

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

VLR Listed: 6/21/2018

NRHP Listed: 1/24/2019

1. Name of Property

Historic name: Washington School

Other names/site number: DHR File #078-5187

Name of related multiple property listing:
Rosenwald Schools in Virginia (012-5041)

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

2. Location

Street & number: 267 Piedmont Avenue

City or town: Washington State: VA County: Rappahannock

Not For Publication: Vicinity:

3. State/Federal Agency Certification

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

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

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

 national statewide X local

Applicable National Register Criteria:

 X A B X C D

<p>Signature of certifying official/Title: <u>Virginia Department of Historic Resources</u></p>	<p>Date</p>
<p>State or Federal agency/bureau or Tribal Government</p>	

<p>In my opinion, the property <u> </u> meets <u> </u> does not meet the National Register criteria.</p>	
<p>Signature of commenting official:</p>	<p>Date</p>
<p>Title : State or Federal agency/bureau or Tribal Government</p>	

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4. National Park Service Certification

I hereby certify that this property is:

- entered in the National Register
- determined eligible for the National Register
- determined not eligible for the National Register
- removed from the National Register
- other (explain:) _____

Signature of the Keeper

Date of Action

5. Classification

Ownership of Property

(Check as many boxes as apply.)

- Private:
- Public – Local
- Public – State
- Public – Federal

Category of Property

(Check only **one** box.)

- Building(s)
- District
- Site
- Structure
- Object

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Number of Resources within Property

(Do not include previously listed resources in the count)

Contributing	Noncontributing	
<u>1</u>	<u>0</u>	buildings
<u>0</u>	<u>0</u>	sites
<u>0</u>	<u>0</u>	structures
<u>0</u>	<u>0</u>	objects
<u>1</u>	<u>0</u>	Total

Number of contributing resources previously listed in the National Register 0

6. Function or Use

Historic Functions

(Enter categories from instructions.)

EDUCATION: School

Current Functions

(Enter categories from instructions.)

DOMESTIC: Multiple Dwelling

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7. Description

Architectural Classification

(Enter categories from instructions.)

LATE 19TH AND EARLY 20TH CENTURY AMERICAN MOVEMENTS:

Bungalow/Craftsman

Materials: (enter categories from instructions.)

Principal exterior materials of the property: WOOD: weatherboard; CONCRETE; METAL

Narrative Description

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

Summary Paragraph

The Washington School is located in Rappahannock County in the Town of Washington, Virginia, and sits on 2 acres facing Piedmont Avenue (Route 626). The site borders, but is not included in, the Washington Historic District (NRHP 1975; DHR File # 322-0011). Constructed in 1923-1924, it is a two-teacher, two-classroom school built under the auspices of the Rosenwald Fund and as described in the Multiple Documentation Form *Rosenwald Schools of Virginia (012-5041)*. Built in the Craftsman architectural style, the one-story, frame school has a poured concrete foundation, weatherboard siding, a gabled roof covered with standing-seam metal, and two original Craftsman-style porches attached to separate classroom vestibules. The original gooseneck light fixture remains in the gable peak of the industrial room facing Piedmont Avenue, but is missing the protective shade. In the late 1950s or early 1960s, two bathrooms (boys' & girls') and two water fountains were added to the rear of the building, replacing the two outside sanitary privies. Although the original standing-seam metal roof and brick chimney are in poor condition and the double-hung sash windows have been replaced, the character-defining exterior architectural details retain a high degree of historic integrity. Much of the original interior plan and architectural features survive, although some have been covered with non-historic materials.

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Narrative Description

Setting

Situated on 2.0 acres, the Washington School property borders the west side of the Town of Washington in Rappahannock County. The former school building is centered on the lot and faces north on Piedmont Avenue and bounded by private property on the east, west and south. The property has a hand-dug stone and concrete well, gravel driveway, and parking area. The remainder of the property contains a septic field and wooded area. The lot originally included two privies, one for girls and one for boys, which were located at the rear of the lot; these were removed during the late 1950s or early 1960s.

Architectural Description

Exterior

The Washington School was constructed according to the plan for the “Two Teacher Community School, To Face North or South Only”, and incorporated “Floor Plan No. 2-C,” for two classrooms, as was specified in the 1924 publication, *Community School Plans*, a publication of the Rosenwald Fund (see Figure 1 at the end of Section 8). This publication was an expansion of the earlier 1915 pamphlet, *The Negro Rural School and Its Relation to the Community*, produced by two African-American architecture professors at Tuskegee Institute and published by the Rosenwald Fund. Community school plans were developed under the direction of Rosenwald Fund director Samuel L. Smith and included detailed drawings for schools that were to have anywhere from one to seven teachers. Separate plans were produced for each prototype, dictated by whether the school would be oriented north-south or east-west, with the goal of capturing the most natural light available. As described in the MPD *Rosenwald Schools in Virginia*, “The most recognizable architectural feature of Rosenwald schools was large banks of windows, an important feature in an era where rural schools seldom had the benefit of electricity. Samuel Smith’s plans specified room size and height, blackboard and desk placement, paint colors, and window shades, all in order to make the most of available light. Smith insisted that windows be placed so that light came only from the student’s left, and included alternative plans depending on the orientation of the school.”

The Washington School is a one-story, front gabled, frame building, clad with weatherboard and constructed on a poured concrete foundation. The main section of the school is square in shape with a standing-seam metal gable roof with bracketed eaves and exposed rafter tails, which are character-defining features of the schools Craftsman-influenced style. A small one-story, frame, gable-roofed addition is located on the south (rear) elevation of the building and houses boys’ and girls’ bathrooms and two water fountains. There is a central brick chimney towards the front of the school, which accommodated two coal-burning stoves, one for each classroom. The projecting gable-front industrial room retains its original rectangular louvered attic vent and the aforementioned gooseneck light fixture that lacks its protective shade. The gable front

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of the main block also retains its original rectangular louvered attic vent and a “Piedmont Ave” sign which has been painted over. Two recessed front entrances are located on either side of the centered, front-gabled projecting bay that originally housed the industrial room; this bay also has exposed rafter tails and brackets at each corner. Each entrance is sheltered by a simple pent roof with supporting brackets, which also are indicative of Craftsman influence. The standing-seam roofing for the rear addition, industrial room, and pent roofs was replaced in 2015 as a preservation measure. The walls and ceiling of the recessed entrances are clad with the original wood, tongue-and-groove bead-board paneling and simple wood casing with butt joints highlights each entry. The original entrance steps are concrete. To the side of each entrance are two windows with 6-over-6 replacement sash. The industrial room has two windows with 6-over-6 replacement sash. The window openings retain simple board casing with butt joints.

The east and west (side) elevations each have three windows, all of which have 6-over-6 replacement sash. Two windows are close together roughly at the center of each elevation, and the third window is toward the south end. The rear addition is centered on the main block’s south elevation, and lacks the distinctive rafter tails and corner brackets found on the main block and industrial room. Two windows are symmetrically placed on the addition’s south wall. The east and west walls have entrances with pent roof overhangs. A window is immediately to the right (east) of the addition. At the building’s rear, east corner, a set of concrete steps provides access to the crawlspace.

The building’s original entrance doors and window sash were replaced when the building was renovated into apartments in 1969.

Interior

The interior plan is a typical, two-teacher, two-classroom school plan, identified in *Community School Plans* as floor plan No. 2-C. Each of the two front entrances opens directly into a classroom. The projecting front bay of the school housed the industrial room, another common feature of Rosenwald schools. The two classrooms are separated by a removable partition wall, which remarkably was preserved when the school was renovated in 1969 to accommodate two apartments. The removable partition allowed for the creation of one large space for use as an auditorium or for other community functions. Each classroom originally contained built-in blackboards and a cloakroom. The original blackboards were discovered in the crawlspace.

The Washington School’s original wood flooring is in great condition and the original tongue-and-groove beaded board paneling is present but is now largely covered by gypsum drywall. The ceilings in both classrooms, the cloakrooms, and the industrial room have been dropped and covered with drywall. In 1969, the cloakroom configuration was altered to make bedrooms and the industrial room was divided to create kitchens for each

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apartment.

Integrity Statement

Despite changes in some of the fenestration, the school still maintains a high degree of integrity. The building remains at its original location, and its rural setting is largely the same as it was during the historic period. In terms of integrity of design, the school is still readily identifiable as one of Samuel Smith's designs for a Rosenwald School, maintaining its original form and massing. The school's integrity of materials is mixed, with important features such as the weatherboard siding, concrete steps, exposed rafter tails, and decorative brackets on the exterior, and interior finishes, notably wood flooring, movable partition walls, and wall paneling, still present albeit partially obscured by non-historic materials. The integrity of workmanship is very good, from the structural framing that is visible in the crawlspace to the quality of the historic materials on the building's interior and exterior. The rear addition is compatible in scale, materials, and style with the main block and does not detract from the school's original design. The Washington School has integrity of association with public education for African American children in Rappahannock County during the Jim Crow era of segregation, having served this purpose from its construction in 1923 until 1963. The property's integrity of feeling has been maintained through retention of its historic setting and relatively few alterations to the school building itself. The building is currently stable but does need to be repaired for continued use.

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8. Statement of Significance

Applicable National Register Criteria

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

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

Criteria Considerations

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

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

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Areas of Significance

(Enter categories from instructions.)

ARCHITECTURE

EDUCATION

ETHNIC HERITAGE: African American

SOCIAL HISTORY

Period of Significance

1923-1963

Significant Dates

1928

Significant Person

(Complete only if Criterion B is marked above.)

N/A

Cultural Affiliation

N/A

Architect/Builder

Smith, Samuel (architect)

Unknown (builder)

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

Publicly funded education for Virginia's African-American population was first provided on a separate and unequal basis starting in 1869-1870. As described in the *Rosenwald Schools of Virginia (012-5014)* Multiple Property Documentation Form, under which the Washington School is being nominated, due to inequitable funding, the earliest public schools built for African American students after the Civil War were taught in old or inadequate buildings. In the second decade of the twentieth century, African Americans were assisted in their educational endeavors by the philanthropic efforts of a northern foundation. In 1917, Julius Rosenwald, president of Sears, Roebuck and Company, established the Julius Rosenwald Fund as a way to improve education for African Americans. Rosenwald was influenced by the work of Booker T. Washington at the Tuskegee Institute, and that institution directed the efforts of the Fund until 1920 when a separate office was established in Nashville. The Foundation provided matching funds and school building plans. In Virginia, 367 schools in 79 localities were assisted with Rosenwald funds. Fifty percent of those constructed in Virginia were, like the Washington School, of the two-teacher type. In the American South, approximately 5,358 Rosenwald Schools were constructed, improving classroom conditions for over 648,000 African-American students, and providing educational opportunities for generations. Rosenwald schools often became sites for community pageants, exhibits, theatricals and other community activities and they often set the standard for the surrounding area with regard to architecture, sanitation and maintenance. Rosenwald schools in Virginia and the American South are the tangible reminders of the Fund's initiatives for the advancement of African-American education during the first half of the twentieth century. Within this historic context, the Washington School is locally significant under Criterion A in the areas of Ethnic Heritage: African American, Education, and Social History and is locally significant under Criterion C in the area of Architecture. Its historic context and architectural design are within the parameters set forth in the *Rosenwald Schools of Virginia (012-5014)* MPD. The period of significance starts with the date of construction, 1923, and continues through 1963, when the school closed.

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

Registration Requirements

As a well-preserved Rosenwald School in Virginia built between 1917 and 1932 and utilizing funds provided by the Julius Rosenwald fund, the St. John School fulfills the registration requirements provided by the *Rosenwald Schools in Virginia (012-5041)* MPD. The Washington School is an example of a subtype #2-C (two-classroom) school, as explicated in the MPD. Such schools were constructed after 1920 according to standardized plans created by architect Samuel Smith. In 1924, the Rosenwald Fund published a booklet, *Community School Plans*, in which plans for one- and two-room schools, as well as teachers' residences and privies, were provided. The Washington School was constructed according to Floor Plan No. 2-C, a two-room school

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constructed on a north-south axis to maximize natural light (see Figure 1 at the end of this section). The smaller, more modest standardized designs typically had a slight Craftsman or Colonial Revival stylistic influence; the Washington School's detailing is an example of the Craftsman style. On the interior, the Washington School featured the industrial room, cloakrooms, and classrooms specified in the standardized plans. The modest, one-story, wood-frame school building today retains its original design and floor plan taken from Samuel Smith's architectural publication *Community School Plans*. As previously noted, alterations undertaken during its later use as a private residence include changes to the building's fenestration and exterior materials, some classroom finishes, such as removal of blackboards, and reconfiguration of space in the industrial room and cloakrooms to create closets and kitchens.

The Washington School also retains its original location within a rural setting just outside the Town of Washington, while its workmanship and materials are those of the period of construction and the conditions of the time. Given this relatively high degree of architectural integrity, the Washington School meets the MPD's registration requirements for listing

As an intact example of a Rosenwald school, the Washington School is locally significant under Criterion A in the areas of Education and Ethnic Heritage: African American, as its historic context is within the parameters set forth in the *Rosenwald Schools of Virginia (012-5014)* MPD. The Washington School also is a locally significant example of a standardized Rosenwald school plan, thus meeting Criterion C in the area of Architecture as explained in the MPD.

Historical Background

The Washington Graded School borders the Town of Washington Historical District (DHR File # 322-0011) which is the county seat of Rappahannock County, Virginia. Rappahannock County was established in 1833 from Culpeper County. During the colonial era, much of the land in the present-day county was part of Lord Thomas Culpeper's Northern Neck proprietary. Under Lord Culpeper's son, the sixth Lord Fairfax, additional land surveys were completed and English settlement of the region was encouraged. Located in Virginia's Piedmont Region, the land was and is notable for its waterways, fertile soil and mountain vistas providing opportunity for agricultural and industrial pursuits. Farms, both large and small, and grain, saw and woolen mills were established and became the driving economic force for the small rural county. Many of the earliest Euro-American settlers were from the Tidewater region of Virginia. In many cases these included the second sons of the plantation class seeking their fortune in Virginia's piedmont region on farms worked by enslaved Africans. In 1749 George Washington at the age of 17 was appointed as the surveyor for the region. The town that would eventually be named for him was already established as a small trading post and ordinary.¹ The Town of Washington (NRHP

¹ Franklin Clyde Baggaly, *The History of the Town of Washington Virginia 'The First Washington of All'* (Washington, Virginia: The Corporation, The Town of Washington, circa 1936), 12; Eugene M. Scheel, *Culpeper A Virginia County's History Through 1920* (Culpeper, Virginia; The Culpeper Historical Society, 1982), 24-30; Elisabeth B. Johnson and C. E. Johnson Jr. *Rappahannock County, Virginia; A History* (Orange, Virginia: Green Publishers, Inc., 1981), 12-22.

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Listed 1975, Updated 2006) was officially established in 1796 and in 1833 it became the county seat for Rappahannock County. During the Civil War Rappahannock saw only small-scale military action, skirmishes and troop movements. After emancipation and after the war many of the formerly enslaved African Americans and their families settled in small communities throughout the county, usually on the periphery of a larger community. One such example was Little Washington, located just west of the county seat.

The public school system in Virginia originated in the 1869 Reconstruction-era state constitution, which mandated creation of the Commonwealth's first system of free public schools. Federal judge John C. Underwood presided over the constitutional convention, and the resultant document is also known as the Underwood Constitution. Prior to the Civil War, most Virginians, whether white, African American, or Virginia Indian, had little access to public schooling, while children of only the wealthiest families either attended tuition-based private schools or received in-home private tutoring. After the 1869 state constitution mandated a free public school system, local governments were required to establish and fund schools for children within their jurisdictions. Although the constitutional convention was dominated by "Radical Republicans" dedicated to reforming Virginia's previously slavery-based society, the Underwood Constitution mandated racially segregated public education, with white, African American, and Virginia Indian children attending separate schools.²

Starting in 1870, the General Assembly determined the funding for the educational system and appropriated the cost between state and local government. The State Board of Education was established to oversee this new system. Supervision of the individual schools was delegated to local school boards. Due to rampant inequities in funding, African Americans reaped few benefits from the state's newly created public education system. Racial segregation in schools, as well as virtually all other aspects of life throughout Virginia, was enshrined in state and local laws by the turn of the twentieth century, a period known as the "Jim Crow" segregation era. Conditions worsened when the Underwood Constitution was replaced with the 1902 Virginia Constitution, which took even stronger measures to maintain racial segregation. Section 140 Article 9 stated that white and "colored" children were not to be taught in the same school. Jim Crow laws remained in place until the post-World War II era when the Civil Rights movement succeeded in destroying the legal, social, and cultural justifications for segregation. Notably, the 1954 Supreme Court *Brown v The Board of Education of Topeka, Kansas*, decision ended the legality of segregation in American public schools, but almost two decades passed before all of Virginia's schools were fully integrated.

Criterion A: Ethnic Heritage African American, Education, and Social History

On February 3, 1922, the Parent's Civic League purchased this 2-acre property, just west of the Town of Washington, from R.B. Heterick for \$350, cash, for the purpose of erecting a "Public Colored Free School Building near Washington, Virginia, in order that the Colored children of

² "Remaking Virginia: Transformation through Emancipation: Education," at <http://www.virginiamemory.com/online-exhibitions/exhibits/show/remaking-virginia/education>.

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said District may receive better educational advantages.” On March 20, 1922, the Parent’s Civic League conveyed this property to the School Board of Hampton School District of Rappahannock County, Virginia. The Deed states in part “It is distinctly understood and agreed that said School Board shall use the Lot hereby conveyed for the purpose of erecting a Colored Free School building thereon, and for no other purpose whatsoever.” Not much is known about the Parents Civic League in Rappahannock but historically they were a non-profit, local organization whose primary goal and interest was the improvement and quality of life in the local area. These organizations provided citizens with a voice in local government issues.

Records from the school board indicate that the Washington School was built in 1923-1924 and is an example of the Rosenwald Fund’s Floor Plan No. 2-C for a two-teacher school (see Figure 1 at the end of this section). The total cost for the Washington School’s construction was \$3,500. The African-American community’s contribution was \$1200 (raised through the effort of the Parent’s Civic League), public contributions were \$1,600, and the Rosenwald Fund contribution was \$700. Four other Rosenwald schools were built in Rappahannock County during the 1917-1932 funding era.

A significant portion of specific aspects of the Washington School’s history has been lost. All attempts to locate additional historic records possessed by the Town of Washington, Rappahannock County, Rappahannock Historic Society, School Board and Fisk University were unsuccessful. Any documents that may have existed, such as student records or financial expenditures, have been purged. However, the earliest student testimonial found was from Lewis S. Butler, who was born on February 27, 1927, in Woodville, Virginia. Mr. Butler stated that Mrs. Coral Williams and Mrs. Anna Green were his teachers at the Washington School from 1936 to 1942. Mrs. Anna Green, “a woman with a world of talent,” taught arts and crafts such as making billfolds, woodworking, chair caning, and sewing dresses which the girls wore to school. Mr. Butler stated that older students were responsible for cleaning, splitting kindling, and carrying in coal to heat the school and on most Fridays lunch was prepared by the girls, who took turns cooking primarily a large pot of vegetable soup with vegetables that came from their homes. Mr. Butler described the interior of the school as having two classrooms with wood floors, cloakrooms, and an industrial room that doubled as a kitchen. Mr. Butler described the exterior of the school as having a cellar, an additional building for coal, two outhouse privies for boys and girls located on opposite sides of the school lot, and a well that was also used by surrounding neighbors.

Mr. Butler described the “Washington Colored School” as being great for its baseball team. He stated that bats, balls and gloves were provided by a “great sandlot player” named Rob Walker, who worked in the area and played baseball with them every recess. Mr. Butler described playing with one baseball until it was completely destroyed and then using the round rubber or cork center until someone knocked it over the fence and they could not find it. Mr. Butler stated that the school received used desks and supplies distributed through the “white school” and that colored children were not allowed to ride school buses regardless of how far they lived from school. He described a colored family that lived approximately four miles from school that were

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offered shoes from the school board as an alternative for transportation. Mr. Butler stated that “under the adverse conditions we had a good time at school.” In the late 1950s or early 1960s a town water line was installed in the school and an addition was added for separate boys and girl’s bathrooms and two water fountains. In approximately 1963, the public school system was integrated in Rappahannock County, which resulted in closure of the Washington School, and the school board sold the building at a public auction on October 26, 1968. The private owner then remodeled the two-classroom school into apartments for his children but kept much of the original interior and architectural features intact.

Criterion C: Architecture

The Washington School is an excellent example of the Rosenwald Two-Teacher Community School plan, designed for the north-south axis and incorporating Floor Plan No. 2-C. Designed to maximize natural light, efficiency of space and provide features necessary to the education and comfort of the students, the Washington School represents early-twentieth-century innovation in rural school design. The classrooms included built-in blackboards, cloakrooms, and accommodations for a heating source, such as coal-burning stove. Regardless of the number of teachers any given Rosenwald school was designed for, the school plan, like the Washington School, included an Industrial Room in its design. The purpose of the Industrial Room was to provide for the teaching of skills in a variety of areas including agricultural methods and homemaking. The Washington School retains many of its original architectural features as described in Section 7 of this nomination.

Like many of the frame, weatherboard-clad Rosenwald schools, the Washington School incorporates Craftsman-style architectural features, a style popular in the first several decades of the twentieth century. These stylistic features are seen in the use of a side-gable roof with bracketed eaves, simple, pent-roofed overhangs at the entrances, weatherboard siding, multiple-light windows grouped together in pairs and banks of four or more, and beaded tongue-and-groove wainscot at the recessed entrances as well as throughout the interior.

Despite changes, the Washington School retains a high degree of architectural integrity and is one of the best preserved Rosenwald schools in Rappahannock County.

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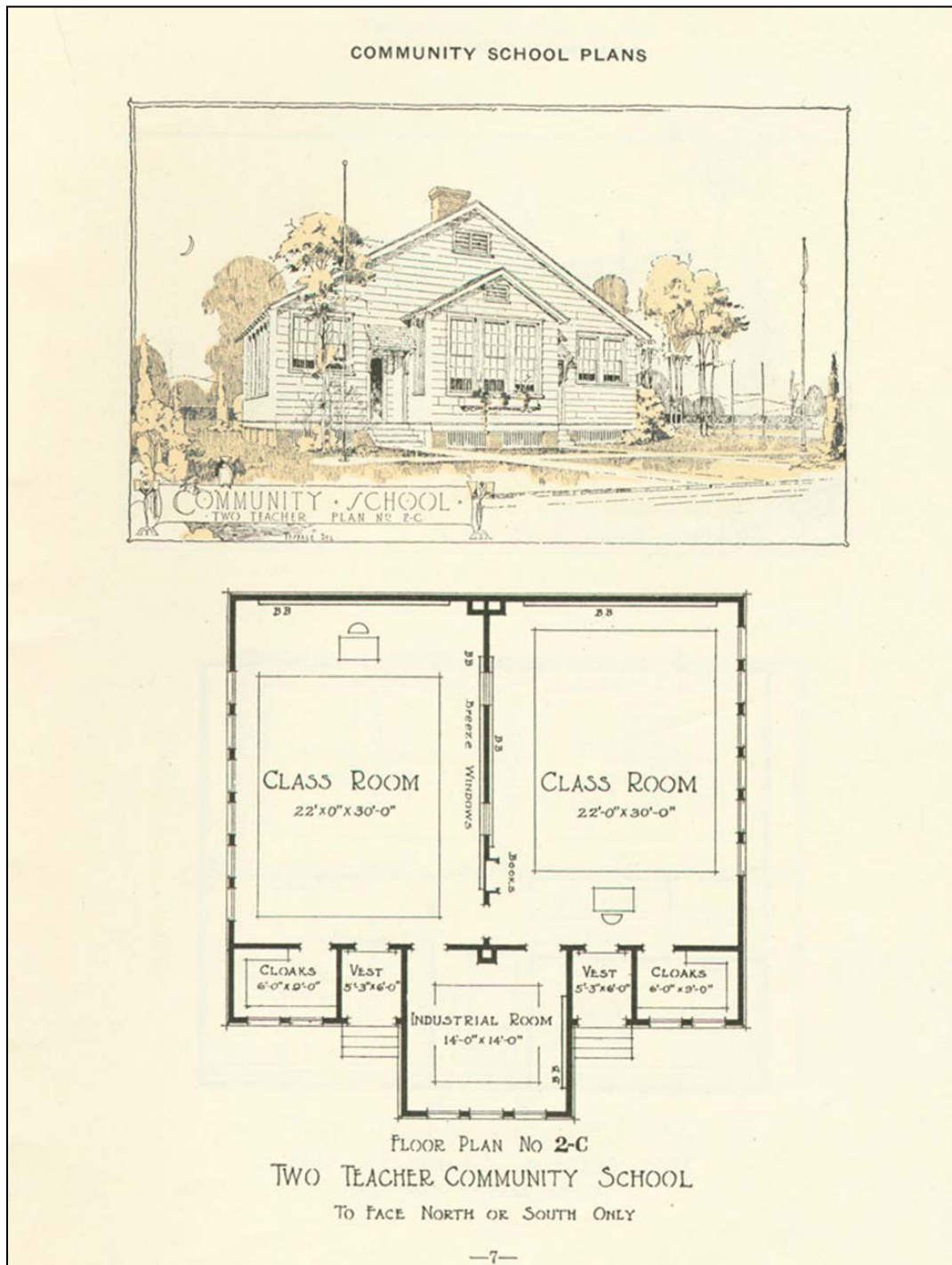


Figure 1. Rosenwald School, Two-Teacher Plan, North-South Axis

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9. Major Bibliographical References

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

Butler, Lewis S. *The Way We Were 1870 to 1960, a Ninety-Seven-Year Journey*, published by the Rappahannock County Library on February 10, 1995. Print.

Deed of sale, R.B. Heterick to Parent's Civic League who conveyed the property to the School Board of Hampton School District of Rappahannock County, Virginia. Rappahannock County Deed Book, page 84-85

Deed of sale, School Board of Rappahannock County to E. H. Bailey. Rappahannock County Deed Book, page 494-495

Fisk University, Rosenwald Database. Available online at <http://rosenwald.fisk.edu>.

Green, Bryan Clark. *Rosenwald Schools in Virginia (012-5041)*. Multiple Property Documentation Form. 2004. Copy available at the Virginia Department of Historic Resources, Richmond, VA. VDHR File # 012-5041.

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Harlan, Louis R. *Booker T. Washington: The Wizard of Tuskegee, 1901-1915*. New York: Oxford University Press, 1983. Print.

Hoffschwelle, Mary S. *The Rosenwald Schools of the American South*. Gainesville, FL: University of Florida, 2006. Print.

Lynch, Kathryn. *Images of America, Rappahannock County*. Published for Rappahannock County Historical Society by Arcadia Publishing. 2007. Print.

Rappahannock County School Board, Rappahannock County, Virginia.

Rappahannock County Historical Society, Rappahannock County, Virginia.

School Plans. Two Teacher Plan 2-C to Face North or South. Available online at http://www.dhr.virginia.gov/registers/counties/brunswick/nr_rosenwaldschoolmpd_part2_text.pdf.

Washington, Booker T. *Up from Slavery, an Autobiography*. Garden City, NY: Doubleday, 1963. Print.

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Previous documentation on file (NPS):

- preliminary determination of individual listing (36 CFR 67) has been requested
- previously listed in the National Register
- previously determined eligible by the National Register
- designated a National Historic Landmark
- recorded by Historic American Buildings Survey # _____
- recorded by Historic American Engineering Record # _____
- recorded by Historic American Landscape Survey # _____

Primary location of additional data:

- State Historic Preservation Office
- Other State agency
- Federal agency
- Local government
- University
- Other

Name of repository: Department of Historic Resources, Richmond, VA; Rosenwald Archives, Fisk University, Nashville, TN

Historic Resources Survey Number (if assigned): DHR File #078-5187

10. Geographical Data

Acreage of Property 2.0

Use either the UTM system or latitude/longitude coordinates

Latitude/Longitude Coordinates

Datum if other than WGS84: _____
(enter coordinates to 6 decimal places)

1. Latitude: 38.712390 Longitude: -78.160110
2. Latitude: Longitude:
3. Latitude: Longitude:
4. Latitude: Longitude:

Or

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UTM References

Datum (indicated on USGS map):

NAD 1927 or NAD 1983

- | | | |
|----------|-----------|-----------|
| 1. Zone: | Easting: | Northing: |
| 2. Zone: | Easting: | Northing: |
| 3. Zone: | Easting: | Northing: |
| 4. Zone: | Easting : | Northing: |

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

The historic boundary is drawn to match the lot lines of the Washington School's tax parcel, recorded by Rappahannock County as parcel number 20A-1-50. The true and correct historic boundary is shown on the attached Location Map.

Boundary Justification (Explain why the boundaries were selected.)

The historic boundary encompasses the entirety of the Washington School's historic setting and the acreage associated with the property during its period of significance as well as all known historic resources.

11. Form Prepared By

name/title: William Metcalf

organization: N/A

street & number: 279 Piedmont Avenue, Washington, Virginia

city or town: Washington state: VA zip code: 22747

e-mail: wjmetcalf@netzero.com

telephone: 540-683-6490

date: September 5, 2016

Additional Documentation

Submit the following items with the completed form:

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

Washington School

Rappahannock County,
VA
County and State

Name of Property

- **Sketch map** for historic districts and properties having large acreage or numerous resources. Key all photographs to this map.
- **Additional items:** (Check with the SHPO, TPO, or FPO for any additional items.)

Photographs

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

Photo Log

Name of Property: Washington School

City or Vicinity: Town of Washington

County: Rappahannock State: Virginia

Photographer: William Metcalf

Date Photographed: 3/10/2016

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

1 of 13: North Facade, Facing South

2 of 13: South Elevation with c. 1965 addition, Facing North

3 of 13: West Elevation, Facing East

4 of 13: East Elevation, Facing West

5 of 13: Front Entrance Detail, Facing Southeast

6 of 13: Corner Bracket on North Facade, Facing South

7 of 13: Interior, Water Fountain

8 of 13: Interior, Front Entrance Doors

9 of 13: Interior, Detail of Front Entrance Door Panels

10 of 13: Interior, Original Wood Flooring

Washington School

Rappahannock County,
VA
County and State

Name of Property

11 of 13: Interior, Classroom Door

12 of 13: Original Front Entrance Doors and Wood Wall Finish

13 of 13: Foundation with Original Structural Framing and Concrete Pier

Paperwork Reduction Act Statement: This information is being collected for applications to the National Register of Historic Places to nominate properties for listing or determine eligibility for listing, to list properties, and to amend existing listings. Response to this request is required to obtain a benefit in accordance with the National Historic Preservation Act, as amended (16 U.S.C.460 et seq.).

Estimated Burden Statement: Public reporting burden for this form is estimated to average 100 hours per response including time for reviewing instructions, gathering and maintaining data, and completing and reviewing the form. Direct comments regarding this burden estimate or any aspect of this form to the Office of Planning and Performance Management, U.S. Dept. of the Interior, 1849 C. Street, NW, Washington, DC.



LOCATION MAP

Washington School

Rappahannock County, VA

DHR No. 078-5187

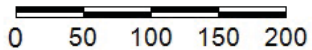
Latitude/Longitude Coordinates

Latitude: 38.712390

Longitude: -78.160110



Feet



1:2,257 / 1"=188 Feet

Title: Digital Location Map

Date: 5/23/2018

DISCLAIMER: Records of the Virginia Department of Historic Resources (DHR) have been gathered over many years from a variety of sources and the representation depicted is a cumulative view of field observations over time and may not reflect current ground conditions. The map is for general information purposes and is not intended for engineering, legal or other site-specific uses. Map may contain errors and is provided "as-is". More information is available in the DHR Archives located at DHR's Richmond office.

Notice if AE sites: Locations of archaeological sites may be sensitive to the National Historic Preservation Act (NHPA), and the Archaeological Resources Protection Act (ARPA) and Code of Virginia §2.2-3705.7 (10). Release of precise locations may threaten archaeological sites and historic resources.

SKETCH MAP/ PHOTO KEY
Washington School
Rappahannock County, VA
DHR No. 078-5187



Photo Locations

