

United States Department of the Interior
National Park Service

National Register of Historic Places Registration Form

This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in National Register Bulletin, How to Complete the National Register of Historic Places Registration Form. If any item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classification, materials, and areas of significance, enter only categories and subcategories from the instructions.

1. Name of Property

Historic Name: Bayou Paul Colored School
Other Names/Site Number: N/A
Name of related multiple property listing: N/A

2. Location


Street & Number: 915 Bayou Paul Rd
City or town: St. Gabriel State: Louisiana County: Iberville
Not for Publication: Vicinity:

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act, as amended, I hereby certify that this nomination request for determination of eligibility meets, 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 meets does not meet the National Register Criteria.

I recommend that this property be considered significant at the following level(s) of significance:
 national state local

Applicable National Register Criteria: A B C D


Signature of certifying official/Title: Phil Boggan, State Historic Preservation Officer **Date:** 12-7-15
Louisiana Department of Culture, Recreation, and Tourism
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 Certification

I hereby certify that the 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
X	Public – Local
	Public – State
	Public – Federal

Category of Property (Check only **one** box.)

X	Building(s)
	District
	Site
	Structure
	object

Number of Resources within Property (Do not include previously listed resources in the count)

Contributing	Non-contributing	
1		Buildings
		Sites
	1	Structures
		Objects
1	1	Total

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

6. Function or Use

Historic Functions (Enter categories from instructions.): Education: School

Current Functions (Enter categories from instructions.): Work in Progress

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7. Description

Architectural Classification (Enter categories from instructions.): No Style

Materials: (enter categories from instructions.)

foundation: Concrete

walls: Wood

roof: Tin

other:

Narrative Description

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

Summary Paragraph

The Bayou Paul Colored School is a small one-room wooden frame structure built on an open-pier cement foundation. Access to the front porch is by a two-rung wooden step. The building is located in the middle of the Amanda Anderson Grace Memorial Park, located about one quarter of a mile from its original location. It was moved in 2006 and is being used as the Bayou Paul Colored School Museum in honor Mrs. Grace, who taught at the school from 1936-1955. It is a vernacular building without a distinct style and while it has been moved, its new location is very close to its original and the building still sits within the rural community of St. Gabriel along Bayou Paul Lane. Besides the move, the building itself retains many original features on the exterior and interior including wood siding, double hung wood windows, wood floors and interior walls, and interior layout. It is easily recognizable to former students. Bayou Paul Colored School retains integrity of setting, feeling, association, materials, design, and workmanship, and thus, is eligible for listing on the National Register.

Narrative Description

The Bayou Paul Colored School displays the style of a one-room school typical in rural south Louisiana. It rests on footed piers with the main façade facing northwest and featuring a gable roof with apron front.

Façade (West Elevation) – see photos 1, 2, 3

The façade features a central entrance and no back exit. The centered four-panel wood door at the entrance opens with a modern door is flanked by a single double hung six over six wood window on each side with operable wooden shutters. The building features a front porch that runs the width of the building façade. Wood steps leading to the entrance are at the center of the front porch which extends the front width of the building. There are four evenly spaced porch columns.

North Elevation– see photos 3 and 4

The north elevation of this one story school structure has three double hung six over six windows with operable wooden shutters. A shed addition on the rear of the building (original) has one entry door constructed of vertical wooden boards.

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East Elevation– see photos 4, 5, 6

The east (rear) of the building features a pair of double hung windows with shutters. The end of the shed roof over this rear space has exposed rafter tails.

South Elevation – see photos 6 and 7

This side mirrors that of the north elevation except that on the rear addition, there is a set of paired double hung windows versus a door.

Interior – see photos 8-12

The interior has received very few alterations with the main ones being the wooden board ceiling, which appears to be painted plywood with straps at the seams. The rest of the interior includes bead board walls, wooden floors, and a floor plan with one large main room and a small rear room. A blackboard can be found along the eastern wall. Other information hung in the school includes copies of Mrs. Grace's diplomas, historic photos of students, and information about the school itself. The original windows are also visible from the interior as the shutters are closed on the exterior. The majority of the windows are six over six with at least one four over four and one two over two window. They were likely salvaged to replace damaged original windows. The rear room also has painted board walls and includes one exit on the northern wall.

Non-contributing Structure – see photos 2 and 3

There is a reconstructed pump house located near the northwest corner of the school that is not historic. It was built to look like the one that was original to the school's original location, but this one was built once the school was moved to the park. For this reason, it is non-contributing.

Alterations and Integrity

As stated above, besides the move to its current location, the school has received very few alterations since it was built by the United Sons and Daughters Benevolent society on January 27, 1920. The Bayou Paul Colored School has retained its historical integrity although weathered by age. It is easily recognizable to alumni of the school. Relocation to the Amanda Anderson Grace Memorial Park, one-quarter mile from the original site, did not adversely impact the building as it is still located within close proximity of the original setting and is still in a rural setting. In the "African American Experience in Louisiana," historic context prepared in 2012, it is noted:

“because one room schools are rare, although integrity of location and setting is desirable, relocation should be acceptable as long as it does not adversely impact the resource and the new setting is similar to the original, or the differences are outweighed by the significance of other positive integrity factors of the building.”¹

Seeing as the school was moved less than a mile on the same road that it was built on in 1920, the move did not adversely impact the resource. The new setting is very similar to the original and the other aspects of integrity for the school are intact including design, materials, workmanship, feeling, and association. For this reason, the Bayou Paul Colored School remains eligible for listing on the National Register.

8. Statement of Significance

¹ Blokker, Laura Ewen. "Education in Louisiana." Historic Context Prepared for the Louisiana Division of Historic Preservation. May 15, 2012.

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

X	A	Property is associated with events that have made a significant contribution to the broad patterns of our history.
	B	Property is associated with the lives of persons significant in our past.
	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:

	A	Owned by a religious institution or used for religious purposes
X	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

Areas of Significance (Enter categories from instructions.): Education, Ethnic Heritage: Black

Period of Significance: 1920-1955

Significant Dates: January 27, 1920

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

Cultural Affiliation (only if criterion D is marked above): N/A

Architect/Builder (last name, first name): Unknown

Period of Significance (justification): The period of significance begins in 1920, the year the school was built, and ends in 1955, the year the school closed.

Criteria Considerations (explanation, if necessary): Bayou Paul Colored School falls under criteria consideration B as it was moved from its original location in 2006. It was moved ¼ mile down Bayou Paul Lane to the new Amanda Anderson Grace Memorial Park. As stated in Section 7, this move did not adversely impact the building as it still sits on the same road it was built on and retains a rural setting.

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.)

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The Bayou Paul Colored School is of local significance in the areas of education and ethnic heritage because for three decades, it was the only school in a rural area of Iberville Parish where African-American children could get an education. It provided grades one through eight to children in this rural, agricultural community from 1920-1955. The period of significance is 1920-1955, representing the years the school operated as the only African American primary educational opportunity in St. Gabriel.

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

Brief History of St. Gabriel

St. Gabriel is located in Iberville Parish, just across the East Baton Rouge Parish line. The parish was founded in 1807 and was named for Pierre Le Moyne d'Iberville. There were people living in the area prior to 1807 though as early as at least the 1770s. This is known because the St. Gabriel Catholic Church (National Register, 1972) was built c. 1774. Like most of south Louisiana at that time, settlements were located along the rivers and generally had a parish church associated with them. This area would have been part of the Isle of Orleans which stretched from the mouth of the Mississippi River to Bayou Manchac, which is today, the basis for the East Baton Rouge Parish line. St. Gabriel was the first settlement located below the bayou in the Isle of Orleans.² St. Gabriel has remained relatively rural and agricultural even as the years have gone by and other industries include chemical plants. Its population from the 2010 census was 6, 677 people.³

Criterion A: Education, Ethnic Heritage - Black

Education for African Americans in Louisiana during the 20th Century

At the beginning of the twentieth century, public education in Louisiana was in a terrible state of affairs. The state constitution of 1898 had legally mandated the already status quo segregation of schools by race, and at that time students of all races were severely underserved.⁴ The state's public school system was characterized by crude, deteriorating school houses and abysmally low attendance. During the first two decades of the century, great improvements were made in school house construction, curriculum standardization, and attendance through transportation advances and consolidation. However, these developments generally applied only to the white schools. In Louisiana's underfunded dual school system, African-American schools received little to no investment from their parish school boards. The disparity this created between the two separate and supposedly equal school systems was blatant.⁵

Following the adoption of the 1898 constitution and under the guidance of state superintendent T.H. Harris from 1908-1940, "public education in Louisiana was enabled to grow and develop to respectable status."⁶ However, as mentioned above, this respectable status was true only for the white students and schools. Funding was tight and any resources spent on white schools spelled further detriment to African American Schools. The Concordia Parish superintendent even stated that money dedicated to African American education was spent on white schools because "it's the only

² "History." stgabrielgrocery.com/history.html. Accessed November 5, 2015.

³ "Our City." cityofstgabriel.us/ourcity.html. Accessed November 5, 2015.

⁴ Rodney Cline, *Education in Louisiana – History and Development* (Baton Rouge: Claitor's Publishing Division, 1974), 34.

⁵ National Register Nomination, John S. Dawson High School, St. Francisville, West Feliciana Parish, Louisiana #15000348.

⁶ Laura Ewen Blokker "Education in Louisiana." Historic Context Prepared for the Louisiana Division of Historic Preservation. May 15, 2012.

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way that we can have decent white schools here.”⁷ By the 1920s, 23 of Louisiana’s parishes spent less than \$1 on African American education while they spent \$14-\$29 on each white student.⁸

Thus, the overall condition of education for African American children continued to be terribly poor. Throughout the state, the physical plant for white schools was valued at over \$6 million. The physical plant for African American schools was valued at just \$250,000. It is estimated that this number was even lower as the majority of schools for African Americans were actually churches or lodges and not actual public school buildings. In some cities, such as Baton Rouge, New Orleans, and Shreveport, substantial school buildings were constructed. In smaller towns, one room or multiple room frame school houses were constructed, like the Bayou Paul School. The Rosenwald fund, which made many rural schools possible from 1916 to 1932, contributed to the construction of 392 schools as well as houses for teachers and shops.⁹ For other places, like St. Gabriel whose school was not built as part of the Rosenwald Fund, schools were built by private African American organizations. It wouldn’t be until the 1950s when more substantial separate school buildings larger than one room would be constructed.¹⁰

One room schools, like the Bayou Paul Colored School, are a rare survivor of this time period. Many were originally associated with churches and were generally roughly constructed and thus, have not survived. Two examples of African American one room schools listed on the National Register are the McNutt School in Rapides Parish and the Phillips School in Winn Parish. Both of these share sites with churches.¹¹ This is where Bayou Paul differs; it was not constructed as part of a church or church site, but rather was constructed by a benevolent society. Not only is Bayou Paul Colored School a rare survivor of an African American one room school, but it is also unique in a way in that it does not fit the typical mold of being a school associated with a church.

Education for African Americans in St. Gabriel during the 20th Century and the Bayou Paul School

The Bayou Paul Colored School was built by the United Sons and Daughters Benevolent society on January 27, 1920. The plot of land was purchased for twenty-five dollars. The society members built the school themselves. The building was first used for the society hall meetings prior to its use as a classroom to educate African-American Students. Once it began being used as the school, the society used it for meetings on the weekends.

After church membership, benevolent society membership ranked second with the number who were in their ranks. In New Orleans alone between 1865 and 1880, there were over 200 African American benevolent societies. By the early decades of the 20th century, there were 150. While they had existed in some shape prior to the Civil War, following the war, these societies became even more important to aiding newly freed African Americans, who had no wealth, with medical care and funeral expenses. The benevolent societies were essentially insurance organizations set up to provide coverage for funeral expenses and internment. The money was collected via membership fees and would also help out with general medical expenses if need be. In addition to serving in a practical manner, the benevolent societies were also social organizations. Many promoted positive and moral living and were an outlet and a training ground in a way for people who had not learned such skills as bookkeeping, organizational skills, and other clerical tasks. They could use these skills to earn

⁷ Blokker, pg. 28.

⁸ Ibid, pg. 29.

⁹ Ibid.

¹⁰ National Register Nomination, Beard Congregational Church, Erath, Vermilion Parish, Louisiana, #15000699.

¹¹ Laura Ewen Blokker. “Education in Louisiana.” Historic Context Prepared for the Louisiana Division of Historic Preservation. May 15, 2012; pg. 47.

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employment. Lastly, the buildings associated with benevolent societies also often served as venues for musical performances, including the widely popular jazz music. In larger cities, these buildings would have large halls for performances, but in smaller communities, like St. Gabriel, they were simpler buildings.¹²

The one room school measures 504 square feet and was constructed with a coal burning stove to provide warmth for the students. It accommodated 35-48 students in the first through eighth grades. The general curriculum was reading, spelling, writing, arithmetic, geography, and history. Mrs. Amanda Grace, the teacher at the school from 1936-1955, regularly held assemblies where students performed plays and concerts, recited poetry, essays, and orations. "We'd string a sheet across the room on a wire, making a curtain. Our children gave plays, recited poems, sang. We would hear essays and oratory. We judged the performers ourselves."¹³

In addition to Mrs. Grace, there were other earlier teachers and staff involved with the school. Mr. Percy Hebert served as the custodian for the school and was paid \$18 a month. Mrs. Grace took home \$30 a month for her role as a teacher.¹⁴ In addition, the students were charged with helping take care of their school house: "It was like family. Everybody knew each other, and we got along well. We participated in all kinds of chores and whatnot together because we were not just students, but we were caretakers of the place also because we had no funds."¹⁵

Most of the students at the school came from families where parents made 50 cents a day cutting sugar cane or from selling moss that they picked.¹⁶ Because of the agricultural nature of the area, many children missed school to help during the sugar cane grinding time.¹⁷ Former students remembered helping build fires in the school's coal burning stove, pumping water from the water pump, and learning with no electricity (electricity would come to the school in the 1950s prior to its closing). Originally, the students sat at benches and tables, as seen in the current setup of the school and individual desks came later.¹⁸

The students also helped Mrs. Grace cook lunch for everyone. "Lunch cost 10 cents a day and parents unable to pay could supplement the school with garden produce."¹⁹ Mrs. Grace remembered that "We'd pay a couple of dollars to use a kitchen at this house....older girls would put beans on, and we would open cans or soup, have crackers, beans, and rice."²⁰ Mrs. Grace not only taught the African American children of St. Gabriel their three R's, but she also created a safe and loving environment for them all while they were at school. She would also make sure to enjoy fun moments with her students at lunch time: "At noon, we would play ball by the bayou and I'd play with them. When someone would beg me to stay for one more inning, I'd say 'Ok, but then you'll have to do something for me' and I'd give them a little more homework to do."²¹

¹² Laura Ewen Blokker. "African American Experience in Louisiana." Historic Context Prepared for the Louisiana Division of Historic Preservation. May 15, 2012; pg. 39-40.

¹³ Annabelle Armstrong. "Miss Amanda's one-room schoolhouse." *Plaquemine Post South*. Volume 123. No. 71: October 16, 1989

¹⁴ Robert Grace. Personal Interview, December 3, 2008.

¹⁵ "Bayou Paul School." WAFB online. www.wafb.com/story/8555529/june-25-2008-bayou-paul-school. Accessed October 17, 2014.

¹⁶ Robert Grace. Personal Interview, December 3, 2008.

¹⁷ Ibid.

¹⁸ Ibid.

¹⁹ Armstrong.

²⁰ Ibid.

²¹ Ibid.

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Mrs. Amanda Aletha Anderson Grace touched the lives of many during her teaching career at Bayou Paul Colored School from 1936 to the school's closure in 1955. A student's attention to learning was one of her highest expectations, and poor behavior was never, ever tolerated as acceptable in the classroom. Rather, they were encouraged to explore positive paths in their pursuit of a productive life.

Amanda Grace was a native of Bayou Goula, Louisiana, and a graduate of the Iberville Parish Training School, New Orleans University, and Southern University. Her first job after she finished at New Orleans University was at the Bayou Paul Colored School: "When I started, I had a couple of students only a few years younger than me, but much larger in actual size, and I had to be positive."²²

The philosophy of the late Amanda Aletha Anderson Grace was grounded in the fact that education is the key to success. As the teacher, disciplinarian, principal, and, cook of the one room schoolhouse, Mrs. Grace felt that reading, writing, and knowing mathematics like the back of your hand was the most important thing for each of her students to master. With a school of 35-48 children, Mrs. Grace handled the eight grades of students with ease "I'd start the older ones on assignments, then bring others to the recitation bench with their books and papers, then I'd move to another group."²³ Students who wanted to learn would listen to other students and the older kids would help out the younger ones with their writing and homework.

In a modest, one-room, school building, which stands today as a symbol of its place in history, Mrs. Grace held uncommonly strong standards for her students. Teaching resources in those days were meager and practically non-existent. Every available teaching resource paled in comparison to the sophisticated, high technology buildings and amenities available today for instructional purposes. Nevertheless, Mrs. Grace encouraged her students to work hard and learn all that they could. Mrs. Grace met with great success on bringing out the best of talent in each of the lives she touched. Some of her former students went on to become doctors, college deans, veterinarians, and teachers. In addition, Mrs. Grace and her husband raised four sons, all of whom earned college degrees and successful careers.

This small, one-room school gave students the opportunity to grow into productive members of society. The building was small, but served as a second home, and an epicenter of education where African-American students in rural Iberville Parish learned so many lessons that would change and shape their lives. Not only was it a school, but it was also a safe haven for the local African American children described as "the poorest of the poor," by Mrs. Grace herself. The students could come to school and find a warm place where they could also get a full meal in addition to learning. As children, students probably did not realize what an undertaking it must have been for Mrs. Amanda Grace to assume the task of being a teacher, having to instruct children in grades one through eight in the same room. They were one student body in one room, helping each other and sharing ideas together. The Bayou Paul Colored School closed in 1955 because the student population had gotten too large. The Bayou Paul students began attending Sunshine High. Mrs. Grace continued to teach until retiring in 1976.

Bayou Paul Colored School currently sits in the middle of the Amanda Anderson Grace Memorial Park. The one room cypress building that housed Bayou Paul School was moved to its current location in 2006. It is now located just one quarter mile away from the original site. It has been

²² Armstrong.

²³ Ibid.

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renamed Bayou Paul Colored Elementary School Museum in honor of Mrs. Grace. The park and the school were dedicated in her honor in the summer of 2008.

Developmental History/Additional historic context information

The Bayou Paul Colored School has been renamed the Bayou Paul Colored Elementary School Museum with the intent of preserving and highlighting the historical significance and value of the building to the Bayou Paul African-American community. The interior will be architecturally fashioned to reflect the original classroom setting to include an archive and film library reflecting the progressive life journey of Bayou Paul Colored School students.

9. Major Bibliographical Resources

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

Armstrong, Annabelle. "Miss Amanda's one-room schoolhouse." *Plaquemine Post South*. Volume 123. No. 71: October 16, 1989

"Bayou Paul School." WAFB online. www.wafb.com/story/8555529/june-25-2008-bayou-paul-school. Accessed October 17, 2014.

Blokker, Laura Ewen. "Education in Louisiana." Historic Context prepared for the Louisiana Division of Historic Preservation. May 15, 2012.

Blokker, Laura Ewen. "The African American Experience in Louisiana." Historic Context prepared for the Louisiana Division of Historic Preservation. May 15, 2012.

Cline, Rodney Cline, *Education in Louisiana – History and Development* (Baton Rouge: Claitor's Publishing Division, 1974).

Grace, Robert. Personal Interview, December 3, 2008.

"History." www.stgabrielgrocery.com/history.html. Accessed November 5, 2015.

National Register Nomination, Beard Congregational Church, Erath, Vermilion Parish, Louisiana, #15000699.

National Register Nomination, John S. Dawson High School, St. Francisville, West Feliciana Parish, Louisiana #15000348.

"Our City." cityofstgabriel.us/ourcity.html. Accessed November 5, 2015.

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

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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: _____

Historic Resources Survey Number (if assigned): N/A

10. Geographical Data

Acreage of Property: Less than an acre

Latitude/Longitude Coordinates

Datum if other than WGS84: _____

(enter coordinates to 6 decimal places)

1. Latitude: 30.303443 Longitude: -91.112828

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

The property is a rectangular parcel whose northwest and northeast corners are 15 feet directly northwest and northeast of their respective corners of the foundation of the school building and whose southeast and southwest corners are 20 feet directly southeast and southwest of their respective corners of the foundation of the school building. See submitted boundary map for clarification.

Boundary Justification (Explain why the boundaries were selected.)

The boundaries selected encompass the Bayou Paul Colored School and the 15' extending out from the northern elevation, the 10' extending out from the eastern elevation (to the fence line of the park), the 15' extending out from the southern elevation, and the 15' extending out from the western elevation. As the building has been moved, these boundaries have been selected to only include the school building itself.

11. Form Prepared By

name/title: Reginald Grace; National Register Staff

organization: N/A

street & number: PO Box 287

city or town: St. Gabriel state: zip code: 70776

e-mail: rgrace1953@aol.com

telephone: 225-235-7537

date: November 2015

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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 3000x2000 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: Bayou Paul Colored School

City or Vicinity: St. Gabriel

County: Iberville Parish

State: LA

Name of Photographer: Jessica Richardson

Date of Photographs: November 17, 2014

1 of 12: Façade of the school; camera facing southeast.

2 of 12: Northwest corner of the school; camera facing southeast.

3 of 12: View of the northern elevation of the building showing portions of the park in the background; camera facing southwest.

4 of 12: Northeast corner of the school; camera facing southwest.

5 of 12: Rear of the school; camera facing northeast.

6 of 12: Southeast corner of the school; camera facing north.

7 of 12: Southern elevation of the school; camera facing north.

8 of 12: View of the main classroom; camera facing southeast.

9 of 12: View of the main classroom; camera facing northeast.

10 of 12: View of the main classroom; camera facing northwest.

11 of 12: View of the small rear room; camera facing southeast.

12 of 12: View of the small rear room; camera facing northeast.

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

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