

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.

1. Name of Property

Historic name: Ryan Hall Elementary School

Other names/site number: Shipman Colored School, VDHR # 062-5230

Name of related multiple property listing:
N/A

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

2. Location

Street & number: 71 Braddock Lane

City or town: Shipman State: VA County: Nelson

Not For Publication: NA Vicinity: NA

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

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

In my opinion, the property ___ meets ___ does not meet the National Register criteria.	
Signature of commenting official:	Date

Title :	State or Federal agency/bureau or Tribal Government

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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>2</u>	<u>0</u>	buildings
<u>0</u>	<u>0</u>	sites
<u>0</u>	<u>1</u>	structures
<u>0</u>	<u>0</u>	objects
<u>2</u>	<u>1</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.)

WORK IN PROGRESS

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7. Description

Architectural Classification

(Enter categories from instructions.)

NO STYLE

OTHER: Rural schoolhouse

Materials: (enter categories from instructions.)

Principal exterior materials of the property: WOOD: Weatherboard, Plywood;
CONCRETE; METAL: Tin

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 former Ryan Hall Elementary School consists of two buildings on a two-acre lot on the outskirts of the small, rural community of Shipman, Virginia. The larger and older of the two buildings is a one-story, six-bay, frame building with a side gable roof topped by a badly deteriorated, simple belfry. The building rises from a poured concrete foundation and has two frame vestibules with hipped roofs on the façade. When it was in use as a school, there were three classrooms on the main floor and one in the basement. The second building is also a one-story frame building with a side gabled roof. It has a four-bay façade with two large banks of multi-light, wood windows and two entries sheltered by a front-gable entry porch. This building originally housed two classrooms. The older of the two buildings was constructed ca. 1919 as a two-room school, and was expanded ca. 1925 with an addition on the north end of the building that included a single classroom above a full basement. The second building was added to the property during the early 1930s. African American children in grades Primer (called Kindergarten today) through seven from the community of Shipman and the surrounding area attended school in these buildings from ca. 1919 until ca. 1961. Ryan Hall Elementary was closed by the Nelson County School Board in 1961 or 1962 when several small African American elementary schools were consolidated in the building originally constructed for the Nelson County Training School, which was located just to the south of Ryan Hall Elementary School (this new consolidated school was also called Ryan Elementary School). The former Ryan Hall Elementary buildings were used by a private school called the Sunshine School for several years in the mid-1970s and was later used by a group affiliated with several local

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churches until the late 1980s. After a period of abandonment, the property was acquired by a private party and plans are under way to restore the buildings. Although today the buildings are physically deteriorated, overall the property has high integrity of location, setting, feeling, and association. Integrity of design, workmanship, and materials also is sound, despite some alterations made after the buildings ceased functioning as a school.

This material is based upon work assisted by a grant from the Department of the Interior, National Park Service. Any opinions, findings, and conclusions or recommendations expressed in this material are those of the author(s) and do not necessarily reflect the views of the Department of the Interior or the National Park Service.

Narrative Description

Setting

The former Ryan Hall Elementary School is located on a two-acre parcel on what is today known as Braddock Lane, a narrow, two-lane, paved street. The school is situated on the east side of the road with the front of the buildings facing northwest, towards the road. The two buildings on the property are arranged side-by-side with about 35 feet between them, and they are located fairly close to the road with a setback of around 55 feet. There is no driveway or parking area on the property, which is fairly overgrown. Four or five mature trees line the road in front of the school; the rest of the property between the road and the school is open, while the area to the sides and rear of the buildings is thick with brambles, brush, and woods. Within the last couple of years a pergola consisting of four columns supporting a pergola roof was constructed between the two buildings. Neighboring parcels on either side of the school and across the street are occupied by single-family houses on modest lots and date to the first or second quarter of the 20th century. To the south, down Braddock Lane, is the former location of the Nelson County Training School, the first formal high school in the county for African Americans during the Jim Crow segregation era; this facility was later used as an elementary school (also called Ryan Elementary School) and has now been converted into apartments.

The community of Shipman is centered along Route 56 (also called James River Road) and its intersection with the railroad tracks, which is to the east from the school. Braddock Lane intersects with Oak Ridge Road (Route 650) about 300 feet north of the school and Oak Ridge Road terminates 200 feet beyond at James River Road (Route 56). The population of Shipman is significantly smaller today than it was back in 1920, but the linear, crossroads nature of the community has not changed and the overall setting of the school—off the main road in a small subdivision of modest houses—remains the same. According to oral histories, the school parcel was mostly open space when it was in use as a school, with room for the children to play ball and jump rope during recess. There used to be two outhouses behind the school, one for boys and one for girls, and the right to use water from a spring located just beyond the rear property line is mentioned in the original deed for the property, though no one remembers any structure associated with it. At some point, a well was constructed on the property; it is situated about 20 feet in front of the larger building and slightly off to the side and may have had a structure around it during the 1970s.

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Ryan Hall Elementary School, view from Braddock Lane looking southeast, Building A on the left, Building B on the right. December 2021.

This nomination project is being funded through the Emergency Supplemental Historic Preservation Fund (ESHPPF) which is a grant program administered by the National Park Service that provides funding to state preservation offices to work on various disaster recovery projects, including survey and inventory of historic resources in impacted areas. In 2019 DHR was granted ESHPPF funding following Hurricanes Michael and Florence which impacted Virginia in September and October of 2018. The Ryan School building envelope was damaged by high winds and heavy rains following Hurricane Michael. A large amount of rain was deposited inside the building causing interior damage to the wood floors and ceiling. The damaged roof system and lack of proper drainage caused more damage to sections of the foundation.

Building A (Contributing) – Three-room school building – Exterior

Building A is the larger and older of the two buildings on the property today. The former schoolhouse is a one-story frame building on a poured concrete foundation, has a side gable roof with a small belfry, and measures around 60 feet by 30 feet. The simple open bell tower has a small gable roof supported by four square wood posts and is centered at the ridge of the main roof (the original school bell is currently stored inside Building B). Two exterior end, narrow, brick chimneys bookend the building (the one on the south end of the building collapsed in January 2022). The roughly symmetrical six-bay façade features two projecting hip-roofed frame vestibules. The walls of the building are clad with wood weatherboards held in place with a

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combination of cut and wire nails, while the roof is clad with pressed tin shingles. The eaves are boxed with bed molding. The concrete foundation has large chunks of stone aggregate.

This building is in poor condition as of January 2022 and most of the window and door openings are boarded over. It appears that, at the last time that the building was in use, there were three exterior doors on the front of the building – one double-leaf opening in the northern-most vestibule (with a pair of five-panel wood doors still in place) and two boarded doorways (now missing their doors) in the two bays in between the pair of projecting vestibules. These two doorways open onto a concrete stoop that extends in between the two vestibules and is accessed via concrete steps. The southern-most vestibule has a large window opening (boarded) on the front. The side walls of both projecting vestibules have small 6/6 wooden windows (boarded) and the end bays of the façade each hold a pair of large 6/6 double-hung wood window sash (mostly boarded). Beneath the northern-most end bay window there is a concrete window well excavated around a large window opening (window sash now missing) in the concrete foundation.



Building A, front (west) elevation. December 2021.

The south (side) elevation of Building A features two 6/6 double-hung wood sash windows flanking an exterior brick stove flue (this chimney collapsed in January 2022). The north (side) elevation is identical, though both windows on the north side are presently boarded over on the exterior and the chimney is still standing (albeit leaning away from the wall). There are also two concrete window wells excavated on the north side of the building, each located beneath one of

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the windows on the main floor. The basement window sash that these window wells accommodated are now missing but the openings remain.

The east (rear) elevation of the building features a pair of large, 6/6 double-hung wood sash windows in each of the end bays and the remnants of a bank of three or four of the same window sash in the center bay. The center bay is compromised by a large gash in the wall and roof that has been partially patched with plywood on the interior. A vertical-board seam running from foundation to eaves is visible on the exterior wall in between the north end bay and the center bank of windows, providing clear evidence that this building was constructed in two phases. There are three openings in the foundation on the back of the building. One is located between the south end bay and the center bay. It is an intentional gap in the foundation wall that extends from ground level to the sill above and is large enough for a person to crawl through. The other openings in the foundation on the rear elevation are a full-sized door opening and a large window opening; both are located beneath the north end of the building. As with the other window openings in the foundation, this one is protected by a concrete window well and the door opening is accessed via concrete steps leading down from ground level. Historically, an exterior brick chimney on this elevation served the coal-fired furnace in the crawlspace and may have served a stove in the central classroom. It was located in the area that is now heavily damaged (see drawings below).



Building A, rear (east) elevation. December 2021.

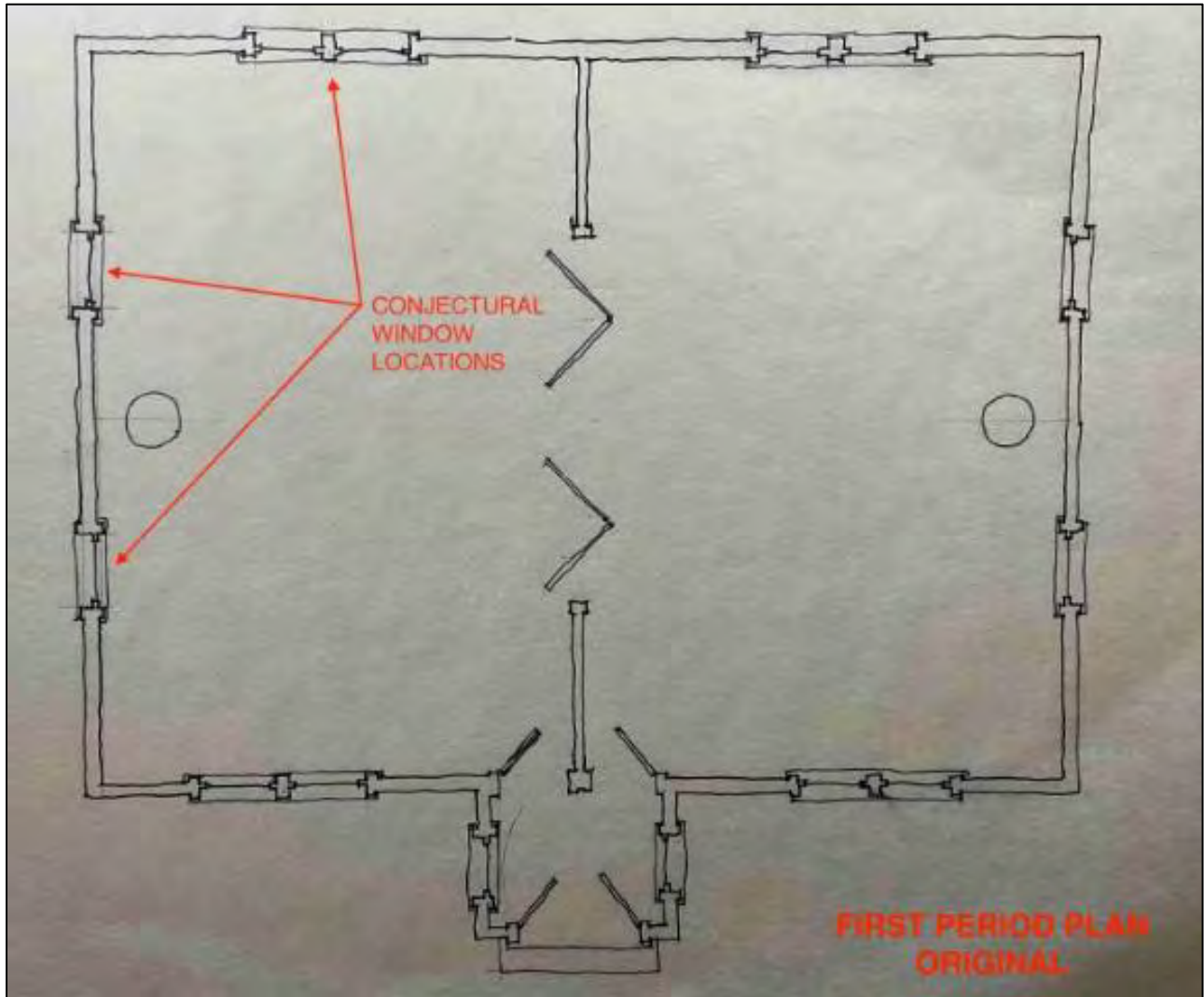
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Building A was constructed in two major phases. Constructed ca. 1919, the southern two-thirds of the building represent the original two-room school. The original north end wall of this two-room school is marked on the exterior of the front and rear walls of the building by a vertical board (the one on the front wall is located inside the north vestibule and is therefore not visible from the exterior) and on the roof by a subtle ridge. The pressed tin shingles on the roof also have a slightly different design on the two different sections of the building. Ca. 1925, a one-room addition above a full basement was added to the north end of the original building and expanded the school to three classrooms. Architectural investigations by historic architect Joseph Dye Lahendro have further illuminated the evolution of the façade (see drawings below). The southern vestibule was constructed at the same time as the original two-room school building and served as the primary entrance. It was centered on the original façade and probably had double doors on the exterior with a single door leading from the vestibule into each classroom. Interestingly enough, the northern vestibule does not seem to have been constructed at the same time as the north addition (painted clapboards on the exterior of the addition but underneath the roof structure of the vestibule suggest that the area was originally exposed and later covered by the addition of the vestibule). Given the symmetry of the façade and the similar construction, however, it is reasonable to suspect that the north vestibule was added not too long after the addition was complete. With both vestibules in place, the school had two entrances – the south vestibule had doors that opened into the south classroom and the center classroom while the north vestibule led into the north classroom. In between the vestibules, the remnants of surviving framing suggest that there once was a pair of windows here. The two door openings that now exist in between the vestibules, and the associated concrete stoop, appear to date to the post-1965 period, as the concrete stoop covers the fresh air intake for the coal-fired furnace that provided central heat to the building.

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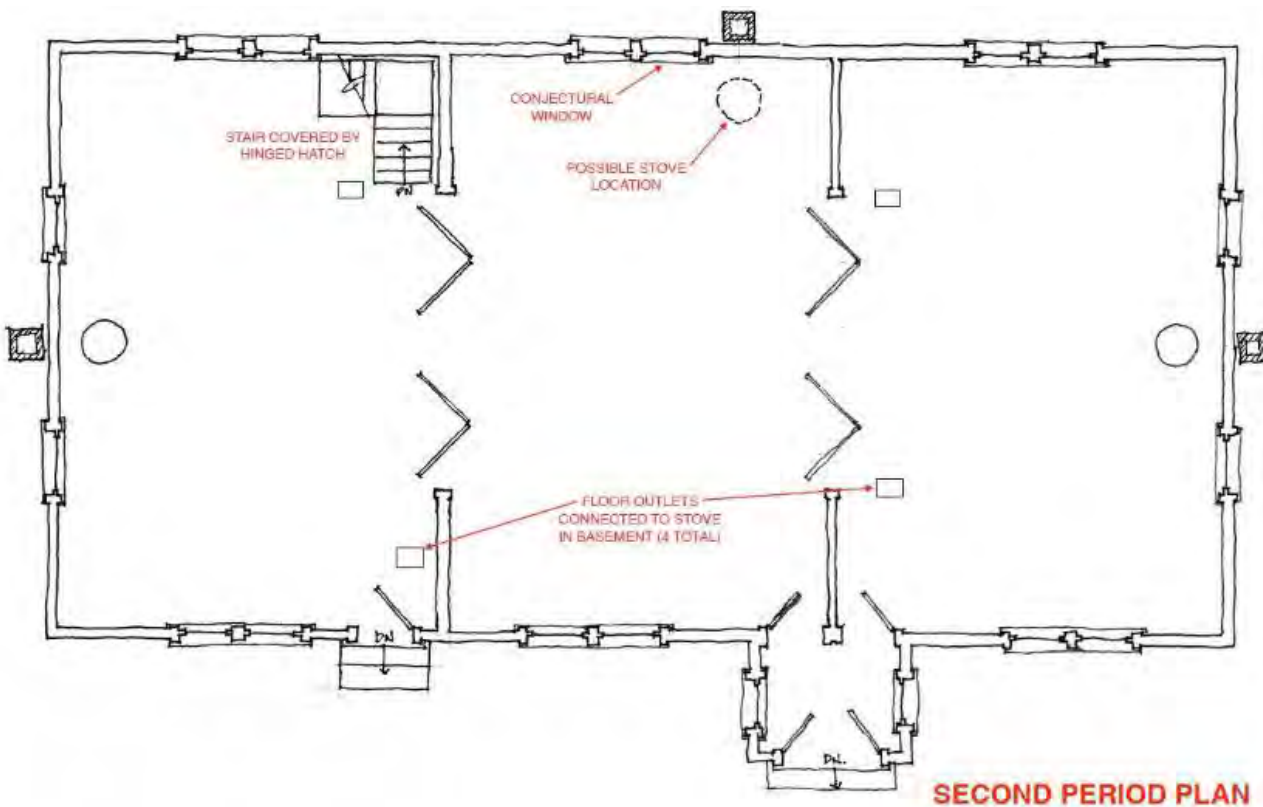
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Building A, conjectural first period plan. By Joseph D. Lahendro. March 2022.

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Building A, conjectural second period plan. By Joseph D. Lahendro. March 2022.

Building B (Contributing) – Two-room school building – Exterior

Building B is located south of Building A and arranged end-to-end on the same axis. It is a one-story frame building with a side gable roof, rests on a concrete block foundation, and measures around 45 feet by 20 feet. The exterior walls are clad with wood weatherboards and the roof is sheathed with standing-seam metal. Eaves are open with exposed rafter tails. There is a single interior brick chimney centered at the ridge of the roof. The façade is four bays wide with two doors located in the center two bays. The doors open onto a concrete stoop and are sheltered by a gabled entry porch with plain square posts and a sunburst design in the gable field. There are two large banks of five 9/9 double-hung wood sash windows in the end bays. These are the only windows in the building; the north and south (side) elevations are blank. The east (rear) elevation has an unusual small door located high up at the top of the wall but no windows. The use of the small five-panel wooden door, which required the trimming of two rafter tails to allow it to swing open, is unknown at this time. There is also an opening in the concrete block foundation on the rear elevation that permits access to a crawl space.

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Building B, northwest oblique. December 2021.

Building A – Interior

The ca. 1919 original two-room schoolhouse is represented today by the southern two-thirds of Building A, which contains the (now) center classroom and the southern classroom, while the ca. 1925 addition is represented by the northern classroom and the basement beneath it. The junction between these two sections of the building on the interior is marked by a seam in the flooring and by a large cased opening that used to represent a partition wall. Therefore, for most of the time that this building was in use as a school it consisted of three classrooms.

In January 2022, access to the interior of the main floor was gained through one of the two boarded up doorways on the front of the building. These two doorways open into what was the center classroom and is now a single large room that extends from the front to the back wall of the building, and also extends all the way to the north end wall (to the left when you are standing in the doorway). There is a very large cased opening that divides this large space roughly in half from front wall to back wall; the cased opening marks the location of an earlier partition wall and of the original north end wall of the two-room school. To the right as one walks through one of the center doorways is another matching large cased opening that was later infilled with 2" by 4" studs and sheetrock to create a solid wall. A very large six-panel wood door reused in this wall is believed to be one of the original doors from the school. Beyond this non-historic wall is a large classroom. Original doorways from the vestibules that open into these classrooms are extant, but the south vestibule was partitioned into two closets or cloak rooms and the exterior doors removed (probably when the later doors located in between the vestibules were added). The

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north vestibule was converted into a closet and bathroom and its remaining original pair of exterior doors was nailed shut and made inoperable.

The center classroom has a beadboard ceiling and tongue-and-groove floorboards, all running parallel to the ridge of the roof. Both flooring and ceiling boards are two inches wide. A small patch in the ceiling up against the former north end wall/current cased opening marks the former location of a stovepipe that connected to a brick chimney above the ceiling. The front and back walls of this center classroom have been seriously damaged and are covered with a combination of sheetrock and plywood. The back wall historically was dominated by a large bank of four windows that would have illuminated the space; in January 2022, it is dominated by a large hole that is patched with 2”by 4” studs and plywood.



Building A, interior, looking from north classroom through center classroom. Cased openings are visible, as is a new wall constructed between the southern and central classrooms. The door in the new wall is believed to be an original sliding door from the school that has been reused. December 2021.

The southern classroom retains more original material than the center room. While the existing partition wall is not historic, the ghosts of the original partition wall (in the same location as the existing) are visible on the floorboards. The partition walls extended from the front and back walls of the school approximately 7 feet. Large sliding doors could have been shut to complete a solid wall between the two classrooms or opened to connect them into one large space (two of these sliding doors remain in the building – one is reused in the existing non-historic partition wall while the other is stored in the building). Like the center room, this classroom has a beadboard ceiling and tongue-and-groove floorboards; it also retains beadboard on the front,

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rear, and south walls of the room. The width of the beadboard and flooring matches that found in the center classroom. There are surviving 6/6 double-hung wood sash windows (partially boarded) on the front, rear, and south end walls of this room. An early five-panel wooden door opens into this room from the southern-most vestibule. This classroom also retains a blackboard on the front wall of the building and original molded trim on the windows and doors with some bullseye corner blocks.



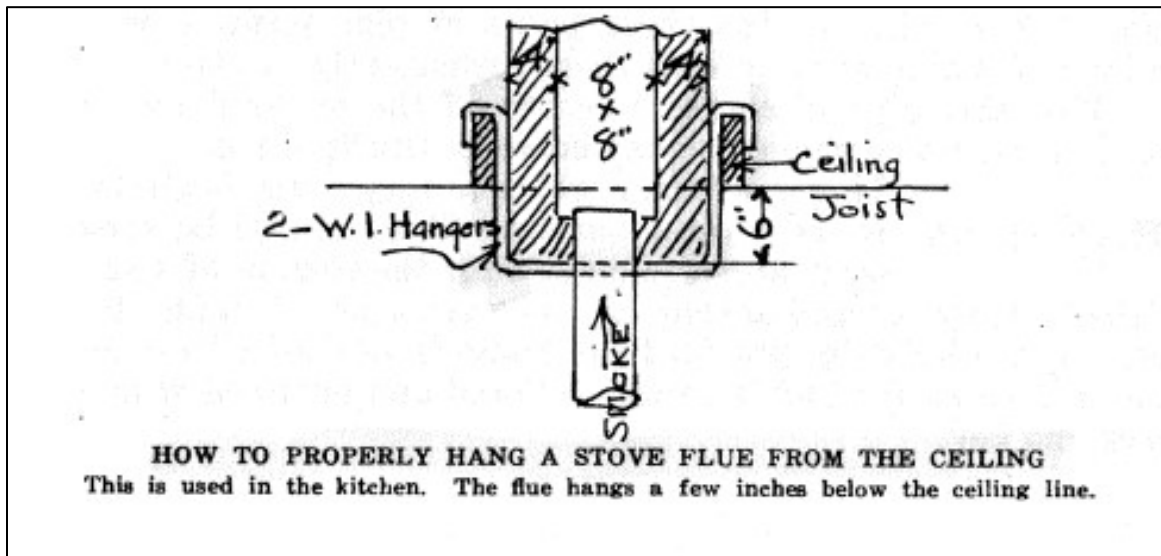
Building A, interior, south classroom, front wall. December 2021.

There is also evidence of several different sources of heat in this room. As evidenced in the center classroom, the ca. 1919, original two-room schoolhouse had brick interior end chimneys that extended from above the ceiling through the roof of the building; stovepipes from woodstoves centered on the end walls would have extended through the ceiling to tie into these chimneys. The brick stack above the south classroom survives above the ceiling and below the roofline (visible from the attic only). Two U-shaped iron hangers suspended between two ceiling joists carry the load of the brick stack; this construction technique was illustrated in the 1915 publication “The Negro Rural School and Its Relation to the Community” by The Extension Department of the Tuskegee Normal and Industrial Institute (see drawing below). The only evidence of this arrangement in the classroom today is a square metal plate that patches the hole in the ceiling. When the north classroom was added ca. 1925, the heating system had to be revamped. The interior chimneys and woodstoves were removed and exterior brick flues were added that served both stand-alone stoves (wood or coal, the fuel is unknown) and a coal-fired

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furnace that was located in the crawlspace. Patches in the floor represent the former location of heating vents.



Detail drawing from 1915 publication, "The Negro Rural School and Its Relation to the Community," The Extension Department of the Tuskegee Normal and Industrial Institute.

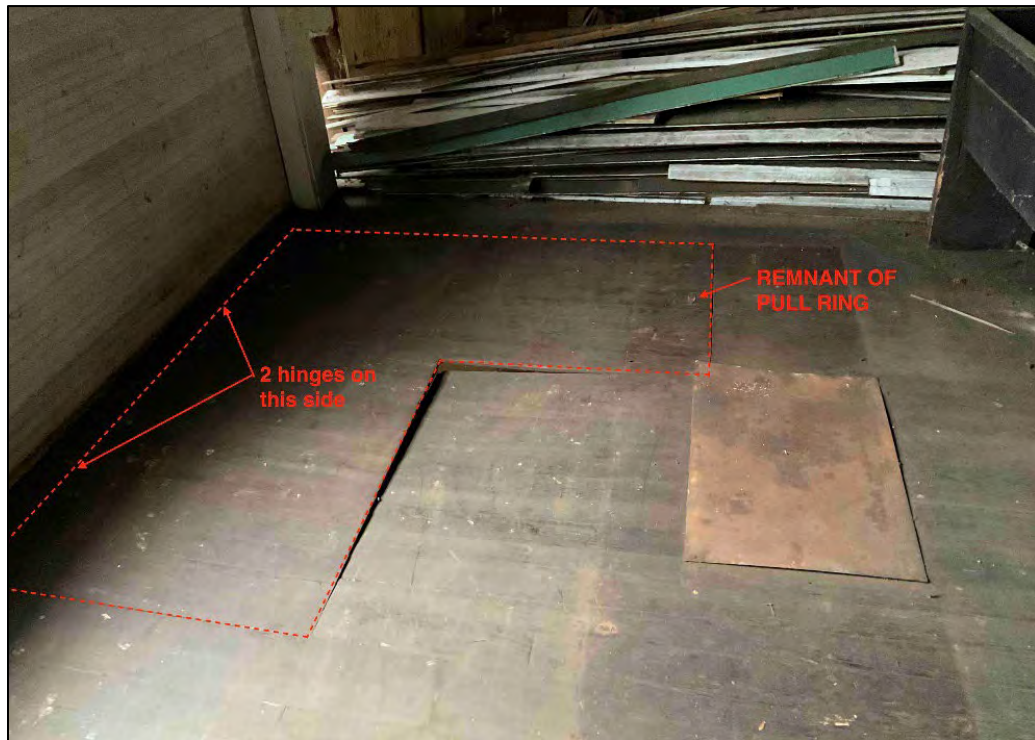
The northern classroom, which was added ca. 1925, has similar finishes to the other two rooms, but there are notable differences. The flooring in the northern classroom runs perpendicular to the ridge of the roof and is slightly wider – at 3 inches – than that found in the rest of the building. The walls are covered with beadboard but the boards, at 1¼ inches, are slightly narrower than what is found in the other classrooms and the bead is more pronounced. This room also had a beadboard ceiling but that has recently been removed. Like the southern classroom, this room was illuminated by paired windows on the front and rear walls while two single windows flanked the stove on the north end wall. A doorway with a five-panel door leads from the northern-most vestibule into this room. This vestibule retains an original pair of five-panel wood exterior doors on the front of the building and was clearly intended as an entry vestibule when it was constructed. At a later date it was converted into a closet and a hanging bar was erected across the space and the doors were fixed shut. Interestingly, the finishes in this northern classroom show a slightly higher quality of workmanship than what is exhibited in the other two rooms. The window and door trim is molded with bullseye corner blocks and there is an original built-in bookcase with glass doors in one corner of the room, along with two original large but shallow closets or tall cabinets. These closets or cabinets have neither shelves nor rods nor hooks nor evidence thereof, and they are less than 12 inches deep so their use is unclear at this time. When it was originally constructed, this classroom was connected via an interior stair in the southeast corner of the room to a basement room. The stair itself is now gone, but its former location is easily discerned by an L-shaped patch in the floorboards. Interestingly, this patch is not a later alteration. There are hinges on one side of the patch and the remnants of a pull ring on the opposite side, suggesting that the stair opening was covered by an operable hatch. The lack of any evidence of a railing around the stair suggests that this hatch was an original feature.

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Building A, interior, north classroom, northwest corner, glass fronted bookcase and tall cabinet. December 2021.



Building A, interior, north classroom, stair hatch. March 2022. Photo by J. Lahendro.

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Building A, interior, north classroom, hinge on stair hatch. March 2022. Photo by J. Lahendro.

As of January 2022, the basement room is accessible only via an exterior doorway on the back wall of the foundation. Due to window openings within window wells on the west, east, and north sides of the room, this basement room is surprisingly well lit. All the window sash and frames are now gone, but it appears that the windows on the front and rear walls were paired double-hung sash, while there are two openings that are the right size for single double-hung sash on the north side of the room. Painted “ghosts” on the walls and visible framing in the ceiling above provide evidence for the interior dog-leg stair that used to descend in the southeast corner of the room. The walls and floor of this room are concrete, but the ceiling is white beadboard. There is evidence of a stovepipe hole on the north end wall between the two windows, suggesting that the room originally had a heat source. This full basement room is only located beneath the north addition to the building; a concrete wall divides it from the crawlspace beneath the original part of the building. The concrete partition wall is vertically aligned beneath what was the north end wall of the original school building. There are two additional patched round holes in this concrete partition wall, along with a patched rectangular opening high up on the wall; the round openings at least appear to be for duct work related to the central heating system. Some of the beadboard ceiling in this space was falling down at the time of survey in January 2022 and writing was visible on the underside of some of the floorboards above and on a couple of first floor joists overhead - “S.C. Freeman Shipman” was written in cursive letters on several boards in the small area exposed at the time of survey. (Research has revealed that S.C. Freeman was a member of the Nelson County School Board who represented the Lovingson District (of which Shipman was a part) from 1922-1925.)

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Building A, basement classroom, looking from front wall toward rear wall. Ghost of stair is visible in far right corner. January 2022.



Building A, basement room, script on underside of floorboards, "S.C. Freeman Shipman". January 2022.

Beneath the other two-thirds of the building is a crawl space. Access to this space is gained via an intentional gap in the foundation on the east (rear) wall of the building. An area just inside the foundation is dug out to a depth of around four feet and an old furnace is located in this space. The rest of the crawl space is much shallower with only about two feet of clearance between the dirt and the first floor joists. There are several foundation piers in the interior of the space, both wood and concrete.

As of January 2022, the school has been vacant for over 40 years and is in poor condition. Window sash are broken or missing, exterior doors are missing, there is a large gash open in the

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back wall, and the framing is riddled with termite damage. The floor in the north vestibule has collapsed and there are several other areas of flooring that are unsound. The building is partially used for storage.

Building B – Interior

The interior of Building B has been more substantially altered than Building A. This building, which originally housed two classrooms, has been converted into a dwelling. The footprint of the northern classroom remains intact but the other one has been subdivided into a kitchen, bedroom, and bathroom. The original partition wall between the two classrooms remains; there is a stovepipe hole visible in this wall in the north classroom. Wood floors remain (now painted), while the walls and ceiling have been covered with sheetrock. There is one surviving blackboard on the wall in what was the south classroom. The original large banks of windows remain intact and flood the interior with light. The peculiar small door visible on the exterior of the rear wall is visible in the interior of the north classroom as a patched opening up near the ceiling. It would only be accessible with a ladder or stair. A former student interviewed for this project remembered the door but could only chuckle when asked what it was used for - “maybe another exit,” he said.¹



Building B, interior, south classroom, original windows and blackboard. Partition wall on left in photo is nonhistoric. December 2021.

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Pergola (Noncontributing)

An open-sided, eooft pergola was constructed in the space between the two school buildings within the last five years. It consists of four Tuscan columns supporting an open pergola roof.

Integrity Statement

Ryan Hall Elementary School has good integrity of location, design, setting, materials, feeling, workmanship, and association. The school remains on its original site with the original side-by-side relationship of the two buildings intact. The setting is also unaltered from ca. 1961 when the school was last in use – the surrounding houses all date to the first half of the 20th century and the two-acre parcel on which the school sits is overgrown but undeveloped. The physical condition of the oldest school building may be fair to poor, but the physical integrity of design, materials, and workmanship is still readily apparent. The original design of each school building with regards to both its exterior details and its interior plan, and how it evolved and grew over time, is clearly legible, and the buildings retain copious historic material, from weatherboard siding and tin shingle roofing to beadboard walls, multi-pane wood sash windows, and doors. The integrity of design of Building B has been somewhat diminished by its conversion to a residence, but the alterations are reversible and even now, the original plan and use of the building can be understood. In Building A, the integrity of workmanship is evident in the built-in bookcases and cabinets and the moldings around the windows and at the cornice. All of these elements together combine to contribute to the integrity of feeling – standing in the middle of a former classroom on a chilly day, a visitor can almost smell the smoke from the fires in the stove and hear the footsteps of children on the wood floor. The school retains a strong integrity of association with the history of African American public education during the Jim Crow era in Nelson County as it educated generations of Black children during over 40 years of 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.)

EDUCATION

ETHNIC HERITAGE: African American

ARCHITECTURE

Period of Significance

ca. 1919 – ca. 1961

Significant Dates

ca. 1925

ca. 1930

Significant Person

(Complete only if Criterion B is marked above.)

N/A

Cultural Affiliation

N/A

Architect/Builder

Unknown

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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.)

Ryan Hall Elementary School (originally known as the Shipman Colored School) was built in late 1919 or early 1920 thanks in part to the “donations and advice” of Mary T. Ryan, second wife of prominent financier and philanthropist Thomas Fortune Ryan, who had a substantial estate, called Oak Ridge, a couple of miles away. It was expanded within the next five years with two additional classrooms, one in a new basement, due to additional financial support from the Ryans (this building is referred to herein as Building B). When T.F. Ryan died in 1928, the school was renamed Ryan Hall (later Ryan Hall Elementary School). The school grew again in the 1930s with the construction of a new two-room building beside the original school (referred to herein as Building B). By the time this second building was complete, the school had five classrooms, plus the basement room, and employed five teachers. For 40 years during the Jim Crow era, these two buildings served as schools for African American children from the Shipman area of Nelson County in grades Primer (today’s Kindergarten) through 7th grade. Education in Nelson County was racially segregated and dramatically unequal from the earliest days of free public education in the 1870s all the way through the 1960s. Small graded schools like Ryan Hall that accommodated children through the 7th grade – frame or log buildings with only a few classrooms and no indoor plumbing – were the norm for African American students in the county until 1960. Prior to the construction of Nelson County Training School in 1941, in fact, they were the *only* schools for African Americans in the county. Ryan Hall Elementary School is eligible for the NRHP and VLR at the local level under Criterion A in the areas of Education and Ethnic Heritage: African American; and under Criterion C in the area of Architecture with a period of significance of ca. 1919-ca. 1961. The period of significance begins with the construction of the school in late 1919 or early 1920 and concludes when the school was closed by the Nelson County School Board during a consolidation effort (desegregation was not part of the consolidation). Significant dates are ca. 1925, when Building A was enlarged and ca. 1930 when Building B was constructed. The school is a rare surviving example of the type of school attended by all African American children in Nelson County during the first half of the 20th century, and is a tangible reminder of the segregated educational system that united the Black community in their efforts to overcome it.

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

Justification of Significance: Criterion A, Ethnic Heritage and Education

Ryan Hall Elementary School is locally significant under Criterion A in the areas of Education and Ethnic Heritage: African American as an example of a segregated Black elementary school that operated from ca. 1919-ca. 1961. As an intact example of the type of small two- and three-room, frame school buildings that served the African American student population of Nelson County throughout the Jim Crow era, this property is an important reminder of the trajectory of Black education in the county and of the tremendous efforts of African Americans to improve the opportunities available to their children. Within the Black community, education was always

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held up by church and community leaders and parents alike as the path to a better future, and the activism and advocacy that finally led to the full integration of county schools in 1969 was incubated in the many small graded schools, like Ryan Hall, sprinkled throughout the mountains along twisting roads. The schools, in turn, nurtured the communities, and former students recall the schools and the common cause of education advocacy as a force that drew the community together. The Black teachers who taught at these schools were sometimes the first examples that children had of a Black person with a “professional” career; they inspired their students and encouraged them to reach for more before the students even understood that more was possible.

In many ways, Ryan Hall was a typical example of the many school buildings that served the Black community in the early 20th century – two modest frame buildings housing five classrooms and eight grades, no indoor plumbing, stoves for heat – and it may be the most intact survivor out of a total population of over 25 schools that once existed in the county. There are only a couple of other two- and three-room graded schools rumored to exist still in Nelson County. The Pine Hill School reportedly is buried within the building currently housing Pine Hill Baptist Church, though there is nothing recognizable about it. A Black school in Arrington still stands but has been converted into a house. A possible one-room Black school stands abandoned in the woods off of Union Hill Road; two others are rumored still to be in use by local churches as social halls – one at St. Joy Baptist Church and one at Locust Grove. None of these buildings have been recorded or documented at the Virginia Department of Historic Resources.

Justification of Significance: Criterion C, Architecture

Ryan Hall Elementary School is locally significant under Criterion C in the area of Architecture as an example of a segregated Black elementary school that evolved physically to meet a growing demand for education. Building A, the original two-room building, was expanded with an addition housing another classroom and a useable basement within the first six years of its operation. The facility expanded within the next decade through construction of Building B, a separate resource housing two more classrooms. In many ways, Ryan Hall was typical of the more than 25 graded public school buildings of the Jim Crow era that were built for African Americans in Nelson County during the first half of the 20th century – frame construction, concrete foundation, gable roof with end chimneys, beadboard walls and ceilings, large sliding doors in between classrooms to make the interior space flexible, large multi-paned double-hung wood sash windows, often paired or grouped, to maximize natural light, minimal decorative details, wood or coal stoves for heat, and no electricity or indoor plumbing. Many of these construction details, including the hanging chimney stacks used on the original two-room building, were widely publicized in illustrated pamphlets published by the Extension Department of the Tuskegee Normal and Industrial Institute during the late 1910s and 1920s, including as part of the Rosenwald Fund’s school building initiative that began in 1917. Many of the two- and three-room Black schools that survive across Virginia were financially supported by the Rosenwald Fund and are often referred to as Rosenwald Schools. Nelson County, however, never pursued any financial support for the construction of Black schools from the Rosenwald Fund and records of the program include no mention of any schools in the County that were part of the Rosenwald program. To date, few rural African American schools that were constructed

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outside the auspices of the Rosenwald Fund have been documented across Virginia. While Ryan Hall is not a Rosenwald School, the use of the hanging chimney stack detail in the original two-room building suggests that whoever built the school was familiar with the construction guidance provided by the Rosenwald Fund. The two-building plan used at Ryan Hall does not appear to have been unique in Nelson County (at least one other Black school had a similar plan – Midway Mills), and it reflects the growing school enrollment over the first two decades of the school's operation. The inclusion of a basement at Ryan Hall, however, is unusual. The fact that the basement had large windows protected by deep, concrete window wells, in addition to both an exterior entrance and an interior stair to the first floor, suggests that it was always intended to be used as educational space. Basements were never included in any of the school plans published by the Rosenwald Fund and it is an extremely unusual detail to see in a two- or three-room graded school building.

History of the Community of Shipman

Nelson County, Virginia, is a rural, mountainous county located on the east slope of the Blue Ridge Mountains in between the larger cities of Charlottesville, to the north, and Lynchburg, to the south. Agriculture, particularly apple orchards, and the timber industry formed the backbone of the county's economy during the early 20th century. The community of Shipman traces its roots back to 1859 when the Southern Railway extended a line south to Lynchburg and established a depot at the location where the railroad crossed an east-west wagon road (known today as James River Road/Rt. 56). At the time, this depot was called Nelson Station. A small community grew up around the intersection that was centered on the commercial opportunities connected to the railroad – both the shipping of agricultural materials as well as businesses that catered to the railroad passengers. The name of the community was changed to Montreal in the late 19th century, changed again to Oak Ridge in the first decade of the 20th century, and finally became known as Shipman by 1910.² Most residents of the community in the early 20th century made a living tied either to the land – farming, working in an apple orchard, or working in the lumber industry – or they were employed by the railroad.

In 1901, Thomas Fortune Ryan, a Nelson County-born Wall Street business tycoon, American Tobacco Company owner, and philanthropist, purchased a former plantation known as Oak Ridge that was located just southwest of the Shipman community. Ryan renovated the main house and constructed an elaborate estate at Oak Ridge that employed many local Nelson County residents, both from Shipman and beyond. By the time Ryan died in 1928, he owned more than 8,700 acres in Nelson County, including 4,791 that made up the Oak Ridge estate; he was the largest landowner in the county.³ His second wife, Mary Townsend Nicoll Lord Culyer Ryan, remained at Oak Ridge following Thomas Fortune Ryan's death until her own death in 1937. Under the Ryans' ownership, Oak Ridge resembled a small village with 40 separate job titles - including the predictable cook, maid, and gardener, and the more unexpected bee keeper, stallion man, and whitewasher – and an on-site commissary that operated like a company store.⁴ In 1906, a newspaper reported that 25 of the workers at Oak Ridge lived on the estate while an additional 25 lived in surrounding communities (including Shipman). Surviving payroll records from 1905-1909 document 109 employees in 1905 and 314 in 1909. The racial breakdown of employees is

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not clear from the surviving records, though it is estimated that at least two-thirds were white.⁵ For the residents of the Shipman area, the return of Thomas Fortune Ryan provided an unprecedented employment opportunity right in their own backyard.

Ryan's financial successes and his philanthropy during his lifetime are both well-known; his extreme wealth was balanced by a strong Catholic faith and the idea that he owed a debt to God for his own blessings. In a letter dated December 11, 1920, to Patrick Cardinal Hayes, Thomas Fortune Ryan lays out his philosophy on philanthropy:

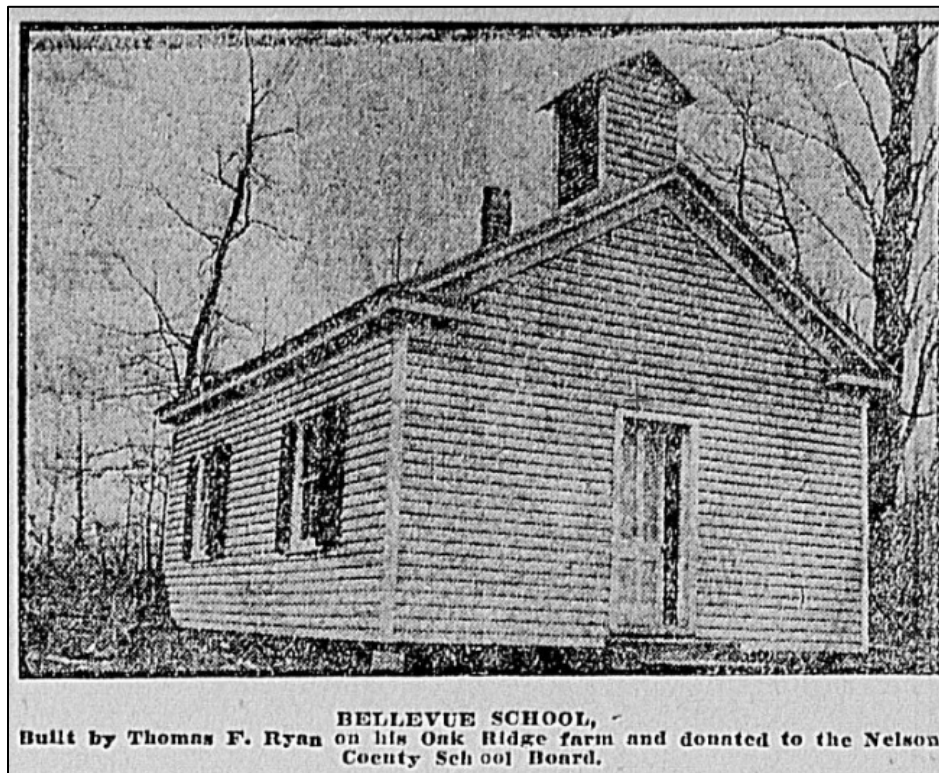
I have in the course of my life built and established one Cathedral (that of Richmond) besides some eighty other churches, schools and hospitals...All these were offerings to Almighty God to be used by the Church authorities in their absolute discretion in whatever they considered would be most conducive to His glory and the salvation of souls. I ask no personal credit whatever for them. The cost of them was but a small proportion of the fortune with which He has blessed me.⁶

Ryan and his first wife, Ida Barry Ryan, contributed millions of dollars towards various church projects – a 1907 newspaper article stated that Ida Ryan had spent \$5 million building schools, hospitals, and churches in Virginia alone, but also contributed to projects in other states including New York, Arizona, New Mexico, and Indian Territory. Unlike his second wife, Ida Ryan never spent much time at Oak Ridge and considered New York her home.⁷ Following Ida's death in 1917, Thomas Fortune Ryan wed Mary a mere 10 days later in Charlottesville and the two of them spent many months at home at Oak Ridge. Also following Ida's death, Ryan's philanthropy changed, focusing less on the Catholic Church and more on secular concerns.⁸

While many of the schools funded by Thomas and Ida Ryan were associated with the Catholic Church, in some cases the schools had no religious affiliation. In 1909, Ryan paid for the construction of a two-room school to serve white children on his Oak Ridge estate, named Bellevue School, and donated it to the Nelson County School Board.⁹ Between 1917 and 1925, the Ryans were instrumental in the construction of the building originally called Shipman Colored School just a few miles away from their Oak Ridge estate.

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Bellevue School (White), built at Oak Ridge by Thomas F. Ryan and donated to the Nelson County School Board. Image published in the Times-Dispatch, Richmond, October 10, 1909.

History of African American Education in Nelson County¹⁰

Prior to the Civil War, the education of white children in Nelson County took a variety of forms depending on the means of their families – options included private tutors, private academies, and “pauper schools.” Formal education for either free or enslaved Black children ; state law forbade educating enslaved African Americans of all ages. During Reconstruction, a new state constitution, commonly called the “Underwood Constitution” was ratified in 1869, and included the requirement to create a new system of free public education, segregated by race. An 1871 report from the Nelson County Superintendent of Schools provides a snapshot of the county’s public school system at the very beginning. The county had a total population of 13,898 (7,586 white and 6,312 Black) and was divided into three school districts, each with its own school board. There were a total of 40 public schools in the county in 1871 serving 567 white students and 342 Black students. Patrick H. Cabell, the first superintendent of schools for Nelson County, wrote in an 1872 annual report, “The colored people continue to manifest a great desire for education...Their idea of an education is to be able to read and write, and in their sacrifices in order to be able to send their children to school, they set an example most worthy to be imitated by many of our white population. I have been able to detect no material difference in the capacity of the two classes to learn....The colored people show a most commendable spirit in their desire for proper deportment in their schools...”¹¹ While the Black community in 1872 may have championed schools for their children, the opportunities for white and Black students in Nelson County would remain uneven for nearly 100 years.

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By 1880, the number of white schools more than doubled the number of Black schools (49 vs. 23) and the percent of Black children in daily attendance at school consistently lagged behind that of whites.¹² The total number of schools in the county continued to grow, albeit unevenly, and, by 1904, there were 94 public schools in Nelson County employing 72 white teachers and 27 Black teachers. Most of the schools were small, one-room affairs. An 1890 report listed 84 school buildings operated by the school system – 18 were frame construction while 66 were log buildings; only five had outhouses and only 20 were noted as having “good furniture.”¹³ By 1900, there was concern statewide with the sheer number of small one-room schools being operated by the local districts.¹⁴ Especially in rural counties like Nelson, transportation challenges made it extremely difficult for local officials to provide adequate supervision and support to the many small schools in their charge, while the operation of numerous small schools was seen as fiscally inefficient; thus began the first calls for school consolidation. The first step was to consolidate the management and oversight of the school system. Since 1872, Nelson County had contained three, then four, separate school districts, each with its own school board. The growing cry from the state’s Department of Education was to abolish the district system of schools management and shift to a county unit approach, which would unify conditions, length of school terms, teacher salaries, etc. across an entire county. In Nelson County, this system became effective in September 1922 and the four distinct school districts were consolidated beneath a single county school board.¹⁵

Statistics from around 1920 paint a picture of a booming rural county economy dominated by apples and tobacco – by 1919, 154,655 barrels of apples were harvested, 92% of which were shipped out of the county, and by 1929, 382 commercial apple orchards were located in Nelson County. By 1927, the county produced two million pounds of tobacco, about the same level of production as before the Civil War.¹⁶ A comparison of census data suggests that the population of 17,277 people living in Nelson County in 1920 represented the population apex; it declined in numbers from that point forward through the mid-20th century.¹⁷ Most county historians agree that the county reached its economic high point between 1910 and 1929.¹⁸ During the 1922-1923 school year, the county reported a total school age population of 5,088 – 3,346 white students and 1,742 Black youth. The percentage of school-age Black children attending school continued to lag behind that of whites – 44% vs 60%. There were 92 school buildings in the county in 1922-1923, 66 for whites and 26 for Blacks (including Shipman Colored School). An overwhelming majority of these schools, including all of the Black schools, had only one or two rooms – 78 out of 92. Black schools were, on average, more crowded than white schools with more students per building, less demanding curriculums, and the student-to-teacher ratio in Black schools was much higher – of 145 total teachers employed in those 92 schools, only 32 were Black, and a Black teacher was permitted only to educate Black children.¹⁹

In his thesis, Heywood Greenberg offers descriptions of two Black schools from the late 1910s-early 1920s, based on oral histories of former students. The Beech Grove School is described as a one-room school with an iron stove in the middle of the room. Students were responsible for splitting wood for the stove (wood that their parents had to donate). A nearby spring provided drinking water, while two outhouses with no pits were often toppled by a strong wind.²⁰

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Greenburg also provides the detailed account of Sam Rose, a Black man who entered Blue Gravel School in Piney River in 1919. He described his school as a one-story, two-room, frame building with a wood stove in each classroom. He recalls that the classrooms were crowded and benches were arranged in rows with a teacher's desk at the front of the classroom. Students had tablets to write on and there were blackboards on the walls; their lessons were largely based on memorization and recitation and students had to buy their own textbooks. Rose remembered playing baseball on the school grounds during recess. According to his account, there were no buses serving his school until the 1930s, so all children had to walk to school. He also recalled that parents built an outhouse at the school "after he had been in school awhile;" before that "we went in the woods." Some years the school never opened because there was no teacher.²¹

In contrast, a 1938 dissertation by Mary Elizabeth Hankla, "The Holding Power of the Four Consolidated High Schools in Nelson County, Virginia" (quoted in Greenberg), provides a detailed description of the facilities provided for the four white high schools in the county in the late 1930s (at the time there were zero high schools for Black children in Nelson County). Three of the four white high schools were one-story brick buildings with auditoriums, indoor toilets, an office for the principal, libraries, laboratories, central heat, and drinking fountains.²²

Clearly then, the pattern in Nelson County followed that seen across Virginia and all southern states during the first half of the 20th century – education was racially segregated and dramatically unequal. The School Board minutes utilized in Greenberg's thesis reveal that when they were pressed to improve the physical facilities of Black schools, the School Board often demanded that the local Black residents also contribute to the effort financially and/or through donated labor and materials. In August 1923, the School Board agreed to consolidate two schools for black children at Union Springs and Elmington into a new two-room school "provided the patrons will contribute as much as \$400.00 in cash, labor, and materials."²³ Interestingly, there is no evidence that the Nelson County School Board ever considered tapping into a well-known outside source to support Black schools – the Julius Rosenwald Fund. A collaboration between the wealthy CEO of Sears, Roebuck and Company, Julius Rosenwald, and Booker T. Washington at Tuskegee Institute, the Rosenwald Fund school building program aided construction of thousands of schools for Black children across the south between 1917 and 1932. The program provided a portion of the funding as well as standardized architectural plans for the school buildings on the condition that the local school district and community would also provide funding and operating costs for the schools. Local Black communities often had to contribute cash, labor, or land towards the construction of the schools, and the land and the school buildings constructed thereon became the property, and the responsibility, of the local school boards.²⁴ Such requirements were not imposed upon white communities. The meticulous records maintained by the Rosenwald Fund recorded the cost of each school building and the breakdown of contributions, and, in many cases, there is even a photo of the recently completed school. No evidence in the records of the Rosenwald Fund has been found of Nelson County utilizing the Fund. Greenburg's research in the school board minutes failed to uncover any evidence that it was ever discussed.²⁵

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Nationwide, school consolidation efforts gained steam in the 1920s, and by 1930, the one-room schoolhouse as an acceptable means of educating students was in decline. In Nelson County during the early 1930s, however, two-thirds of the 67 school buildings were only one room, while the rest were two- and three-room models.²⁶ Road improvements of the 1930s, in combination with the increased use of early school buses, did result in school consolidation even in Nelson County, however, and the total number of school buildings declined between 1920 and 1940 from 105 in 1920 to 56 in 1940.²⁷ The number of schools for Black children, however, remained steady at 26 in 1923 and 27 in 1941, further evidence of school consolidation efforts that prioritized building larger new schools only for white students. Rural students who were Black also were not provided publicly-funded transportation as white students were. The statistics of the 1929-1930 Annual Report reflected the continued inequality between white and Black students' education during this time – from the length of the school term to teachers' salaries to the per capita cost of education to the value of school property; expenditures for Black education lagged behind that offered to white students.²⁸

Little changed over the next 10 years in school conditions, but Black parents were growing increasingly dissatisfied with the county's efforts to educate their children. The biggest need, as the parents saw it, was for a Black high school. Up until 1941, there was no opportunity for Black students in Nelson County to continue with their education past the 7th grade. In March 1941, the County's school board agreed to build a public high school for Black children after a delegation of Black citizens appeared before them and asked them to comply with the recent U.S. Court of Appeals for the Fourth Circuit decision in the case of *Alston vs. the School Board of Norfolk*. (The Alston case argued that paying Black teachers less than their white counterparts, solely on the basis of race, violated the 14th Amendment. The U.S. Court of Appeals agreed and issued a judgement that required the equalization of teachers' salaries; the case became the basis for further "equalization" lawsuits across the South.) The Nelson County School Board agreed to build a four-room high school to cost no more than \$8,000, provided that the site for the building was donated by the Black citizens. In the same meeting, the Board also agreed to equalize the salaries of white and Black teachers.²⁹ The new high school was called Nelson County Training School and was a one-story, four-room cinderblock building located just down the street from Ryan Hall Elementary School. One member of the community recalled that all the Black communities of Nelson held many fundraising events to raise money to go toward building the new high school.³⁰ Training schools, however, rarely offered education up through grade 12; many offered classes only to the 10th or 11th grade level. As a result, few Black high schools in Virginia were accredited, while most high schools for white students had full accreditation.

The Nelson County Training School must have been overcrowded almost immediately, as it received a two-room addition as early as 1947, and this theme of overcrowding in the Black schools was a prominent one through the 1950s.³¹ Superintendent Carter described enrollment at the one- and two-room Black elementary schools as "increasing to the bursting point" in the mid-1950s and, in August 1958, a group of Black citizens organized themselves as "The United Civic Club" to demand better schools for their children; this group was the forerunner of the Nelson County branch of the NAACP.³² In spite of the 1954 Supreme Court decision in *Brown v. Board of Education of Topeka*, which found that state laws establishing racial segregation in public

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education were unconstitutional, the Nelson County School Board minutes document in August 1955 their intention to maintain segregated schools. According to Greenberg's research, no further mention of integration occurred in official records between 1955 and August 1964; the Board focused instead on building what are often called "equalization schools" – new schools for Black students that were more physically similar to the facilities for white students in an effort to justify maintaining a "separate but equal" school system.³³ Such schools, however, rarely were truly equal, either in terms of size and amenities (auditoriums, cafeterias that offered hot lunches, playing fields) or of curriculum offerings. In 1960, the School Board opened Nelson Memorial High School, a Black high school that was purported to be equal to the whites-only Nelson County High School, and transferred all high school students out of Nelson County Training School. At the same time, the Board closed all of the remaining small two- and three-room Black elementary schools across the county and consolidated them at the old Training School, which had been expanded with another three-room addition in 1956, and renamed it Ryan Elementary School. In August 1964, the School Board received a letter and petition from Mrs. Cecile L. Epps, president of the Nelson County branch of the NAACP, demanding that they end segregation.³⁴ In 1968, likely due to the Supreme Court decision *Green v. School Board of New Kent County* that finally ended the assorted tactics Virginia's state and local government officials had used to resist integration, the Nelson County Board finally integrated Nelson County High School. Nelson Memorial was converted to an integrated junior high; it was not until the school year that began in September 1969 that all Nelson County schools were finally fully integrated.³⁵

History of Shipman Colored School/Ryan Hall Elementary School

On June 5, 1920, Mayme S. Wilson and her husband, William R. Wilson, sold to the Trustees of Shipman Colored School for \$1 a two-acre parcel of land described as being "Lot No. Three (3) located on Juliette Street, in Rosemont Subdivision, to Shipman, containing two acres of land, more or less." The deed goes on to include this interesting provision:

It is further covenanted and expressly agreed by all the parties of the first part and all the parties of the second part, trustees and those for whom they legally act, that Mrs. Mary T. Ryan, of Oak Ridge, Virginia, and New York City, N.Y., whose generous donations and advice made the erection of a school building and the establishment of a graded school a fact, be and is hereby empowered to change or have changed upon her, the said Mary T. Ryan's advice, the whole or any part of the said Trustee Board, herein provided and substitute or have substituted in their places or his place, any person or persons whom the said Mrs. Mary T. Ryan shall deem or think fit and suitable.³⁶

Local history has always held that Thomas Fortune Ryan donated the land on which the school sits, funded the construction of the school, and then leased the completed school to the Nelson County school board.³⁷ The actual deed for the property casts doubt on this story, however. Based on the language in the deed, it appears that the school may have already been standing in 1920 when the deed for the property was transferred: "*made the erection of a school building and the establishment of a graded school a fact.*" Because Mary T. Ryan did not marry Thomas

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Fortune Ryan until October 1917, she did not become Mary Ryan or begin spending time at Oak Ridge until after that point. A portion of the plat for the Rosemont subdivision is reproduced in Deed Book 45, Page 18, along with a deed for the transfer of Lots 4 and 5 (these are the adjoining parcels adjacent to the school parcel on the north) from Mamie Snyder Wilson (although it appears to be the same person, the name Mayme/Mamie is spelled differently in the two deeds) and William R. Wilson to William and Charlotte Cox. This deed is dated August 15, 1919, and the plat is dated December 26, 1918. The school is not shown on the plat, nor is it mentioned in the deed for Lots 4 and 5, and if the school was standing in 1918 or 1919 it seems likely that it would have been illustrated on the map or referred to in the deed as a reference point. Instead the deed describes the property as being “near Shipman Depot.” The evidence, therefore, suggests that the Shipman Colored School was built in 1919/1920.

The physical evidence described above in Section 7 indicates that this earliest school was Building A, originally a two-room frame school with interior end brick chimneys on the gable ends. The school was quickly expanded. According to Greenberg’s research, in September 1924 the school board was informed that Thomas Ryan had agreed to donate \$1,000 towards the operation of the Shipman Colored School on the condition that he would not be connected with the operation of the school in any manner. At the same time, he agreed to donate the use of a cottage at Oak Ridge for the use of the teachers at the Oak Ridge School (white) and to supplement the salaries of the teachers of that school “as might be deemed necessary in order to secure properly trained teachers.”³⁸ This \$1,000 donation probably funded the construction of the one-room addition with full basement at the north end of the original Shipman Colored School. Based comparably on the construction costs delineated in the records of the Rosenwald Fund, \$1,000 is a plausible amount for the cost of this addition (during the 1924-1925 budget year, one-teacher schools supported by the Rosenwald Fund in Virginia had a total cost between \$1,600 and \$2,400 for a completely new building).³⁹ Moreover, the writing found on the underside of floorboards in this addition supports a pre-1925 construction date for this portion of the building. The script reads “S.C. Freeman Shipman” and is replicated on several floorboards and joists, as if being labeled. It is plausible that the materials for the addition were shipped from a mill and so marked to identify the individual who placed the order; S.C. Freeman was the school board member representing the Lovingson District (of which Shipman was a part) between 1922 and 1925. If this addition was, in fact, funded by Ryan’s donation, that could also explain why the level of finish in this part of the building is slightly higher than that found in the original school, such as the built-in cabinets and bookcases, and why it included a basement, which would have been costly. It therefore seems likely that Building A took its three-room form by 1925 and that both phases of its construction were funded largely by the Ryans. In fact, following Thomas Fortune Ryan’s death in 1928, the school became known as Ryan Hall.

The construction date for the second building (Building B) on the property is less easily defined. In the absence of the school board minutes, the Annual Reports to the State Superintendent of Public Education were consulted, but, while they are a wealth of statistical information, they do not contain detailed information about individual schools. For example, the Annual Report for the 1933-1934 school year records three “negro” school houses built during the course of the school year but it does not provide any information about their names or locations. In the

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absence of written records, the best evidence is oral history – Mr. Rennie Scott, interviewed for this project in February 2022, was born in 1938 and recalls the two-room building always being there as long as he went to the school. Construction details between the three-room building and the two-room building are different enough (boxed eaves with bed molding on the earlier building and open eaves with exposed rafter tails on the later; 6/6 windows on the earlier building and 9/9 on the later) that it seems conclusive that they were constructed at different times, so a construction date for the two-room building between 1925 and 1938 seems likely.

Multiple former students of Ryan Hall Elementary School were interviewed as part of this project; all attended the school in the 1940s and 1950s and their memories provide a glimpse into what a school day for a Black child was like at that time. Mr. Rennie Scott attended Ryan Hall Elementary School (the name he knew it by) from 1st grade through 7th grade, starting around 1944. At the time, he lived about two miles from the school, between Lovingsston and Shipman, and took a school bus to school. He remembers that there were a total of five classrooms spread between the two buildings with two grades in each classroom and one teacher per classroom; he also recalls the school being very crowded with up to 50 students in his grade alone. When he attended the school, the basement room was where lunch was prepared and the students would go down the interior stair to collect their lunch from the basement and then would take it back to their classroom to eat (another former student reported that the food was prepared by a married couple, Mr. and Mrs. Washington, during her aunt’s time at the school). The school had no indoor plumbing or running water – there were a spring and a pump on the property and two outhouses behind the school. Wood stoves and later coal stoves provided heat in the winter. The bell on top of the school had a rope that came down through the ceiling of the center classroom and it rang to announce the beginning of the school day. Mr. Scott fondly recalled playing ball behind the school, where the property was all open, at recess. Ms. Tessie Cole was the principal and ran the school while he was there. “I loved school,” he declared, and he went on to graduate from the Nelson County Training School in 1956.⁴⁰



Ghost of the top step of the flight of stairs that connected the basement to the main floor. Mr. Scott used this stair to collect his lunch from where it was prepared in the basement when he attended school at Ryan Hall in the 1940s. January 2022.

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Ms. Edith Napier and Ms. JoeAnn Mitchell also attended Ryan Hall Elementary School in the mid- to late 1950s, starting around 10 years after Mr. Scott, and their experiences provide a window into what the school was like during its final decade of operation. In many ways their experiences did not differ very much from those of Mr. Scott – there were multiple grades in each classroom and each teacher taught multiple grades, the boys played baseball behind the school at recess while the girls jumped rope, outhouses were out back, and the buildings were heated by wood or coal stoves. They remembered the names of some of their teachers: Thelma Dunning, Birdie Bryce, Delores Truesdale, Ms. Lomax, Ms. Bridgeforth, Ms. Sampson, and Leroy Witt – all of whom were Black. Because there was no high school for Black students in Nelson County prior to 1941 and no teacher training opportunities, many of their teachers came from other counties and boarded with students’ families during the school year (white teachers more often were given a small cottage to live in as part of their compensation). The community referred to it as “putting up teachers” and some teachers stayed with the same family year after year. Ms. Napier recalls a couple of teachers who brought their own children with them. There was also at least one larger house in Shipman that rented rooms to schoolteachers during the 1950s. Mr. Leroy Witt taught several grades and was also the principal of the school; principals were hired by the School Board but were given a lot of leeway to run their own schools. Ms. Napier recalls that the school board employed a Black woman named Ms. Wiley whose job was to go around to the Black schools and check on them. She was like the superintendent of the Black schools, “but of course they didn’t give her that title.” (In fact, in the Annual Reports to the State Superintendent, Nelson County reported Ms. Ethel Wiley was employed as a “school supervisor, negro” starting during the 1931-1932 school year.) Both Ms. Napier and Ms. Mitchell recall that they took a bus to school, though Ms. Napier noted that there were very few buses for Black students so the bus ride was long. In the 1950s, the older three-room building housed grades Primer (what we call Kindergarten) through third grade, while the fourth through seventh grades met in the two-room building. Large sliding doors divided the classrooms and these could be opened to create one large open space. Students each had their own desk with a small shelf to store their schoolbooks, which they had to purchase for themselves. By the 1950s the basement was no longer being used by students; neither Ms. Napier nor Ms. Mitchell ever recall going into the basement room and Ms. Mitchell does not recall the interior stair at all (while the location of the stair is visible, the stair itself is not present today). Both remember that lunch for the elementary students was prepared at the Training School down the road; Ms. Napier recollects that it was brought to the school for the younger students, while Ms. Mitchell remembers lining up to walk to the Training School to pick up their lunch, for which they paid 25 cents.⁴¹

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*Students from Ryan Hall Elementary School lined up to get lunch from Nelson County Training School. 1950s.
From the private collection of Ms. JoeAnn Mitchell.*



One of the original sliding doors that was used to divide the classrooms when Ms. Napier and Ms. Mitchell attended Ryan Hall in the 1950s retains the original wheeled hardware that allowed it to roll along a hanging track. This door is stored in Building A; another original door is reused in the modern partition wall in Building A but is missing the hardware. January 2022.

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Ms. Napier recalled a story of an older aunt who recounted that during the summer months when school was out, the principal of Ryan Hall would take a group of the older children north via bus to Connecticut. There, they would spend their summer as farm laborers. They were provided meals and shabby accommodations at these work camps, and earned some money to take back home. It is unclear exactly when this occurred or for how many years it continued, but Ms. Napier's relative did not have fond memories of the experience.

Everyone interviewed for this project repeated a variation on the same theme: the importance of education within the Black community. Most, if not all, of those interviewed were born to parents whose educational opportunities were severely limited – in part because there was no high school at all for Black students in Nelson County until 1941. But they all recognized that education was the way to a better life for their children. Ms. Napier notes that she was one of nine children born to a homemaker and a farmer/logger/manufacturing worker and her parents expected that every one of their children would graduate from the Training School (they did). Ms. Mitchell was the only child of a domestic worker and an orchard worker and she would come home from school and offer to teach her parents what she had learned that day at school. She was encouraged by a teacher at the Training School to pursue a college education and eventually obtained her Master's degree. From providing wood for the stoves, to buying school books for their children from their meager wages, to performing basic maintenance on the school buildings, to putting up the teachers, to holding events to raise money to build the Training School, to eventually forming a Nelson County branch of the NAACP and demanding better school facilities for their children, the Black community of Nelson County in the early to mid 20th century engaged in a perpetual forward struggle to improve the opportunities for the next generation and fulfill their potential.

Ryan Hall Elementary School closed around 1960 when Nelson Memorial High School opened and all the two- and three-room graded schools were consolidated at the former Training School, which was renamed Ryan Elementary School. One person interviewed for this project recalled that Ryan Hall, Gladstone, and Tye River graded schools stayed open for a couple of years after the rest of the graded schools closed, in part to relieve overcrowding at the new Ryan Elementary School. There was no space for the primer grade at the new school so the old graded schools were used by some of the younger students for a couple more years.⁴² But by the mid-1960s the school had ceased operation as a public school for good. It was given to a consortium of Baptist churches, the Piedmont Baptist Association, who attempted to turn it into a community center; some renovations to the two-room building were undertaken while it was under their control. The property next was used for a private school, known as the Sunshine School, during the mid-1970s. The operator of that school reports that the building was one large open space when they used it and that beyond basic clean-up and reconnecting to a well that was located in front of the building, they did not have to make any major repairs or changes.⁴³ Both school buildings had fallen out of use by the 1980s and the church group was eventually forced to walk away from their plans due to issues with plumbing and the water supply. The old school slowly fell into disrepair. When the current owner, Ms. Mitchell, returned to Nelson County and attempted to buy the property, there was some difficulty in clearing the chain of title. The resulting deed work suggests that the property was never formally transferred out of the control of the Trustees of

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Shipman Colored School, who acquired the property in 1920. Following a decree by the Circuit Court of Nelson County, Ms. Mitchell was able to acquire the two-acre former school property in 2017. She is currently pursuing plans and funding to rehabilitate the school and preserve its history.

Ryan Hall Elementary School
Name of Property

Nelson County, Virginia
County and State

9. Major Bibliographical References

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

Annual Reports of the Superintendent of Public Instruction, 1886-1975. Accession number 22241, 1919-1920, 1924-1925, 1930-1931, 1931-1932, 1932-1933, 1933-1934, 1934-1935. State government records collection, The Library of Virginia, Richmond, Virginia.

Boyce, C.A. "Nelson County School House," *The Times-Dispatch: Richmond, VA*, October 10, 1909. Accessed at <https://viriniachronicle.com/?a=d&d=TD19091010&e=-----en-20--1--txt-txIN----->. Accessed March 8, 2022.

Green, Bryan Clark. "Rosenwald Schools in Virginia," National Register of Historic Places Multiple Property Documentation Form, 2004.

Greenberg, Heywood Lazar. "A History of the Nelson County, Virginia School Board: 1920-1985," Ed.D. Thesis, Columbia University Teachers College, 1987.

Jacobe, Stephanie Adaline Therese. "Thomas Fortune Ryan: An American Catholic." Ph.D. Diss., American University, 2013.

Lahendro, Joseph Dye. "Shipman School: Stabilization Recommendations." April 2022.

Marmon, Lee. *The Measure and Mirror of Men: Generations of the Oak Ridge Estate.* Lynchburg, VA: Warwick House Publishers, 1992.

Nelson County Deed Records, Public Records Room, Office of the Clerk of Circuit Court, Nelson County, Virginia.

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Nelson Heritage Center, "The Road to Integration, Nelson County, Virginia," <https://www.nelsonheritagecenter.com/PANELS.html>. Accessed March 8, 2022.

Saunders, Paul. *Heartbeats of Nelson.* Piney River, VA: Saunders Pub., 2007.

Personal Communications

Ms. Dorothy Hutchinson, February 2022

Ms. Edith Napier, February 2022

Ms. Valerie Walker, February 2022

Mr. Rennie Scott, February 2022

Mr. Lee Marmon, February 2022

Ryan Hall Elementary School
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Mr. Heywood Greenberg, February 2022
Ms. JoeAnn Mitchell, February 2022
Ms. Margaret Henderson, February 2022
Ms. Frances Lee, February 2022
Mr. Joseph Dye Lahendro, Historic Preservation Architect, January-April 2022

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: Virginia Department of Historic Resources, Richmond, Virginia

Historic Resources Survey Number (if assigned): DHR #062-5230

10. Geographical Data

Acreage of Property 2

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: 37.722580 Longitude: -78.852040

2. Latitude: Longitude:

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3. Latitude: Longitude:
4. Latitude: Longitude:

Or
UTM References

Datum (indicated on USGS map):

NAD 1927 or NAD 1983

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

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

The historic boundary of the listed property correspond with the boundaries of tax parcel number 68 A 84, as recorded by Nelson County, Virginia. The true and correct historic boundary is shown on the attached Tax Parcel Map, which was obtained on March 3, 2022, from the Nelson County Geographic Information System, as well as the attached Aerial View and Sketch Map/Photo Key.

Boundary Justification (Explain why the boundaries were selected.)

The historic boundary corresponds exactly with the boundaries of the property transferred from Mayme Wilson and her husband to the Trustees of Shipman Colored School on June 5, 1920, and represents the entirety of the school property during the period of significance. The property's historic setting and all known associated historic resources have been included within the historic boundary.

11. Form Prepared By

name/title: Kristin H. Kirchen, Architectural Historian
organization: Iron Dog Preservation, LLC
street & number: 532 Pantela Drive
city or town: N. Chesterfield state: Virginia zip code: 23235
e-mail: irondogpreservation@gmail.com
telephone: 804-516-8200
date: June 2022

Ryan Hall Elementary School
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Additional Documentation

Submit the following items with the completed form:

- **Maps:** A **USGS map** or equivalent (7.5 or 15 minute series) indicating the property's location.
- **Sketch map** for historic districts and properties having large acreage or numerous resources. Key all photographs to this map.
- **Additional items:** (Check with the SHPO, TPO, or FPO for any additional items.)

Photographs

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

Photo Log

Name of Property: Ryan Hall Elementary School, DHR #062-5230

Town/City or Vicinity: Shipman

County: Nelson County

State: Virginia

Photographer: Kristin H. Kirchen

Date Photographed: December 2021 and January 2022

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

- | | |
|-----------------|---|
| 1 of 20
View | VA_NelsonCounty_RyanHallElementarySchool_0001
School property from Braddock Lane, camera facing southeast. |
| 2 of 20
View | VA_NelsonCounty_RyanHallElementarySchool_0002
Looking south down Braddock Lane, school property on the left in the photo. |
| 3 of 20
View | VA_NelsonCounty_RyanHallElementarySchool_0003
Building A in the foreground, Building B in the background. Camera facing south. |
| 4 of 20
View | VA_NelsonCounty_RyanHallElementarySchool_0004
Building A, front (west) elevation. |

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- 5 of 20 VA_ NelsonCounty_RyanHallElementarySchool_0005
View Building B, northwest oblique.
- 6 of 20 VA_ NelsonCounty_RyanHallElementarySchool_0006
View Building A, south side elevation. Chimney has now collapsed.
- 7 of 20 VA_ NelsonCounty_RyanHallElementarySchool_0007
View Building A, rear (east) elevation.
- 8 of 20 VA_ NelsonCounty_RyanHallElementarySchool_0008
View Building B, rear (east) elevation.
- 9 of 20 VA_ NelsonCounty_RyanHallElementarySchool_0009
View Building A, interior, looking from north classroom into center classroom. Reused original door in rear center of photo in new partition wall.
- 10 of 20 VA_ NelsonCounty_RyanHallElementarySchool_0010
View Building A, interior, north classroom, front wall. Open doorway on left leads to entrance vestibule. Built-in bookcase with glass front on right.
- 11 of 20 VA_ NelsonCounty_RyanHallElementarySchool_0011
View Building A, interior, south classroom, south end wall. Stovepipe hole is centered between windows. Directly above stovepipe hole in ceiling is patch for original hanging chimney.
- 12 of 20 VA_ NelsonCounty_RyanHallElementarySchool_0012
View Building A, interior, south classroom, front (west) wall. New partition wall visible on right. Doorway leads to entrance vestibule.
- 13 of 20 VA_ NelsonCounty_RyanHallElementarySchool_0013
View Building A, interior, north classroom, built-in cabinet detail.
- 14 of 20 VA_ NelsonCounty_RyanHallElementarySchool_0014
View Building A, interior, original sliding door reused between center classroom and south classroom, hung in modern partition wall.
- 15 of 20 VA_ NelsonCounty_RyanHallElementarySchool_0015
View Building A, interior, basement. Looking at rear (east) wall with exterior door.
- 16 of 20 VA_ NelsonCounty_RyanHallElementarySchool_0016
View Building A, interior, basement. Looking at northwest corner. Stovepipe hole visible between two windows on north wall.

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- 17 of 20 VA_ NelsonCounty_RyanHallElementarySchool_0017
View Building A, interior, basement. Ghost of stair leading to main floor in southeast corner of room.
- 18 of 20 VA_ NelsonCounty_RyanHallElementarySchool_0018
View Building B, interior, north classroom, northeast corner. Patch for small door visible near top of wall.
- 19 of 20 VA_ NelsonCounty_RyanHallElementarySchool_0019
View Building B, interior, south classroom, southwest corner. Original bank of windows and blackboard visible.
- 20 of 20 VA_ NelsonCounty_RyanHallElementarySchool_0020
View Original bell removed from bell tower, stored in Building B.

Historic Images Log

1. Detail drawing from 1915 publication, "The Negro Rural School and It's Relation to the Community," The Extension Department of the Tuskegee Normal and Industrial Institute.
2. Bellevue School (White), built at Oak Ridge by Thomas F. Ryan and donated to the Nelson County School Board. Image published in the Times-Dispatch, Richmond, October 10, 1909.
3. Students from Ryan Hall Elementary School lined up to get lunch from Nelson County Training School. Ca. 1950s. From the private collection of Ms. JoeAnn Mitchell.

Paperwork Reduction Act Statement: This information is being collected for nominations 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.). We may not conduct or sponsor and you are not required to respond to a collection of information unless it displays a currently valid OMB control number.

Estimated Burden Statement: Public reporting burden for each response using this form is estimated to be between the Tier 1 and Tier 4 levels with the estimate of the time for each tier as follows:

Tier 1 – 60-100 hours
Tier 2 – 120 hours
Tier 3 – 230 hours
Tier 4 – 280 hours

The above estimates include time for reviewing instructions, gathering and maintaining data, and preparing and transmitting nominations. Send comments regarding these estimates or any other aspect of the requirement(s) to the Service Information Collection Clearance Officer, National Park Service, 1201 Oakridge Drive Fort Collins, CO 80525.

ENDNOTES

¹ Interview with Mr. Rennie Scott, February 9, 2022.

² Shipman Home Demonstration Club, "Shipman Community," ca. 1950s. Vertical file on Shipman, Nelson County Historical Society.

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³ Lee Marmon, *The Measure and Mirror of Men: generations of the Oak Ridge Estate* (Lynchburg, VA: Warwick House Publishers, 1992), 59.

⁴ Marmon, *The Measure and Mirror of Men*, 86.

⁵ Marmon, *The Measure and Mirror of Men*, 86.

⁶ Letter from Thomas Fortune Ryan to Patrick Cardinal Hayes, December 11, 1920, Archives of the Archdiocese of New York, St Joseph's Seminary, Dunwoodie, NY. Cited in "Thomas Fortune Ryan: An American Catholic," Stephanie Adaline Therese Jacobe (Ph.D. Diss., American University, 2013), 131.

⁷ Jacobe, "Thomas Fortune Ryan," 134.

⁸ Jacobe, "Thomas Fortune Ryan," 235.

⁹ C.A. Boyce, "Nelson County School House," *The Times-Dispatch: Richmond, VA*, October 10, 1909. Accessed at <https://viriniachronicle.com/?a=d&d=TD19091010&e=-----en-20--1--txt-txIN----->. Accessed March 8, 2022.

¹⁰ The whereabouts of the records of the Nelson County School Board, including the minutes of their meetings during the period of significance for Ryan Hall Elementary School, are unknown at this point in time. They have not been archived with the Library of Virginia and neither the current clerk of the school board nor the historical society have been able to locate them for quite some years. In the early 1980s, Mr. Heywood Greenberg was able to do extensive research in the minutes for his thesis. At the time, he says they were stored in cardboard boxes in a closet in the school board offices. Unfortunately, in the intervening 35 to 40 years they have been misplaced, hopefully only temporarily. Thankfully, Mr. Greenberg completed his thesis in 1987 and most of the information in this section is taken from that document. I have tried to provide citations for the page numbers for various statistics included herein, but in the interest of readability, in some cases I inserted a note at the end of a paragraph that applies to the entire paragraph, instead of footnoting each sentence. Unless otherwise noted, all of the information in this section is indebted to the research of Mr. Greenberg.

¹¹ Heywood Lazar Greenberg, "A History of the Nelson County, Virginia School Board: 1920-1985," (Ed.D. Thesis, Columbia University Teachers College, 1987), 30-31.

¹² Greenberg, 34.

¹³ Greenberg, 35-36.

¹⁴ Greenberg, 55.

¹⁵ Greenberg, 58-59.

¹⁶ Greenberg, 47.

¹⁷ Greenberg, 61.

¹⁸ Greenberg, 54.

¹⁹ Greenberg, 62.

²⁰ Greenberg, 80-81.

²¹ Greenberg, 84-85.

²² Greenberg, 111-113.

²³ Greenberg, 67.

²⁴ Bryan Clark Green, "Rosenwald Schools in Virginia," National Register of Historic Places Multiple Property Documentation Form, 2004, 6-10.

²⁵ Greenberg, 91.

²⁶ Greenberg, 102.

²⁷ Greenberg, 102.

²⁸ Greenberg, 125.

²⁹ Greenberg, 134.

³⁰ Valerie Walker, Interview with author, February 7, 2022.

³¹ Greenberg, 135.

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³² Greenberg, 169, 171.

³³ Greenberg, 214-215.

³⁴ Greenberg, 215.

³⁵ Nelson Heritage Center, "The Road to Integration, Nelson County, Virginia,"

<https://www.nelsonheritagecenter.com/PANELS.html>. Accessed March 8, 2022.

³⁶ Mayme S. Wilson and Husband to The Trustees of Shipman Colored School, Nelson County Deed Book 45, page 238-239.

³⁷ Greenberg, 70.

³⁸ Greenberg, 70.

³⁹ Fisk University Rosenwald Fund Card File Database, <http://rosenwald.fisk.edu/>. Accessed March 8, 2022.

⁴⁰ Mr. Rennie Scott, Interview with the author, February 9, 2022.

⁴¹ Ms. Edith Napier and Ms. JoeAnn Mitchell, Interviews with the author, February 10, 2022 and February 18, 2022.

⁴² Walker, Interview.

⁴³ Mr. Heywood Greenberg, Personal Communication, February 14, 2022.

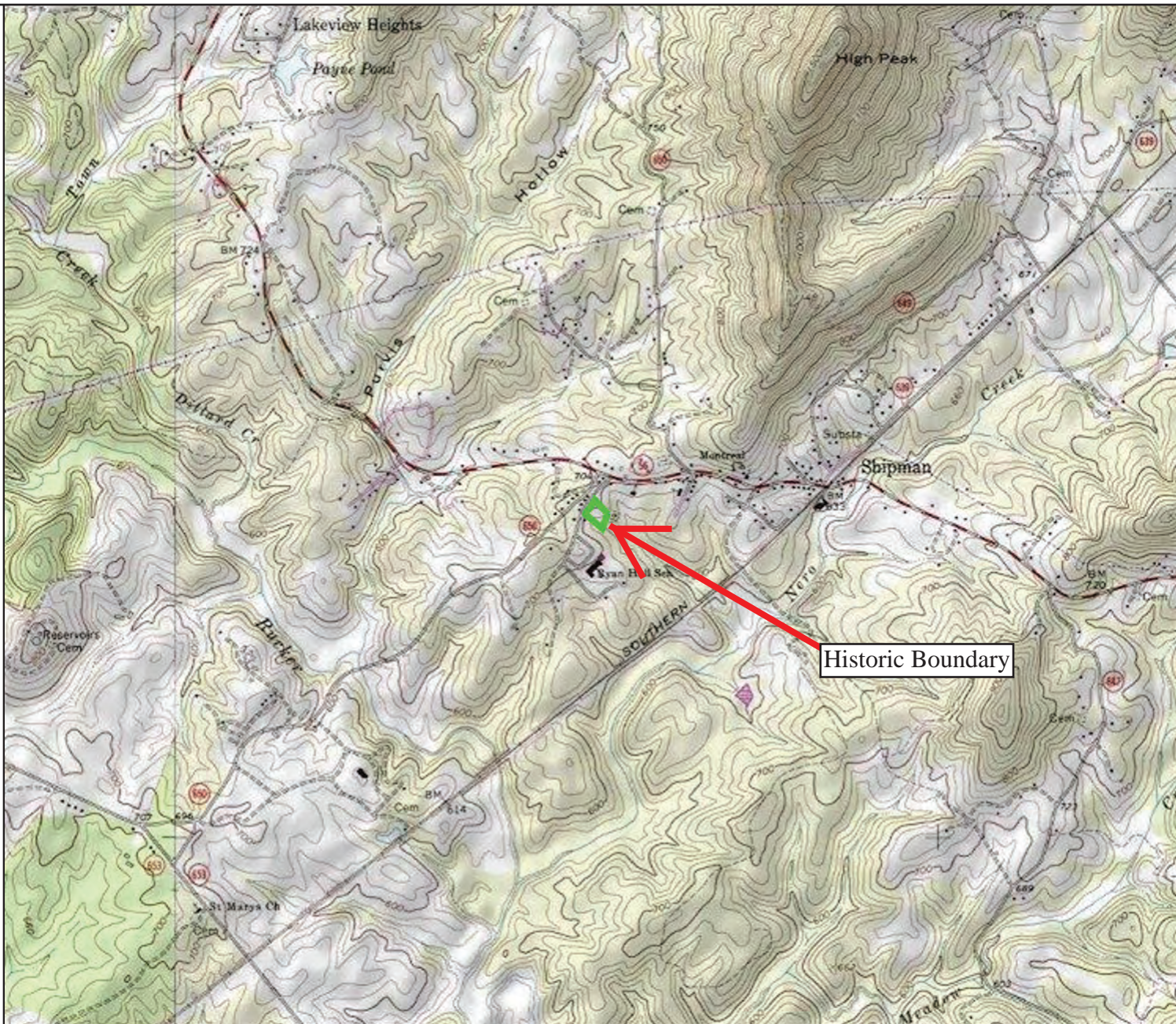


TOPOGRAPHIC MAP

Ryan Hall Elementary School

Nelson County, VA

DHR No. 062-5230



Feet

0 600 1200 1800 2400

1:36,112 / 1"=3,009 Feet

Title:

Date: 4/22/2022

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 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.

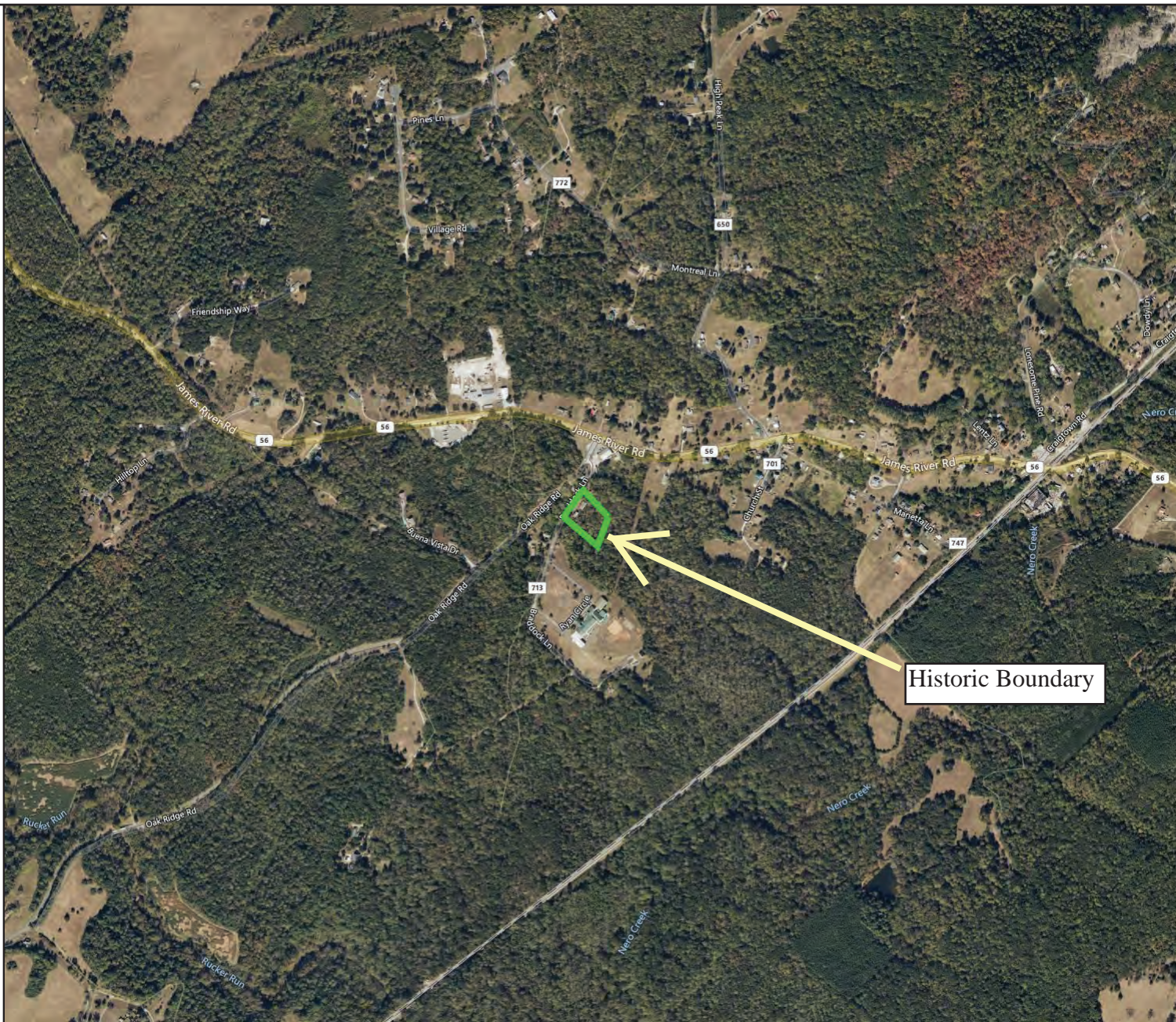


AERIAL VIEW - Vicinity

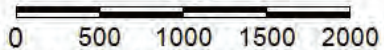
Ryan Hall Elementary School

Nelson County, VA

DHR No. 062-5230



Feet



1:18,056 / 1"=1,505 Feet

Title:

Date: 4/22/2022

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.

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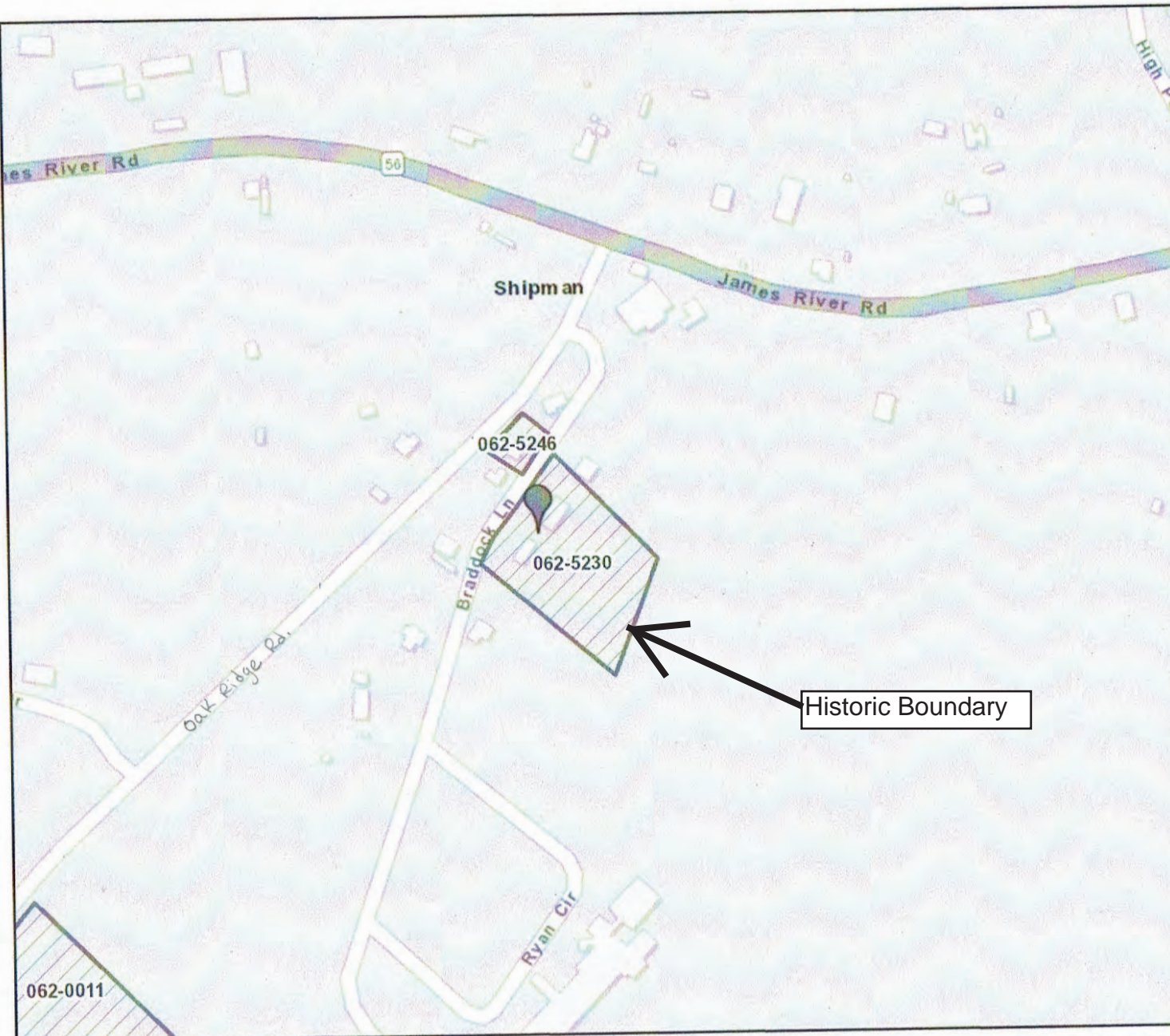
Legend

- Architecture Resources
- Architecture Labels
- Individual Historic District Properties
- Archaeological Resources
- Archaeology Labels
- DHR Easements
- USGS GIS Place names
- County Boundaries

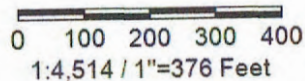
LOCATION MAP

Ryan Hall Elementary School
 Shipman, Nelson County, Virginia
 DHR # 062-5230

- Latitude 37.722580
 Longitude -78.852040



Feet



Title: Ryan Hall Elementary School

Date: 3/9/2022

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 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.



AERIAL VIEW

Ryan Hall Elementary School
Nelson County, VA
DHR No. 062-5230



Feet



1:2,257 / 1"=188 Feet

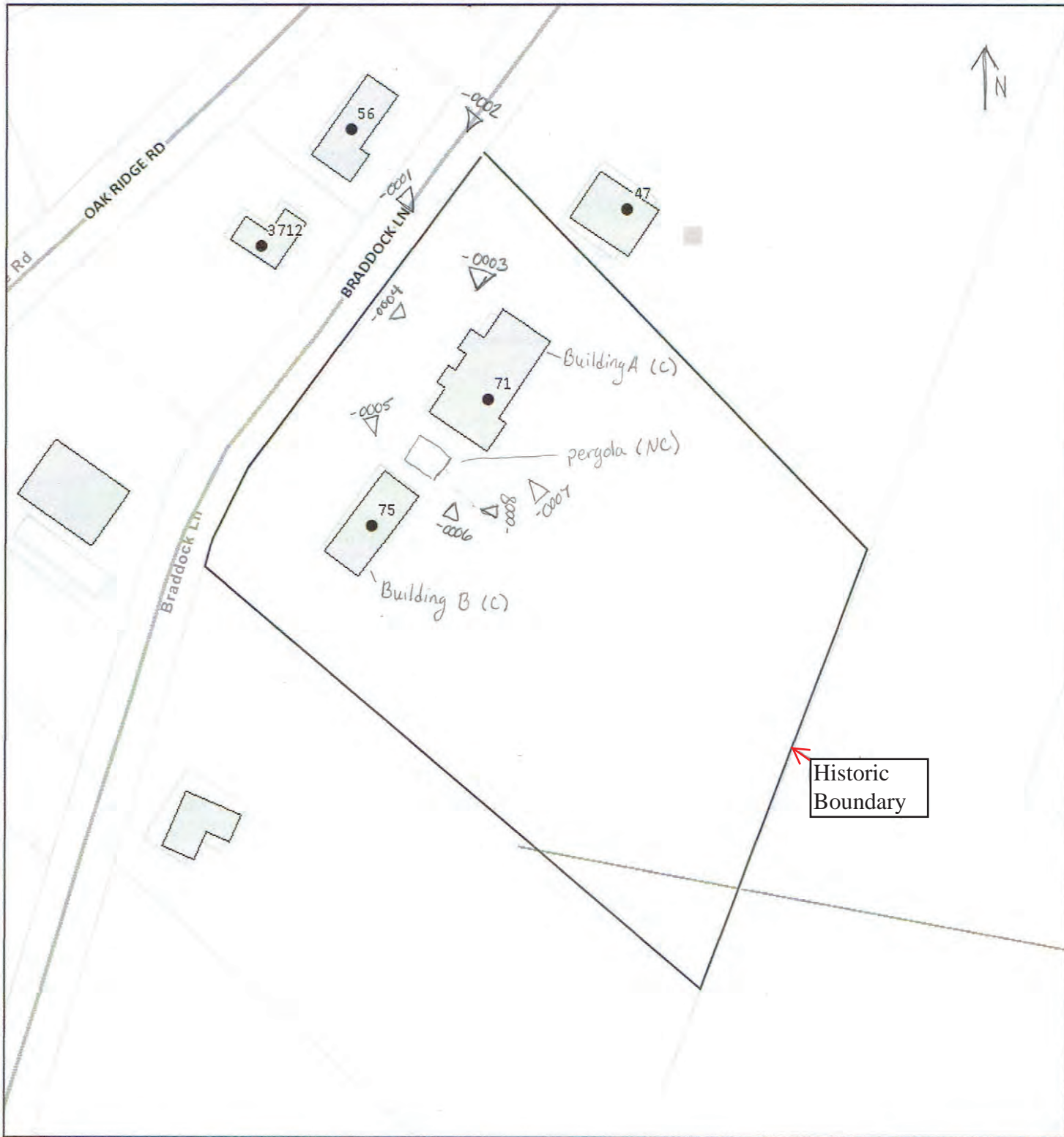
Title:

Date: 4/22/2022

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.

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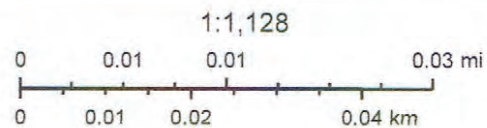
SKETCH MAP/ PHOTO KEY



March 3, 2022

Ryan Hall Elementary School
 Nelson County, Virginia
 062-5230
 Parcel map, 68 A 84
 Sketch map and Photo Key

 Photo number and view



Sources: Esri, HERE, Garmin, FAO, NOAA, USGS, © OpenStreetMap contributors, and the GIS User Community

