NPS Form 10-900
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NAT. REGISTER OF HISTORIC PLACES
NATIONAL PARK SERVICE

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 Cleveland County Training School

other names/site number Cleveland Training School

2. Location

street & number 341 Hudson Street **N/A** not for publication

city or town Shelby **N/A** vicinity

state North Carolina code NC county Cleveland code 45 zip code 28150

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.)

Keeri Cheezum SHPO 3/6/2016
Signature of certifying official/Title Date

North Carolina Department of Natural and Cultural Resources
State or Federal agency and bureau

In my opinion, the property ☐ meets ☐ does not meet the National Register criteria. (☐ See Continuation sheet for additional comments.)

Signature of certifying official/Title Date

State or Federal agency and bureau

4. National Park Service Certification

I hereby certify that the property is:
- ☑ entered in the National Register
  - ☐ See continuation sheet
- ☐ determined eligible for the National Register
  - ☐ See continuation sheet
- ☐ determined not eligible for the National Register.
- ☐ removed from the National Register.
- ☐ other,(explain:)

Signature of the Keeper (for) Date of Action

5-2-2016

Cleveland County Training School
Name of Property

Cleveland County, NC
County and State

5. Classification

Ownership of Property
(Check as many boxes as apply)

- ☒ private
- ☐ public-local
- ☐ public-State
- ☐ public-Federal

Category of Property
(Check only one box)

- ☒ building(s)
- ☐ district
- ☐ site
- ☐ structure
- ☐ object

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

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

VACANT: Not in use

7. Description

Architectural Classification
(Enter categories from instructions)

MODERN MOVEMENT

Materials
(Enter categories from instructions)

foundation BRICK
walls BRICK
roof SYNTHETICS: Rubber
ASPHALT
other

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

8. Statement of Significance

Applicable National Register Criteria
(Mark "x" in one or more boxes for the criteria qualifying the property for National Register listing.)

- ☒ **A** Property is associated with events that have made a significant contribution to the broad patterns of our history.
- ☐ **B** Property is associated with the lives of persons significant in our past.
- ☒ **C** Property embodies the distinctive characteristics of a type, period, or method of construction or represents the work of a master, or possesses high artistic values, or represents a significant and distinguishable entity whose components lack individual distinction.
- ☐ **D** Property has yielded, or is likely to yield, information important in prehistory or history.

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

Property is:

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

Areas of Significance
(Enter categories from instructions)

Architecture
Education
Ethnic Heritage: Black

Period of Significance
1935-1967

Significant Dates
1935, 1951, 1960

(Complete if Criterion B is marked)
N/A

Cultural Affiliation
African American

Architect/Builder
V. W. Breeze and Associates, architects, 1951 building
Van Wageningen and Cothran, architects, 1960 gymnasium

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: Cleveland County Library, Shelby
State Records Center, Raleigh

Cleveland County Training School
Name of Property

Cleveland County, NC
County and State

10. Geographical Data

Acreage of Property 3.45 acres

UTM References
(Place additional UTM references on a continuation sheet.)
See Latitude/Longitude coordinates 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 Heather Fearnbach
organization Fearnbach History Services, Inc. date 5/25/2015
street & number 3334 Nottingham Road telephone 336-765-2661
city or town Winston-Salem state NC zip code 27104

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 Christ Temple Apostolic Family Worship Center, Inc.; Marilyn P. Poston, Bertha W. McDowell (contacts)
street & number 404 East Graham Street telephone 828-748-8957
city or town Shelby state NC zip code 28150

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.

Section 7. Narrative Description

Setting

Cleveland County Training School is located approximately eight-tenths of a mile from Shelby, North Carolina's central courthouse square in a small, grid-plan, African American neighborhood. The building occupies the west side of a 3.45-acre lot bounded by Weathers Street to the north, Hudson Street to the south, and early- to mid-twentieth-century residential development to the east and west. Although the 1920 and 1927 schools that stood on the site had an east-west orientation and fronted Hudson Street, the 1951 building that replaced them has a north-south orientation. The primary entrance is at the southeast corner, facing the east parking lot.

The school encompasses four interconnected parts erected in 1935, 1951, and 1960. The two-story-on-basement, flat-roofed, red brick 1951 classroom and cafeteria building extends north to the one-story, bowstring-truss-roofed, red brick, 1951 auditorium, which projects east of the main block. The one-story-on-basement, flat-roofed, red brick, 1960 gymnasium abuts the auditorium's west wall. The school's oldest section is the two-story-on-basement, hip-roofed, red brick, 1935 classroom wing and stair tower at its southwest corner, which expanded the 1927 school to the west. The parcel's sloping grade allows each section's basement to have windows on the south and west elevations.

Planting beds around the school's foundation contain deciduous and evergreen shrubs. Grass fills the remainder of the areas between the building, concrete sidewalks that provide access to the entrances, and concrete curbs. Paved parking lots east and west of the school accommodated faculty vehicles and buses. The tax parcel's east half, which is at a higher elevation than the building and adjacent parking, served as an athletic field after the 1951 building's construction.

Prior to 1951, Lincolnton Street, originally named Lincoln Street, ran north-south just east of the 1927 school. The corridor's south end is now the east parking lot, while the 1951 auditorium occupies the north end. After 1951, Lincolnton Street north of Weathers Street and south of Hudson Street was renamed Kennedy Street.

Modest one-story dwellings flank Hudson and Weathers Streets. Similar residences stood east of Lincolnton Street on the site that became the athletic field. In the block south of Hudson Street, Eagle Roller Mill and Shelby Foundry and Machine Shop operated on the railroad's north side. Both industrial complexes have been demolished.[1]

[1] Sanborn Map Company, "Shelby, North Carolina." Sheet 21, issued in 1926 and updated in 1947.

1935 Wing

Exterior

In 1935, contractors erected a two-story-on-basement, hip-roofed, red brick, six-classroom wing at the no-longer-extant 1927 Rosenwald school's west end. The north and south running-bond walls each contain five bays of tall, double-hung, twelve-over-twelve, wood-sash windows. A continuous soldier-course lintel tops the basement windows and wraps around the stair tower. A firewall separates the 1935 addition from the 1951 building to the east, which replaced the 1927 school. A gable-on-hip-roofed, one-bay-wide and two-bay-deep stair tower projects from the west elevation.

Masons executed the stair tower in a distinctive brick bond composed of five courses of stretchers followed by a row of alternating headers and stretchers. The tower's south elevation contains a double-leaf door and transom surmounted by a tall rectangular window, all of which have been covered with plywood. Brick and concrete steps with steel-pipe railings lead to the entrance, which is elevated one-half-story above the basement. A round stuccoed panel bordered with a header course ornaments the front gable.

On the tower's west elevation, three double-hung, six-over-six, wood-sash windows, one at each level, light the stair well. The tower's north end is open. Round-arched window openings with one-course header lintels pierce the two upper floors at the north end. A two-course header lintel surmounts the wide round-arched door opening at the basement entrance, which is secured by a double-leaf steel-bar gate. The entrance vestibule provides access to single-leaf door into each classroom and the stair well.

A small, one-story, flat-roofed, running-bond brick addition projects from the stair tower's northwest corner. The addition has a soldier-course lintel, a single-leaf door on its north elevation, and two small, double-hung, six-over-six, wood-sash windows on its west elevation. Concrete coping caps the roof parapet.

Interior

The 1935 wing contains two large classrooms on each of its three levels. The stair tower provides access to all floors and the 1951 building's east-west corridors lead to the classrooms on the two upper stories. The basement is also accessible through the 1951 building's basement classrooms.

The stair tower has four levels, as the south entrance is at a lower grade than the first floor. Wide door openings surmounted by six-pane wood-frame transoms light the stair well connecting the basement, first, and second stories. The flights of wood steps have painted risers and stained treads, square

baluster railings, and molded handrails that terminate at square newel posts with flat caps. The steps turn at central landings with narrow hardwood floors. In the tower's enclosed south section, the brick walls have been painted and the plaster-on-metal-lath ceilings are in poor condition due to water damage. The tower's north half, which is open to the elements, has red brick walls, a concrete floor, and plaster ceilings.

On the wing's two upper floors, narrow hardwood floors, plaster-on-metal-lath walls, and simple wood baseboards and door and window surrounds characterize the classrooms. The ceilings, which were likely plaster, have been replaced with celotex tiles attached directly to the joists. The basement has a plaster ceiling, painted brick walls, and vinyl composition tile floors.

The classrooms feature steel doors in the firewall between the 1935 and 1951 buildings and matching wood doors on the west elevation. All comprise one large square base panel and a twelve-pane upper section. A narrower, shorter steel door secures the closet at the north first-story classroom's northeast corner. Above the exterior doors, three-light operable transoms tilt open from the top, supplying light and ventilation. The wood-frame blackboards and coat racks with multiple hooks below a shelf are also original. Radiators associated with the steam heat system have been removed, along with the lighting that hung from the ceilings. Some original wood auditorium seats are stored in the first-floor and basement classrooms. Roof leaks have caused significant water damage.

Classroom and Cafeteria Building, 1951

Exterior

The two-story-on-basement, flat-roofed, red brick classroom and cafeteria building has a T-shaped footprint comprised of an eleven-bay-long north-south-oriented main block and a slightly taller seven-bay-long south wing. Masons executed the walls with four courses of stretchers followed by a row of alternating headers and stretchers. The wing's projecting east elevation, which is its primary façade, includes the school's main entrance at its center. Canted brick walls support the flat-roofed canopy above a wide opening secured by a double-leaf metal gate. Two fifteen-pane steel-frame windows, one on each floor, fill the bay north of the entrance. The south half of the east wall is blind as it encloses the stair tower at the wing's southeast corner.

The main entrance vestibule has a concrete floor. A double-leaf door with six lights above two panels provides access to the stair tower on the south. The matching door at the vestibule's west end is surmounted by a seven-pane transom and opens into the corridor leading to offices and classrooms. On the second story, the stair tower door leads to an open-air vestibule illuminated by a large rectangular window opening.

North of the wing, the main block's façade (east elevation) steps back several feet and extends north to the 1951 auditorium and 1960 gymnasium. The school system replaced the second-story windows in the three south bays, the windows in the central three bays, and the first-floor windows of the three bays to the north with pairs of smaller metal-frame windows. Most replacement windows have five horizontal panes, two of which open. Christ Temple Apostolic Faith Church significantly reduced the size of the first-story window openings in the southernmost three bays and installed one-over-one sash windows that are paired in the two south bays. Brick fills the areas around the replacement windows. The slightly projecting second bay from the north end contains restrooms and storage rooms. To its north, the secondary entrance bay is in the same plane as the classrooms. A flat-roofed canopy shelters the double-leaf door with six-lights above two panels and a seven-pane transom. A twenty-four-pane steel-frame window with two operable sections lights the hall at the second-story level.

The 1960 gymnasium addition completely covers the classroom and cafeteria building's north elevation, but the west (rear) elevation remains completely exposed. Its fenestration reflects the interior plan. The first and second floors contain large classrooms illuminated by four groups of three multipane steel-frame windows. Narrow three-pane steel-frame windows light the restrooms. The sloping grade allows for a basement cafeteria and kitchen with only slightly shorter windows. Four single-leaf steel doors with eight-pane transoms facilitate basement access. At the west elevation's south end, a flat-roofed steel canopy supported by a round metal post shelters a double-leaf door with six lights above two panels and a seven-pane transom. An identical door, covered by the same canopy, pierces the north elevation of the 1951 building's south wing at the basement level. Above that entrance, two bays of rectangular multipane steel-frame windows illuminate storage rooms.

The south elevation, which fronts Hudson Street, projects approximately four feet south of the 1935 wing. Deep eaves shelter pairs of tall, twelve-pane, steel-frame windows with operable central sections. The square, six-pane, steel-frame window at the second story's east end serves a bathroom. Two rectangular, eight-pane, steel-frame windows light the one-bay-wide stair tower that occupies the wing's southeast corner.

Interior

The upper two floors encompass classrooms, offices, restrooms, storage rooms, and a second-story library, all flanking central corridors. The primary entrance vestibule provides access to the east end of the south wing's east-west corridor. A three-office administrative suite occupies the wing's east half south of the hall. A large classroom fills the space to the west. Two doors on the west section of the corridor's north wall lead to large storage rooms. The stair tower at the wing's southeast corner connects the upper two floors, but not the basement.

An expansive six-bay-wide classroom that functioned as a home economics laboratory spans the south wing's second story. The classroom features a full bathroom at its southeast corner. The two west rooms on the east-west corridor's north side served as an office and storage area.

Intersecting north-south corridors lead to the secondary entrance at the main block's northeast corner as well as the stair tower west of the entrance hall. Originally, six classrooms flanked each of the first- and second-story north-south corridors. The first-floor classrooms, designed to accommodate younger children, have an east-west partition wall with two door openings that lead into a long, narrow coat closet with a restroom at one end and a storage closet at the other. Two rows of hooks and a shelf span the distance between the restroom and closet. Some restrooms retain original porcelain sinks and lavatories.

The interior is characterized by plastered concrete-block outer walls and painted concrete-masonry-unit and frame partition walls. Smooth plaster finishes the window openings. Most rooms have textured plaster ceilings, although roof leaks have caused some damage. Simple wood baseboards, door surrounds with butt corner joints, four-pane transoms above corridor doors, and wood-trimmed blackboards are intact in all but a few rooms. Some retain built-in bookshelves, long coat racks, and storage cabinets. Green and brown vinyl composition tile is laid in a checkerboard pattern throughout the building, likely over hardwood subfloors on the upper levels and a concrete basement floor.

Rectangular flush-mounted fluorescent lighting remains in most areas. The current owner installed later pendant lighting fixtures, ceiling fans, and commercial-grade carpeting in some rooms and began removing interior finishes in two first-story classrooms on the north-south corridor's east side.

The multi-stall restrooms accessed from the corridors have square terra-cotta floor tiles, painted steel partition walls, and white porcelain sinks and lavatories. A white porcelain water fountain niche remains near the north-south corridor's south end on each of the upper two floors. Steel staircases with round metal pole railings and square steel newel posts facilitate access between floors.

The cafeteria entrance is near the northwest stair tower. The kitchen, a large pantry, and cafeteria staff offices and restrooms fill the basement's south end. The finishes are the same as the upper floors, although the cafeteria has a wood chair rail.

Auditorium, 1951

Exterior

The one-story, bowstring-truss-roofed, three-bay-long, red brick auditorium projects east from the main block's northeast corner. A one-story, flat-roofed entrance pavilion and slightly shorter flanking

flat-roofed restrooms extend from the auditorium's east elevation. The one-story-on-basement, flat-roofed red brick gymnasium abuts the auditorium's west wall. A one-story, flat-roofed, one-bay-wide, brick gymnasium lobby and restroom addition extends north from the west end of the auditorium's north elevation. As the buildings almost fill the space between the main block and Weathers Street, the primary entrances are on the east and west elevations.

Masons laid the auditorium walls with four courses of stretchers followed by a row of alternating headers and stretchers. In the one-story entrance pavilion, two square posts support the wide opening that provides access to the entrance vestibule. Two double-leaf doors, each leaf with a large, square, glazed pane above two panels, serve the auditorium. The current owner replaced the original multipane transoms above each door with textured glass. Single-leaf doors secure the restrooms. Each has a multipane steel-frame window on its east elevation. Three bays of tall, rectangular, metal-frame, late-twentieth-century replacement windows pierce the auditorium's north and south elevations.

Interior

The current owner, Christ Temple Apostolic Faith Church, modified the auditorium in the late twentieth century for use as a sanctuary, but the plan remains intact. The walls and ceilings are plaster. The commercial-grade-carpet-covered floor slopes down to the stage, thus providing good vantage points throughout the room. Replacement steel-frame seating emulates the original configuration: a wide central section flanked by two aisles and two narrower outer sections. The church also replaced the original lighting with brass chandeliers and opaque-glass pendants. Rectangular HVAC vent covers pierce the ceiling.

Rectangular panels embellish the stage's wide proscenium opening, which cants toward the stage. The stage projects slightly east of the opening and four carpeted steps wrap around its south end. The original curtain hardware is intact, although the curtains have been removed.

Gymnasium, 1960

Exterior

The flat-roofed red brick gymnasium abuts the auditorium's west wall. The gymnasium is deeper and wider than the auditorium and is executed in five-to-one common bond. The north elevation is blind, but three partial-height window openings, currently enclosed with plywood, illuminated a large basement room. Two square louvered vents pierce the wall just below the cornice near the east and west ends.

At the gymnasium's northeast corner, the one-story lobby's flat roof extends to create a canopy supported by two round steel posts that shelters a double-leaf steel door with three square glazed panes in each leaf. North of the door, a small rectangular window enclosed with plywood served as the ticket booth. A wide, four-part, multipane steel-frame window fills most of the room's north wall.

Concrete steps with metal pipe railings lead to the entrance on the gymnasium's west elevation. A flat-roofed metal canopy supported by square steel posts shelters triple steel doors that open directly into the basketball court. A small, square, two-horizontal-pane, metal-frame window pierces the west brick wall that supports the landing. A single-leaf steel door on the landing's south foundation wall provides access to the basement. East of the landing, five pairs of metal-frame windows with five horizontal panes, two of which open, light two basement classrooms.

The gymnasium's south elevation is also blind with two vents just below the roof. A double-leaf steel door with a glazed upper section and a two-part transom is recessed at the basement's center. The classroom to the east has three pairs of metal-frame windows.

Interior

The gymnasium occupies the 1960 addition's entire main level. The building's structure is expressed on the interior. Steel trusses carry the roof load over the wide span above the regulation-sized basketball court. Insulated ceiling panels ameliorated the noise during athletic events. The gymnasium has hardwood floors and concrete block north, south, and west walls. The east elevation's north end is also concrete block, but the southern three-quarters of the wall, which is the auditorium's west elevation, is painted brick. Collapsible wood stadium seating lines the north and south walls.

The double-leaf steel door at the south elevation's east end leads into the entrance hall at the 1951 classroom building's north end. A matching door at the east elevation's north end opens into the gymnasium lobby, which contains two restrooms on its west elevation and a ticket booth at its northeast corner. The room has concrete-block walls, terrazzo floors, plaster ceilings, and metal-framed steel doors. The restrooms retain variegated mosaic tile floors (blue in the women's restroom and green in the men's restroom), steel partition walls, and white porcelain sinks and lavatories.

In the basement beneath the gymnasium, the halls have concrete-block walls, terrazzo floors, and insulated-panel ceilings. Metal-framed hollow-core wood doors open into two academic classrooms and an expansive vocational classroom with concrete-block interior walls, brick exterior walls, vinyl-composition-tile floors, and insulated-panel ceilings. Radiators line classroom walls under exterior windows. In the men's restroom, square pale-green-glazed-tile wainscoting sheathes the walls' lower sections and variegated green mosaic tile covers the floors. Steel partition walls and white porcelain

sinks and lavatories are intact. The women's restroom is finished in the same manner except with blue tile.

The basement's east end contains large locker rooms, shower rooms, and restrooms. Pale-green-glazed-tile wainscoting sheathes the lower two-thirds of the shower and restroom walls and variegated green mosaic tiles covers the floors. A small locker room for visiting teams and a storage room are south of the large locker room. The mechanical room is on the short north-south hall's west side north of the stair tower.

Integrity Statement

Cleveland County Training School displays very good integrity from its period of significance, retaining original massing, floor plan, and design. Intact character-defining features in the building erected in 1935, 1951, and 1960 include windows, doors, trim, walls, ceilings, floors, cabinets, bookshelves, blackboards, stairs, and light fixtures. On the main block's east elevation, the school system replaced the second-story windows in the three south bays, the windows in the central three bays, and the first-floor windows of the three bays to the north with pairs of smaller metal-frame windows. Christ Temple Apostolic Faith Church replaced the windows in the south three bays of the main block's east elevation and the six large auditorium windows; installed later pendant lighting fixtures, ceiling fans, and commercial-grade carpeting in some rooms; and began removing interior finishes in two first-story classrooms on the north-south corridor's east side. The congregation also modified the auditorium for use as a sanctuary, but the plan and stage are intact and the seating emulates the original configuration.

Archaeology Potential Statement

The structure is closely related to the surrounding environment. Archaeological remains such as trash pits, privies, wells, and other structural remains which may be present can provide information valuable to the understanding and interpretation of the contributing structures. Information concerning land-use patterns, the structural evolution of African American school buildings, social standing and social mobility, as well as structural details, is often only evident in the archaeological record. Therefore, archaeological remains may well be an important component of the building's significance. At this time no investigation has been done to discover these remains, but it is likely that they exist, and this should be considered in any development of the property.

Section 8. Statement of Significance

Cleveland County Training School is locally significant under Criterion A for Education and African American ethnic history and Criterion C for Architecture. The site has a long association with African American education in Shelby, containing the only public school for the municipality's black youth from around 1895 until 1957, when the Shelby Board of Education constructed Hunter Elementary School on Pinkney Street. Cleveland County Training School, which offered academic and vocational courses to first through twelfth-grade students, became known as Cleveland Training School around 1949 and operated as such until the Shelby school system's 1967 integration. Cleveland School then housed sixth-grade pupils until 1977. Although Christ Temple Apostolic Faith Church purchased the property in 1985, the building meets Criteria Consideration A due to its African American public education and architectural importance.

Although the 1935 wing that had been added to the 1927 school's west end remains, Cleveland County Training School as it currently appears is the product of a statewide mid-twentieth-century campus improvement campaign. The expansive Modernist 1951 classroom and cafeteria building that replaced the 1927 school manifest the North Carolina Department of Public Instruction's initiative to supply students with spacious, well-ventilated, and amply lit instructional areas and separate, sanitary food service facilities. The building allowed for greatly increased enrollment capacity and featured an auditorium that provided a much-needed venue to hold academic and civic events. The 1960 gymnasium made on-campus indoor athletic facilities and locker rooms available for the first time since the school's founding. The basement includes a sizable vocational classroom.

The Shelby architecture firm V. W. Breeze and Associates designed the 1951 classroom and cafeteria building and auditorium. Albeit austere, the red brick school displays Modernist tenets in its two-story-on-basement, flat-roofed form and central corridor plan lit by tall, rectangular, steel-frame windows. Canted brick walls support the flat-roofed canopy above the primary entrance on the east elevation. The bowstring-truss-roofed, red brick auditorium is also simply executed, but the roof form and the one-story, tripartite entrance pavilion that projects from its east elevation epitomize the streamlined modern aesthetic. Shelby architects Van Wageningen and Cothran prepared plans for the one-story-on-basement, flat-roofed, red brick, 1960 gymnasium. As with many Modernist buildings, the structural system is exposed on the interior. Steel trusses carry the roof load over the wide span above a regulation-sized basketball court and collapsible wood stadium seating. Cleveland County Training School's period of significance begins with the 1935 building's construction and continues through the Shelby school system's 1967 desegregation.

African American Education Context

Limited educational prospects were available to North Carolina residents through the mid-nineteenth century. White youth with financial means received private instruction from tutors in private homes or attended subscription or boarding schools. Religious groups including the Moravians and the Society of Friends, known as Quakers, provided basic literacy lessons for free blacks and slaves, and according to oral tradition, continued even after the General Assembly enacted legislation forbidding the education of North Carolina's enslaved population in 1830. Although public schools enrolled white students in some urban and rural areas beginning in 1840, terms were short and facilities primitive. Private academies provided more comprehensive courses of study, but charged tuition that was cost-prohibitive for the average family. In rare instances, free black youth attended private North Carolina schools. Esteemed African American furniture maker Thomas Day's teenage daughter Mary Ann received instruction at the Salem Girls' School in 1847. She boarded in the Salem home of music teacher Christian Friedrich Sussdorf and his wife Louisa Cynthia Hagen.[2]

Legislators attempted to improve and standardize scholastic conditions for white students statewide by creating a public school superintendent's office headed by attorney and author Calvin Henderson Wiley on January 1, 1853. Wiley oversaw the transformation of North Carolina's educational system, facilitating its rapid expansion to accommodate approximately 120,000 white pupils at more than 3,000 locations by 1860. State-subsidized school funding decreased and enrollment dropped during the Civil War.[3]

Reconstruction policies included the promise of universal access to quality academic instruction. However, the North Carolina General Assembly, mandated by the state's 1868 constitution to provide free public education for all children, adopted in 1875 an amendment that allowed for the creation of "separate but equal" schools. As educational facilities relied on inequitably distributed local funding, this policy left black students with inferior buildings and supplies, shorter terms, and fewer instructors. Despite these challenges, African American leaders promoted education as a means of realizing individual potential and strengthening communities. The State Colored Education Convention,

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[2] Emma King, "Some Aspects of the Works of the Society of Friends for Negro Education in North Carolina." *The North Carolina Historical Review*, Volume I, Number 4, October 1924, 403; 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), 153. Moravian records note that Mary Ann Day had attended school "in the North" (Wesleyan Academy in Wilbraham, Massachusetts) before coming to Salem in 1847. Minnie J. Smith, *Records of the Moravians Volume 9: 1838–1847* (Raleigh: Division of Archives and History, 1964), 4966.

[3] Jim Sumner, "The Development of North Carolina's Public School System through 1940," context essay prepared for the Survey and Planning Branch of the North Carolina Historic Preservation Office, 1990, 2-3; Barbara M. Parramore, "Calvin Henderson Wiley," in William S. Powell, ed., *Dictionary of North Carolina Biography, Volume 6* (Chapel Hill: University of North Carolina Press, 1996), 196-197.

composed of 140 delegates from 40 counties, met in Raleigh in 1877 to plan systemic educational improvements. Politicians in Charlotte, Greensboro, Raleigh, Washington, and Winston soon sponsored initiatives to create the state's first black graded schools. African American students interested in becoming teachers undertook advanced studies at normal schools established by religious denominations and private entities in Charlotte, Concord, Greensboro, Raleigh, and Salisbury.[4]

In 1870, 1,036 white children and 74 African American youth enrolled in Cleveland County's public schools. However, most black children attended schools sponsored by African American churches and individuals. Compact School originated during this period. In 1872, African American farmer Peter Forney donated acreage to allow for its construction southwest of Kings Mountain, approximately fourteen miles southeast of Shelby. Forney then chaired the twelve-man committee that oversaw Compact School's establishment and operation. Local families agreed to a tuition rate of $2.50 per month for four-month terms, payable in cash or its equivalent value of wheat, 2 1/2 bushels. The money subsidized the building's completion and paid white educator Hill Culp a monthly salary of $25.00. Volunteers crafted benches and long tables to serve as desks. Thirty-five students including Peter and Clara Forney's daughter Lavinia enrolled in the inaugural term, which began in July 1872. Culp headed the school until 1877, when Lavinia assumed its oversight. She remained the only teacher through 1904, instructing fifty children in a twenty-by-thirty-foot frame building.[5]

Cleveland County's African American children also had the opportunity to attend Lincoln Academy, a private boarding school located near Kings Mountain. The American Missionary Association (AMA) subsidized the institution's 1886 creation. Educator Emily C. Prudden, a Connecticut native known for establishing schools for white and African American students, orchestrated the project. Her other early North Carolina endeavors include Jones Seminary in All Healing Springs, Gaston County; Saluda Seminary in Polk County, and Skyland Institute in Blowing Rock, Watauga County. Principal Lillian S. Cathcart, originally from Florida, assumed Lincoln Academy's oversight in 1888 and solicited donations for a school's construction. The institution became coeducational in 1889, when Cathcart, assisted by four teachers, implemented a rigorous program of academic instruction. A March 31, 1891, entry in the administrator's journal mentioned that the school's reputation prompted six families to purchase nearby property to facilitate their children's attendance. The AMA's Daniel Hand Fund allowed for school and dormitory expansion in the 1890s. Enrollment numbered 219 students during the 1897-1898 academic term. Ongoing growth prompted the 1900 completion of Cathcart Memorial

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[4] Crow, et. al., *A History of African Americans in North Carolina*, 79, 81, 153.

[5] In 1905-1906, Reverend R. H. Simmons received a $20-per-month salary to teach ninety-four Compact School students. U. S. Census, population schedules, 1870-1880; J. A. Anthony, "Public Schools," *The Cleveland Star*, March 2, 1904, p. 4; B. T. Falls, *Annual Report of the Public Schools of Cleveland County for the year July 1st, 1905, to June 30th, 1906* (Shelby, N. C.: Aurora Publishing Company, 1906), 32; Carl A. Burris and Addieleen Crocker, eds., "The Beginning of Compact School," Compact Reunion Booklet, 1988, pp. 4-5; North Carolina Retired School Personnel of Cleveland County, *Tracings: Schools and Schooling, Volume I, Series 1* (Shelby: Westmoreland, 2009), 68-69.

Hall, which had a three-hundred-student capacity. Lincoln Academy remained Cleveland County's largest African American school into the early twentieth century.[6]

Although state subsidies for public education became available in 1897, legislators did not initially allocate funds to black schools. Local taxes thus supported school operations. African American children residing in Shelby attended a county-operated, two-room, weatherboarded school erected around 1895 on the Hudson Street site that would later contain Cleveland County Training School.[7]

As the twentieth century commenced, Charles Brantley Aycock, North Carolina's governor from 1901 to 1905, advocated extensive improvements to the public school system. Municipal and county boards of education implemented more stringent teacher qualification standards, undertook building improvement and new construction, and consolidated smaller schools. Cleveland County assumed the operation of previously privately-funded African American schools such as Douglas Academy near Lawndale, founded in 1902 with the American Missionary Association's assistance.[8] During the 1905-1906 academic term, Douglas Academy teachers Florence Mills and Nettie Smith instructed forty-five students on a consistent basis, although enrollment numbered seventy-three youth. Regular attendance at Shelby's African American school grew to 90 of 136 registered students taught by Reverend R. Shipp and Mary O. Roberts. Reverend John Wesley Roberts became the Shelby school's principal on

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[6] Emily Prudden died in 1917 after founding eight western North Carolina campuses for white girls and seven schools for young African American women. All eventually admitted male pupils. The State of North Carolina funded one Lincoln Academy teacher's salary in 1922 and all faculty by 1935. By 1945, Lincoln Academy's campus included a two-and-one-half-story frame girls' dormitory, a one-story, weatherboarded, five-classroom Rosenwald School, a two-and-one-half-story hip-roofed brick boys' dormitory, and a one-story, brick, Classical Revival-style dining hall. The institution operated a high school until 1947, when the Gaston County school system leased the property. The facility closed by 1955. "List of Our Field Workers," *The American Missionary*, Volume 45, Issue 2, February 1891, p. 50; "Journal Extracts from All Healing, N. C.," *The American Missionary*, Volume 45, Issue 5, May 1891, p. 188; "The Daniel Hand Fund," *The American Missionary*, Volume 45, Issue 11, November 1891, p. 376; "Lincoln Academy, All Healing, N. C.," *The American Missionary*, Volume 46, Issue 8, August 1892, p. 269; L. S. Cathcart, "Lincoln Academy, King's Mountain, N. C.," *The American Missionary*, Volume 52, Issue 3, September 1898, p. 122; "Lincoln Academy," biographical note and 1945 photographs, Lincoln Academy collection, 1915-1957, Amistad Research Center, Tulane University, New Orleans, Louisiana [accessed May 25, 2015]; Phoebe Pollitt, "Emily Prudden and Her Schools," University of North Carolina at Greensboro, Ph.D. dissertation, 1994, 75-78; "Lincoln Academy Notes," *The Kings Mountain Herald*, February 13, 1936.

[7] North Carolina Retired School Personnel of Cleveland County, *Tracings: Schools and Schooling, Volume I, Series 1*, 92-93.

[8] The American Missionary Association conveyed Douglas Academy and ten acres to school trustees E. S. Beam, Charles Blanton, William Blanton, Major Stroud, D. T. Thompson, and J. T. Wells on December 15, 1914. The institution suffered ongoing administrative issues. "County Board Appropriates School Fund," *The Kings Mountain Herald*, July 15, 1915, p. 1; Cleveland County Deed Book YY, p. 447; "Trustee's Sale of Land," *The Cleveland Star*, January 10, 1922, p. 4; "Big Time at Douglas," *The Cleveland Star*, July 10, 1923, p. 8.

May 31, 1906. He and county public school superintendent B. F. Falls led week-long summer training programs for the county's African American teachers.[9]

Between 1910 and 1912, rural communities erected 132 African American and 574 white schools, many using plans distributed by the North Carolina Department of Public Instruction. In 1912, the state enumerated 2,226 rural and 105 urban black schools and 5,265 rural and 181 urban white schools. As inherent inequalities between black and white educational facilities prevailed, prominent educators including Nathan C. Newbold, James B. Dudley, and Charles H. Moore began addressing the appalling condition of African American schools. Newbold, appointed Agent for Rural Black Schools in 1913, served as the first Director of the Division of Negro Education upon its 1921 creation. With the aid of philanthropic concerns such as the Jeanes, Peabody, Rosenwald, and Slater Funds, he hired supervisors and teachers for rural schools and orchestrated building improvements.[10]

Beginning around 1918, North Carolina's first public secondary schools for black youth, located in highly populated counties such as Durham, Forsyth, Guilford, Mecklenburg, and Wake, offered a few years of high school coursework. Earlier private schools including Palmer Memorial Institute in Guilford County, established in 1902 by African American educator Charlotte Hawkins Brown, and Laurinburg Institute in Scotland County, created in 1904 by Emmanuel Monty and Tinny McDuffie, remained alternatives for black children from counties in which public secondary education was not available.[11]

North Carolina strengthened compulsory school attendance legislation in 1919, resulting in escalated enrollment that could not be accommodated in existing facilities. Between 1921 and 1925, North Carolina expended approximately eighteen million dollars operating public elementary and high schools, summer programs, normal schools, and colleges for African American students. Public school

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[9] Douglas School closed in 1967. Falls, *Annual Report of the Public Schools of Cleveland County,* 33; North Carolina Retired School Personnel of Cleveland County, *Tracings: Schools and Schooling, Volume I, Series 1*, 96;"Colored Teachers' Institute," The Cleveland Star, September 7, 1906, p. 1.

[10] Crow, et. al., *A History of African Americans in North Carolina*, 155-158; Sumner, "The Development of North Carolina's Public School System through 1940," 5-6; William S. Powell, *North Carolina through Four Centuries* (Chapel Hill: University of North Carolina Press, 1989), 445-447; North Carolina Department of Public Instruction, *Biennial Report of the Superintendent of Public Instruction to Governor W. W. Kitchin for the Scholastic Years 1910-11 and 1911-12* (Raleigh: Edwards and Broughton, 1912), 8-9; Hugh Victor Brown, *A History of the Education of Negroes in North Carolina* (Raleigh: Irving Swain Press, Inc., 1961), 61, 64; James D. Anderson, *The Education of Blacks in the South, 1860-1935* (Chapel Hill: University of North Carolina Press, 1988), 204; Hugh Victor Brown, *E-Qual-ity Education in North Carolina Among Negroes* (Raleigh: Irving Swain Press, Inc., 1964), 129-130.

[11] Crow, et, al., *A History of African Americans in North Carolina*, 155-158.

teacher salaries totaled around ten million, new buildings and equipment five million, and higher education and teacher training allocations almost three million dollars.[12]

Cleveland County's public educational system manifested statewide trends. Student population grew steadily through the twentieth century's first decades. In 1900, 5,269 white students enrolled in county schools, but only 3,893 regularly attended classes. African American enrollment totaled 1,029, with daily attendance averaging 580 youth. Cleveland County operated 22 African American schools and 85 white schools in 1902. Registration numbers increased slightly by 1910, with 5,889 white pupils and 1,110 black students on school rosters. In 1920, 6,896 white children and 1,539 African American youth enrolled at public schools.[13]

Cleveland County's 1910s school consolidation program included merging three African American campuses—Caleb Peeler School, Cleveland Mills School, and Douglas Academy—at Douglas Academy's site near Lawndale. In 1923, when J. C. Newton became Cleveland County Schools' superintendent, the system employed 216 teachers in 71 white and 25 black institutions. Five white campuses encompassed brick educational buildings. By 1925, Cleveland County contained 80 white and 33 black school districts.[14]

The Rosenwald Fund, an organization devoted to improving educational venues for southern African American children, subsidized the completion of 813 buildings, including schools, teachers' residences, and industrial education shops, in North Carolina between 1915 and 1932, more than in any other state. Modest frame schools served most of Cleveland County's African American students through the twentieth century's first decades. In order to construct new buildings—most of which were one-story and weatherboarded—in the 1920s, school administrators solicited public donations as well as subsidies from the Rosenwald Fund. Rosenwald contributions facilitated the construction of twelve Cleveland County facilities: Cleveland County Training (four classrooms, 1920), Long Branch (three classrooms, 1923), Ebenezer (three classrooms, 1924), Philadelphia (three classrooms, 1924), Compact (three classrooms, 1925), Ellis Chapel (four classrooms, 1926), Kings Mountain (five classrooms, 1926), Cleveland County Training #2 (eight classrooms, 1927), Douglas (five classrooms, 1929), Green Bethel (three classrooms, 1929), Washington (three classrooms, 1929), and Borders (one classroom, 1930). After the 1920 Cleveland County Training School was partially destroyed by a

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[12] North Carolina State Board of Charities and Public Welfare, "North Carolina's Social Welfare Program for Negroes," Special Bulletin Number 8, Raleigh, N. C., 1926, 42.

[13] "Our Public Schools," *The Cleveland Star*, June 11, 1902, p. 1; "Cleveland County," North Carolina Department of Public Instruction, Division of Schoolhouse Planning, County Building Reports, 1935, State Archives of North Carolina, Raleigh.

[14] "County Board Appropriates School Fund," *The Kings Mountain Herald*, July 15, 1915, p. 1; Huggins, "History of Education in Cleveland County," p. 502; Weathers, *The Living Past of Cleveland County*, 105.

February 1926 fire, the building was repaired and enlarged in 1927. Although portions of some campuses remain, all of the buildings subsidized by the Rosenwald Fund have been demolished.[15]

Cleveland County school enrollment almost doubled by 1930, when 11,571 white students and 3,893 African American pupils registered to attend classes. Despite a dramatic improvement in educational facilities during the 1920s, many campuses remained primitive. Superintendent J. H. Grigg reported that 37 white and 23 African American schools had six or fewer classrooms in 1930. All were one-story and the vast majority were weatherboarded gabled-roofed buildings with privies. Only five white schools were brick, four had plumbing, and two featured landscaped grounds. Six white and five black schools included auditoriums. Ten white consolidated schools—Belwood, Casar, Fallston, Grover, Park Grace, Piedmont, Lattimore, Mooresboro, Waco, and #8 Township—were more substantial, with seven or more classrooms. Enrollment remained stable throughout the decade. In 1935, school administrators enumerated 9,003 white elementary school and 2,401 high school students and 4,202 African American elementary and 344 high school pupils.[16]

The economic challenges that ensued from the Great Depression resulted in limited facility improvement funding during the early 1930s. However, the North Carolina Emergency Relief Administration (NCERA), the state's first New Deal program that created jobs for unemployed citizens, subsidized Cleveland County school projects from 1932 to 1935 including school, gymnasium, and athletic field construction and maintenance, heating system installation, and grounds improvements.[17] The federal Works Progress Administration (WPA) followed, engaging citizens in work endeavors ranging from public health and manufacturing initiatives to cultural activities. The program facilitated educational and athletic building construction as well as the operation of school lunch rooms through the early 1940s. During the summer of 1939, Cleveland County Parent-Teacher Associations (PTA) collaborated with the WPA to plant school gardens in Kings Mountain, Shelby, and Polkville that yielded fruit and vegetables preserved by participants for use in the free lunches supplied by WPA- and PTA-sponsored lunch rooms.[18]

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[15] "Negro Schools are Offered Assistance," *The Cleveland Star*, June 29, 1923, p. 1; "County Schools Begin on Oct. 29," *The Cleveland Star*, October 5, 1923, p. 7; "Cleveland County Schools," Fisk University Rosenwald Fund Card File Database, Julius Rosenwald Fund Archives, 1917-1948, John Hope and Aurelia E. Franklin Library, Special Collections, Fisk University, http://rosenwald.fisk.edu (accessed in August 2014); "North Carolina Rosenwald Schools," http://www.historysouth.org/schoolsnc.html (accessed August 2014).

[16] Ibid.

[17] J. S. Kirk, Walter A. Cutter and Thomas W. Morse, eds. *Emergency Relief in North Carolina: A Record of the Development and Activities of the North Carolina Emergency Relief Administration, 1932-1935* (Raleigh: North Carolina Emergency Relief Administration, 1936), 467.

[18] Mrs. Renn Drum, "Vocational Classes Go Modern in Shelby School," *Charlotte Observer*, November 30, 1939.

As attendance escalated in the mid-1940s, the Board of Education planned to undertake school construction and maintenance that had been deferred due to building material shortages during and after World War II. A $1.5-million bond passed in 1946 promised to improve schools throughout the county, but high construction estimates delayed project implementation. In 1947-1948, Shelby school rosters contained 3,093 youth and Kings Mountain campuses served 1,801 pupils. Rural Cleveland County school enrollment encompassed 7,241white students at 23 schools and 3,291 African American pupils at 25 campuses. Fifteen complexes included vocational buildings, while ten sites featured gymnasiums. Steel Quonset huts provided additional classroom space at five schools.[19]

In 1955, Cleveland County administrators reorganized the school system, appointing a separate superintendent and board of education for Kings Mountain, Shelby, and rural districts. School consolidation continued, often involving converting existing high schools to elementary, middle, or junior high schools and erecting new high school campuses. The Shelby Board of Education constructed Hunter Elementary School on Pinkney Street in 1957 to accommodate some of the African American students who would have attended the overcrowded Cleveland Training School. In 1960, sixteen white and six African American Cleveland County schools housed elementary-grade students, while twelve white and five black campuses accommodated all twelve grades. That year, the county began implementing a campaign that resulted in the closure of rural schools such as Bethware, Compact, Grover, and Park Grace, all of which joined Davidson School and Central, East, West and North Kings Mountain schools in the Kings Mountain District. The County Board of Education orchestrated similar mergers system-wide. County-operated schools desegregated in 1965. The municipal process was more gradual. Shelby schools initiated integration in 1963, but erected Northside School for African American students in 1966. After the Board of Education achieved full desegregation during the 1967-1968 academic year, Hunter Elementary School ceased to operate. Cleveland Training School housed sixth-grade pupils until 1977. Northside School served first through fifth-grade students until 1972, after which the building housed a federally-subsidized kindergarten for three years. In 1991, ten elementary, two middle, and two high schools served approximately eight thousand Cleveland County youth. On January 13, 2004, Cleveland County commissioners created the Cleveland County Consolidated School System, merging the Kings Mountain, Shelby, and rural districts.[20]

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[19] "County Plans Building Program," *The Star*, December 10, 1948.

[20] North Carolina Retired School Personnel of Cleveland County, *Tracings: Schools and Schooling, Volume I, Series 4* (Shelby: Westmoreland, 2009), 21-22, 72; Weathers, *The Living Past of Cleveland County*, 105; Cleveland County Sesquicentennial Committee, "Cleveland County Sesquicentennial, 1841-1991," Heritage Day Program, April 27, 1991, p. 9; Dave Baity, *Tracks Through Time: A History of Kings Mountain, 1874-2005* (Charlotte: Jostens Books, 2005), 16.

Cleveland County Training School Historical Background

African American children residing in Shelby benefited from the circa 1895 construction of a county-operated, two-room, weatherboarded school on the Hudson Street site that now contains Cleveland County Training School. Enrollment grew steadily. During the 1905-1906 academic term, Reverend R. Shipp and Mary O. Roberts instructed 136 registered students, 90 of whom attended regularly. Reverend John Wesley Roberts became the school's principal on May 31, 1906. He and county public school superintendent B. F. Falls led week-long summer training programs for the county's African American teachers.[21]

Union County, South Carolina, native Adolphus Warren Foster, a graduate of Biddle University in Philadelphia, assumed oversight of Shelby's African American public graded school in 1916. As the building did not have an auditorium, Foster held 1917 commencement ceremonies in the Cleveland County courthouse. The following year, he led a campaign to raise $700 in order to secure a $700 matching grant from the Jeanes Fund with the goal of erecting a new school. Foster and other Cleveland County teachers provided instructional workshops at the Shelby school for the African American Teachers' Association. He became Wilson Street Presbyterian Church's pastor in 1915 and remained its leader until 1957. Foster's prominence as a community leader is further evidenced by his membership in myriad civic organizations and service on various committees. In 1919, Shelby mayor C. B. McBrayer appointed Foster to a commission created to promote racial harmony.[22]

State appropriations for vocational education allowed Reverend Foster and his wife Maude, also a teacher, to add new carpentry, shoe-repair, gardening, house cleaning, laundry, cooking, and sewing classes to the Shelby school's curriculum in the fall of 1919. The preceding summer, the Fosters completed a training program at Hampton Institute. Maude had prior experience with industrial arts instruction as she taught similar courses at Scotia Seminary during her five-year tenure there. Other faculty members included primary department head Lula Lord and intermediate department head Cassie Claybrook. Foster continued to solicit funds for a new school subsidized by a Rosenwald bequest, the state education board, and the county board of education with a community contribution

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[21] Douglas School closed in 1967. Falls, *Annual Report of the Public Schools of Cleveland County,* 33; North Carolina Retired School Personnel of Cleveland County, *Tracings: Schools and Schooling, Volume I, Series 1*, 92-93, 96;"Colored Teachers' Institute," The Cleveland Star, September 7, 1906, p. 1.

[22] "Colored Commencement," *The Cleveland Star*, May 4, 1917, p. 4; "A Scholarly Book," *The Cleveland Star*, June 22, 1917, p. 6; "Negro Teacher Training," *The Cleveland Star*, March 29, 1918, p. 5; "Colored People Subscribe for a Training School," *The Cleveland Star*, April 5, 1918, p. 6; Mrs. John A. Hunter; "Interesting Meeting of the Colored Teachers," *The Cleveland Star*, April 12, 1918, p. 2; "Meeting of Colored Teachers Association," *The Cleveland Star*, March 14, 1919, p. 1; "Mayor McBrayer Names a Commission of Two Races," *The Cleveland Star*, October 24, 1919, p. 1; North Carolina Retired School Personnel of Cleveland County, *Tracings: Schools and Schooling, Volume I, Series 1*, 96-97.

goal of $800.[23]

Foster's efforts were successful. In June 1920, the Shelby School Board engaged Elliott Construction Company of Hickory to build a six-room frame school to accommodate the municipality's African American students. The contractors demolished the two-room school on the site and completed Cleveland County Training School just prior to classes beginning on September 13, 1920. The Board of Education charged $3.00 monthly tuition for first through-seventh grade students and a $5.00 monthly fee for high school pupils. Reverend Foster taught seventh and eighth grades, Maude Foster facilitated the industrial arts classes, Mrs. D. L. Frazier instructed fifth and sixth-grade students, Bertha M. Darden educated third and fourth-grade pupils, and Pricilla Cabiness oversaw first graders. In October of that year, the *Asheville Citizen* reported that Cleveland County Training School was one of the state's eighteen county-operated African American public schools to offer vocational agriculture instruction. Shelby students traveled to Raleigh to participate in livestock judging and other contests. In October 1922, Foster and teachers Helen Eskridge, Anna Cox, and R. C. Cabiness reported enrollment of 138 youth.[24]

A February 1926 fire significantly damaged the 1920 building. Contractors subsequently repaired and expanded the structure to create the two-story, fourteen-bay-wide, weatherboarded, hip-roofed, eight-classroom Cleveland County Training School #2, finished in 1927 at a cost of $30,000. The local African American community contributed $1,500, the Rosenwald Fund $900, and the county school system the remaining $27,600.[25]

The 1927 building featured a library, an auditorium, and offices. A hip-roofed south-facing central portico supported by square posts sheltered two single-leaf entrances fronting Hudson Street. Principal T. K. Borders, who assumed the school's oversight during the 1926-1927 academic year, attained high school accreditation in 1928. The institution was then the county's only public African American high school. The Board of Education did not provide transportation for black students at that time, forcing many students to walk long distances to Shelby.[26]

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[23] "Industrial Courses Added to Colored School," *The Cleveland Star*, September 5, 1919, p. 1.

[24] Elliott Construction Company erected an eight-room graded school for Shelby's white students at the same time, executing both buildings within an overall budget of $23,500. "Cleveland County Schools," Fisk University Rosenwald Fund Card File Database, Julius Rosenwald Fund Archives, 1917-1948, John Hope and Aurelia E. Franklin Library, Special Collections, Fisk University, http://rosenwald.fisk.edu (accessed August 2014); "Contracts Let for Two School Buildings," *The Cleveland Star*, June 15, 1920, p.1; "Students Livestock Judging Contest at the Negro State Fair," *Asheville Citizen*, October 11, 1920, p. 6; "Notice to Patrons of Shelby Schools," *The Cleveland Star*, September 10, 1920, p. 1; "Teachers for all the Shelby Schools," *The Cleveland Star*, August 26, 1921, p. 1; "Enrollment of School Doubled," *The Cleveland Star*, October 6, 1922, p. 1.

[25] "Cleveland County Schools," Fisk University Rosenwald Fund Card File Database.

[26] North Carolina Retired School Personnel of Cleveland County, *Tracings: Schools and Schooling, Volume I, Series 1*, 97. Principal T. K. Borders moved to Oxford, North Carolina, to assume the Colored Orphanage of North

At the beginning of the 1930-1931 term, Monroe, North Carolina, native and Johnson C. Smith University alumnus Nobel L. Massey succeeded Borders as Cleveland County Training School's principal. His faculty then comprised eight female elementary school teachers, two female high school instructors, and one male high school teacher in addition to himself. High school students utilized four classrooms. Enrollment encompassed 117 high school and 427 elementary school pupils. Eighteen youth graduated that spring. The student body participated in extracurricular activities including a baseball team and drama, glee, literary, and science clubs. Registration increased slightly the following term, numbering 125 high school and 460 elementary school pupils.[27]

Contractors erected a six-room brick addition at the 1927 building's west end in 1935. A photograph taken after the addition's completion illustrates that the 1927 structure had been brick veneered by that time.[28] In May 1936, principal Earl C. Horton reported that ten female and two male teachers led the elementary school. Daily high school attendance averaged 194 youth taught by Horton and three female and two male instructors in six of the building's nineteen classrooms. After-school opportunities included football and basketball teams; debate, drama, glee, and science clubs; Boy Scouts; and the publication of a newspaper called *Voices of Cleveland.* Thirty-seven students graduated that spring.[29]

By 1941, when principal Banaka D. Roberts reported that 109 of the 132 enrolled high school pupils regularly attended classes, high school faculty comprised three men in addition to himself and one woman. One male and twelve female teachers instructed the elementary grades.[30] Roberts, the son of the school's former principal J. W. Roberts and educator Ida Roberts, graduated from Columbia University and taught at Dunbar High School in Lexington, North Carolina, before returning to Shelby in 1940. He left Cleveland County Training School in 1944 to become principal of Myers Street Elementary School in Charlotte.[31]

Cleveland County Training School became known as Cleveland Training School around 1949. The State Board of Education allocated $141,365.88 for campus improvements in 1950, at which time enrollment numbered 104 high school and 477 elementary school students. The school system demolished the 1927 building in order to erect a wing containing classrooms, offices, an auditorium, a

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Carolina's oversight in February 1937 and died in 1940. "Prof. Borders Named," *Statesville Record and Landmark*, January 28, 1937, p. 1.

[27] "Cleveland County Training School," "Principal's Annual High School Reports," NCDPI, DIS, 1931, 1932.

[28] North Carolina Retired School Personnel of Cleveland County, *Tracings: Schools and Schooling, Volume I, Series 1*, 94, 98.

[29] "Cleveland County Training School," "Principal's Annual High School Report," NCDPI, DIS, 1936.

[30] "Cleveland County Training School," "Principal's Annual High School Report," NCDPI, DIS, 1941.

[31] North Carolina Retired School Personnel of Cleveland County, *Tracings: Schools and Schooling, Volume I, Series 1*, 99.

library, and a lunchroom in 1951. Cleveland County Schools' superintendent Walter Abernathy recruited James D. Hoskins, a Cleveland High School alumnus who attained a graduate degree from New York University and was briefly employed at Douglas High School in Lawndale, to serve as Cleveland Training School's principal. Hoskins and four teachers mentored high school students including twenty graduates in 1954-1955. During the following academic year, Hoskins and five faculty members oversaw 148 high school students. He reported that building updates comprised the installation of floor tile and the correction of water leaks in four classrooms completed in 1955. In 1959-1960, Hoskins and eight instructors educated 173 high school students and contractors erected a new gymnasium. Twenty-two teachers instructed approximately eight hundred first through twelfth-grade students at the time of the school system's 1967 integration, after which Cleveland School housed sixth-grade pupils until 1977.[32]

Shelby City Schools conveyed the property to Jerry McGinnis on February 8, 1985. McGinnis deeded the school to David Wayne Allen, Kenneth Wayne Allen, and Jerry Lee Allen, trustees of Christ Temple Apostolic Faith Church, on February 11, 1985. Temple Apostolic Faith Church transferred ownership to Christ Temple Apostolic Family Worship Center, Inc. on May 11, 2006.[33] The church vacated the property in spring 2015 with the intention of selling it with protective covenants held by Preservation North Carolina.

Architecture Context: Mid-twentieth-century Educational Buildings

Modernism dominated mid-twentieth-century educational architecture as architects and engineers employed materials such as masonry, glass, and steel in pioneering ways that broke with tradition and evoked the era's progressive mindset. Innovative design precepts enhanced connectivity between interior and exterior spaces. Architecture critic Lewis Mumford approved of Modernist campus design, characterizing the period's educational buildings as "schools for human beings," a complete departure from the 1930s schools he deemed "self-important WPA barracks."[34] However, the modern movement was slow to gain widespread acceptance in North Carolina, despite the fact that those involved in the building trades promoted the style as an economical, up-to-date alternative to period revival

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[32] "State Board of Education Grants County Appropriations," Burlington *Daily Times-News*, February 3, 1950; "Cleveland Training School," "Principal's Annual High School Reports," NCPI, DIS, 1950, 1955, 1956, 1960; "Cleveland Training School," "Principal's Annual Elementary School Reports," NCDPI, DIS, 1950; North Carolina Retired School Personnel of Cleveland County, *Tracings: Schools and Schooling, Volume I, Series 1*, 100-101; Christine L. Keaton, Cleveland High School alumnae, telephone conversation with Heather Fearnbach, February 13, 2015.

[33] Cleveland County Deed Book 1486, p. 601; Book 18-U, pp. 720 and 750.

[34] Crow Island School, erected in Winnetka, Illinois in 1939-1940, is widely regarded as being the first public campus to use Modernist design principles to embody progressive education philosophies. Janice E. Tubergen, "Crow Island School, Winnetka, Illinois," National Historic Landmark Nomination, 1989, 7.2-3, 8.2, 6-9; Carole Rifkind, *A Field Guide to Contemporary American Architecture* (New York, Penguin Putnam, Inc., 1998), 230.

architecture.

This changed in the late 1940s, when the North Carolina Board of Education and the Superintendent of Public Instruction evaluated educational buildings statewide and found that many were functionally inadequate. In 1949, the General Assembly allocated fifty million dollars and local bond issues made an additional seventy-five million dollars available for school construction. The desire for progressive campuses led to consultation with North Carolina State College's (NCSC) newly created School of Design faculty, all strong supporters of Modernism. Professors and visiting lecturers including Frank Lloyd Wright, Walter Gropius, and Mies van der Rohe had a significant impact on North Carolina's mid-century built environment, both through the buildings they designed and the students they trained. The School of Design and the Office of School Construction advocated contemporary architecture at workshops for local officials and architects in 1949 and 1950, and NCSC professor Edward W. Waugh took a leave of absence in 1949 to develop design standards for the Office of School House Planning.[35]

Waugh called his approach to school design "organic" and recommended centrally locating communal spaces such as administrative offices, libraries, cafeterias, and combination auditoriums and gymnasiums and arranging classrooms in outlying wings flanking central corridors. Acknowledging that learning does not take place solely indoors, the standards suggested that each classroom should have an exterior door to facilitate connectivity with the "outside classroom." Buildings were to be well-integrated into their sites and allow for flexible use and future expansion.[36]

Cleveland County schools began manifesting this approach in the early 1950s as part of a system-wide campus improvement plan initiated to ameliorate overcrowded conditions resulting from steadily increasing enrollment. The Board of Education demolished many educational buildings erected during the 1920s and 1930s. Architects including James L. Beam, V. W. Breeze and Associates, Ormand and Vaughan, and Van Wageningen and Cothran, as well as their successor firms, designed new schools as well as additions to and renovations of existing buildings. All reflected Modernist precepts.

Cleveland County public schools constructed from the 1940s through the 1960s are austere, brick-veneered, flat-roofed forms illuminated by bands of large steel-framed windows, as are additions to earlier educational buildings completed at that time. The floor plans are efficiently arranged, usually around central corridors in order to take full advantage of natural light and air circulation. Auditoriums and gymnasiums are similarly streamlined and often flat roofed, although in some cases arched roofs

[35] Edward Waugh and Elizabeth Waugh, *The South Builds: New Architecture in the Old South* (Chapel Hill: The University of North Carolina Press, 1960), preface, 8; David R. 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, E15-16.

[36] Waugh and Waugh, *The South Builds*, 43–44.

add interest. Steel trusses allow for wide, open interior spaces.

In addition to Cleveland County Training School in Shelby, two of the county's African American schools—Compact School near Kings Mountain and Davidson Elementary School in Kings Mountain—retain mid-twentieth-century buildings that reflect Waugh's principles. Although each institution has a much older history, the Board of Education significantly improved both campuses in the 1950s. At Compact School, the earliest surviving edifice is a one-story, gable-roofed, brick, circa 1952 six-classroom building. Department of Public instruction records indicate that additions comprising two classrooms, administrative offices, a lunch room, a library, and a "gymtarium," a combination gymnasium and auditorium, were completed in April 1957. As was typical of the period, the brick administrative and classroom sections are one-story tall, while the flat-roofed brick gymtarium rises to two stories in height. The freestanding, one-story, brick, circa 1960 classroom and office building has slightly sloped roof and an almost-full-width flat-roofed porch supported by round steel posts.

The one-story, flat-roofed, brick-veneered Davidson Elementary School, designed by architect James L. Beam and completed in 1954, also reflects mid-twentieth-century educational building design standards. Groups of large steel-framed windows, each with five horizontal panes, illuminate classrooms served by a central corridor. On each elevation, flat-roofed canopies supported by round steel posts shelter single- or double-leaf steel doors surmounted by rectangular transoms. The six-classroom building is the only extant structure associated with the African American Davidson School campus.

Architecture Context: V. W. Breeze and Associates

Victor Winfred Breeze, born in Durham, North Carolina on August 18, 1889, earned an undergraduate degree in civil engineering from N. C. State College in 1914. He subsequently gained experience in the Durham offices of W. M. Pratt from 1914 until 1916, and G. C. White, where he spent the next two years. In 1918, Breeze garnered employment with Southern Engineering Company in Charlotte, remaining there until 1923. He served as an engineering consultant for a variety of North Carolina and South Carolina architects prior to establishing his own firm in 1927. Breeze practiced under his name, but also adapted the firm name several times to reflect collaborations with architects including Joseph Dill Rivers. Durham architect H. R. Weeks and Winston-Salem architect Willard C. Northup supported Breeze in his successful 1938 application for membership in the American Institute of Architects. His commissions by that time included the 1938 Shelby High School, the Shelby Nurses Home, and J. G. Anderson's Asheville residence. Breeze incorporated V. W. Breeze and Associates in 1948 and operated as such until July 1954, when he elevated firm members Lawrence Pegram Holland Jr. and Jack Paul Riviere to partnership and reconstituted the firm as Breeze, Holland, and Riviere, Inc. Breeze

retired shortly before his death on April 11, 1961.[37]

Shelby native Lawrence Pegram Holland Jr., born on July 17, 1914, graduated from Shelby High School in 1931, Mars Hill College in 1933, and the University of North Carolina at Chapel Hill in 1935. He returned to Shelby in February 1937 to work as a draftsman for V. W. Breeze and remained with the firm until July 1941, when he accepted a similar position in the New River, North Carolina, office of Durham architect George Watts Carr and Baltimore engineer John Edwin Greiner. Holland joined the Army Corps of Engineers in November 1942 and taught drafting, prepared plans, and supervised construction during his four-year tour of duty. In February 1946, he accepted a position with V. W. Breeze, but left in January 1947 to become a junior partner in Frederic Van Wageningen and Thomas White Cothran's Shelby firm. He attained membership in the American Institute of Architects in 1951. Holland partnered with V. W. Breeze and Jack Paul Riviere in 1954 to form Breeze, Holland, and Riviere, Inc. Following Breeze's retirement, Holland and Riviere incorporated under their surnames on January 23, 1962. The practice name continued to evolve with successive ownership changes. Holland's son Roger, a North Carolina State University School of Design alumnus, joined the firm in 1979 and remains a partner at Holland and Hamrick Architects, P. A. Lawrence P. Holland died on February 15, 1986.[38]

Shelby native Jack Paul Riviere, born on October 21, 1924, attended the University of Kentucky for a year after graduating from Shelby High School. He then served in the Army Corps of Engineers from 1943 until 1944. After postings in Italy, France, and Germany, he returned to Shelby and in January 1945 became a draftsman in V. W. Breeze's firm. In 1954, Riviere attained an architecture license, membership in the American Institute of Architects, and partnership in the firm Breeze, Holland, and Riviere, Inc. He died on December 14, 1969, at the height of his career.[39]

Architecture Context: V. W. Breeze and Associates' Cleveland County Educational Buildings

The oeuvre of V. W. Breeze and his firm includes numerous educational and institutional buildings throughout western North Carolina. Breeze's commanding Art Deco-style, three-story, brick, 1937 Shelby High School, erected with a federal Public Works Administration grant in conjunction with municipal funds, is a particularly significant project. The facade's focal point is a tall, slightly projecting entrance pavilion dominated by four fluted pilasters with cast-stone plinths and capitals beneath a cast-stone cornice and stepped parapet. Breeze, Holland, and Riviere, Inc., also designed the

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[37] "Victor Winfred Breeze," American Institute of Architects (AIA) membership file, AIA Archives, Washington, D. C.; George S. Koyl, ed., *American Architects Directory*, 1st ed. (New York: R. R. Bowker, 1956), 61, 463.

[38] "Lawrence Pegram Holland Jr.," AIA membership file, AIA Archives, Washington, D. C.; George S. Koyl, ed., *American Architects Directory,* 2nd ed. (New York: R. R. Bowker, 1962), 320; Roger L. Holland, email correspondence with Heather Fearnbach, November 24, 2015.

[39] "Jack Paul Riviere," AIA membership file, AIA Archives, Washington, D. C

austere, Modernist, two-story, brick, flat-roofed, 1955 classroom wing that projects from the 1937 auditorium.[40]

The 1955 addition remedied overcrowded conditions for a short time, but the school system soon engaged Breeze, Holland, and Riviere, Inc., to design a new Modernist Shelby High School campus on Dixon Boulevard that began serving tenth- through twelfth-grade students in September 1961. The Marion Street site then served as Shelby Junior High School. The Cleveland County Board of Education renovated the Marion Street complex in 2013 per the plans of Holland and Hamrick Architects, P. A., to serve as administrative offices.

J. P. Riviere of V. W. Breeze and Associates drew the plans for the 1951 Cleveland County Training School classroom and cafeteria building and auditorium, which reflects the firm's proficiency in educational building design.[41] Albeit austere, the red brick classroom and cafeteria building manifests Modernist tenets in its two-story-on-basement, flat-roofed form and central corridor plan lit by tall, rectangular, steel-frame windows with hoppers. Particularly distinctive features include the canted brick walls that support the flat-roofed canopy above the primary entrance on the east elevation. The bowstring-truss-roofed, red brick auditorium is also simply executed, but the roof form and the one-story, tripartite entrance pavilion that projects from its east elevation epitomize the streamlined modern aesthetic. The pavilion's central section, where two square posts support the wide opening that provides access to the entrance vestibule, is slightly taller than the two flanking restrooms.

The Modernist Graham Elementary School at 1100 Blanton Street, which was placed into service in fall 1956, is among Breeze, Holland, and Riviere, Inc.'s notable Shelby commissions. The original $384,232-complex, arranged around a cul-de-sac, encompassed three detached structures: an expansive, one-story, flat-roofed, brick-veneered classroom building, a small cafeteria, and an auditorium. As enrollment grew, Holland and Riviere prepared plans for the 1969 classroom building and the 1973 gymnasium.[42] Large metal-framed windows illuminate the interiors. Metal canopies supported by round steel posts shelter the sidewalks between buildings. The 1956 auditorium's main block has a slightly arched roof form and a projecting one-story entrance bay similar to Cleveland County Training School's auditorium.

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[40] Breeze, Holland, and Riviere, Inc., "Addition to Shelby High School," September 20, 1954, plans on file at Holland and Hamrick Architects, P. A., Shelby, N. C.

[41] "Additions and Alterations to Cleveland High School," February 15, 1949, and "Revision of Auditorium, Cleveland High School," March 9, 1950, plans on file at Holland and Hamrick Architects, P. A., Shelby, N. C.

[42] Breeze, Holland, and Riviere, Inc., "Graham Elementary School," July 25, 1955, and Holland and Riviere, "An Addition to Graham Elementary School," October 15, 1968, plans on file at Holland and Hamrick Architects, P. A., Shelby, N. C.; North Carolina Retired School Personnel of Cleveland County, *Tracings: Schools and Schooling, Volume I, Series 4*, 83.

V. W. Breeze and Associates' projects in smaller Cleveland County communities include the Modernist gymnasium and two-classroom wing added to the 1924 Mooresboro School in 1952.[43] The austere brick gymnasium features a bowstring truss roof and walls executed in common bond with five courses of stretchers followed by a course of alternating headers and stretchers. A one-story, brick, side-gable classroom wing extends east from the gymnasium. Modernist features include paired, metal-frame, multipane windows and a primary entrance vestibule with a brick side wall pierced with six cast-stone-bordered openings and a concrete roof.

At Lattimore School, V. W. Breeze and Associates prepared plans for the 1951 agriculture building expansion as well as the 1956 front-gable-roofed brick gymnasium and the one-story flat-roofed former locker room addition that projects from its rear elevation.[44] Breeze, Holland, and Riviere, Inc., designed the two-story, flat-roofed, brick, 1956 Dover School gymnasium at 409 Polkville Road.[45] A flat-roofed metal canopy initially sheltered the double-leaf entrance on the east elevation, but it was later removed to allow for an addition's construction.

Architecture Context: Van Wageningen and Cothran

Portsmouth, Virginia, native Thomas White Cothran, born on October 19, 1902, attended Greenwood High School and Clemson College in South Carolina before earning a undergraduate architecture degree in 1925 from the Georgia School of Technology in Atlanta. He gained drafting experience while working for many architects. His longest tenures were in the offices of Mellen C. Greeley in Jacksonville, Florida (1925-1927); Jardine, Hill, and Murdock (1927-1929) and Sloan and Robertson (1929-1931) in New York; James C. Hemphill in Greenwood, South Carolina (1933-1934, 1938); J. B. Urquhart in Columbia, South Carolina (1935); and V. W. Breeze and Associates (1936-1938). Cothran then operated his own practice in Greenwood for two years prior to serving in the United States Army from December 1940 until December 1945. In February 1946, he partnered with Frederic Van Wageningen to establish Van Wageningen and Cothran. The men collaborated until dissolving the firm on March 1, 1975. Cothran died on December 26, 1981.[46]

Frederic Van Wageningen, born in Paris, France, on September 22, 1903, graduated from Englewood High School in New Jersey in 1922. He subsequently completed a four-and-a-half-year course of study

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[43] V. W. Breeze and Associates, "Additions and Alterations to Mooresboro High School," January 25, 1952, plans on file at Holland and Hamrick Architects, P. A., Shelby, N. C.

[44] V. W. Breeze and Associates, "Addition to Lattimore High School," October 12, 1950, and undated locker room plans on file at Holland and Hamrick Architects, P. A., Shelby, N. C.

[45] Breeze, Holland, and Riviere, Inc., "Addition to Dover School," January 20, 1956, plans on file at Holland and Hamrick Architects, P. A., Shelby, N. C.

[46] "Thomas White Cothran," American Institute of Architects (AIA) membership file, AIA Archives, Washington, D. C.; George S. Koyl, ed., *American Architects Directory*, first edition (New York: R. R. Bowker, 1956), 574.

at the Ecole Speciale d'Architecture in Paris. After returning to the United States in 1927, Van Wageningen found employment as a draftsman at the Madison Avenue office of New York architects Jardine, Hill, and Murdock. He remained with the firm until 1931, after which he traveled in the Balkans, Belgium, England, France, Holland, and Spain. In 1935 and 1936, he worked as a designer for Columbia, South Carolina architect J. B. Urquhart; with architect George Dahl in Dallas, Texas, during the Texas Centennial Exposition; and in R. K. O. Studio in Hollywood, California. Van Wageningen moved to Shelby, North Carolina, in 1936 to become a chief draftsman in V. W. Breeze's firm. He remained through 1940, after which he was employed in engineer William C. Olson's Raleigh office until 1942. That year, he served in the United States Army. Van Wageningen worked for Fairchild Aircraft in New York City from 1943 until 1944, and for New York architects York and Sawyer from 1944 through October 1945. In November, he returned to Shelby and opened his own architecture firm, which he operated in partnership with Thomas White Cothran from February 1946 until March 1, 1975. Van Wageningen died on August 18, 1977.[47]

Frederic Van Wageningen's AIA file does not list commissions by name, but indicates that the firm executed plans for Shelby's public school system as well as a community building for the municipality. Garner-Webb College in Boiling Springs, North Carolina, engaged Van Wageningen and Cothran to create a site development plan and to design the O. Max Gardner Student Union Building, Decker Gardner Boys Dormitory, and Dover Memorial Library. Later Cleveland County educational commissions included Marion Elementary School and James Love Elementary School in Shelby and Kings Mountain High School. Van Wageningen and Cothran also designed a Blacksburg, South Carolina, school; East Junior High School in Gaffney, South Carolina; and churches throughout North Carolina.[48]

Van Wageningen and Cothran's design for the one-story-on-basement, flat-roofed, brick, 1960 Cleveland County Training School gymnasium manifests Modernist tenets in its austere exterior, flat-roofed entrance canopies, and multipane steel-frame windows.[49] The lobby retains its original double-leaf steel door with three square glazed panes in each leaf. The gymnasium's structural system is exposed on the interior, where steel trusses carry the roof load over the wide span above a regulation-sized basketball court and collapsible wood stadium seating. The basement includes an expansive vocational classroom.

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[47] "Frederic Van Wageningen," American Institute of Architects (AIA) membership file, AIA Archives, Washington, D. C.; George S. Koyl, ed., *American Architects Directory*, 1st ed. (New York: R. R. Bowker, 1956), 111, 574.

[48] Ibid; Koyl, ed., *American Architects Directory*, 3rd ed., 182.

[49] Van Wageningen and Cothran. "Additions to Cleveland Training School," June 5, 1959, plans on file in the North Carolina Department of Public Instruction's holdings at the State Records Center, Raleigh.

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Section 10. Geographical Data

Latitude/Longitude Coordinates

1. Latitude: 35.299397 Longitude: -81.533267

Verbal Boundary Description

The nominated property consists of Cleveland County tax parcel # 2547433564 (3.45 acres), as indicated by the heavy solid line on the enclosed map.

Scale: one inch equals approximately one hundred feet.

Boundary Justification

The nominated tract contains the property historically associated with Cleveland County Training School as well as the area to the east that served as the institution's athletic field after 1951.

Photos

All photographs by Heather Fearnbach, Fearnbach History Services, Inc., 3334 Nottingham Road, Winston-Salem, NC, on March 24, 2015. Digital images located at the North Carolina SHPO.

1. 1951 classroom building and auditorium, looking northwest
2. 1935 and 1951 classroom buildings, south elevation, looking northeast
3. 1951 classroom building, east elevation, looking southwest
4. 1951 auditorium, east elevation, looking west
5. 1960 gymnasium, south elevation, and 1951 classroom building, west elevation, looking northeast
6. 1951 classroom building, west elevation, and 1935 classroom building, north elevation, looking southeast
7. 1935 classroom building, second floor, south room, looking southeast
8. 1935 classroom building, second floor, stair tower
9. 1951 classroom building, first-floor corridor, looking north
10. 1951 classroom building, second-floor classroom, looking northeast
11. 1951 auditorium, looking west
12. 1960 gymnasium, looking west

Cleveland County Training School
341 Hudson Street (3.45 acres; PIN #2547433564)
Shelby, Cleveland County, North Carolina

National Register Boundary = heavy solid line, Scale 1" = approximately 100'

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Heather Fearnbach, Fearnbach History Services, Inc. / November 2015
Base aerial photo courtesy of Cleveland County GIS at http://arcgis.webgis.net/nc/Cleveland/

CHRIST TEMPLE