained the leading educational facility for white children until the 1890s, but in 1873, a public school for white children opened to serve less-wealthy families.[12] Around the same time, in May 1874, a public school for black children was formed on the Hamilton Road near Williamston's western boundary. Due to its proximity to town, it seems that the school was built to serve the children in the town.[13] The progression in education for black children in Martin County can be seen in the increased number of "colored" schools; in 1870, only two of the seventeen county schools were for black children, but by 1900, thirty-two of the eighty-three districts were designated as "colored."[14]

While the quality and quantity of black educational buildings improved over time, they lacked considerably in comparison to those designated for white children. By the late 1880s, rural white children began attending classes in improved two- and three-teacher schools in wealthier districts, while black children remained in diminutive one-teacher, one-room buildings, many of which remained in use until the 1950s.[15] By the late nineteenth century, another wave of improvements reached Williamston's educational institutions. For white children, the Williamston Academy remained the school of choice, and its antebellum frame building was enlarged in 1883 to accommodate the growing student population. Around the same time, in 1882, a new school for black children was built on Rhodes Street near Williams Chapel A.M.E. Zion Church in town. The early twentieth century signaled significant change and advancement in the education system for white children. In 1903, the Academy was taken under control of the new Williamston Graded School District and eventually replaced in 1918 by the new Church Street Elementary School.[16] Additionally, between 1922 and 1925, Martin County allotted bonds ranging from $20,000 to $40,000 for the construction of new brick school buildings in six districts. In 1925, Martin County embarked on a mission to improve and enlarge several of the colored schools within the county, borrowing $25,000 from the fund to make various alterations to existing buildings.[17] Building improvements continued for white schools, reaching new heights in the 1920s when the county embarked on a large-scale building agenda that resulted in the erection of the Williamston and Robersonville high schools in 1929; both buildings were designed by the architect of Williamston Colored School, Eric G. Flannagan, of Henderson, North Carolina.[18]

By the early twentieth century, when many of the smaller white school districts consolidated students into single modern school buildings, consolidation wasn't an option for the black population at this time due to opposing state policy, so the discrepancy between the facilities designated for the two races remained significant. The 1882 Rhodes Street schoolhouse burned in 1927 and was replaced in 1931 by the Williamston Colored School.

From the late 1860s, several northern philanthropists worked to improve southern education, however, most of these efforts were aimed at the training of teachers as well as higher education rather than the rural public school systems.[19] In 1898, the Southern Education Board and the Rockefeller-funded General Education Board aimed to reform rural education in the South with private funds, however, these groups focused mainly on improving education for the white population.[20] Such white-centric reform efforts led black leaders such as Booker T. Washington and W. E. B. Du Bois to work harder in the fight for better treatment for African

Americans across the South. In 1905, at the request of Washington, wealthy Quaker Anna T. Jeanes created a million-dollar fund aimed at improving black education. The Jeanes fund seemed to initiate a number of other supportive efforts including the General Education Board increasing its backing for black education, and the John F. Slater, Phelps-Stokes, and Rosenwald funds.[21]

As the federal government became more involved with public education, so did philanthropists like Julius Rosenwald. In the early 1900s, after reading biographies of William H. Baldwin and Booker T. Washington, Julius Rosenwald, President of Sears, Roebuck and Company, became interested in supporting black education in the South. After meeting Booker T. Washington in 1911, Rosenwald also became a trustee of Washington's Tuskegee Institute in Alabama.[22] In 1917, the Rosenwald Fund was incorporated with the goals of helping build modern school facilities for rural African American children, establishing libraries, educating teachers, and developing higher education institutions for the black population.[23] Rosenwald agreed to help pay for school buildings as long as each community was able to match his funds given toward the goal.[24] Rosenwald's funding helped build schools across the South in areas that previously held no public high schools for the black population.[25]

In qualifying for Rosenwald assistance, communities were required to meet a set of criteria. According to a Rosenwald Fund publication,

> A school had to represent common effort by the state and county authorities and the local colored and white citizens. The state and county had to contribute to the building and agree to maintain it as a regular part of the public-school system. White citizens had to take an interest and contribute part of the money, since it was felt that white leadership was essential to the success of such a program in the South…And the Negroes themselves had to show their desire for education by making gifts of money or labor, usually both.[26]

The fund also stipulated certain building regulations including the use of specific plans and design elements to maximize limited resources. By 1920, Rosenwald appointed administrator Samuel Leonard Smith to draft a set of "Community School Plans" ranging in size from one- to seven-teacher spaces.[27] The plans referenced current, Progressive-era ideas of functional educational spaces and the latest innovations in American rural school architecture.[28]

As most rural communities had no or little electricity, plans emphasized the orientation of the building on the site and suggested proper window placement and arrangement of desks and blackboards.[29] All Rosenwald plans featured clusters of tall, double-hung sash windows placed along the east and west walls. By orienting the windows in this direction, on warm days, less heat would be felt inside the building than if the windows faced the south, and, as theorist Fletcher B. Dresslar claimed, "on dark days a northern light will not command sufficient light for children to do their work safely."[30] In his plans, Smith stipulated that each window should have two tan shades, which would provide additional blockage from the sunlight. The interior walls were also to be painted either a buff color with cream ceilings and walnut-stained wainscot or light gray walls with an ivory cream-colored ceiling and walnut-stained wainscot. Additionally, interior walkways were minimized in favor of greater usable interior space.[31]

Furthermore, adding to the functional value of Rosenwald plans, industrial rooms were incorporated into the design schemes in hopes of reuniting the school with "real-life"

experiences of the community.[32] These industrial classrooms were smaller than the traditional classrooms and tailored to teaching girls "sewing and cooking" and the boys "farming and simple work with tools."[33] As the Rosenwald Fund encouraged community use of their schools, industrial classrooms and auditoriums provided space for supplemental education after normal school hours. As evidenced in his plans, Samuel Smith supported this notion and noted that,

> The best modern school is one which is designed to serve the entire community for twelve months in the year…whenever possible a good auditorium, large enough to seat the entire community, should be erected in connection with every community school. If there are not sufficient funds for an auditorium, two adjoining classrooms with movable partitions may be made to serve this purpose.[34]

The exterior decorative treatment of Rosenwald plans varied. Each plan's exterior remained austere, with modest hints of Colonial or Craftsman trim, which were both popular decorative styles at the time. According to historian Thomas Hanchett, "construction specifications matched those of a good suburban house of the day—often making the Rosenwald building the envy of white country neighbors."[35] Most of the schools were sheathed in weatherboard, but some of the largest schools were covered in brick.[36] Whether small or large, the schools were to be sited on at least a two-acre site, with the main building located near the corner of the property.[37]

North Carolina followed Alabama in accepting the Rosenwald Fund's support. In 1932, at the fund's close, North Carolina received the largest amount of financial support in the nation and had constructed 813 Rosenwald buildings, much greater than any other state.[38] The fund had decided to end its building program not because it felt that its work was finished but rather that they "felt that this particular demonstration had served its purpose of stimulating interest and must be discontinued in order that the southern states should not rely too heavily on outside aid and thus be delayed in assuming full responsibility for the schools…as an integral part of public provisions for the education of all people."[39] By 1932, 5,327 schoolhouses and supplementary buildings stood in 883 counties throughout fifteen states. The total cost of these buildings equaled $28.4 million, with the Rosenwald Fund donating approximately $4.3 million and the black community giving approximately $4.7 million. Additionally, local governments donated $18.1 million and the white population giving the remaining four percent, approximately $1.4 million.[40] Black North Carolinians donated over $666,000 toward the Rosenwald buildings.[41]

After the 1882 Rhodes Street School burned in 1927, Martin County officials embarked on a plan to utilize Rosenwald funds for a new African American school in Williamston. On June 17, 1930, the Martin County Board of Education suggested a school site for the "Number Ten colored school" and that the land be secured at the "lowest reasonable figure."[42] At the next meeting, on July 7, an option of five dollars on the $900.00 "colored site" owned by J.L. Roberson, preacher, was presented to the Board.[43] The four-acre Roberson site was selected for the "Number Ten colored school" and at the July 22 meeting, the Board specified that "the Williamston Colored building have sewerage, heating plant, twelve standard rooms [ten classrooms plus non-classroom space], auditorium, brick tile one-story type, gum flooring, stage ample, [and] no parapet walls." At this time, the Board members agreed upon paying said "Mr. Flannagan," architect Eric G. Flannagan of Henderson, North Carolina, a three and a half percent

fee for "revising Rosenwald plans and writing specifications to support same and regularly inspect and supervise erection of #10 building."[44] The building was first occupied on April 10, 1931 and on April 21, 1931, the local newspaper *The Enterprise* noted that "a Negro school building, costing $34,094, was completed in April, 1931, the Rosenwald of Sears-Roebuck paying $6,000 on the cost."[45]

In Martin County, the Rosenwald Fund helped to build seven schools, the total number of classrooms was twenty-nine.[46] In addition to Williamston Colored School in Williamston, schools were built in the communities of Bear Grass (a two-teacher school), Burroughs-Spring Hill (a three-teacher school), Hamilton (a three-teacher school), Jones (a four-teacher school), Oak City (six-teacher school), and Williams Lower (a two-teacher school). The six smaller schools were built between 1918 and 1930.[47] The Hamilton school was the first grant recipient in 1914 and it opened in 1918.[48] While most of the Martin County Rosenwald schools received around $400 each, the Williamston Colored School received the largest grant of $6,000.[49] Throughout the 1920s, Martin County received thousands of dollars from the State Literary Fund for the construction and improvement of school buildings throughout the county. The county received one of the largest amounts, $29,000, in 1928, to construct the Williamston Colored School.[50]

At the time of its opening in 1931, Williamston Colored School was the first modern high school for the black population in Williamston, North Carolina.[51] After the 1882 building burned, black students attended school in African American churches and other community buildings until the Williamston Colored School was completed.[52] As one of only two high schools for black students in Martin County, the Williamston Colored School was the sole high school for blacks in the eastern section of the county from 1931 until 1972. The school was renamed the E. J. Hayes School in 1951 after the long-time principal of the Williamston Colored School.[53] Parmele Colored High School, located in the small town of Parmele in the southwest corner of Martin County, served the African American students in the county's western region.[54]

The plan for Williamston Colored School was provided by the Rosenwald Fund but modified to suit the county's needs as a ten-classroom school housing elementary and high school students. The brick school had an "H" shaped plan with two gable-front wings projecting on the façade and extending north to the rear. Six classrooms were in the west wing and four in the east wing. The central section held an auditorium, two offices, to the west of the entrance, and library room, to the east of the entrance.[55]

While no industrial classroom was incorporated into the original plan, a separate building was added in the late 1930s to house the agricultural, vocational, and band classrooms.[56] This building was located adjacent to the east wing, but was razed during the 1970s.[57] In 1939, to further help ease the crowded conditions at Williamston Colored School, the school board approved a three-classroom rear addition, attached to the side of the east wing.[58] Students in the vocational classes at Williamston Colored School completed the construction under the direction of their instructor, "Professor Walker."[59] In 1952, a primary school was built on part of the original four-acre plot, north of what was then known as E. J. Hayes School and is currently used as an elementary school under the name E. J. Hayes Elementary School.[60]

From its opening in 1931 until 1943, the school housed grades one through eleven, and in the 1943-1944 academic year, added twelfth grade curriculum.[61] The number of teachers fluctuated throughout the years, with high school teachers, including Principal E. J. Hayes, ranging from three in 1934 to six in 1941 and elementary teachers from nine in 1934 to eleven in

1941. In 1959, three years after the elementary students had all gradually moved to the new primary school, there were nine homerooms and fourteen teachers and 436 students enrolled at Williamston Colored School.[62] Throughout the years, classrooms changed with the course offerings. William E. Newsome attended Williamston Colored School in 1952 when Math, English/French, and Spelling courses were offered in the front three rooms of the west wing, Chemistry in the front room of the east wing, History on the auditorium stage, and Home Economics in the 1939 addition.[63] In 1952, prior to the elementary students completely moving out of the building, the three northernmost classrooms in each wing were devoted to elementary classes. The auxiliary building constructed to the east of the main building also held two classrooms, two band rooms, and an agricultural "shop" in 1952.[64] Over the years, many extracurricular opportunities were offered to students, including Glee Club, the "Hi-Spotlight," the school's newspaper, yearbook, and student council. In 1959, a variety of courses were offered, including six language arts courses, four mathematics, six social studies, five science, one driver education, one music, two agriculture, two home economics, five business education, two foreign languages, and one "Negro History" course.[65]

Throughout its tenure as a combined elementary and high school, the versatile building served a range of uses. In addition to the education curriculum, the Williamston Colored School hosted sports activities, community gatherings, plays, concerts, and social events. When used for basketball games, the auditorium held the court and spectators could watch from the bleachers and chairs along the northern wall or from the classrooms abutting the auditorium along the interior eastern wall that incorporated viewing windows.[66] In the auditorium, the stage served as an additional space that was later enclosed by a temporary partition wall that allowed an extra classroom.[67] Also, the school served adult community members by teaching Home Economics courses to adults throughout the 1940s.[68] Furthermore, Williamston Colored School served as an emergency shelter for the black population residing in Williamston along the Roanoke River whenever the river would flood that sector of town.[69]

As the only high school for black students in eastern Martin County from 1931 to 1972, students commuted from area communities in addition to Williamston, such as Bear Grass, Jamesville, and Dardens.[70] Of the students who graduated from the school, many went on to participate in the Martin County community and hold prominent positions across the United States in fields such as education, religion, law, and government.[71] During the 1960s, the commencement exercises at E. J. Hayes School were celebrated milestones for the students and the black population of Martin County. These occasions attracted prominent speakers such as historian, administrator, and father of Civil Rights activist Julian Bond, Dr. Horace Mann Bond, President of Morehouse College, Dr. Benjamin E. Mays, and Dr. Frederick A. Rogers, Williamston Colored School graduate and Assistant Professor of Education, New York University.[72]

In the 1960s, Williamston Colored School, its students, and the faculty were at the center of the tumultuous battle for equal rights for blacks in the community. With the issuance of the U.S. Supreme Court's landmark *Brown v. Board of Education* decision in 1954 for the desegregation of schools, North Carolina school systems did not immediately and fully comply with the ruling. Rather, school systems across the state avoided integration with solutions such as the 1955 Pupil Assignment Act and one year later the 1956 "Pearsall Plan" that allowed parents to avoid integration by choosing which school their children attended and afforded the option of state-sponsored private schooling.[73] Since the *Brown vs. Board of Education* decision had not

included a specific deadline for desegregation compliance, these tactics were temporarily an effective stalwart in delaying school integration. Also during this time period, the NAACP attempted to challenge the delay tactics with threats of legal confrontation and demonstrations by supporters, but was unsuccessful and the North Carolina Board of Education mandated statewide segregation for the 1954-55 academic year.[74] It was not until 1957 that the first schools began to integrate -- in the cities of Greensboro, Charlotte, and Winston-Salem.[75]

At this time, school desegregation was only part of the fight for civil rights and tension over integration of other public places drew attention to the small town. In November of 1963, demonstrations and the "Freedom Rallies" involved students in Williamston. They drew the attention of Rev. Martin Luther King Jr. King, then President of the Southern Christian Leadership Conference, asked eleven New England ministers to "aid Negro integration efforts," in Williamston. The Lexington, N.C.-based *The Dispatch* reported these activities, with one minister reporting that "more than 230 demonstrators had been arrested [there] since last June and that many had been beaten and burned with cigarettes."[76] According to Williamston Colored School teacher Clarence Biggs, "students were disenchanted with the way desegregation was being handled" and were often organizing for marches and non-violent protests. Biggs recalled protests that were arranged by "leaders of the movement" including Williamston women such as Sarah Small, Mary Lou Mobley, and Francis King who worked with students in their peaceful protests. Typically the marches began at Williamston Colored School, then known as E. J. Hayes School, and continue through downtown, and ended at Green Memorial Church.[77]

At this time, being an African American educator proved difficult for teachers and administrators because very often they had to remain behind the scenes in the heated desegregation conflict in order to keep their jobs. Clarence Biggs taught at E. J. Hayes School from 1962-1968, but obtaining the teaching position was difficult. In order to get an interview for the job, Biggs had to go above the principal, who claimed he "did not have enough power to recommend [him] for the job." Biggs spoke to Superintendent J.C. Manning, and told him "I grew up in Martin County and I know what the problems are. I want to be a part of the progress of the county so I want to help fix it."[78]

After getting the teaching job, Biggs witnessed firsthand the issues brought on by desegregation of schools. While teaching at E. J. Hayes School, Biggs supported the Civil Rights Movement and desegregation in other ways than marching and protesting. Rather than being at the front of a march, Biggs contributed by taking people to meetings at Green Memorial Church, but he would stop before reaching the site. Biggs recalled getting as involved in the movement as he possibly could without getting fired, and disclosed that school employees "didn't have the freedom to support what we felt were [their] rights" but that they could be more beneficial working behind the scenes with students than participating in the marches. Biggs felt that teachers "should bring the pressure, but not at the expense of the students."[79]

It was during one of the 1963 marches that later-famed football coach Herman Boone became one of the faculty members involved in the students' fight for civil rights. During one particular football practice at E. J. Hayes School, Boone and his players left early to rally in town, even though it put his job at risk. When Rev. Martin Luther King Jr. visited Williamston later that year, he asked to see Boone, the man with the "strength to speak out."[80] Hired in 1961 as Head Coach, Herman Boone led his Hayes teams to an outstanding record of ninety-nine wins and eight losses during his nine-year tenure at the school with his 1966 team honored as "The Number One Football Team in America" by *Scholastic Coach's Magazine*. The coach's and

school's record was cut short however when, during the initial stages of integration in 1969, the Martin County Board of Education informed Boone that he would not be moved to the new school as head coach after integration because the new Williamston High School "was not ready for a black head coach," and Boone accepted a job at T. C. Williams High School in Alexandria, Virginia, as an assistant coach.[81]

Racial tension over the issue of school desegregation continued to proliferate throughout the 1960s and into the 70s and when desegregation was implemented, it was in an "atmosphere of defiance rather than compliance," according to historian Jeffrey Crow.[82] In 1964, the federal government adopted the Civil Rights Act in which Title VI authorized the government to file for desegregation and Title VI forbade discrimination in educational programs and activities receiving federal financial aid.[83] The Act gave the Department of Health, Education, and Welfare (HEW) the ability to create guidelines to gauge the progress of school desegregation and allowed the department the capacity to withhold federal funding to school districts not in compliance with the guidelines.[84] In 1965, HEW released its first set of desegregation guidelines covering the acceptance and withholding of federal funds and the requirement of schools to submit a desegregation plan as confirmation of non-discrimination.[85] These early guidelines did not conflict with earlier court decisions, and the requirements were minimally met by moving only a few black students into white schools.[86]

In 1965, the "Freedom of Choice" plan was enacted in North Carolina to further evade complete state-sanctioned integration. With this plan, white schools were opened to black students, and vice-versa, and parents had the right to choose the school they wanted their child to attend.[87] Under this plan, according to Crow, the "burden of implementing desegregation fell to blacks," and students requesting a school change faced disdain from the existing student body.[88] Clarence Biggs recalled, "There was a lot of concern from parents and educators about changing schools," because it uprooted the sense of community that had developed in the African American schools.[89] Teachers were the first to cross the racial divide in schools, according to Biggs. It seemed to him that "the central office wanted to take the best black teachers to the white school and send us their worst," as in the case of Alma Gaither who had taught at Williamston Colored School since the early forties. Biggs claimed, "Miss Gaither went over there and stayed two or three days and she came back, she said 'I'm not going to teach over here, I'm helping my students over at Hayes and I'm going back' and they sent her back."[90] According to another Williamston Colored School alumnus, William Earl Newsome, "they [the white schools] demanded the best," a standard that went for both teachers and students, as the students sent to the white schools were "sent to lead and get a start."[91]

During the three-year term of the "Freedom of Choice" plan, not one white student chose to attend a black school and only fifteen percent of black students in North Carolina chose to attend traditionally all-white schools.[92] In a subsequent federal court case in 1968, the "Freedom of Choice" plan was deemed unconstitutional. Also in 1968, HEW released additional, more stringent guidelines requiring districts to submit plans that eliminated racially divided schools within a year.[93] By the end of 1968, Martin County had not yet submitted a plan and federal funding was withheld. In January of 1969, Martin County was one of five school districts in the southern United States granted an additional two months by President Nixon to observe federal school desegregation orders.[94] Of these five school districts, the Martin County school district was the only district in North Carolina. Federal negotiation teams of three federal agents were sent to each of the five districts.[95] In February of 1969, the team told the Martin County school

board that in order to obtain withheld federal aid, some $700,000 worth, it must have implemented a plan for a unitary school system by 1970.[96]

The Martin County School Board adopted a desegregation plan in 1969, which freed the embargoed funds, but simultaneously upset "militant blacks and whites in this back country county seat," according to the Florida-based *St. Petersburg Times.*[97] The plan assigned twenty-five percent of the 4,000 black students to classes with the 3,200 white pupils and swap black and white teachers during the 1969-1970 academic year. Per this plan, schools in Martin County would be completely desegregated in the fall of 1970 with students attending two new schools funded by a three million dollar bond issue.[98] School board Chairman Leroy Harrison believed that the economic prosperity of the county hinged on the widespread acceptance of the plan by both races, but black county residents were upset that the plan specified only one-way integration rather than assigning blacks to white classrooms and vice-versa.[99] Biggs recalled Chairman Harrison telling him that he did not agree with black and white students attending school together and that to Harrison and the board, "segregation appeared to them to be a threat to federal funding. The intent was to save the school system and not necessarily to integrate."[100] As such, total integration of schools in Martin County occurred at a slower pace than HEW had originally outlined. It was not until 1972 that both the Williamston Colored School (then E. J. Hayes High School) and East End School in Robersonville closed. With integration, according to Biggs, "every community took a hit, this one in particular… East End in Robersonville took a hit and this one [E. J. Hayes] was totally closed. East End was closed because the kids went to Roanoke [High School] and this one was closed when the kids went to Williamston High."[101]

After the school system was fully integrated in 1971, E. J. Hayes High School ceased operation as an educational facility under the last principal, Mr. W.A. Holmes. After the school closed, the North Carolina Department of Public Instruction occupied the building and in 1976, the Northeast Technical Assistance Center reconfigured some of the spaces to suit their needs. At this time, the occupants removed a wall between two classrooms in the west wing, closed in the viewing windows to the auditorium and the door leading from the principal's office to the auditorium, and erected temporary partitions to create multiple office spaces within several classrooms.

Currently owned by the Martin County Board of Education, Williamston Colored School - E. J. Hayes School has been leased by the E. J. Hayes Alumni Association since 2006. Both the school building and the Alumni Association remain a vital part of the black community in Martin County. The Association has held events such as reunions and festivals on the site and hosts "work days" at the school where volunteers take part in preserving the building and grounds. The Alumni Association hopes to gain support for the renovation of the school and using the building as a cultural center for the community.[102] In 2013, the E. J. Hayes Alumni Association received a $500,000 grant from the Community Development Block Grant Catalyst Program in Williamston to help repair and restore the building. Work will be completed in consultation with the North Carolina Historic Preservation Office. The school will again serve as a resource for community development and gathering, as it did as an active public school in Williamston.

ARCHITECTURE CONTEXT

The Williamston Colored School is one of seven schools that was constructed using Rosenwald funds in Martin County and is one of three that remain standing today. The Williamston Colored School was the only twelve-teacher school in the area; the other Martin

County schools were two-, three-,four-, or six-teacher buildings. The Rosenwald Fund gave $6,000.00 to the Williamston Colored School project, an exponential sum when compared to the average 400-dollar donation given to the other Martin County projects.[103]

Only three out of the 767 schools constructed in North Carolina with Rosenwald funds were twelve-teacher schools; only four had thirteen or more teachers.[104] An excellent example of a school constructed to Rosenwald specifications, the "H" plan Williamston Colored School retains most of its original exterior finishes and most of its interior finishes, all of which follow Rosenwald's guidelines. The building features grouped multi-pane sash windows, a large, open auditorium and cafeteria space, the administrative offices and library. The large open central space provides access to the offices, library, and classrooms along the front and sides of the building. Oriented north and south, as recommended, the building allows each classroom to utilize the most natural light as possible through the large groups of windows.

The Colonial Revival aesthetic of Williamston Colored School stands parallel to several other large brick Rosenwald schools in North Carolina, such as J.C. Price School in Rowan County and Glencoe School in Alamance County, and presented a greater degree of ornamentation than smaller-scale frame schools. Williamston Colored School was similar in its Spanish Colonial and Colonial Revival features to neighboring Church Street Elementary School, ca. 1918, and Williamston High School, ca. 1929, in its architectural details. Architect Eric G. Flannagan is credited with designing both Williamston Colored School and Williamston High School, and while the schools can be seen as stylistically similar, the forms of the buildings differ in scale, massing, and degree of decorative embellishment.

In 1918, the county commissioned the design and construction of its first brick school building in the town of Williamston for "White District No. 10", now known as Church Street Elementary School, to replace the small, vernacular frame building that had previously been used. The next substantial allotment came in 1928, with the commission of Williamston Colored School. At this time, the State Literary Fund contributed $40,000 to the project.[105] In 1929, the fund delivered $100,000 in bonds towards the construction of two new high schools, one in Williamston, the other in Robersonville, the W.C. Chance School. Williamston High School, also in "White District No. 10," was the second brick school building constructed in the county after Church Street Elementary School.[106] Both Williamston High and Church Street Elementary School were larger, two-story buildings with classical detailing. These two-story schools contain elements of classical revival architecture, similar to that seen at Williamston Colored School in 1931.

When viewed in the context of those schools designed for white children, particularly neighboring Church Street Elementary School and Williamston High School, the design of Williamston Colored School reflects the trend of designing educational institutions in the neoclassical mode, however, when compared with school buildings historically constructed or used for black children, it is larger in size and more distinguished in detail and material. Until 1916, with the construction of the brick "Parmele Colored School," in the town of Parmele, schools for black children assumed an austere, vernacular frame form.[107] Prior to the construction of the Parmele Colored School, students attended the Martin County Training School, formerly known as "Parmele Industrial Institute".[108] The construction costs of Parmele Colored School were supplemented by Phelps-Stokes and Rosenwald funds. The total amount granted by the two funds to the Parmele project equaled $8,000, with approximately $400 from Rosenwald.[109] The brick Parmele Colored School appeared more architecturally developed than

the traditional frame schools, thus setting a new framework for the design of colored schools in the county. Compared to Williamston Colored School, Parmele Colored High School is much smaller in scale. In 1928, when the Rosenwald Fund issued a $6,000 contribution toward the construction of Williamston Colored School, it was the largest donation received from the fund in the county, as most received $400 on average.[110]

When implementing the Rosenwald community school plan, architect Flannagan followed the guidelines of a typical six- or seven- teacher "H" form plan with a large, central auditorium flanked by classroom wings extending beyond the perimeter of the auditorium. Recommendations for large, banked window groupings, blackboard placement, neutral color scheme, and building orientation were also followed. Williamston Colored School was similar to larger Rosenwald schools in its brick veneer construction, but was unique in its expanded auditorium extending into the one of the classroom wings. Though the addition of classrooms and extended auditorium accommodated a larger student population, the massing of the standard "H" form plan was not compromised and it retained its standard shape from the exterior elevations.

The modifications to the building since its 1931 construction include the 1939 classroom addition which enclosed the exterior walkway to create an interior corridor between classrooms, the board-covering of windows along the north auditorium wall, the removal of a wall separating the third and fourth classrooms along the west wing, the covering of interior classroom-to-auditorium windows, the replacement of a couple of interior four-panel doors, the addition of temporary partitions in several classrooms and on the stage, several replacement windows in 2007, the change in the heating system, and the addition of a central air conditioning unit serving the central interior area. Additionally, glass doors were added to the front vestibule which was originally open.

Endnotes

[1] North Carolina State Department of Public Instruction, "High School Principal's Annual Report: Martin County, E. J. Hayes School, 1951-1952," Raleigh, NC: North Carolina State Archives, 1951-1952.

[2] Julius Rosenwald Foundation, *Community School Plans, Bulletin No. 3* (Nashville, TN: Julius Rosenwald Foundation, 1924) 19.

[3] William Newsome, interviewed by Joanna McKnight, video recording, Williamston, NC, December 31, 2011.

[4] Ibid.

[5] Thomas Hanchett, "The Rosenwald Schools and Black Education in North Carolina, " *North Carolina Historical Review* 65 (4) (Raleigh, NC: North Carolina Department of Cultural Resources) 388.

[6] Jeffrey J. Crow, Paul D. Escott, and Flora J. Hatley, *A History of African Americans in North Carolina* (Raleigh: North Carolina Department of Cultural Resources, 1992) 154.

[7] Ibid.

[8] Ibid., 154, 155.

[9] Thomas R. Butchko, "National Register of Historic Places Nomination Form: Williamston Historic District, Williamston, Martin County, North Carolina," *National Park Service*

(Washington, DC: Department of the Interior, 2001) 86. Accessed on October 2, 2013. <www.hpo.ncdcr.gov/nr/MT1031.pdf>

[10] Ibid.

[11] Ibid.

[12] Ibid., 88, 94.

[13] Ibid., 88.

[14] Thomas R. Butchko, Ed., *Martin Architectural Heritage: The Historic Structures of a Rural North Carolina County* (Williamston, NC: The Martin County Historical Society, 1998) 29.

[15] Ibid.

[16] Butchko, "National Register of Historic Places: Williamston Historic District," 94.

[17] Hanchett, *Rosenwald Schools,* Appendix.

[18] Butchko, "National Register of Historic Places: Williamston Historic District," 94.

[19] Hanchett, *Rosenwald Schools,* 394.

[20] Ibid., 392.

[21] Ibid., 395.

[22] Ibid.

[23] Edwin R. Embree and Julia Waxman, *Investment in People: The Story of the Julius Rosenwald Fund* (New York: Harper & Bros., 1949) 37.

[24] Hanchett, *Rosenwald Schools*, 396.

[25] Embree and Waxman, *Investment in People,* 38.

[26] Ibid., 39.

[27] Hanchett, *Rosenwald Schools*, 400.

[28] Ibid., 402.

[29] Ibid.

[30] Ibid., 401.

[31] Ibid., 401-405.

[32] Embree and Waxman, *Investment in People,* 39 in Hanchett, *Rosenwald* Schools, 401.

[33] Embree and Waxman, *Investment in People,* 39; Samuel R. Spencer, Jr., *Booker T. Washington and the Negro's Place in American Life,* 51-53 in Hanchett, *Rosenwald Schools*, 401-403.

[34] Hanchett, *Rosenwald Schools*, 404-405.

[35] Ibid., 405.

[36] Hanchett, *Rosenwald* Schools, 405.

[37] Samuel L. Smith, *Community School Plans I* in Hanchett, *Rosenwald Schools,* 406.

[38] Hanchett, *Rosenwald Schools,* 408.

[39] Embree and Waxman, *Investment in People*, 57.

[40] Hanchett, *Rosenwald Schools*, 426.

[41] See footnote 102 in Hanchett, *Rosenwald Schools*, 426.

[42] Martin County Board of Education, "Meeting Minutes," June 17, 1930.

[43] Martin County Board of Education, "Meeting Minutes," July 7, 1930.

[44] Martin County Board of Education, "Meeting Minutes," July 22, 1930; Butchko, *Martin Architectural Heritage*, 451. Eric G. Flannagan also designed high schools for white students in Williamston and Robersonville, both 1929, Bear Grass, 1935, and Jamesville, 1936

[45] *The Enterprise,* April 22, 1931; "Rosenwald Fund Card File Database," Fisk University, accessed May 20, 2012, http://rosenwald.fisk.edu.

[46] Hanchett, *Rosenwald Schools*, 436.

[47] Francis M. Manning and W.H. Booker, *Religion and Education in Martin County, 1774-1974* (Williamston, NC: Enterprise Publications, 1974) 266; Hanchett, *Rosenwald Schools,* 436.
[48] Thomas Hanchett, "Rosenwald Schools," *History South,* accessed August 2012, www.historysouth.org/schoolsnc.html.
[49] Manning, *Religion and Education in Martin County,* 266.
[50] Ibid., 285-86.
[51] James Bridgett, "National Register Study List Application: E. J. Hayes School," 2008.
[52] Butchko, *Martin Architectural Heritage*, 452.
[53] Bridgett, "Study List Application"; Manning, *Religion and Education,* 253.
[54] "Williamston Colored School Principal's Reports," *North Carolina Department of Public Instruction* (Raleigh, NC: Department of Cultural Resources).
[55] E. J. Hayes Alumni Association, "Floor Plan"; Newsome, "Interview."
[56] Newsome, "Interview."
[57] Ibid.
[58] Butchko, *Martin Architectural Heritage*, 452.
[59] Ibid.
[60] Ibid.
[61] "Williamston Colored School Principal's Reports, years 1931-1944."
[62] "Williamston Colored School Principal's Reports, years 1934-1959."
[63] William Newsome and Clarence Biggs, interviewed by Joanna McKnight, September 6, 2013.
[64] Ibid.
[65] Williamston Colored School Principal's Reports, 1958-1959."
[66] Newsome and Biggs, "Interview."
[67] Ibid.
[68] Williamston Colored School Principal's Reports, years 1940-1949"
[69] Bridgett, "National Register Study List Application: E. J. Hayes School."
[70] Ibid.
[71] Ibid.
[72] E. J. Hayes School, "Commencement Bulletins: 1961-1970."
[73] Crow, *A History of African Americans in North Carolina*, 169-170; John Locke Foundation, "Civil Rights Movement," *North Carolina History Project,* accessed October 31, 2013.
[74] John Batchelor, *Rule of Law, Accommodation of Faith: North Carolina Desegregation from Brown to Swann, 1954 to 1975*, in John Drescher, *Triumph of Good Will: How Terry Sanford Beat a Champion of Segregation and Reshaped the South* (Jackson: University Press of Mississippi, 2012) 113-115.
[75] Crow, *A History of African Americans in North Carolina*, 171.
[76] "Eleven Ministers will Protest in Williamston," *The Dispatch*, Lexington, NC, November 12, 1963, accessed November 2013, http://news.google.com.
[77] "Eyes on the Prize Oral History Project: Clarence Biggs, 'Williamston in the 60s,'" *UNC-TV*, 2012, accessed October 2012, http://www.unctv.org/content/nceyes/reflections.
[78] Ibid.
[79] Ibid.
[80] Blaze Joel, "Boone tells own story of equality," *The Dartmouth*, January 16,2012, accessed November 2013, http://thedartmouth.com/2012/01/16/news/boone-tells-own-story-of-equality.

[81] 71' Original Titans Foundation, "Herman Boone Biography," accessed May 2012, www.71originaltitans.com/bios/hermanboone.
[82] Crow, *A History of African Americans in North Carolina*, 171.
[83] "Brown v. Board: Timeline of school integrating in the US" *Southern Poverty Law Center,* Montgomery, Alabama, accessed October, 2013, www.tolerance.org.
[84] "Equal Opportunity: HEW's Formal Enforcement Procedures Under the Civil Rights Act of 1964, and the Provisions of the Emergency School Assistance Program Applicable to Discrimination," *U.S. Government Accountability Office,* August 29, 1972.
[85] Ibid.
[86] Ibid.
[87] Crow, *A History of African Americans in North Carolina,* 171.
[88] Ibid., 171-172.
[89] "Eyes on the Prize Oral History Project: Clarence Biggs, 'Williamston in the 60s,'" UNC-TV; Newsome and Biggs, "Interview."
[90] "Eyes on the Prize Oral History Project: Clarence Biggs, 'Williamston in the 60s,'" UNC-TV; Newsome and Biggs, "Interview."
[91] Newsome and Biggs, "Interview."
[92] Crow, *A History of African Americans in North Carolina,* 172.
[93] Joel, "Boone Tells Own Story of Equality."
[94] "Nixon Gives School Districts Another Chance to Comply." *The Herald-Journal*, Spartanburg, SC, January 31, 1969, accessed November 21, 2013, http://news.google.com.
[95] Ibid.
[96] "New Tough Line on Schools," *The Afro-American,* February 15, 1969; Rowland Evans and Robert Novak, "HEW Proposal for Integration Being Attacked," *St. Petersburg Times,* March 29, 1969, accessed December 2, 2013, http://news.google.com.
[97] Evans and Novak, "HEW Proposal for Integration Being Attacked."
[98] Ibid.
[99] Ibid.
[100] "Eyes on the Prize Oral History Project: Clarence Biggs, 'Williamston in the 60s,'" UNC-TV.
[101] Ibid.
[102] Newsome and Biggs, "Interview."
[103] E. J. Hayes Alumni Association, "Alumni Association News," accessed October 2013, www.EJHayesAlumni.org.
[104] Manning, *Religion and Education in Martin* County, 266; Hanchett, *Rosenwald Schools,* Appendix.
[105] Hanchett, *Rosenwald Schools,* Appendix.
[106] Manning, *Religion and Education in Martin County,* 285.
[107] Ibid., 225-228; 285.
[108] Manning, *Religion and Education in Martin County,* 264; Thelma M. Smith, *A History of Robersonville Public Schools, 1878-1959* (Robersonville, NC, 1959) 26.
[109] Thomas Jesse Jones, *Negro Education: A Study of the Private and Higher Schools for Colored People in the United States* (Washington, DC: Government Printing Office, 1917) 423.
[110] Manning, *Religion and Education in Martin County*, 265-66.

9. Major Bibliographical References

Bibliography (Cite the books, articles, and other sources used in preparing this form.)

"New Tough Line on Schools." *The Afro-American,* February 15, 1969. Accessed December 2, 2013. http://www.afro.com/afroblackhistoryarchives/google.htm.

Bridgett, James. "Study List Application for E. J. Hayes School." 2008. Accessed at the North Carolina State Historic Preservation Office, Greenville, North Carolina.

"Brown v. Board: Timeline of school integrating in the US" *Southern Poverty Law Center.* Montgomery, Alabama. Accessed October, 2013. www.tolerance.org.

Butchko, Thomas R., ed. *Martin Architectural Heritage: The Historic Structures of a Rural North Carolina County.* Williamston, NC: The Martin County Historical Society, 1998.

---------- "National Register of Historic Places: Williamston Historic District Nomination Form." *National Park Service.* Washington, D.C.: The Department of the Interior. 2001.

"Commencement Bulletins: 1961-1970." *E. J. Hayes School.* In possession of author.

Crow, Jeffrey J., Paul D. Escott, and Flora J. Hatley. *A History of African Americans in North Carolina.* Raleigh: North Carolina Department of Cultural Resources, 1992.

Drescher, John. *Triumph of Good Will: How Terry Sanford Beat a Champion of Segregation and Reshaped the South.* Jackson: University Press of Mississippi, 2012.

"Eleven Ministers Will Protest in North Carolina." *The Dispatch*, Lexington, North Carolina, November 12, 1963. Accessed November 16, 2013. http://news.google.com.

E. J. Hayes Alumni Association.

Embree, Ethan R. and Julia Waxman. *Investment in People: The Story of the Julius Rosenwald Fund.* New York: Harper & Brothers, 1949.

The Enterprise. Williamston, North Carolina.

"Equal Opportunity: HEW's Formal Enforcement Procedures Under the Civil Rights Act of 1964, and the Provisions of the Emergency School Assistance Program Applicable to Discrimination." *U.S. Government Accountability Office,* August 29, 1972. Accessed October 28, 2013. www.gao.gov.

Evans, Rowland and Robert Novak. "HEW Proposal for Integration Being Attacked." *St. Petersburg Times,* March 29, 1969. Accessed December 2, 2013. http://news.google.com.

"Eyes on the Prize Oral History Project: Clarence Biggs, 'Williamston in the 60s'." UNC-TV. 2012. Accessed September 2012. www.unctv.org/content/nceyes/reflections.

"Rosenwald Fund Card File Database." *Fisk University*. Accessed May 20, 2012. http://rosenwald.fisk.edu.

Hanchett, Thomas. "The Rosenwald Schools and Black Education in North Carolina." *North Carolina Historical Review* 65 (4): 388-444.

Hanchett, Thomas. "Rosenwald Schools." *History South.* Accessed August 2012. <www.historysouth.org/schoolsnc.html>.

"Nixon Gives School Districts Another Chance to Comply." *The Herald-Journal*, Spartanburg, SC, January 31, 1969. Accessed November 21, 2013. http://news.google.com.

"Herman Boone Biography." 71' Original Titans Foundation. Accessed May 2012. www.71originaltitans.com/bios/hermanboone.

Joel, Blaze. "Boone tells own story of equality," *The Dartmouth*, January 16,2012. Accessed November 2013. http://thedartmouth.com/2012/01/16/news/boone-tells-own-story-of-equality.

John Locke Foundation. "Civil Rights Movement." *North Carolina History Project.* Accessed October 31, 2013. http://northcarolinahistory.org.

Jones, Thomas Jesse. *Negro Education: A Study of the Private and Higher Schools for Colored People in the United States.* Washington, DC: Government Printing Office, 1917.

Julius Rosenwald Foundation. "Community School Plans, Bulletin No. 3." Nashville, TN: Julius Rosenwald Foundation, 1924.

Manning, Francis and W.H. Booker. *Religion and Education in Martin County, 1774-1974.* Williamston, NC: Enterprise Publishing Company, 1974.

Martin County Board of Education. "Meeting Minutes, June 17, 1930."
---------- "Meeting Minutes, July 7, 1930."
---------- "Meeting Minutes, July 22, 1930."

Newsome, William, interviewed by Joanna McKnight, Video Recording. Williamston, NC. December 31, 2011.

Newsome, William and Clarence Biggs, interviewed by Joanna McKnight, Voice Recording. Williamston, NC. September 6, 2013.

North Carolina Department of Public Instruction. "Division of Negro Education Principal's Reports, 1931-1965." Raleigh, NC: North Carolina State Office of Archives and History.

Smith, Thelma M. *A History of Robersonville Public Schools, 1878-1959.* Robersonville, NC, 1959.

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 # _____
____ recorded by Historic American Landscape Survey # _____

Primary location of additional data:

_X__ State Historic Preservation Office
____ Other State agency
____ Federal agency
____ Local government
____ University
____ Other
Name of repository: _North Carolina Department of Cultural Resources_____

Historic Resources Survey Number (if assigned): ____MT0998_

10. Geographical Data

Acreage of Property _2.8_____

Use either the UTM system or latitude/longitude coordinates

Latitude/Longitude Coordinates
Datum if other than WGS84:_____
(enter coordinates to 6 decimal places)

1. Latitude: 35.845815 Longitude:77.060856
2. Latitude: Longitude:
3. Latitude: Longitude:
4. Latitude: Longitude:

Or

UTM References

Datum (indicated on USGS map):

☐ NAD 1927 or ☐ NAD 1983

1. Zone: Easting: Northing:

2. Zone: Easting: Northing:

3. Zone: Easting: Northing:

4. Zone: Easting : Northing:

Verbal Boundary Description (Describe the boundaries of the property.)

The boundary of the acreage included in this nomination of the Williamston Colored School is defined by the heavy line on the accompanying tax map at a scale of one inch equals 150 feet. This tract is a portion of the larger parcel #0503957 held by the Town of Williamston.

Boundary Justification (Explain why the boundaries were selected.)

The nominated property includes the parcel historically associated with the Williamston Colored School with boundaries drawn to exclude the the 1952 E. J. Hayes Elementary School and the parking lot south of it.

---

11. Form Prepared By

name/title: Joanna McKnight
organization:
street & number: 90 Washington Street #405
city or town: Dover state: NH zip code: 03820
e-mail jcm2ce@virginia.edu
telephone: (252)702-0905
date: January, 2014

Additional Documentation

Submit the following items with the completed form:

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

Sketch map for historic districts and properties having large acreage or numerous resources. Key all photographs to this map.

-
- **Additional items:** (Check with the SHPO, TPO, or FPO for any additional items.)

Photographs

Submit clear and descriptive photographs. The size of each image must be 1600x1200 pixels (minimum), 3000x2000 preferred, at 300 ppi (pixels per inch) or larger. Key all photographs to the sketch map. Each photograph must be numbered and that number must correspond to the photograph number on the photo log. For simplicity, the name of the photographer, photo date, etc. may be listed once on the photograph log and doesn't need to be labeled on every photograph.

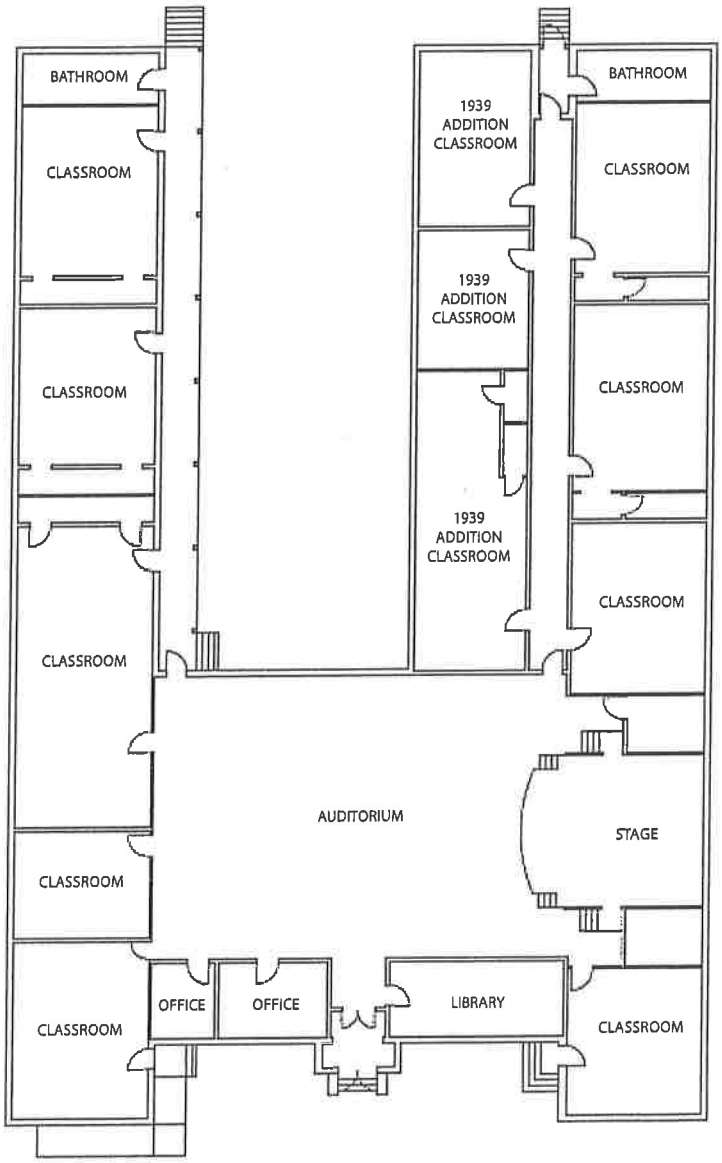
Photo Log

Name of Property: Williamston Colored School
City or Vicinity: Williamston
County: Martin State: North Carolina
Photographer: Joanna McKnight
Date Photographed: February 2012

Description of Photograph(s) and number, include description of view indicating direction of camera:

1. Overall view. Camera directed west.
2. East elevation. Camera directed south.
3. West elevation. Camera directed north.
4. North elevation. Camera directed southeast.
5. Interior, auditorium. Camera directed northeast.
6. Interior corridor in east classroom wing. Camera directed northwest.
7. Interior, small classroom in west classroom wing. Camera directed south.
8. Interior classroom in west classroom wing. Camera directed northwest.

Paperwork Reduction Act Statement: This information is being collected for applications to the National Register of Historic Places to nominate properties for listing or determine eligibility for listing, to list properties, and to amend existing listings. Response to this request is required to obtain a benefit in accordance with the National Historic Preservation Act, as amended (16 U.S.C.460 et seq.).
Estimated Burden Statement: Public reporting burden for this form is estimated to average 100 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 Office of Planning and Performance Management. U.S. Dept. of the Interior, 1849 C. Street, NW, Washington, DC.



N

Williamston Colored School

WILLIAMSTON, MARTIN COUNTY, NORTH CAROLINA
CURRENT CONFIGURATION WITH ORIGINAL ROOM USE
SEPTEMBER 2013

WILLIAMSTON COLORED SCHOOL

WILLIAMSTON, MARTIN COUNTY, NORTH CAROLINA
MT998_WILLIAMSTON_WILLIAMSTON COLORED SCHOOL
MARTIN COUNTY TAX MAP Lat: 35.845815 Long: 77.060856
PARCEL 0503957 [ENTIRE PARCEL OUTLINED IN SOLID LINE, NOMINATED PARCEL IN DASHED LINE] 1" = 150'

N

Prevention
Health/Wellness Programs
- diabetes
- heart disease/hypertension
- obesity
- teenage pregnancy
- HIV
- drug abuse
- effective parenting
- nursing home ministry
- Lifestyle changes
Domestic Violence/
- healthy meal preparations
- Exercise programs for all ages
Recreation
Dance
Education
- tutorials
- Summer reading
- after school
Cultural
- concerts
- family reunions
- wakes
- workshop/seminars
- respite care
- socials
- Self-esteem building/
Male/
female
Empowerment
- Bullying
- Anti-depression
Clearinghouse/Referrals
Voter Education
Judicial system
Uniqueness