VLR 9/6/6
NRHP 2/3/7

(Rev. 10-90)
NPS Form 10-900

OMB No. 1024-0018

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES REGISTRATION FORM

This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in How to Complete the National Register of Historic Places Registration Form (National Register Bulletin 16A). Complete each item by marking "x" in the appropriate box or by entering the information requested. If 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. Place additional entries and narrative items on continuation sheets (NPS Form 10-900a). Use a typewriter, word processor, or computer, to complete all items.

1. Name of Property

historic name: Marriott School
other names/site number: DHR File No.: 049-5010

2. Location

street & number 450 Newtown Road Not for Publication N/A
city or town: St. Stevens Church Vicinity N/A
state Virginia code VA county King and Queen code 097 Zip 23148

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act of 1986, 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 ___ nationally ___ statewide _X_ locally. (___ See continuation sheet for additional comments.)

January 3, 2007

Signature of certifying official Date

Virginia Department of Historic Resources
State or Federal agency and bureau

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

Signature of commenting or other official Date

State or Federal agency and bureau

4. National Park Service Certification

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

Signature of Keeper _____

Date of Action _____

5. Classification

Ownership of Property (Check as many boxes as apply)

_X_ private
___ public-local
___ public-State
___ public-Federal

Category of Property (Check only one box)

X building(s)
___ district
___ site
___ structure
___ object

Number of Resources within Property

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

Number of contributing resources previously listed in the National Register: **0**

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

6. Function or Use

Historic Functions (Enter categories from instructions)

Cat: **EDUCATION** Sub: **School**

Current Functions (Enter categories from instructions)

Cat: **VACANT** Sub: **Not in use**

7. Description

Architectural Classification (Enter categories from instructions)

LATE 19th AND 20TH CENTURY REVIVAL: Colonial Revival

Materials (Enter categories from instructions)

Foundation: **BRICK, CONCRETE**
Roof: **METAL, MEMBRANE**
Walls: **BRICK**
Other: **WOOD**

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

8. Statement of Significance

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

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

Criteria Considerations (Mark "X" in all the boxes that apply.)
____ A owned by a religious institution or used for religious purposes.
____ B removed from its original location.
____ C a birthplace or a grave.
____ D a cemetery.
____ E a reconstructed building, object or structure.
____ F a commemorative property.
____ G less than 50 years of age or achieved significance within the past 50 years.

Areas of Significance: **ARCHITECTURE**

Period of Significance: **1938-1956**

Significant Dates: **1938**

Significant Person (Complete if Criterion B is marked above): **N/A**

Cultural Affiliation: **N/A**

Architect/Builder: **Division of School Buildings, State Department of Education, Richmond**

Narrative Statement of Significance (Explain the significance of the property on one or more continuation sheets.)

9. Major Bibliographical References

Bibliography
(Cite the books, articles, and other sources used in preparing this form on one or more continuation sheets.)
Previous documentation on file (NPS)
___ preliminary determination of individual listing (36 CFR 67) has been requested.
___ previously listed in the National Register
___ previously determined eligible by the National Register
___ designated a National Historic Landmark
___ recorded by Historic American Buildings Survey # _____
___ recorded by Historic American Engineering Record # _____

Primary Location of Additional Data
_X_ State Historic Preservation Office
_X_ Other State agency (Library of Virginia)
___ Federal agency
___ Local government
___ University
___ Other
Name of repository: **Library of Virginia**

10. Geographical Data

Acreage of Property: 11 acres

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

USGS Aylett Quad
A: 18 319154E 4186535N B: 18 319269E 4186494N C: 18 319239E 4186405N D: 18 319121E 4186440N

Verbal Boundary Description (Describe the boundaries of the property on a continuation sheet.)

Boundary Justification (Explain why the boundaries were selected on a continuation sheet.)

11. Form Prepared By

name/title: **Bryan Clark Green**
Organization: **Commonwealth Architects** date: **20 June 2006**
street & number: **101 Shockoe Slip, 3rd Floor** telephone: **804.648.5040 x135**
city or town: **Richmond** state: **VA** zip code: **23219**

Additional Documentation

Submit the following items with the completed form:

Continuation Sheets
Maps
A USGS map (7.5 or 15 minute series) indicating the property's location.
A sketch map for historic districts and properties having large acreage or numerous resources.
Photographs
Representative black and white photographs of the property.
Additional items (Check with the SHPO or FPO for any additional items)

Property Owner

(Complete this item at the request of the SHPO or FPO.)
name: **King and Queen Community Development Corporation, c/o Beth Hayes**
street & number: **975 Pea Ridge Road** telephone: **(804) 769-4044**
city or town: **Bruinton** state: **VA** zip code: **23023**

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Paperwork Reduction Act Statement: This information is being collected for applications to the National Register of Historic Places to nominate properties for listing or determine eligibility for listing, to list properties, and to amend existing listings. Response to this request is required to obtain a benefit in accordance with the National Historic Preservation Act, as amended (16 U.S.C. 470 et seq.).
Estimated Burden Statement: Public reporting burden for this form is estimated to average 18.1 hours per response including the time for reviewing instructions, gathering and maintaining data, and completing and reviewing the form. Direct comments regarding this burden estimate or any aspect of this form to the Chief, Administrative Services Division, National Park Service, P.0. Box 37127, Washington, DC 20013-7127; and the Office of Management and Budget, Paperwork Reductions Project (1024-0018), Washington, DC 20503

SUMMARY DESCRIPTION

The Marriott School, built in 1938, consists of a single story original portion with a partial basement. The building contains a generous multipurpose space with a permanent stage at the north end, bounded on each side by three classrooms. The central entryway, comprised of a lobby flanked by symmetrical wings containing two additional classroom spaces, a library, and administrative offices, forms the front of the school. Large wood-framed windows with single pane glazing provide natural light, while entryways are graced by double-leaf wood doors.

DETAILED DESCRIPTION

Exterior

The existing building contains approximately 16,700 gsf and consists of a single story original portion, and a partial basement (used as a mechanical room). The original building is organized around a large multi-purpose, double height space used for assemblies, food service, and physical education. At the east end of the central space a permanent stage is elevated approximately three feet above the main floor. Grouped around the central space and opening directly into the central area are eight classrooms, administrative offices, toilets and an entry lobby. Large wood-framed windows with single pane glazing provide natural light into the surrounding spaces, as well as the central space.

The main west elevation of the single-story building is composed of a center portion consisting of five bays (set apart by a higher roof and prominent entry door), flanked by a pair of four-bay wings. The entrance is reached by a flight of five concrete steps. The double-leaf wood entrance doors are glazed with a nine-light window in each, and topped by fanlight. The entrance is flanked by Doric pilasters supporting a triangular entablature, the pediment of which is stuccoed. The four flanking windows in the center section are six-over-six wood-frame sash, as are the windows in the wings; the only variation is that the center two windows in both of the wings are paired. Both center sections and wings are covered with a standing-seam metal roof. The entire building is constructed of brick.

The side elevations are symmetrical, each containing three classrooms. Each classroom is lit by a bank of five six-over-six wood-framed sash windows. (The symmetry of each

façade is interrupted by a bank of two nine-light windows that illuminate the boys' and girls' restrooms.)

The rear east elevation of the school is purely utilitarian. The ends of the deep classroom wings are brick and are not punctuated by windows, and the corridors are each entered through a pair of double-leaf wood doors with nine-light glazing. The rear elevation is dominated by the auditorium, set back from the rear walls of the wings. The rear of the auditorium is also stuccoed, and is lit by five six-over-six wood-frame sash windows.

The original building construction consisted of solid masonry exterior bearing walls with interior load-bearing partitions, covered by a wood framed (partially trussed) roof structure. The roof of the original building is a combination of standing seam and flat seam metal on the sloped portion and ballasted (stone) membrane on the flat roof over the central volume. Interior finishes include vinyl floor tile (over the original wood), plaster walls and particleboard ceilings either supported by a wood frame (in the central space) or attached directly to the ceiling structure (in the surrounding spaces).

No substantial alterations have been made to the setting of the school, with the exception of a non-contributing 1959 addition, which had badly deteriorated, and was threatening the structural stability of the historic school. In consultation with DHR staff, the decision was made to remove the non-contributing addition.[1]

Interior

In plan, the building forms an extended "U" around the auditorium. The main entrance is along the west elevation, centered at the end of the "U" shape. The corridor is flanked by a classroom on one side, and a matching space on the other side, divided into a library and office. The wings of the main elevation are completed with a classroom at each end, set back slightly from the elevation of the central section. From the end of the wings of the main elevation project the legs of the "U," each composed of three symmetrical classroom spaces. Boys' and girls' toilet facilities separate the two last classrooms on either end of the projecting legs, and are flanked on the inside by symmetrically-placed short corridors, which provide access to the auditorium. The auditorium takes up all of the space between the rear wings and the main block of the building. The stage is located at the rear of the auditorium, with a pair of stairs exiting the corridors to the rear east elevation of the building.

Similar in design to the educational projects designed by Charles M. Robinson, the plans for the Marriott School were produced by the State Department of Education, Division of School Buildings. The drawings are marked "Plan No. 849, Aug. 1937, Schools for Marriott & Shanghai" which the State Department has confirmed indicates the use of an in-house architect. The school appears to have been constructed according to plan, with the exception of the exterior finish (the original design called for stucco rather than the existing clapboard). The original floor plan remains unchanged and the classrooms have been preserved.

STATEMENT OF SIGNIFICANCE

The Marriott School is eligible for listing on the Virginia Landmarks Register and the National Register of Historic Places under Criteria A (Education) and C (Architecture), with a Period of Significance of 1938-1956 (the year the General Assembly approved interposition legislation). Located on Newtown Road in rural King and Queen County, the Marriott School was built to educate students of western King and Queen County, serving students from elementary through high school. The present-day Marriott School is actually the second school on the site.

The Marriott School meets the requirements for individual listing under Criterion A because its role in the history of education in King and Queen County, Virginia. The story of the Marriott School reflects the larger story of rural public education in Virginia. Created in response to the revised Virginia Constitution of 1903, the Marriott School tells the story of segregated education in Virginia, as well as responses to segregation and the ultimate integration of Virginia's public education system. The Marriott School also meets the requirements for listing under Criterion C as a classic example of early-twentieth-century public school architecture, with high quality craftsmanship and design. The school represents the work of a significant public architecture office, the Division of School Buildings of the State Department of Education, Richmond. On the exterior, the structure retains a high degree of integrity, including height, mass, materials, roof form, and significant original details such as the entrance doors, and wood-framed windows. On the interior, the structure maintains integrity of design, location and configuration of circulation, floor-to-ceiling heights, windows, doors, closets, bookcases, and the spaces and volumes of corridors, stairs, classrooms and auditorium.

HISTORICAL BACKGROUND

The history – or perhaps pre-history – of the school begins around 1770, when the widow of Capt. Obdiah Marriott of Bewdley declared in her will that part of her estate would be used to provide for the education of the poor and orphaned children of St. Stephen's Parish. Her bequest included one thousand acres – divided into ten-acre lots – given over to the Vestry of St. Stephen's Parish to administer. This arrangement persisted until 1819, when Virginia enacted a law authorizing the overseers of the poor to administer the

fund. That understanding remained in force until the Uniform School Act of 1870, at which time the estate passed to the county's school officials. After much legislation, the lots were sold in 1908, and the funds divided between the Stevensville and St. Stephens communities to pay for high schools.

In 1909, a group of citizens interested in building a new high school were informed by the county that, if they could raise $200, the School Board would pay for the remainder. For a total of $1,316.51 (with some of the additional money drawn from the Marriot fund), a one-story, four-room wood-framed school was built near Biscoe, on the old Tappahannock-Richmond Post Road, approximately one mile from the present Marriot School. Opened as a high school for the 1909-10 school year, it was initially called Biscoe High School, but was soon named Marriott High School. In 1911 two additional rooms were added; it is believed that this addition was moved to the new site in 1922. In 1922, due to increasing enrollment, a nearby, five acre site was purchased from Mr. J.W. Simkins, and a new wood-frame school building constructed for the 1923-24 school year.

The first building - along with four other high schools in King and Queen County – was constructed in response to the public high school mandate of the revised Virginia Constitution of 1902. The Constitution of 1902 revised the county court system, created the State Corporation Commission, called for the direct election of certain officials. It also created barriers to African American voters by establishing age and residency conditions, a poll tax and a literacy requirement.[2] The 1902 constitutional revisions also stated, for the first time in Virginia, that "white and colored children" must be educated in separate schools.

King and Queen County was segregated, and the first Marriott School was designated a white high school, located in the Newtown District in the upper western part of the county. As King and Queen County was (and still remains) a rural, agricultural area with income below the state median, local high schools offered vocational classes as a way to slow the departure of young people from the county. While other schools consolidated or closed, Marriott remained open until 1937, when a major fire forced its closure.[3]

Plans were made to quickly rebuild the school, and construction of the second Marriot School began (another school would also be built in the lower part of the county). As part of an agreement between the county and the Virginia Electric and Power Company,

Marriott's first electrical system was installed in 1939. The second (and present) Marriott School, constructed to educate students of western King and Queen County, was completed in 1938.

The Marriott School originally functioned as the only public school in western King and Queen County. Vocational programs continued in the school and by the 1950s a school-wide 4-H club had been established.

After a long, sustained legal battle, the U.S. Supreme Court announced its decision on the *Brown v. Board of Education* case on 17 May 1954. In that decision, the court held that the concept of "separate but equal" facilities for black and white citizens, upheld in *Plessy v. Fergeson* (1896) was inherently unfair for blacks. The response in Virginia, and particularly in Richmond, was swift. Sen. Harry Flood Byrd soon employed the term "massive resistance" to describe a strategy of total opposition to public school desegregation. James Kilpatrick, editor of the Richmond News Leader, who became the de facto spokesman for the Byrd machine's position, led the massive resistance movement. Through a series of editorials, Kilpatrick championed the doctrine of interposition, which allowed a state to assert its sovereignty over a federal ruling it considered unconstitutional. Massive resistance supporters resurrected the southern theory of states' rights as a rallying cry to unite southern whites. In 1956 the General Assembly, influenced by Kilpatrick, approved interposition legislation, but two years later, both state and federal courts ruled that it was unconstitutional.[4] Virginia deflected desegregation by sending black applicants through a Pupil Placement Board created in 1956, which took over student placement from local school board and further delayed the process. Gov. Lindsay Almond was utterly clear about his position: "Let there be no misunderstanding, no weasel words on this point: We dedicate our every capacity to preserve segregation in the schools."[5]

Marriott became a combined elementary and high school in the early 1960s, when the county's "freedom of choice" plans were in effect (African American children could attend either King and Queen Elementary School or Marriott's elementary school). Nearby Lawson-Marriott Elementary School and the much more distant Central High School were integrated. After the "freedom of choice" plans were declared unconstitutional as a part or the larger Brown v. Board of Education decision by the U.S. Supreme Court, Marriott was closed in 1969. There was considerable opposition by the

white community to the closing of Marriott, which had been the last remaining white high school in the county. (In response, some parents and patrons created two private whites-only schools, York Academy and Aylett Country Day School.[6]) The Marriott School was desegregated and converted into an elementary school, which it remained until 1992 when students were transferred to the recently expanded Lawson School. 1992 was the last year that the Marriott School was used as school.

In the fall of 1993, King & Queen County approached the Pamunkey Regional Library to establish a library in their county. There was at that time a volunteer-based library in Walkerton. After some negotiations, the County and Pamunkey settled on opening a Library in the old Marriott School. There was much work that needed to be done to fix up the three rooms that the King & Queen Branch needed in the school building, including gathering a collection of books and audio-visual materials. Pamunkey received a grant from the Library of Virginia, which helped pay for some of the materials that were in this branch library. The King & Queen Library opened to the public in March 1994. The library remained there until late 2001, when it moved to a new facility next to the school. Since 2002 the Marriott School building has remained vacant, used only for the storage of school equipment.[7]

Physical Integrity

The Marriott School retains excellent exterior physical integrity with no loss of contributing fabric. On the exterior, the structure retains a high degree of integrity, including height, mass, materials, roof form, and significant original details such as the entrance doors, wood cornice, and wood-framed windows. On the interior, the structure retains high integrity of design, location and configuration of circulation, floor-to-ceiling heights, windows, doors, closets, bookcases, and the spaces and volumes of corridors, stairs, classrooms and auditorium. The overall physical integrity of the resource, coupled with the excellent integrity of design, setting, and workmanship, reinforces the individual eligibility of this school.

Evaluation of Physical Integrity by National Register Standards

Location: The Marriott School remains on its original site. All events associated with the history of the school and the school yard occurred on the present site of the school.

Design: Marriott School retains excellent integrity of design. It was designed by the Division of School Buildings, State Department of Education, Richmond. The major elements contributing to the design of the school (site, plan, elevation, details, and materials) remain in place. All interior spaces, rooms, corridors, stairs, and major assembly areas, such as the gymnasium and auditorium, remain intact. There are no non-contributing additions to the building, and all volumes and spaces are historic. The design of the school is well documented in original drawings.

Setting: The setting of the Marriott School retains excellent integrity. No substantial alterations have been made to the setting of the school, with the exception of a non-contributing 1959 addition. This badly deteriorated addition threatened the structural stability of the historic school, and was removed in consultation with DHR staff.

Materials: Nearly all of the Marriott School's original material remains in place and has not been altered. The frame structure has not been altered. On the interior, the original wood floors and windows remain. All entry doors remain. Interior finishes, including plaster, blackboards, closets, bookshelves, and some light fixtures and door hardware remain.

Workmanship: The Marriott School was built to high standards of craftsmanship and retains excellent integrity of workmanship. The form and details of the school were built of permanent materials to high standards of craftsmanship.

Feeling: The Marriott School retains excellent integrity of feeling. The building looks and feels unmistakably like a public school.

Association: The Marriott School retains excellent integrity of association. It clearly represents the history of public education in western King and Queen County in the first three quarters of the twentieth century. It continues to be a local landmark.

Rehabilitation Plans

In 2003, the King and Queen Community Development Corporation (KQCD) was granted permission from the Board of Supervisors to develop the abandoned school as an amenity for county residents by housing facilities that could contribute to the cultural and community life of the county. The KQCD's goal is to transform the deteriorating building and surrounding site into a cultural arts center and recreational complex, using state and federal historic tax credits.

To that end, the KQCD hired Commonwealth Architects to plan for the appropriate historic rehabilitation of the Marriott School. The project has the full support of King and Queen County. The Secretary of the Interior's *Standards for Rehabilitation* will be followed during the course of the rehabilitation.

BIBLIOGRAPHY

Barbara Beigun Kaplan, Land and Heritage in the Virginia Tidewater: a History of King and Queen County, Richmond: Cadmus Fine Books, ca 1993.

Benjamin Muse, Virginia's Massive Resistance. Bloomington: Indiana University Press, 1961.

Marie Tyler-McGraw. At The Falls: Richmond, Virginia, and Its People. Chapel Hill: University of North Carolina Press, 1994.

Robert A Pratt, "School Desegregation in Richmond, Virginia, 1964-1984: A Study of Race and Class in a Southern City" Ph.D. Diss., University of Virginia, 1987.

John E. Wells and Robert E. Dalton, The Virginia Architects, 1835-1955: A Biographical Dictionary (Richmond: New South Architectural Press, 1997): 431-432.

GEOGRAPHICAL DATA

Verbal Boundary Description

The Marriott School tract is an 11 acre rectangular property with the shorter ends facing east and west. The west end is bounded by Route 721. The remaining three sides are bounded by unoccupied fields with no constructed roads or structures on those adjacent properties. The property is defined by King and Queen County as tax parcel number 1632-55L-517.

Boundary Justification

The boundaries of the Marriott School are those historically associated with the building. The property is defined by King and Queen County as tax parcel number 1632-55L-517, the records of which can be found at County Commissioner's Office, King and Queen County.

All photographs are common to:

PROPERTY: Marriott School
LOCATION: St. Stevens Church, Virginia
PHOTOGRAPHER: Staff, Commonwealth Architects
DATE: May 2006
ELECTRONIC IMAGES STORED: Virginia Department of Historic Resources, Richmond, Virginia.

Photo 1 of 10:	VIEW:	West elevation
Photo 2 of 10:	VIEW:	East elevation
Photo 3 of 10:	VIEW:	South elevation, close view
Photo 4 of 10:	VIEW:	North elevation
Photo 5 of 10:	VIEW:	Interior, detail of entry door from interior (looking west)
Photo 6 of 10:	VIEW:	Interior, view of corridor (typical condition)
Photo 7 of 10:	VIEW:	Interior, view of library
Photo 8 of 10:	VIEW:	Interior, view of blackboard and bookshelves (typical condition)
Photo 9 of 10:	VIEW:	Interior, view of bookcases in classroom (typical condition)
Photo 10 of 10:	VIEW:	Interior, Auditorium (looking east southeast)

[1] In 1959, a single story addition was added to the rear of the building. The single story addition was built of masonry bearing walls and steel bar joists supporting a built-up flat roof. Painted masonry, a suspended plaster ceiling and vinyl floor tile provided the interior finishes. The addition contained two classrooms, a cafeteria kitchen and faculty offices. The construction of the addition, attached to the north end of the east and west wings of the original plan, created an enclosed, open-to-the-sky courtyard, and greatly altered the historic configuration of the school.

[2] The poll tax and literacy requirements remained Virginia law until they were overturned by the federal courts and Congress in the 1960s.

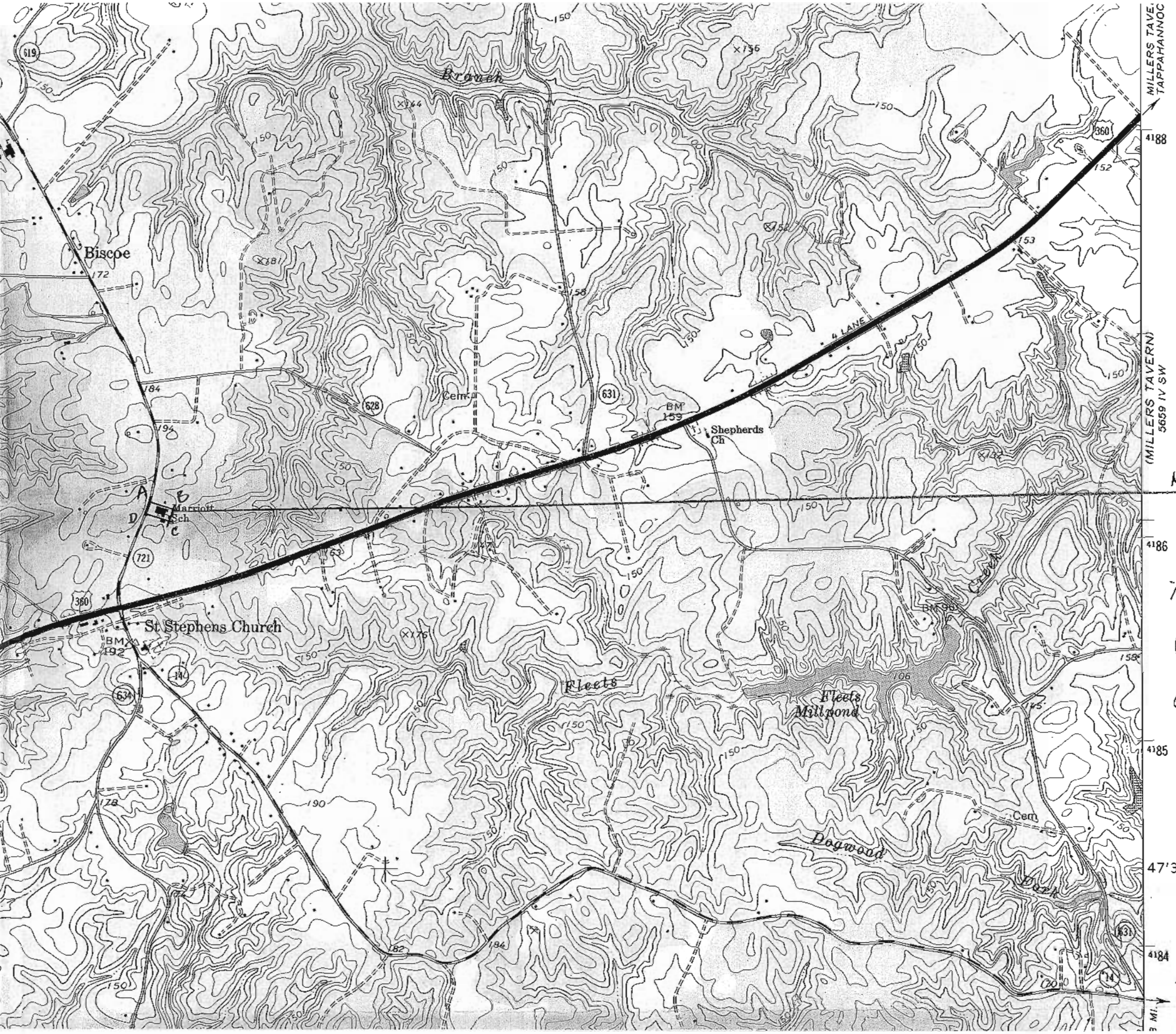
[3] Carolyn Garner, Administrative Associate at the Pamunkey Regional Library kindly shared her rich knowledge of the history of the Marriott School. She provided much information on the history and changing uses of the school, and her assistance is much appreciated.

[4] Marie Tyler-McGraw, At The Falls: Richmond, Virginia, and Its People (Chapel Hill: University of North Carolina Press, 1994): 285-86.

[5] Lindsay Almond, from Southern School News (October 1957), quoted in Robert A. Pratt, "School Desegregation in Richmond, Virginia, 1964-1984: A Study of Race and Class in a Southern City" (Ph.D. Diss., University of Virginia, 1987): 26.

[6] Barbara Beigun Kaplan, Land and Heritage in the Virginia Tidewater: a History of King and Queen County, Richmond: Cadmus Fine Books, ca. 1993.

[7] See http://www.pamunkeylibrary.org/king_queen.htm



#049-5010
MARRIOTT SCHOOL
KING AND QUEEN CO.
AYLETT QUAD
UTM ZONE 18

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