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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.

SEP 15 1995

INTERAGENCY RESOURCES DIVISION

1. Name of Property

historic name Robert Russa Moton High School

other names/site number Farmville Elementary School; VDHR File No. 144-53

2. Location

street & number Intersection of South Main & Griffin Blvd. not for publication N/A
city or town Farmville vicinity N/A
state Virginia code VA county Prince Edward code 147 zip code 23901

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 x nationally statewide locally. (See continuation sheet for additional comments.)

Signature of certifying official/Title _____ 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 Carol O'Shull 10-24-95
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)

- private
- public-local
- public-State
- public-Federal

Category of Property (Check only one box)

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

Number of Resources within Property

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: EDUCATION Sub: School

7. Description

Architectural Classification (Enter categories from instructions)

LATE 19TH AND EARLY 20TH CENTURY REVIVALS: Classical Revival

Materials (Enter categories from instructions)

foundation BRICK
walls BRICK
roof METAL
other _____

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

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Property Name
County or Independent City, Virginia

SUMMARY DESCRIPTION

The Robert Russa Moton High School is a one-story brick structure located on a triangular lot at the prominent intersection of South Main Street and Griffin Boulevard in Farmville. The building is designed with a symmetrical "U" plan and subtle classical detailing. It consists of eight classrooms, an office and an auditorium. Located at the center of the front facade, the main entrance is highlighted by a fanlight. Throughout the building, the design and details are functional and typical of schools constructed during the late 1930s and early 1940s.

ARCHITECTURAL DESCRIPTION

Simple in its design and detailing, the Robert Russa Moton High School remains little altered since its construction in 1939. It is visually prominent due to its location on a triangular site located at the busy intersection of two main thoroughfares south of downtown. The one-story school is constructed of brick and has a low-pitched metal-clad hipped roof. The building is designed in the shape of a "U" with a plan that includes a central auditorium space and eight classrooms. Directly to the north of the building is a paved parking area beyond which are athletic fields which are included within the nominated area.

The front elevation of the school faces southwest and is symmetrical, with a central entrance and two slightly projecting end pavilions. Located between the entrance and the end pavilions are four eight-over-eight double-hung windows. The end pavilions do not have any fenestration. Four steps lead to the arched entrance with double wooden doors with nine-light upper sash and a fanlight.

The west and east elevations each have three sets of four eight-over-eight double-hung windows that illuminate classrooms. Each side elevation also possesses a small window for a restroom. The east elevation has an exterior access to a small basement area.

The "U" shape of the plan is most clearly evident on the rear elevation where two wings project from either end thus creating a three-sided courtyard area. A temporary metal building is located within the space and is not attached to the main building. Entrances lead from the end of each wings to corridors of classrooms. The two interior elevations of the wings have double-hung windows consistent with those found on the front and exterior side elevations, however, the rear wall of the main block has metal double-hung windows that illuminate the auditorium.

Like the exterior, the interior retains a remarkable degree of integrity. The plan and materials are virtually unchanged. Wood floors, mouldings, baseboards, doors and other woodwork are all original. In most of the classrooms, blackboards and closets are original features, though the light fixtures have been replaced.

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Property Name
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The most prominent feature of the interior is the auditorium, centrally located and into which the entrance vestibule and corridors lead. At the east end of the room is an elevated stage, the rear portion of which has been enclosed for two offices. The ceiling of this space is detailed with beams that form a grid pattern. An office is located off of this space opposite the stage. Four classrooms are located across the front of the building and each rear wing contains two classrooms and a restroom. It is likely that the classroom containing shelves in the west wing originally served as the library.

Overall, the school and its site are in a remarkable state of preservation. Unlike many other schools of this period, ceilings have not been lowered, windows replaced or additions constructed. Virtually all of the original materials and finishes remain in place.

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 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 (Enter categories from instructions)

POLITICS/GOVERNMENT _____

SOCIAL HISTORY _____

Period of Significance 1951 _____

Significant Dates April 23, 1951

Significant Person (Complete if Criterion B is marked above)

N/A _____

Cultural Affiliation N/A _____

Architect/Builder unknown _____

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

9. Major Bibliographical References

(Cite the books, articles, and other sources used in preparing this form on one or more continuation sheets.)

Previous documentation on file (NPS)

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

Primary Location of Additional Data

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

Name of repository: _____

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Robert Russa Moton High School
Prince Edward County, Virginia

STATEMENT OF SIGNIFICANCE

The Robert Russa Moton High School is eligible for listing in the National Register of Historic Places under Criterion A in the categories of Politics/Government and Social History for its association with the struggle for desegregation of our nation's schools. The school was the scene of a strike by students of the then all-black institution begun on 23 April 1951 to protest the inadequate and unequal educational facilities that existed for blacks at the time. This strike led to the court case Davis v. County School Board of Prince Edward County, which was combined with others before the United States Supreme Court as Brown v. Board of Education. That case was the basis for the landmark decision that struck down the "separate but equal" doctrine governing public policy with regard to race. The strike and resulting court decision also precipitated the long struggle between the federal courts and the governments of both Prince Edward County and the State of Virginia over desegregation of the public schools. That struggle gave birth to the massive resistance movement by which white Virginians sought to prevent the implementation of Brown and other court decisions calling for an end to segregation by race. Prince Edward County closed its public schools until 1964 rather than desegregate. The Moton High School stands as a fitting symbol of the lengthy conflict that ultimately led to the racial desegregation of the nation's public schools.

HISTORICAL BACKGROUND

Until 1870, no statewide, organized system of public education existed in Virginia, although a few localities operated their own systems. The Virginia Constitution of 1869 mandated the public school system and the following year William Henry Ruffner was appointed by the General Assembly as first superintendent of public instruction. Ruffner's first duty was to draft legislation establishing the system. The bill he submitted was based on precedents in New Jersey and Pennsylvania, and called for the creation of a state department of public instruction, with the state having a share in the funding.¹

Opposition to the plan was widespread, and centered on the loss of traditional local authority represented by the new state agency and the state funding provision. There was also much concern expressed about the incorporation of education for blacks, which had been illegal before the Civil War, although this was clearly to be provided for apart from whites. There was also concern that parents would be deprived of complete influence in their children's upbringing.²

Funding was a problem from the start, with monies initially earmarked for public education on the state level being diverted to cover Virginia's large antebellum debt.³ Enrollment and tax support, both viewed as referenda on the popularity of the public schools, continued for years to be a problem. By the time of Ruffner's retirement in 1882, however, the public schools were firmly established and growing. For example, Prince Edward County's first school superintendent, Benjamin Mosby Smith once complained that even with his other income as a religious educator, it was hard to make ends meet.⁴

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Robert Russa Moton High School
Prince Edward County, Virginia

Although Ruffner had expressed certainty that qualified blacks would be chosen to serve on the local school boards, none were. White males, usually property owners made up the membership. Black teachers were also paid less, it being asserted that they were less qualified, and school facilities for blacks tended to be less than adequate. One black teacher in Prince Edward County remarked on the large, drafty holes in the school floors. The lack of adequate heat was also a problem.⁵

Before 1939, all of the secondary school education available to blacks in Prince Edward County consisted of a few extra grades in one of the elementary schools. Prior to 1930, even this had not existed. Public education in general was slow in becoming a solid reality in the South, with what pre-college learning there was occurring in the home. Post-Civil War Reconstruction brought the first efforts at creating a public school system, but as this was viewed as being imposed by the hated victor, whites by and large rejected association with it. The Freedman's Bureau had established separate schools for blacks, and this separation was maintained. What was loosely referred to as "vocational training" was all that many whites thought the blacks needed. This and the "on-the-job training" favored in rural areas like Prince Edward County were considered sufficient, and even better-suited for preparing blacks than a high school education.⁶

Under pressure from local black professional men, during the 1920s the Prince Edward County School Board reluctantly added high school grades to the all-black Mary E. Branch Elementary School, though the professionals themselves initially paid for the teachers' salaries. The blame for such slow and inadequate effort was always placed on the lack of funds. Although it was true that financing problems existed, all-white schools still tended to fare better. The financial problems faced by Southern school systems were in fact exacerbated by the policy of separating black and white students, when integrated schools would have been more cost-effective.

During the 1930s, the National Association for the Advancement of Colored People (NAACP) began to attack through the courts racial discrimination in the public schools on the basis of the unequal facilities provided for black students. Still based on the theoretical implications of the "separate but equal" doctrine then upheld in the United States with respect to public facilities for whites and blacks, these efforts forced the Southern States to make a show of upgrading facilities. In Virginia, curricula quality, bus transportation, buildings, and equipment were being challenged as inadequate.

As a result of these challenges, a new high school for black students was built in Prince Edward County. Completed in 1939 and named for Robert Russa Moton, a native son who had succeeded Booker T. Washington as the president of Tuskegee Institute. At that time, only eleven other high schools for blacks existed in Virginia, and like them, the new institution proved to have inadequate facilities. Built with a capacity for 180 students, it had 167 when opened. The following year, 219 students were enrolled. By 1950, the enrollment had increased to 477.

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Robert Russa Moton High School
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In addition to overcrowded conditions, Moton High School had no gymnasium, cafeteria, lockers, or auditorium with fixed seating, unlike its whites-only counterpart, Farmville High School. As many as three classes were held in the auditorium simultaneously, and at least one on a school bus. When the county received an offer of a matching grant from the state in 1947 to build an addition, the board of supervisors refused to appropriate the additional local money needed. The board was influenced by W. I. Dixon, building supervisor for the state department of public instruction, who said any additional construction would be makeshift, with the implication that it therefore should not be undertaken.⁷

In response to demands for action to relieve the overcrowding at Moton High School, three temporary buildings were erected, promptly being dubbed the "tar paper shacks" due the material that covered their long, low framework. The Reverend Leslie Francis Griffin, a local black leader and member of the NAACP observed that local blacks became quite upset at the inadequate gesture, while the whites did not see anything wrong with the shacks--if the whites noticed them at all. Griffin would soon figure prominently in the organized response to the continued inequity the shacks represented.⁸

When Willie Redd, a black contractor who was looked upon by the white community as the spokesman for his race, resigned from the Moton Parent-Teacher Association in 1949, Griffin was elected chairman. Griffin saw this as a sign of change from the old accommodationist approach that Redd represented, whereby blacks attempted to make progress within the system.

Griffin also organized a local chapter of the NAACP, becoming the county coordinator, thus establishing links with other black activists on the state and national level. His immediate focus, however, was on the local level, where the Moton PTA offered to assist the county school board in its ongoing search for a site for a new black high school. Although there was plenty of available land in Prince Edward County, none had been deemed suitable. The PTA's offer was accepted. Willie Redd discovered a site, of which the school board was promptly informed. However, a delay occurred (supposedly caused by protracted negotiations) even though the amount for a good offer was already known.⁹

Then on 23 April 1951, a strike by the students was initiated to protest the overcrowded conditions, the shacks and the seemingly futile efforts to build a new high school. Using the ruse of a false report of truant students at the local bus station to get Principal M. Boyd Jones out of the building, several students forged written announcements of a school assembly, calling all classes to the auditorium. Teachers were then escorted from the auditorium. Instead of the principal, however, student Barbara Johns, a niece of the renowned minister Vernon Johns, appeared on the stage and announced the strike. She asked the students to join with the organizing committee in a strike to demand for better facilities. The student body as a whole agreed to join them in the effort. When principal Jones returned from his wild goose chase at about the same time, he pleaded with the students not to go through with it, but they refused and politely asked him to leave.¹⁰

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Robert Russa Moton High School
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Despite the deception used on him, Jones was accused by the school superintendent of participation in the conspiracy. Also implicated was Barbara's uncle, the Reverend Vernon Johns, along with Griffin as well. Griffin in fact was the first person the students contacted the same day after they had gained control of the school, asking him to settle a dispute over whether to send a delegation to the county school superintendent to present demands immediately or not. He suggested that a vote be taken, which was done, and the superintendent was called.

The students also called the Richmond office of the NAACP, which put them in touch with attorney Oliver Hill, whose firm was already handling a case involving black schools in another county in Virginia. Hill advised the students to return to class, promising to come to Prince Edward shortly to talk with them. Although discouraged, the students sent a delegation to the superintendent, who refused to meet with it at first. When he did agree to see it, he accused them directly of being misled by an adult agitator, and threatened expulsion if they did not end the strike.

The next day, two hundred people, including many students, Hill, and fellow attorney Spottswood Robinson, gathered at Griffin's church, where an attempt was made to get the students to end their strike. They refused. The adults present were asked for their opinions and found to be divided on whether to support the students. When presented with the idea of going beyond pushing for better schools and calling for desegregated ones, the students responded in a strongly positive way, however most adults seemed uncomfortable with the idea, though none made any comment. The students were asked to think about the question, and talk to those not present.

A mass meeting was called for the following day--26 April--at which NAACP state secretary W. Lester Banks was present. A decision was then reached. The strike continued until May 7, when the school year ended. On 23 May, Hill and Robinson filed suit in the Federal District Court in Richmond for the immediate integration of the Prince Edward County schools.

Known as Davis v. the County School Board of Prince Edward County, the case was decided on by a lower court in favor of the county. On being appealed, however, it was combined with two other, similar cases from other localities in the country: Briggs v. Elliott (South Carolina) had been initiated on 24 May with Spottswood Robinson acting as an assistant attorney for the plaintiff and an assistant attorney general from Virginia present as an observer. The third case, Brown v. the Board of Education of Topeka, Kansas, begun in 1951, gave its name to the resulting historic Supreme Court decision based on all three cases. The United States Supreme Court ruled on Brown in 1954, striking down the legal doctrine of "separate but equal" facilities as unconstitutional under the equal protection clause of the Fourteenth Amendment.¹¹

That same year, a new Moton High School building finally was opened in an apparent effort to bolster the argument that Prince Edward County's schools while separate (segregated), were equal. Indeed, an attorney for the state in Brown, T. Justin Moore, had attempted to use the

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new school to show that the state was acting in good faith to insure the equality side of "separate but equal."¹²

Reaction to this decision, especially in the South, was swift: Virginia, then ruled by the political machine led by U. S. Senator Harry F. Byrd, initiated the program of "massive resistance" by which desegregation was to be fought and racial integration prevented. Supported by the state, the Prince Edward County Board of Supervisors voted unanimously to not appropriate funds for the county school system (and consequently also lower the overall tax rate). The resulting closure of the public schools affected mainly the black children of the county, however, as a private school known as Prince Edward Academy was established and state assistance provided to allow white students to attend. Although a private foundation to provide a similar school for black children was created (by whites), this opportunity was refused on the grounds that it continued essentially the same situation that the Brown decision was supposed to end.

Massive resistance swiftly became part of Virginia's political agenda. In the words of the 1957 state Democratic Party gubernatorial campaign platform, the state would "oppose it [integration] with every facility at our command, and with every ounce of our energy." It was made clear that, following the lead of Prince Edward County, the state would sooner close its schools than integrate them. Other tactics were soon employed instead, however.¹³

A state pupil placement act, passed in 1956, took the power of assigning students to schools from the localities and invested it in a board of state appointees. Amended in both 1958 and 1959, the act established three criteria for student assignments: orderly administration of the schools; competent instruction of students; and a concern for their health, safety and welfare. However, only in the case of a court order specific to four Norfolk students were blacks sent to previously all-white schools.

Essentially, the system of segregation remained intact. However, when the three original members resigned from the board in 1959 in protest of the new "freedom of choice" policy then established, and new ones appointed, things changed. The board began to base decisions on residence, though this was not an original, required criterion. Thus, if black students lived nearer to an all-white school than to an all-black school, they were assigned to the all-white school. The white students, however, were sent to all-white schools whether they lived closer to an all-black school or not.

The freedom of choice rule established as law in 1959 allowed localities to not participate in the state placement system if they so chose. Special state guidelines by which such school systems would operate, however, were not adopted until 1961. Opting out required the recommendation of the school board and approval of the city council or county board of supervisors. Additionally, certain criteria for local placement decisions had to be met: academic achievement and aptitude; availability and location of facilities and instructional personnel; prevention of disruptions to educational system caused by unnecessary assignments; and the validity of the reasons for placement requests by parents. Again emphasis was placed on geography or

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residence, this by localities, rather than the stated criteria *per se*, at least in some school systems. In addition, some other systems were already operating under Federal court scrutiny or approved plans.¹⁴

That same year, the state also began disbursing grants to students attending private, nonsectarian schools, or schools outside their home district. What differentiated this program from a similar, previous plan was that no reason for the alternative choice needed to be given. Many who took advantage of it attended private schools though they came from still-segregated districts. Others went from segregated to desegregated districts. Both the state and all localities were to contribute, with any locality that did not have its portion paid by the state having the same amount deducted from some other state grant or subsidy earmarked for that locality.¹⁵

The General Assembly also enacted laws permitting local school boards to provide transportation to private schools for those attending the same and allow for a tax credit for those sending their children to such schools. In addition, teachers were permitted to discharge state education board scholarship obligations by teaching in private schools and to participate in the state retirement system while teaching in private schools.¹⁶

Legislation permitting local compulsory attendance laws, while repealing the state attendance law, was also passed that year. However, local school systems still were required to excuse children whose parents objected to their being sent to a particular school.¹⁷

While the practice of massive resistance was statewide, except for Prince Edward County, nowhere in the nation was an entire school system closed to prevent integration. The closure of the schools had been made possible when the state's compulsory attendance law was repealed in 1959. However, the creation of federally-initiated, state-sponsored and privately-funded free school system helped to bridge the gap. Created in 1963 and intended to run for only one year (when, it was hoped, the regular public schools would reopen), the Prince Edward Free School system utilized existing facilities (with the permission of the school board). Former Governor Colgate Darden was among the trustees. Accreditation was readily gained from the state department of education.¹⁸

Because district courts were instructed to ensure compliance, the Davis case continued even after the Brown decision was handed down. As the original plaintiff became ineligible to remain a party in the suit, it became Allen v. County School Board. Later, one of Leslie F. Griffin's own children, also named Leslie Francis, became the named plaintiff in the case Griffin v. County School Board (Prince Edward) which came about in response to Prince Edward County's continued refusal to comply.¹⁹

This case resulted in Prince Edward County being ordered by the Supreme Court to open its schools. However, the school board requested only as much money as was believed needed to educate the county's black school-age populations, and the board of supervisors actually

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appropriated an even smaller amount. In addition, the supervisors secretly met and appropriated funds for grants to private school education in the county.²⁰

Such grants would be forbidden by the courts after the 1960-61 school year, based on the argument that the state thus participated in an unconstitutional attempt to evade the Brown decision. Eventually, all state and local efforts to resist integration would collapse, with the exception of the still-functioning Prince Edward Academy, which today receives no public assistance. The Prince Edward County school system was reopened in 1964 and the newer Moton High School was renamed Prince Edward County High School. The older building then became Farmville Elementary School.²¹

The Robert Russa Moton High School stands as a monument to the struggle for the desegregation of our nation's schools. It is also a memorial to the courage of the students who began and led the strike. Their strike led to the court case Davis v. County School Board of Prince Edward County, which, combined with others, formed Brown v. Board of Education and contributed to the subsequent landmark decision of the United States Supreme Court. That decision struck down the "separate but equal" racial doctrine governing public school policy and constituted an important step down the road toward the integration of American society. It also led to the closing of Prince Edward County's public schools and Virginia's efforts at "massive resistance" (including such measures as the pupil placement boards), which ultimately proved futile efforts. Thus, Moton High School's importance lies in the event that occurred there in April 1951, and the dramatic and fundamental change in American society that resulted.

Jarl K. Jackson

ENDNOTES

¹ William Link, *A Hard Country and a Lonely Place: Schooling, Society and Reform in Rural Virginia, 1870-1920* (Chapel Hill: University of North Carolina Press, 1986), 17.

² *Ibid.*, 19.

³ *Ibid.*, 18.

⁴ *Ibid.*, 21-22, 25.

⁵ *Ibid.*, 39, 42 and 50.

⁶ Bob Smith, *They Closed Their Schools* (Chapel Hill: University of North Carolina Press, 1965), 14; Janet Stevenson, *The School Segregation Cases (Brown v. Board of Education of Topeka and others): The Supreme Court Rules on Racially Separate Public Education* (New York: Franklin Watts, Inc., 1973), 2.

⁷ Smith, 15.

⁸ *Ibid.*, 16.

⁹ *Ibid.*, 20-21.

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Robert Russa Moton High School
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¹⁰ Stevenson, 1-15.

¹¹ Neil V. Sullivan, Thomas LaSalle Maynard, and Carol Lynn Yellin, *Bound for Freedom: An Educator's Adventures in Prince Edward County, Virginia* (Boston: Little, Brown and Company, 1965), 193.

¹² Sullivan, 14; Raymond Wolters, *The Burden of Brown: Thirty Years of School Desegregation* (Knoxville: The University of Tennessee Press, 1984), 75.

¹³ Wolters, 91.

¹⁴ United States Commission on Civil Rights, *Civil Rights U. S. A.: Public Schools/Southern States 1962* (Washington, D.C.: Government Printing Office, 1962), 165.

¹⁵ *Ibid.*, 166.

¹⁶ *Ibid.*, 166-67.

¹⁷ Sullivan, 5, 19, 61 and 113.

¹⁸ Sullivan, 200.

¹⁹ Sullivan, 193; Wolters, 111.

²⁰ Sullivan, 202.

²¹ Wolters, 101; Stevenson, 27-33.

10. Geographical Data**Acreage of Property** 5 acres**UTM References**

(Place additional UTM references on a continuation sheet)

Zone Easting Northing				Zone Easting Northing			
1	17	730630	4130190	2	17	730730	4130200
3	17	730660	4130060	4			

See continuation sheet.**Verbal Boundary Description**

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

Boundary Justification

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

11. Form Prepared By

name/title Jarl K. Jackson and Julie L. Vosmik
organization Virginia Dept. of Historic Resources date December 1994
street & number 221 Governor Street telephone 804-786-3143
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/title Prince Edward County School Board
street & number Route 5, Box 680 telephone 804-392-8893
city or town Farmville State VA zip code 23901

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.O. Box 37127, Washington, DC 20013-7127; and the Office of Management and Budget, Paperwork Reductions Project (1024-0018), Washington, DC 20503.

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MAJOR BIBLIOGRAPHICAL REFERENCES

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GEOGRAPHICAL DATA

Verbal Boundary Description

The boundary of the nominated property is delineated by the polygon whose vertices are marked by the following UTM Reference points:

1	17	730630	4130190
2	17	730730	4130200
3	17	730660	4130060

Boundary Justification

The boundaries of the nominated area encompass the building and playing fields historically associated with the Robert Russa Moton High School.

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

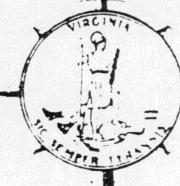
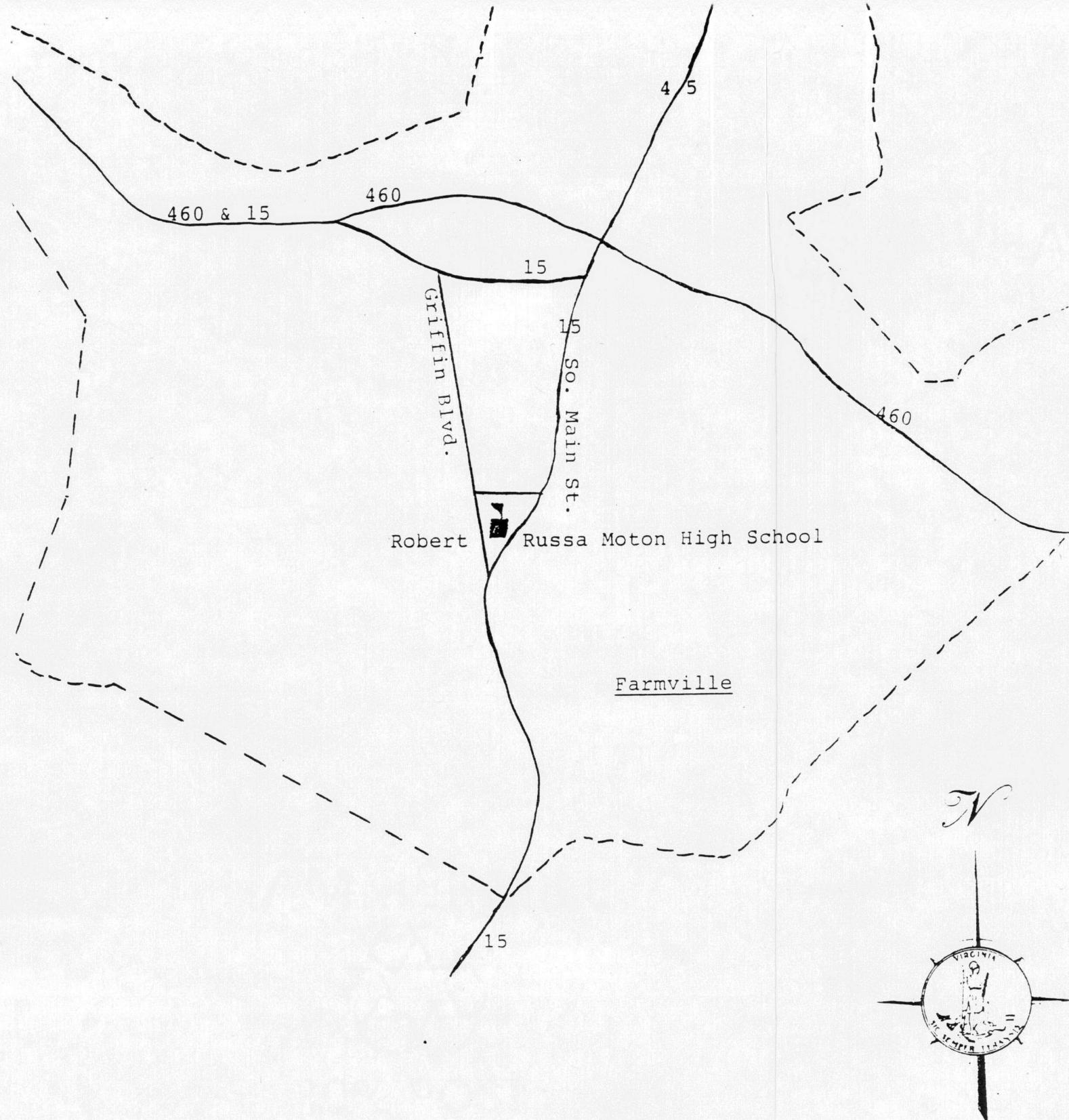
Section Photos Page 16

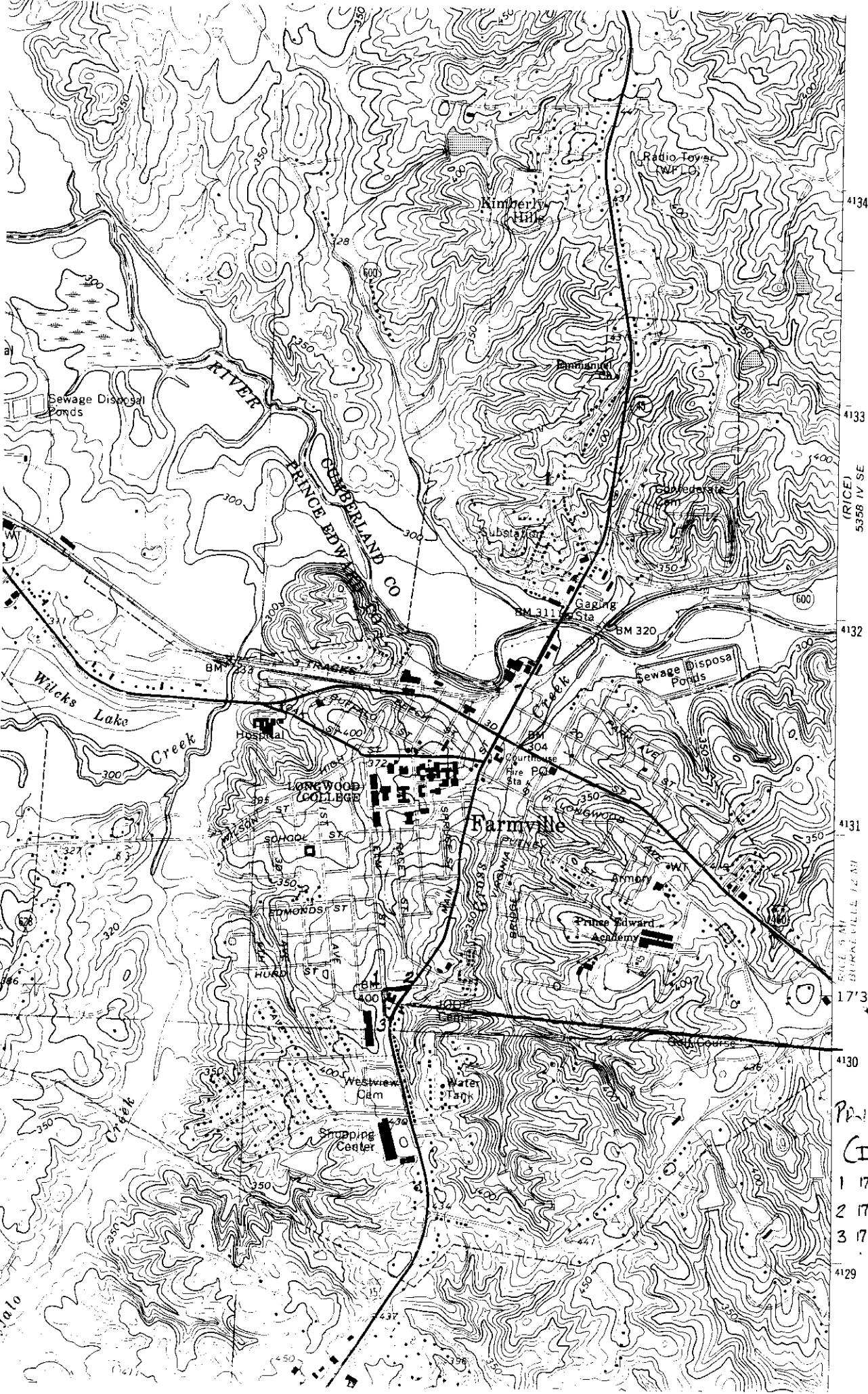
Robert Russa Moton High School
Prince Edward County, Virginia

PHOTOGRAPHS

Robert Russa Moton High School
Prince Edward County
Photographed by Julie Vosmik, January 1995
Negatives on file at the VA State Library and Archives, Richmond

1. Front elevation taken looking northeast
2. Side and rear elevation taken looking southwest
3. Auditorium looking towards stage
4. Classroom
5. Classroom
6. View of corridor, rear hall
7. View of front entrance from auditorium
8. Classroom





ROBY RUSKA MUSEUM
HIGH SCHOOL
(FARMVILLE)
PRINCE EDWARD CO.
(DHR 194-52)

1	17	730 680	4130190
2	17	730 730	4130200
3	17	730 660	4130060