

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 PropertyHistoric name: Carver-Price SchoolOther names/site number: VDHR 165-5003; Appomattox Elementary, Carver School, Carver-Price High School, Carver-Price Legacy MuseumName of related multiple property listing: Rosenwald Schools in Virginia (012-5041)
(Enter "N/A" if property is not part of a multiple property listing)**2. Location**Street & number: 102 Carver LaneCity or town: Appomattox State: VA County: AppomattoxNot For Publication: Vicinity: **3. State/Federal Agency Certification**

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

I hereby certify that this x nomination request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60.In my opinion, the property x meets does not meet the National Register Criteria. I recommend that this property be considered significant at the following level(s) of significance: national statewide x local

Applicable National Register Criteria:

x A B C D**Signature of certifying official/Title:****Date**Virginia Department of Historic Resources**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>3</u>	<u>3</u>	buildings
<u>0</u>	<u>0</u>	sites
<u>0</u>	<u>0</u>	structures
<u>0</u>	<u>0</u>	objects
<u>3</u>	<u>3</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.)

RECREATION AND CULTURE/museum

EDUCATION/school

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7. Description

Architectural Classification

(Enter categories from instructions.)

MODERN MOVEMENT: International Style

NO STYLE

Materials: (enter categories from instructions.)

Principal exterior materials of the property: BRICK, CONCRETE, METAL, WOOD

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

Located in the Town of Appomattox, Appomattox County, Virginia, the Carver-Price School is a complex of school buildings including a one-story, brick Rosenwald school constructed c. 1930, with substantial additions in 1951 and 1964, as well as several secondary resources. The school is located at the south end of a 16.05-acre parcel along Confederate Boulevard/US 460 Business. Built with minimal traditional stylistic references, the original Rosenwald school is a three-teacher plan brick building with a side-gable roof clad with enamel-painted metal panels; a central recessed entrance with projecting front gable porch supported by square columns; and banks of five contiguous six-over-six sash windows. On the interior, historic finishes include narrow beaded matchboard wainscots, stacked-panel doors, plain wood door and window casing with mitered joints, and built-in wood cupboards. The 1951 Modernist addition is two-stories with brick veneer over concrete blocks, a flat roof, a centered recessed entry with three paneled doors topped with transoms, and banks of single and paired windows with one-over-one sash. The interior finishes include wall tile below painted concrete blocks, terrazzo floors, and paneled multiple-light wood doors with transoms. The addition includes 12 classrooms, a gymnasium, and a cafeteria. The one-story, flat-roofed, brick-veneer, International Style 1964 wing includes 11 classrooms, an auditorium, and a library. Although some of the original interior and exterior architectural details have been altered during the process of rehabilitation, the Carver-Price School still maintains its historic physical integrity of design, materials and workmanship and

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retains integrity of location, setting, feeling, and association. The property also includes five secondary resources: a 1940s ancillary classroom building and a c. 1964 maintenance building (both contributing buildings), and a Quonset shed, a concrete block garage, and a vehicle shed, all of which are noncontributing.

Narrative Description

Setting

The c. 1930 Rosenwald school, originally known as the Appomattox Training School, faces southwest toward Confederate Boulevard/US 460 Business and has an approximately 115-foot setback from the road. A narrow concrete walkway leads from the sidewalk to the front entry. Northwest of the building is an asphalt entry drive that culminates in a circular parking area that fronts the school's 1964 wing (discussed below). A second paved entry drive is southeast of the school and extends northeast to wrap around the school's multiple additions to access a roughly rectangular parking lot. Mature trees are along the property's southeastern side while the remainder of the lot has mown grass. The grassy areas behind the school historically were the site of ballfields.

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C. 1930 Rosenwald School

The one-story, rectangular Rosenwald school has a brick foundation topped with a course of soldier brick and brick walls in running bond (see Figures 1, 2, and 3 at end of Section 7). Three of the building's exterior walls are fully visible while the east side is spanned by an addition (discussed below). The symmetrical south façade has a central, recessed entry way with a projecting front gable porch with a concrete deck and square columns. The double entry with paneled doors is topped with a transom window with 12 lights. The entry bay is flanked by rows of five windows with double-hung, replacement sash that replicate the six-over-six configuration of the original sash. The side-gable roof is clad with enamel-painted sheet metal panels.

Two openings with paired wood, multiple-light window sash are at each end of the west (side) elevation. The centered entry with a pent roof overhang was removed at an unknown date and the ghost of the opening remains visible although it is infilled with brick compatible in size and color with the remainder of the side wall. The symmetrical rear elevation originally had two banks of 6 windows apiece but three windows in each bank have been infilled, while the remaining openings have one-over-one sash. Although the building's exterior materials are simply designed, the red bricks, multiple-light sash with white trim, and gabled entry porch are nods to the Colonial Revival style that has been popular in Virginia since the 1880s.

The building's interior has four rooms, including three classrooms and an office, connected by an L-shaped hallway. It closely follows Floor Plan No. 30 in the Rosenwald Fund publication entitled *Community School Plans*, except for the addition of an interior transecting hallway.¹ The interior retains its original floorplan and original interior materials that include narrow

¹ *Community School Plans*. Nashville: Julius Rosenwald Fund, 1921, 1924, 1927, 1931.

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matchboard wainscoting, molded chair rails, plain casement trim, two- and five-panel interior doors and doorways with operable three or six-light transom windows, tiled floors, and chalkboards. Original ceilings are obscured by acoustic tile dropped ceiling tiles. A sliding steel fire door separates the east (side) elevation from the 1951 addition.

1951 Addition

The 1951 Modernist addition is constructed in brick with rectangular massing and minimal ornamental detailing. The concrete foundation is topped by brick-veneer walls in a running bond. The flat roof is concealed by a low parapet. The three-bay facade, facing Confederate Boulevard/US 460 Business, has an approximately 115-foot setback from the road. A narrow concrete walkway leads from the sidewalk to the front entry. The central bay projects slightly and features a recessed entryway with three doors topped with six-light transom windows. The entry has a simplified classical surround with a projecting entablature. Flanking the entry are two windows with double-hung, one-over-one sash. Aligned above are windows with one-over-sash that flank rectangular openings that historically contained paired sash but now have large, single-light, fixed windows. To either side of the central bay, the side bays each contain a pattern of three double windows and one single window, with the same pattern above. The windows have concrete sills.

The joining of the schools was sensitively considered and allows the volume of the original c. 1930 school to be understood, despite the large footprint of the 1951 addition. In plan, the 1951 addition is complex and includes the spaces required for the high school students who attended the school. The front block has roughly the same depth as the c. 1930 building, with a rear ell that extends to the northeast. In addition to classrooms in the front section, the addition contains a gymnasium and a cafeteria (see construction sequence as shown on the Sketch Map). Due to this configuration, the original school building and the addition's front block from view the bulk of the new addition, giving the impression of a much smaller addition which does not overwhelm the original building.

The interior hallways of the 1951 addition have terrazzo floors and concrete block walls clad with buff-colored tile to a height of approximately 6 feet. The tile walls run throughout the public spaces of the 1951 addition, including the hallways and the gymnasium. Second-story hallways also include rows of inset metal lockers. Typical classrooms have simple detailing, with wood baseboard and chair railing, integrated blackboards, and supply closets like those found in the Rosenwald school classrooms. The gymnasium includes a raised stage featuring classical detailing with a stage surround, Doric pilasters, and a cornice with dentils. The gymnasium contains movable wood bleachers, original wood flooring, and regularly spaced replacement light fixtures across the ceiling, which retains its original height. Some of the clerestory windows are currently boarded over. The former cafeteria space has concrete block walls and square tile flooring and is currently undergoing renovation. Dropped acoustic tile ceilings and vinyl replacement windows are typical throughout. Typical wood doors to classrooms, offices, and other spaces have nine lights over two panels and are topped with a six-light transom window.

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1964 Addition

The 1964 one-story, International Style addition, including an auditorium and a classroom wing, extends northwest from the rear portion of the 1951 addition. It is L-shaped in plan with a concrete foundation, brick walls in a running bond, and a flat roof with white coping. It was also thoughtfully designed to be secondary to the existing buildings, with a nearly 250-foot setback from the road. The 1964 section shares design elements with the 1951 addition, including the use of brick, minimal ornamentation, and flat roof, although it also shows elements of International Style influence in the emphasis on volume rather than mass and the repetition of ribbon windows with one-over-one sash interspersed with blue-painted, flat panels.

The interior hallways of the 1964 addition are characterized by concrete block walls, terrazzo floors, and dropped acoustic tile ceilings. The library, currently under renovation, has plaster walls, concrete floors, and a long bank of paired windows with vinyl replacement sashes. The auditorium has brick walls, a stage with diagonal wood flooring, and original wood auditorium seating. The bricks are larger utility units, in running bond, with each sixth course having header and closer pattern. The classroom wing now houses a branch of Central Virginia Community College. Both additions are currently under renovation for use by the Appomattox Christian Academy.

Secondary Resources:

The site also contains five secondary resources: a brick ancillary classroom building and a brick maintenance building (both contributing), and a Quonset shed, concrete block building, and a vehicle shed (all noncontributing).

Ancillary Classroom Building:

Southeast of the 1951 addition is a one-story, linear plan ancillary classroom building possibly constructed during the 1940s, that added add more classrooms and a shop building to supplement the original c. 1930 school. The ancillary classroom building is a contributing resource as it is contemporary with the main school building and served an educational function. The building is visible in the 1955 aerial photograph, the earliest available aerial view, but may predate the main building's 1951 addition. Its location suggests that it was in place before the 1951 addition and may have been used as a shop building. The building has similarities to Shop Plan B in the Rosenwald Fund's *Community Schools*, which shows a linear plan with a classroom on one end and a shop room and laboratory on the other end. The narrow masonry building has a brick-veneer façade and side walls and a painted concrete block rear wall, a side-gable asphalt-shingle roof, and two interior brick chimneys with corbelled stacks. The asymmetrical façade has two entry doors, each topped by a front-gable, bracketed overhang. A one-room concrete block addition occupies the rear northeast corner. The original window openings in the façade are partially infilled and the original sash have been replaced with smaller, vinyl, double-hung sash with faux six-over-six muntins. Side and rear windows appear to retain original six-over-six, wood, double-hung sash with exterior aluminum storm windows.

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Maintenance Building:

East of the ancillary classroom building and oriented parallel to Price Lane at the eastern edge of the parcel. The asymmetrical building has a two-story block flanked by one-story sections and is a contributing resource. The brick-veneer maintenance building likely was constructed before or at the same time as the main building's 1964 addition. The building is not visible on the 1955 aerial photograph and is present on the 1967 aerial. The building is generally rectangular in plan with a flat roof, steel-sash hopper-style windows, and a garage bay on the north elevation.

Quonset Shed and Concrete Block Building:

North of the maintenance building are two adjacent shop buildings. The west building is a Quonset shed with an arched form clad in corrugated sheet metal, a sliding metal door on the south façade and a three-part metal ribbon window on the north elevation. Adjacent to the east is a one-story, unpainted concrete block building with a flat roof and parapet walls on the front and sides, topped with a red brick coping. The south façade includes a metal door flanked by four-light steel sash windows with red brick sills and concrete lintels. An exterior concrete block chimney stack is centered on the rear elevation. Both buildings are noncontributing because their utilitarian design and materials are not compatible with the historic school complex and they are not known to have any significant historic associations with the Carver-Price School's educational purpose.

Vehicle Shed:

North of the 1951 addition is a three-bay large vehicle storage shed. The steel-frame building sits on a concrete pad, has a side-gable roof of standing seam metal, and is clad in vinyl siding. Built after the school's period of significance, the building's materials and construction method are not compatible with the historic school complex, making the shed noncontributing.

Assessment of Integrity:

The Carver-Price School retains all aspects of integrity related to its significant historical associations under Criterion A in the areas of Education and Ethnic Heritage: Black. The property's integrity of location, setting, feeling, and association are fully intact. The resource retains integrity of location and setting as it remains on its original 27-acre site in the town of Appomattox. The original c. 1930 school, 1951 addition, and 1964 addition retain moderate-to-good integrity of design, workmanship, and materials. The original modest, c. 1930 one-story, brick, Rosenwald school building retains its original design and floor plan taken from Samuel Smith's architectural publication *Community School Plans* published by the Rosenwald Fund. Comparison of historic photos to current conditions shows that notable exterior alterations that have affected integrity of design and materials include the removal of two brick chimneys, the removal of the west elevation's entryway door with pent roof overhang, and modification of the east elevation entryway to join it with the 1951 addition. The banks of windows on the rear elevation have been partially covered, with only three of the original six windows remaining uncovered in each window bank. Although window sash in the c. 1930 school are replacements, they visually match the design of the original windows. The interior likewise retains its integrity with unobtrusive additions of modern electrical and heating and air conditioning systems that do

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not impose on the building's historic character. The 1951 and 1964 additions also retain a high degree of integrity of design, materials, and workmanship with retention of original exterior and interior materials, as well as floor plan, massing, and spatial relationships. The workmanship and materials are either from the period of construction or, in some cases, closely resemble those of the period of construction. Retention of the two contributing secondary resources, an ancillary classroom building and a maintenance shop, add to the property's integrity of setting as well as integrity of design, workmanship, materials, feeling, and association. The Carver Price School also retains excellent integrity of feeling and association as a four-room school with a documented use as a segregated school for African American students during the Jim Crow era of segregation. Overall, the property's integrity of feeling and association are conveyed by the extant resources, setting, and historic documents that provide insight into the complex's original design and evolution over time.



Figure 1. Rosenwald School, Appomattox. February 1932. Department of Education. Division of School Buildings. Photographs of Public Schools, 1900-1963. Accession 31032, State Records Collection, Library of Virginia.

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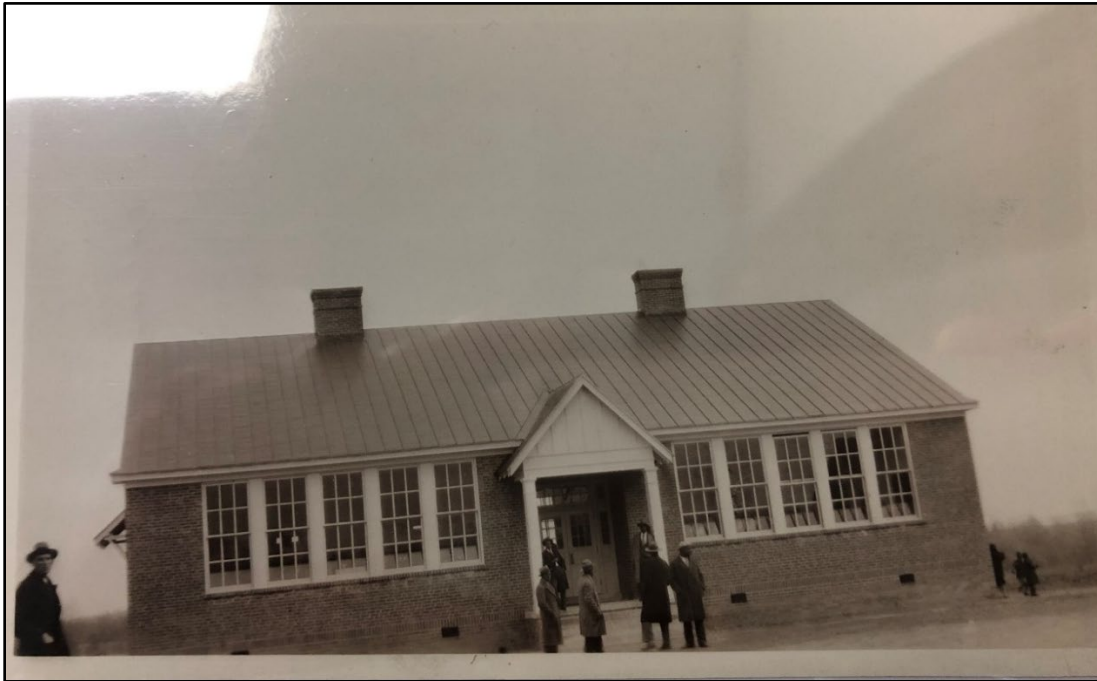


Figure 2. C. 1930 photograph of the Rosenwald School, Archie G. Richardson Archives, Virginia State University, Special Collections and Archives, Box 22, Folder 28.



Figure 3. Oblique view of original c. 1930 Rosenwald school, showing front and side elevation.
Photo taken on February 24, 2023.

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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

Period of Significance

c.1930–1970

Significant Dates

1951

1964

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.)

The Carver-Price School, originally known as the Appomattox Training School, is a locally significant school eligible for the National Register under Criterion A in the areas of Education and Ethnic History: African American. The school's period of significance is c. 1930-1970, beginning with construction of the brick school through the Rosenwald Fund and ending with desegregation of Appomattox County schools in 1970. Begun as the Appomattox County Training School for African American children in 1919, during the era of racial segregation, the Carver-Price School served the local African American population throughout the segregation and Civil Rights Movement. The oldest extant portion of the school is the c. 1930 brick Rosenwald school. The expansion of Carver-Price High School in 1951 and 1964, both of which are significant events, cemented its importance for African American students in Appomattox County and neighboring Prince Edward County, which closed all of its public schools for five years in response to desegregation efforts. When Appomattox County began integrating its public schools in 1970, the Carver-Price High School became the Integrated Appomattox Intermediate School, serving grades 5-9, and was later used as Appomattox Elementary School. The building's use as a school ended in 2002. Additionally, although added onto over the years, the c. 1930 building retains the character-defining features that distinguish it as a school built under the auspices of the Rosenwald Fund using standardized plans between 1917 and 1932, thus fulfilling the registration requirements of the *Rosenwald Schools in Virginia (012-5041)* Multiple Property Documentation Form (MPD).

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

Public Education in Virginia after the Civil War:

Public education was slow to develop in Virginia, with no statewide system of public education until 1870. Before the Civil War, by law, neither enslaved nor free Black children could attend school or be taught to read and write. Although some broke this law, literacy rates among African American Virginians was generally poor when the Freedmen's Bureau opened the first free schools for Black people of all ages in Virginia near Hampton Roads in 1862. The Virginia Constitution of 1869, ratified under the state's Reconstruction Era government, mandated creation of a racially segregated, statewide public school system.² In Appomattox County, in the years following the Civil War, small community and church-based schools were established as early as 1870. During the first thirty years of Virginia's public school system, local governments were left to raise funds to finance construction and staffing of public schools. Lacking any precedent, facing opposition from residents, and without any support at the state level, many local governments were poorly equipped for the task. Additionally, racial prejudice meant that most public revenues went to schools for White children. Over time, however, rural counties

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

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such as Appomattox created systems for levying and collecting taxes, designing and building one- and two-room frame schools, and hiring teachers and administrative staff. The newly created state board of education also developed over the next several decades and began to establish curriculum standards, teacher certification requirements, and consistent length of school terms. In 1902, a new state constitution was ratified that enshrined Jim Crow segregation in state law, including the doctrine of “separate but equal,” a standard that the U.S. Supreme Court had recognized in the 1896 *Plessy v. Ferguson* legal case. In theory, “separate but equal” was intended to assure that racially segregated public spaces of all types, including schools, would be constitutional as long as they were equal in condition, offerings, and accommodations. In reality, however, the lion’s share of public funding at all levels of government went to facilities for White residents. The disparities in educational facilities and offerings for White students in comparison to Black and Virginia Indian students were instantly apparent. Virginia’s 1902 constitution created new mechanisms for funding local schools and prompted the first wave of rural school consolidation as post-Civil War, rural, one- and two-room log and frame buildings were replaced by consolidated schools that featured modern materials, mechanical systems, curricula, and amenities such as cafeterias, auditoriums, science labs, libraries, and sports facilities. The vast majority of consolidated schools, however, were only for White students. By the 1920s, rural school systems also typically provided publicly funded transportation for taking White students to and from school. Virginia’s Black and Virginia Indian students continued to attend poorly equipped and outdated one- and two-room schools with limited educational offerings beyond 7th grade. These students also were not provided transportation to schools that often were two or more miles from where they lived.³

Rosenwald Schools:

In 1912, a collaboration began between Booker T. Washington, head of the Tuskegee Institute in Alabama, and Julius Rosenwald, an Illinois businessman and philanthropist, to fund the construction of rural schools for African Americans. Rosenwald began with a small grant to the Tuskegee Institute to build six African American schools and Washington used the funds to construct schools in rural Alabama. Rosenwald made an additional donation to Tuskegee of \$30,000 in 1914 toward the construction of 100 additional schools, and again in 1916 to build 200 more schools outside of Alabama, and the Rosenwald Fund was established at Tuskegee in 1917. Between 1912 and 1932, the fund contributed toward the construction of over five thousand new school facilities for African Americans across fifteen southern states, serving close to 700,000 students. The program was created to assist communities and reward community initiative by providing matching grants, no more than half the total cost of the project, only after community funds and construction plans were approved. Community matching funds came as donations from Black residents in the form of fundraising within their communities, deeded land, materials, and labor, making the schools truly a community-driven effort. Black residents also paid their share of property taxes but received only a fraction of the public funds controlled by local school boards. Construction of Rosenwald schools, however, was among the few initiatives that could wrest taxpayer dollars for use toward schools for Black and Virginian Indian students.

³ 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), 17-25.

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The Rosenwald Fund was most active between 1920 and 1928, spending over \$350,000 toward the construction of thousands of schools. In Virginia, between 1917 and 1932, the program helped fund 382 schools and associated buildings in 79 of the 95 counties.⁴

Rosenwald grant funds could be used toward construction of schools, teacher housing, and shop buildings. Buildings were required to meet modern safety and sanitation standards and to follow pre-approved architectural plans. The Tuskegee Institute created and distributed plans for the earliest Rosenwald buildings in the 1915 pamphlet *The Negro Rural School and Its Relation to the Community*.⁵ The pamphlet included school plans as well as guidance on choosing a site, materials needed, landscaping, gardens, play areas, and placement of privies and wells. After the supervision of the Rosenwald Fund was transferred from the Tuskegee Institute to the Rosenwald Foundation office in Nashville, Tennessee, in 1920, new guidelines were issued in the 1924 publication *Community School Plans*, which remained in print until the 1940s.⁶

Appomattox Training School

In 1919, the Appomattox Training School was started in the First Baptist Church of Appomattox to provide education for the town's African American children. As enrollment increased, a dedicated school building was required, and community fundraising was undertaken. The initial school building was constructed, with assistance from the Rosenwald Fund, at the current site c. 1918, although there is some uncertainty about this construction date, which may have been earlier.⁷ A wood frame building with a one-teacher plan, the first school building was built on a 27-acre parcel at the site of the current school. The first school was followed by the extant brick school building, constructed c. 1930, following a three-teacher plan. The school served both elementary and high school (up to 10th grade) students. During the 1934-1935 school year the county changed the school's name to George Washington Carver High School.⁸

Fisk University, a historically black university in Nashville, Tennessee, is the repository for the Rosenwald Fund's records and hosts a database of Rosenwald schools that were built across the southern states for the Fund's duration. The database has two records for the *Appomattox School* in Appomattox County. The first record is for a one-teacher school, constructed in the budget year 1917-1920 for a total cost of \$1,500. The contribution from the Black community was \$350

⁴ Mary S. Hoffschwelle, *The Rosenwald Schools of the American South* (Gainesville: University Press of Florida, 2014), 272, Appendix 2.

⁵ *The Negro Rural School and its Relation to the Community*. Issued by the Extension Department, Tuskegee Normal and Industrial Institute. Tuskegee, Alabama, 1915. During the 1910s-1920s, "modern" sanitation for rural schools did not necessarily mean indoor plumbing. The Rosenwald Fund provided guidance on placement of privies to avoid contamination of wells used for drinking water.

⁶ Samuel Smith, *Community School Plans*, 1924. <https://www.historysouth.org/schoolplans/>.

⁷ Multiple current sources list the date of construction for the initial Rosenwald frame school as 1918, but the Fisk University database has an initial entry for the Appomattox Schools for budget year 1917-1920. Typically, Rosenwald funds were only recorded after community funds had been secured and the funding was spent, suggesting that the first frame school was constructed before 1920.

⁸ Carver Price Oral History Project, 2004-2007. Carver-Price Legacy Museum. Accessed through the Civil Rights History Project Collection, American Folklife Center, Library of Congress.

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(in addition to the taxes they paid to the County), the public funding was \$850, and the Rosenwald Fund contributed \$500. The frame building is no longer extant, having been demolished c. 1942 after a fire.⁹

The second record is for the extant brick school building, a three-teacher plan, brick Rosenwald School constructed in 1931-1932 for a total cost of \$7,055. Of this, \$2,000 was raised within the African American community, a major achievement as the Great Depression already was under way. Another \$4,205 from public funding and \$850 from the Rosenwald Fund rounded out the contributions. Although the Fisk University archive does not contain any construction-era photographs of the school, period photos were found in the School Building Service of Virginia Department of Education collection, held at the Library of Virginia in the State Records Collection.¹⁰ The c. 1930 Rosenwald school closely follows Floor Plan No. 30 (Figure 4) in *Community School Plans*, except for the addition of an interior transecting hallway.¹¹

⁹ Julius Rosenwald Archives, Special Collections Library, Fisk University, Nashville, TN

¹⁰ Julius Rosenwald Archives, Special Collections Library, Fisk University, Nashville, TN.

¹¹ Samuel Smith, *Community School Plans*, 1924. <https://www.historysouth.org/schoolplans/>

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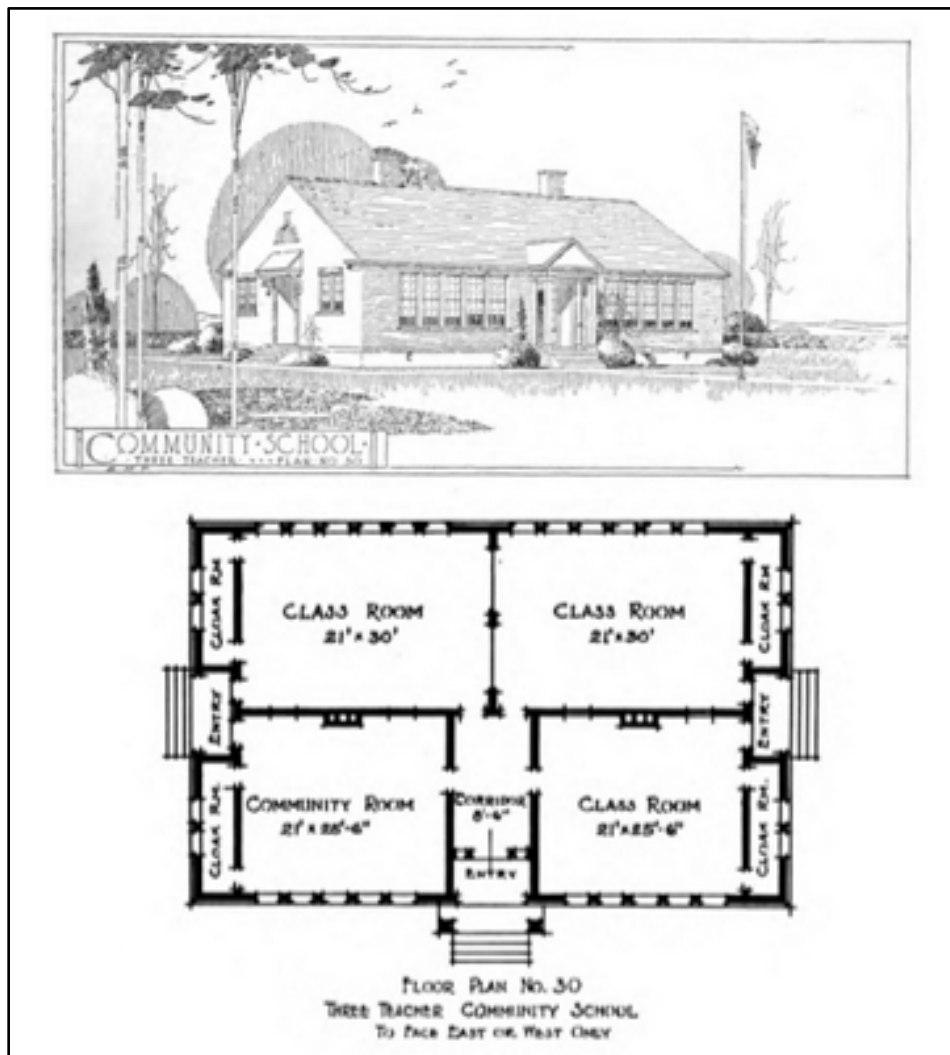


Figure 4. Floor Plan No. 30, Three Teacher Community School, *Community School Plans*, Bulletin No.3 Issued by The Julius Rosenwald Fund. Nashville, Tennessee, 1924.

Historic Photos of Rosenwald Schools

Photographs from the School Building Service of Virginia Department of Education collection, held at the Library of Virginia in the State Records Collection, show the construction of the Rosenwald school in Appomattox during the early 1930s (Figures 5 and 6). The three photographs, dated February 1932, show a completed building, and include the following views: an oblique view of the façade and west (side) elevations, a partial oblique view of the rear and east (side) elevations, and a view of the façade, which is partially obscured by a frame building in the foreground (Figure 7). The frame building is the first Rosenwald school, originally constructed on site c. 1918, which was joined by the brick school in 1930. The c. 1918 frame building suffered fire damage in 1942 and was demolished the following year. One earlier undated photograph in the same collection shows the brick school building under construction.

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Figure 5. "Col. School" under construction. [19--]. Department of Education. Division of School Buildings. Photographs of Public Schools, 1900-1963. Accession 31032, State Records Collection, Library of Virginia.



Figure 6. Rosenwald, Appomattox. February 1932. Department of Education. Division of School Buildings. Photographs of Public Schools, 1900-1963. Accession 31032, State Records Collection, Library of Virginia.

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Figure 7. Rosenwald, Appomattox. February 1932. Department of Education. Division of School Buildings. Photographs of Public Schools, 1900-1963. Accession 31032, State Records Collection, Library of Virginia.

These images match the March 1933 Sanborn Insurance Map of the Town of Appomattox, which shows the newly constructed brick Rosenwald school north of Federal Highway 460 (today's Business 460). The 1933 set includes three sheets, and the school is depicted on sheet #3 (Figure 8).

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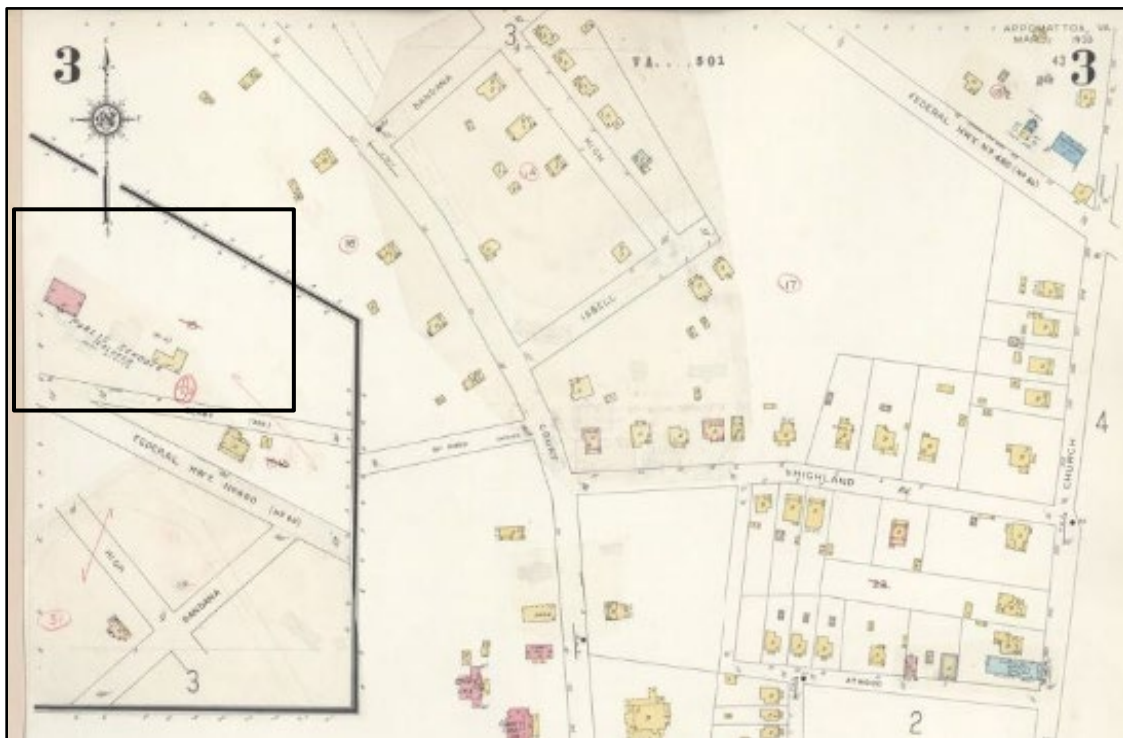


Figure 8. Section of Sanborn Fire Insurance Map from Appomattox, Appomattox County, Virginia. Sanborn Map Company, Mar 1933. Library of Congress Geography and Map Division Washington, D.C. Location of Carver Price School outlined in black.

The Sanborn map has a pasted-on correction slip, which shows a frame building matching the frame schoolhouse shown in the 1932 photograph (Figure 7). The correction record notes the date of correction as 8/43, which matches the oral history of the frame school suffering a fire in 1942 (Figure 9 and 10).¹²

¹² Beginning around 1920, the Sanborn Map Company began updating maps by issuing paste-on correction slips, which are often difficult to date precisely. A correction record on the cover sheet notes the date of correction as 8/43 and date attached as 7/28/45. Multiple correction slips are visible on the map, including the school correction slip, which was likely added between August 1943 and July 1945, suggesting that the original frame school was removed before 1945. The Library of Congress holds a second set of Sanborn Fire Insurance Maps for the town of Appomattox, dated March 1933-August 1943, which have not been digitized and are not available online, because copyright protected.

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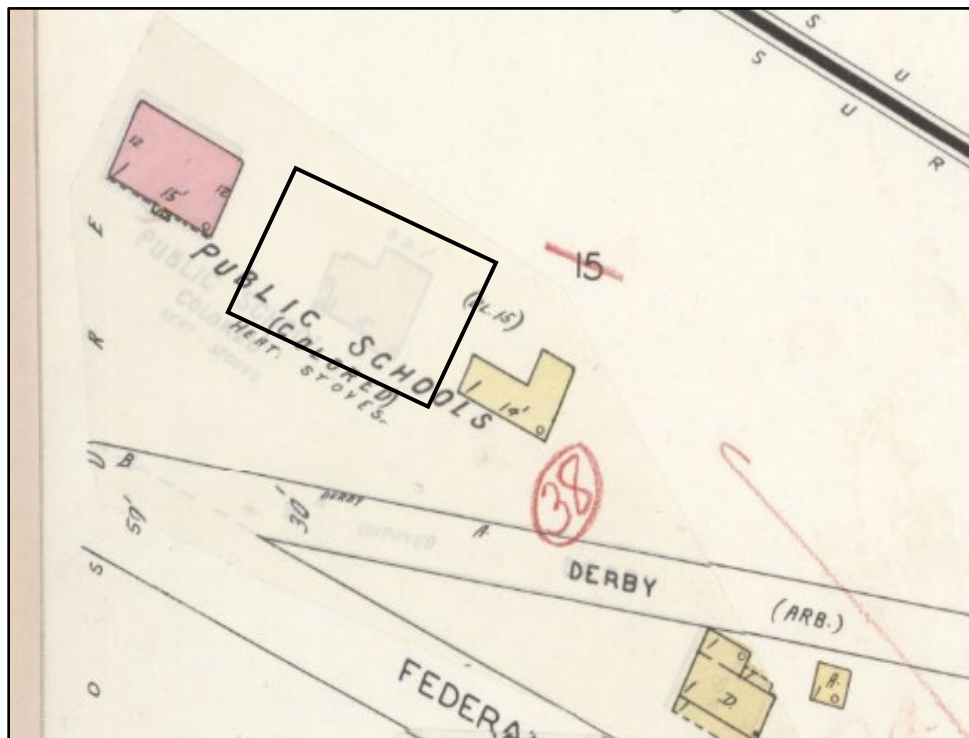


Figure 9. Excerpt from Sanborn Fire Insurance Map from Appomattox, Appomattox County, Virginia. Sanborn Map Company, Mar 1933. Library of Congress Geography and Map Division Washington, D.C. The Carver Price school is shown in pink in the upper left. The correction record is outlined in black, with a frame structure visible under the correction overlay, which matches the description of the original frame school and the structure adjacent to the brick school in the 1932 photographs.

CORRECTION RECORD			
REV'N NO.	DATE OF CORRECTION	ATTACHED BY	DATE ATTACHED
1	8/43	W.A.	7/28/45

Figure 10. Correction record excerpt from Sanborn Fire Insurance Map from Appomattox, Appomattox County, Virginia. Sheet 1. Sanborn Map Company, Mar 1933. Library of Congress Geography and Map Division Washington, D.C.

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Mozella Jordan Price

The history of Carver Price school is inseparable from the community advocacy efforts of Mozella Jordan Price. Born in Farmville in Prince Edward County, Mozella J. Price was educated in Farmville public schools and studied at the private Boydton Institute and at Virginia State College. She received a B.S. from Hampton Institute (today's Hampton University) and studied at the Teachers' College of Columbia University. Appointed supervisor of Black schools in Appomattox County in 1919, she was a tireless advocate for the education of African American children in Appomattox County until her retirement in 1963.¹³

Rev. Arthur E. Jordan, the brother of Mozella J. Price, was appointed the school's first principal in 1930. Kath (Ruth) Hastings and Mildred Hart were appointed teachers at the two Appomattox schools, responsible for 75 students. The first graduating class of Appomattox Training School was in 1933. The school continued to grow with the addition of a library, a home economics department, and an agricultural department in the c. 1930 building while elementary classes were held in the c. 1918 building. Renamed after Virginia-born scientist and inventor George Washington Carver during the 1934-1935 school year, the school soon was nicknamed "Little Carver" or "Carver HS." The two school buildings operated simultaneously until 1942 when the three-room, wood frame school, which operated as the elementary school, was partially destroyed by fire.¹⁴

In addition to its educational role, Carver-Price played an important role as a gathering place for the community, hosting organizations such as the New Homemakers of America, the New Farmers of America, the Appomattox Improvement Association, and the Carver Price clinic. Teachers were pillars of the community, teaching Sunday school, singing in church choirs, supporting athletic and vocational competitions and leading field trips. Beloved student traditions included the May Day celebration, the Carver Herald newspaper, and Camp Winonah held at Mrs. Price's home.¹⁵

Additions and Expansion: 1950-1964

After the 1942 fire partially destroyed the original Rosenwald frame school, which functioned as the elementary school, plans were developed to expand the school. Significant renovations and expansion were constructed in 1951 and the school was renamed the Carver-Price High School at the 1952 dedication of the new building, in honor of Mozella Jordan Price. Topographical maps and historic aerial photos show the progression of the school from the initial expansion in 1951

¹³ Carver-Price Legacy Museum, *Reflections*, website: www.carver-price.com.

¹⁴ *Carver Price Oral History Project, 2004-2007*. Carver-Price Legacy Museum. Accessed through the Civil Rights History Project Collection, American Folklife Center, Library of Congress.

¹⁵ Some of the teachers associated with the school during this period include Mrs. Josephine Webb, Mrs. Celestral Turner, Mrs. Harriette P. James, Mrs. Celestine Beasley, Mrs. Brown, Mrs. Hester Stephens, and Mrs. Hezttine Foster. *Carver Price Oral History Project, 2004-2007*. Carver-Price Legacy Museum. Accessed through the Civil Rights History Project Collection, American Folklife Center, Library of Congress.

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to its present form with completion of the 1964 addition. The 1951 addition is large and complex, including the spaces required for a modern high school in the mid-twentieth century, including 12 classrooms, a gymnasium, and a cafeteria. This addition was associated with the “equalization” campaign begun by NAACP attorneys Thurgood Marshall and Oliver Hill during the mid-1930s as a series of lawsuits intended to challenge the material inequalities between segregated schools. The NAACP abandoned this campaign in 1950, but around the same time, Virginia’s political leaders, including Governor John S. Battle, began an effort to demonstrate that schools for Black and Virginia Indian students were in reality “equal” to those for White students by upgrading the demonstrably inferior schools most of these children attended. “Equalization” efforts usually included expanding the number of classrooms, adding a school library, cafeteria, gymnasium, or library (often by combining these spaces, such as the “cafetorium” many schools came to have), improving curriculum offerings, installing minimal indoor plumbing and electricity (especially in rural schools), and modernizing heating systems (which generally entailed replacing coal- and wood-burning stoves with a coal- or oil-fired furnace).

A walkout in 1951 by the Black student body of Robert R. Moton High School in Farmville, in adjacent Prince Edward County, led to a court case that became part of the U.S. Supreme Court’s landmark 1954 *Brown v. Board of Education of Topeka, Kansas* decision. The ruling declared segregated schools were inherently unequal and, therefore, unconstitutional, but provided no timeline for desegregation but for the phrase, “with all deliberate speed.” In Virginia, political and school leaders continued their equalization efforts, which, by 1956, were accompanied by a series of legislative acts that collectively became known as “Massive Resistance.” As the name implies, the purpose of the legislation was to resist all attempts at school desegregation. Most notably, the legislation empowered the Virginia governor to deny state funding and close any school that attempted to integrate. By 1958, Norfolk, Charlottesville, and Warren County were under federal order to desegregate. Black students attempted to desegregate schools in those localities, but Governor J. Lindsay Almond closed those individual schools. In 1959, the Virginia Supreme Court and the U.S. District Court ruled these school closings unconstitutional, and schools in Arlington desegregated in February 1959; Norfolk and Charlottesville schools desegregated later that fall.

In 1959, the Virginia Supreme Court and the U.S. District Court ruled these school closings unconstitutional. Prince Edward County officials closed schools in response to a separate school court ruling in May 1959 ordering desegregation of the schools. Meanwhile, the Prince Edward County case had been remanded to the federal district court after the Supreme Court’s “with all deliberate speed” ruling in 1955. In May 1959, the Fourth Circuit Court of Appeals ruled that Prince Edward desegregate its schools by September 1959. In response, the county board of supervisors defunded the public schools, effectively closing them to all students. It would take another Supreme Court decision, *Griffin v. County School Board of Prince Edward County*, to reopen the schools in 1964. During the period of the school closings, a private academy was established for White students, but many Black children never had the opportunity to return to school. Some pursued education elsewhere, including at Carver-Price, if they could obtain room

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and board from relatives.¹⁶ Enrollment at Carver-Price increased to an excess of 50 students per classroom. Due to the length of Prince Edward County's school closings, parents began to buy or rent homes in Appomattox County so they could send their children to that county's schools.¹⁷ Some students traveled over 140 miles to attend school. Those who did not have relatives in Appomattox County stayed with faculty members or were offered a place to stay at Mrs. Prices' home, known as Camp Winonah.¹⁸ The 1964 addition at Carver-Price School, which added eleven classrooms and an auditorium, was likely driven by this increase in enrollment, as well as by the important role the school served as a center of the African American community in Appomattox County and surrounding areas, from its dedication in 1930 until its last graduating class in 1969.

In 1970, school integration began in Appomattox County and Carver-Price High School became the Integrated Appomattox Intermediate School, serving grades 5-9, and was later used as Appomattox Elementary School. The buildings remained in use as a school until 2002. The school was empty from 2002 to 2008, when the brick Rosenwald school was taken over by the Carver-Price Legacy Museum funded by the Carver-Price Alumni Association. The 1951 and 1964 additions have been largely vacant since 2002, although the classroom portion of the 1964 addition has been occupied by the Central Virginia Community College. All portions of the 1951 and 1964 additions are currently under renovation for use by the Appomattox Christian Academy as a Career Technical Education Institute.

¹⁶ Robert Russa Moton High School, National Register Nomination, 1994.

¹⁷ O'Dell, Larry. *Shuttered Schools Leave Bad Memories From 1959-1964* (8 June 2003), Los Angeles Times. Retrieved 27 June 2023.

¹⁸ Civil Rights in Prince Edward County: Oral History Collection, Greenwood Library and Special Collections, Longwood University.

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Figure 11. Excerpt from USGS topographical map 1958 (1960 ed) 1:62,500. The school, in black rectangle, showing 1951 expansion.



Figure 12. U.S. Department of Agriculture. Aerial 1944-02-04 – 1955-03-09. Netronline.

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Figure 13. 1968 (1971 ed) 1:24,000. Carver-Price School, outlined in black rectangle, showing 1964 expansion.



Figure 14. U.S. Department of Agriculture. Aerial 1967-02-01-1967-04-02. Netronline.

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Criterion A: Education and Ethnic Heritage: African American

The Carver-Price School is a locally significant African American school associated with the Jim Crow segregation and Civil Rights Movement in public schools during the twentieth century and, therefore, is eligible under Criterion A in the areas of Education and Ethnic History African American) with a period of significance from c. 1930 – 1970. The school contributes to the understanding of educational development in Virginia States as a segregated school built for the education of Black children during the area of racial segregation. The school is also locally significant for its association with African American history in the Town of Appomattox and Appomattox County.

Begun as the Appomattox County Training School for African American children in 1919, during the era of racial segregation, the Carver-Price School continued to serve the local African American population until desegregation of county schools in 1970. Containing multiple large-scale additions built as late as 1964, the current resource includes the Rosenwald-funded c. 1930 Carver School, which became the 1950s Carver-Price High School that included significant additions in 1951 and 1964. A c. 1940 ancillary classroom building, and a c. 1960 maintenance building are also notable components of the property.

Registration Requirements under MPD

As a well-preserved Rosenwald School in Virginia built between 1917 and 1932 and utilizing funds provided by the Julius Rosenwald fund, the Carver-Price School fulfills the registration requirements provided by the Rosenwald Schools in Virginia (012-5041) Multiple Property Documentation Form (MPD) for listing under Criterion A in the areas of Ethnic Heritage: African American and Education. The 1930 one-story, brick school building retains good integrity of design, workmanship, and materials that are based on Floor Plan No. 30 in Smith's architectural publication *Community School Plans*.

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9. Major Bibliographical References

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

Appomattox County Deed Books: 26:355, 32: 76-78, 35:141, 37: 307, 41: 578-579.

Carver-Price Legacy Museum, website: www.carver-price.com.

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Pulice, Mike, *Preliminary Information Form: Carver-Price Legacy Museum (Carver-Price School); Appomattox Elementary School*, Western Region Preservation Office, Virginia Department of Historic Resources, 2019.

The Negro Rural School and its Relation to the Community. Issued by the Extension Department, Tuskegee Normal and Industrial Institute. Tuskegee, Alabama, 1915.

The National Trust for Historic Preservation's Rosenwald Schools Initiative.

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

"Rosenwald School Plans." History South website (<https://www.historysouth.org/schoolplans/>), accessed January 2023.

School Building Service Photographs. Digital Collections, Library of Virginia.

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; Carver-Price Legacy Museum

Historic Resources Survey Number (if assigned): DHR #165-5003

10. Geographical Data

Acreage of Property 16.05

Use either the UTM system or latitude/longitude coordinates

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Latitude/Longitude Coordinates

Datum if other than WGS84: _____

(enter coordinates to 6 decimal places)

1. Latitude: 37.36099 Longitude: -78.82588

2. Latitude: Longitude:

3. Latitude: Longitude:

4. Latitude: Longitude:

Or

UTM References

Datum (indicated on USGS map):

☐ NAD 1927 or ☒ NAD 1983

1. Zone: 17S Easting: 692244 Northing: 4136894

2. Zone: Easting: Northing:

3. Zone: Easting: Northing:

4. Zone: Easting: Northing:

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

The nominated boundary is coterminous with the perimeter lines of the lot recorded as tax parcel number 64A2 A 86 by Appomattox County, Virginia. The true and correct boundary is shown on the attached Tax Parcel Map.

Boundary Justification (Explain why the boundaries were selected.)

The property's historic setting and all known historic resources have been included within the historic boundary. The original three acres of the Rosenwald school are included within the 16.05-acre parcel which also includes the 1951 and 1964 additions.

11. Form Prepared By

name/title: Melissa Schmidt

organization: Hurt & Proffitt

street & number: 757B Sandusky Drive

city or town: Lynchburg state: VA zip code: 24502

e-mail: mschmidt@handp.com

telephone: (434) 439-8839

date: September 6, 2023

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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: Carver-Price School

City or Vicinity: Appomattox

County: Appomattox

State: VA

Photographer: Melissa Schmidt, Hurt & Proffitt, Inc.

Date Photographed: February 24, 2023

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

1. VA_AppomattoxCounty_Carver-PriceSchool_0001, front façade.
2. VA_AppomattoxCounty_Carver-PriceSchool_0002, oblique view of south and west facades.

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3. VA_AppomattoxCounty_Carver-PriceSchool_0003, oblique view of west and north facades.
4. VA_AppomattoxCounty_Carver-PriceSchool_0004, 1951 addition front façade.
5. VA_AppomattoxCounty_Carver-PriceSchool_0005, oblique view of 1951 addition.
6. VA_AppomattoxCounty_Carver-PriceSchool_0006, oblique view showing east and south facades of 1951 addition.
7. VA_AppomattoxCounty_Carver-PriceSchool_0007, rear oblique of 1951 addition.
8. VA_AppomattoxCounty_Carver-PriceSchool_0008, front façade of 1964 addition
9. VA_AppomattoxCounty_Carver-PriceSchool_0009, auditorium 1964 addition.
10. VA_AppomattoxCounty_Carver-PriceSchool_0010, front façade of auxiliary classroom
11. VA_AppomattoxCounty_Carver-PriceSchool_0011, oblique view of auxiliary classroom building.
12. VA_AppomattoxCounty_Carver-PriceSchool_0012, oblique view of maintenance building.
13. VA_AppomattoxCounty_Carver-PriceSchool_0013, oblique of Quonset shed and workshop.
14. VA_AppomattoxCounty_Carver-PriceSchool_0014, oblique of vehicle storage shed.
15. VA_AppomattoxCounty_Carver-PriceSchool_0015, Rosenwald school entryway.
16. VA_AppomattoxCounty_Carver-PriceSchool_0016, Rosenwald school classroom with blackboard.
17. VA_AppomattoxCounty_Carver-PriceSchool_0017, Rosenwald school rear classroom.
18. VA_AppomattoxCounty_Carver-PriceSchool_0018, entryway of 1951 addition.
19. VA_AppomattoxCounty_Carver-PriceSchool_0019, classroom of 1951 addition.
20. VA_AppomattoxCounty_Carver-PriceSchool_0020, hallway of 1951 addition.
21. VA_AppomattoxCounty_Carver-PriceSchool_0021, second floor hallway of 1951 addition.
22. VA_AppomattoxCounty_Carver-PriceSchool_0022, second floor classroom of 1951 addition.
23. VA_AppomattoxCounty_Carver-PriceSchool_0023, gymnasium of 1951 addition.
24. VA_AppomattoxCounty_Carver-PriceSchool_0024, hallway of 1964 addition.

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25. VA_AppomattoxCounty_Carver-PriceSchool_0025, library of 1964 addition.
26. VA_AppomattoxCounty_Carver-PriceSchool_0026, auditorium of 1964 addition.

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.

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

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