

VLR 6.18.3
NRHP 10.23.3

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
REGISTRATION FORM

This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in How to Complete the National Register of Historic Places Registration Form (National Register Bulletin 16A). Complete each item by marking "x" in the appropriate box or by entering the information requested. If any item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classification, materials, and areas of significance, enter only categories and subcategories from the instructions. Place additional entries and narrative items on continuation sheets (NPS Form 10-900a) Use a typewriter, word processor, or computer, to complete all items.

1. Name of Property

historic name Lylburn Downing School

other names/site number VDHR file# 117-5002

2. Location

street & number 300 Diamond St. not for publication

city or town Lexington vicinity _____

state Virginia code VA county Rockbridge code 678 Zip 24450

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act of 1986, as amended, I hereby certify that this _____ 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 meets _____ does not meet the National Register Criteria. I recommend that this property be considered significant _____ nationally _____ statewide locally. (_____ See continuation sheet for additional comments.)

 _____
Signature of certifying official Date
Virginia Department of Historic Resources
State or Federal agency and bureau

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

Signature of commenting or other official Date

State or Federal agency and bureau

4. National Park Service Certification

I, hereby certify that this property is:

entered in the National Register

See continuation sheet-

determined eligible for the National Register

See continuation sheet.

determined not eligible for the National Register

removed from the National Register

other (explain): _____

Signature of Keeper

Date of Action

7. Description

Architectural Classification (Enter categories from instructions)

 Classical Revival _____

Materials (Enter categories from instructions)

foundation concrete _____
roof asphalt shingles _____
walls brick _____

other _____

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

8. Statement of Significance

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

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

Criteria Considerations (Mark "X" in all the boxes that apply.)

- A owned by a religious institution or used for religious purposes.
- B removed from its original location.
- C a birthplace or a grave.
- D a cemetery.
- E a reconstructed building, object or structure.
- F a commemorative property.
- G less than 50 years of age or achieved significance within the past 50 years.

Areas of Significance (Enter categories from instructions)

 Education, Ethic History: African American, Architecture

Period of Significance 1927-49

Significant Dates 1927
1949

Significant Person (Complete if Criterion B is marked above)
n/a

Cultural Affiliation n/a

Architect/Builder Hurt, Fleming R. (architect for 1940s remodeling)
T. J. Collins & Son (assoc. archt. 1940s remod.)
Craig, Daley (assoc. archt. 1940s remod.)

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

9. Major Bibliographical References

Bibliography

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

Previous documentation on file (NPS)

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

Primary Location of Additional Data

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

Name of repository: _____

10. Geographical Data

Acreeage of Property less than one acre

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

Zone Easting	Northing	Zone Easting	Northing
1 <u>17</u>	<u>638800</u>	<u>4183050</u>	2 _____
3 _____	_____	4 _____	_____

See continuation sheet.

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

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

11. Form Prepared By

name/title: J. Daniel Pezzoni, John Kern

Organization: Landmarks Preservation Assoc., VA Dept Historic Resources- Roanoke Regional Office date April 03

street & number: 1030 Penmar Ave, SE telephone 540-857-7586

city or town Roanoke state VA zip code 24073

Additional Documentation

Submit the following items with the completed form:

Continuation Sheets

Maps

A USGS map (7.5 or 15 minute series) indicating the property's location.

A sketch map for historic districts and properties having large acreage or numerous resources.

Photographs

Representative black and white photographs of the property.

Additional items (Check with the SHPO or FPO for any additional items)

Property Owner

(Complete this item at the request of the SHPO or FPO.)

name City of Lexington attn: Jon Ellestad, City Manager

street & number 300 E. Washington St. Box 922 telephone 540-462-3700

city or town Lexington state VA zip code 24450

Paperwork Reduction Act Statement: This information is being collected for applications to the National Register of Historic Places to nominate properties for listing or determine eligibility for listing, to list properties, and to amend existing listings. Response to this request is required to obtain a benefit in accordance with the National Historic Preservation Act, as amended (16 U.S.C. 470 et seq.).

Estimated Burden Statement: Public reporting burden for this form is estimated to average 18.1 hours per response including the time for reviewing instructions, gathering and maintaining data, and completing and reviewing the form. Direct comments regarding this burden estimate or any aspect of this form to the Chief, Administrative Services Division, National Park Service, P.O. Box 37127, Washington, DC 20013-7127; and the Office of Management and Budget, Paperwork Reductions Project (1024-0018), Washington, DC 20503.

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7. Summary Description:

Lylburn Downing School is located at 300 Diamond Street in the City of Lexington, Virginia. Built in 1926-27, the southwest-facing one-story building is constructed of American-bond brick on a poured concrete foundation. The building's simple Classical Revival detail is seen in its columned entry porch and the pilasters that articulate its walls. Banks of classroom windows, an asphalt-shingled hip-and-deck roof, a rear addition made in 1939-40, and a 1948-49 covered walkway are other exterior features. The interior preserves its basic plan of classrooms clustered around a central auditorium, although the latter has been subdivided. The classrooms retain their original chalkboards, closets, and interior transom windows, and the basement shop (created out of two classrooms in the late 1940s) also retains historic features. The school is surrounded by lawn on the southwest and northwest elevations, a baseball field on the northeast elevation, a 1948-49 high school on the southeast elevation, and landscape features that mostly date to the period of significance.

Exterior

The school is rectangular in plan with two slight projections on the ends of the front elevation, the 1939-40 wing at the rear northwest corner, and other lesser projections. The distinguishing feature of the front elevation is the entry porch, which features a hip roof, paired classical columns at the front corners, a brick platform, and concrete steps (all of the building's exterior steps are concrete). The porch ceiling is beaded matchboard, a material also used in the main roof soffits. The porch shelters dual entries with wood and glass panel doors and six-light transoms. Flanking the entry porch are pairs of large nine-over-nine windows with concrete sills. Similar windows, in banks of five, appear on the side elevations. The end projections are divided into two bays each by brick pilasters with simple concrete capitals (identical pilasters appear on other elevations), and the bays themselves are ornamented with rectangular panels defined by projecting header courses. The roof has a variety of metal vents and modern aluminum gutters and downspouts. The original roofing appears to have been asbestos shingles.

As noted above, the other elevations are similar to the front elevation, although they are simpler in character. The school is built into the crest of a hill that falls away on the west side; consequently, the northwest elevation is two stories in height with the basement story mostly exposed. The main story on the northwest elevation is divided into three slightly recessed bays

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that correspond to the two classrooms within and a smaller former restroom at what was originally the rear corner of the northwest elevation (before the rear wing was added). Like the main story, the basement is illuminated by large nine-over-nine windows with original exterior wire mesh on the windows of the original section and interior chickenwire on the windows under the 1939-40 wing. Large hinged doors of wood and glass panel construction allowed vehicles to be driven into the basement shop. (These doors originally opened into the basement under the rear addition; they were moved to their present position in the late 1940s.) The southeast elevation has the same recessed wall surfaces as the northwest elevation, and also textured glass in the high windows of the restroom and small cast-iron foundation vents.

The rear elevation is partly sheltered by a covered walkway on brick pillars that connects to, and was built at the same time as, the 1948-49 high school. Under this walkway are steps and a handicap ramp that lead to a rear entry with a five-light transom. At the reentrant corner of the rear elevation and the rear addition is an original brick boiler flue, square in section and corbeled at the top. Built around the base of the flue as part of the construction of the rear wing is a shed-roofed brick vestibule with a six-over-six window and, underneath, an exterior stairwell leading down to two basement entries. Between the vestibule and the covered walkway is a bank of windows that have been boarded over with plywood. Below these are a cast-iron coal cellar hatch inscribed YPS, and a basement boiler room vent with a grate made from rebar. The northwest and northeast elevations of the rear addition have no openings except for an entry with a wood and glass panel door under a shed stoop supported by simple wood brackets.

Interior

Originally, the two front entries opened directly into an auditorium that occupied most of the center of the building. Doors opened off the auditorium into the two classrooms on each side of the building. The raised stage at the northeast end of the auditorium could be (and usually was) closed off with a movable partition so that it could function as another classroom. The basic elements of this original plan are still in place, although two classrooms and a transverse corridor have been inserted into the auditorium. The two new classrooms can be combined into one by opening an accordion partition. Typical features and finishes in the building include celotex and batten ceilings (sometimes above modern drop ceilings), plaster wall finishes, carpeted or vinyl tile floors, molded wood baseboards and cornices, and horizontal panel doors.

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The four principal main level classrooms possess a number of original features. High on the interior walls are transom windows that served to promote cross ventilation through the building and filtered light to the central auditorium. The doors also have transoms. Each classroom has original chalkboards, radiators, and banks of closets for coats and storage with panel doors. The stage/classroom has the same closets as well as the (now enclosed) paneled proscenium arch. Short corridors entered through round-arched openings flank the stage and served to provide access to the restrooms. The women's room at the east (rear) corner of the building survives; it has a concrete floor and matchboard stalls. (The original boy's room at the same location on the opposite side of the school was incorporated into a classroom during a late 1940s remodeling and a new boy's room was created in the basement.) The principal's office and home economics room in the rear addition have been modernized. These two spaces were created to serve as classrooms in the late 1940s.

A stair with molded handrails and square-section balusters descends to the basement in a modern plasterboard enclosure. The basement industrial arts room occupies the northwest end of the building and was created out of two classrooms in the late 1940s. Like the classrooms upstairs, the shop has high transom windows on its interior wall (left over from the earlier classrooms), celotex and batten ceilings, and historic-period chalkboards, but like the rest of the basement the shop has a concrete floor. Roller mill machinery is presently stored in the shop. A "science laboratory" was created in the basement of the addition in the late 1940s. At the center of the basement are a boiler room with Square D electric panels and a coal room (termed a "fuel room" in a 1947 floor plan) with a sloped concrete floor.

Landscape Features

A concrete walk leads from the front entry to Diamond Street, passing through two river cobble gate pillars on concrete bases at the street. The pillars connect to a fence of pointed wood posts with metal pipe railings between. Near the school's south corner is a metal flag pole at the base of which is a bronze plaque noting that it was made and installed by the Johnson-Davis Post 291 of the American Legion and presented to the school in 1947-48 (however the present flagpole may be later). Behind the school, near the vestibule entry, is a cast-iron water fountain manufactured by the American Foundry & Manufacturing Co. of St. Louis, Missouri. Also behind the school, passing about six feet from the end of the rear addition, is a river cobble retaining wall with a concrete coping. Concrete steps rise through the wall toward the Lewis Watts Field, presently a

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baseball field with a modern backstop but historically used as a football field before Lylburn Downing was made into an elementary school. Concrete and river cobble retaining walls project from the west corner of the rear addition. All of these walls and the fence across the front of the grounds probably date to the same period as the 1939-40 rear addition.

Four views of the school during and shortly after completion are preserved in the Virginia Department of Education School Buildings Service Photographs collection at the Library of Virginia. The three construction views are dated November 1926 and show the building exterior virtually completed with the exception of the front entry porch columns.¹

Integrity

Lylburn Downing School possesses good integrity. The exteriors of the original 1926-27 section and the 1939-40 rear addition are little changed from their historic appearance. The interior is somewhat more modified by the subdivision of the auditorium and the installation of some new finishes, but the outlines of the over-all plan remain in place and the classrooms retain historic features such as closets, chalkboards, and interior transom windows. The building's immediate setting retains historic landscape features. The school is adjoined by, and connected to, the 1948-49 high school, and the surrounding residential neighborhood, which dates largely to the early and mid-twentieth century, remains intact.

Section 8.

Statement of Significance and Justification of Criteria

Completed in 1927 and expanded in 1940, Lylburn Downing School in Lexington, Virginia provided primary and secondary school education for students from Lexington's black community and significant numbers of its graduates went on to distinguished careers in and around Lexington and throughout the nation. The nominated property is eligible for the National Register of Historic Places at the local level of significance in the categories of Education and Ethnic heritage:Black. The brick Classical Revival style building is also eligible under criterion C as a relatively unaltered example of Virginia public school design in the 1920s, which featured a central auditorium flanked by classrooms. The period of significance is from the school's completion date in 1927 to the construction of a detached addition in 1949.

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Acknowledgements

This nomination reflects the combined efforts of the Lylburn Downing School Historical Committee, chaired by Margaret Walker, with significant input from Emily B. Adamson, and Rosalya Mack Wiggins. Alexander B. Wood provided access to the Walker-Wood Papers, which contained the remarkable record of efforts to secure a suitable school for Lexington blacks. Walker, Adamson, Wiggins and Wood also wrote accounts of their experiences at the school. Theodore L. Delaney provided a verbal account of his experience as a student at Lylburn Downing. Dan Lyons, Division Superintendent, Lexington School Board, provided information on additions and alterations to the school. Mike Pulice of the Roanoke Regional Office, Virginia Department of Historic Resources formatted the nomination and keyboarded portions of it.

Historic Context

Until the completion of Lylburn Downing School in 1927, black students in Lexington received public education at the Colored Graded School, which occupied a frame building located next to the Randolph Street Methodist Church. Originally built in 1819 as a school for white boys, the Randolph Street school was deeded in 1872 to a board of trustees responsible for the education of black students in Lexington. The Town of Lexington subsequently rented the Randolph Street school from the trustees, who continued to maintain the building. In 1901 the Colored Graded School received contributions from Lexington's black citizens to expand its classes to include a two-year high school.²

In 1920 the black community of Lexington began to call for a new school building to replace the old dilapidated five-room school on Randolph Street.³ Agitation for a new school received sustained support in September 1922 when Reverend W.N. Holt, pastor of Randolph Street Methodist Church, requested a meeting of citizens at Blandome, the home of Harry Lee and Eliza Bannister Walker. The Walkers were leading entrepreneurs and social activists among Lexington blacks.⁴ At that meeting Reverend Holt stressed the need to create interest in a new public school for blacks. Those assembled at the Walkers' house formed a committee to call a "general mass meeting to be held at Randolph Street Methodist Church on 3 October, 1922." The meeting at Randolph Street church elected Frank Washington as president and Reverend Holt as vice president of their organization, selected an executive committee of five including H.L. Walker, and recorded a total of 14 officers and 73 members.⁵

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The school committee's next meeting at First Baptist Church on 16 October 1922 prepared a draft constitution for the "Home and School League" and charged the organization with asking the Lexington School Board for a new school building for black students. Over the next two months the Home and School League discussed ways to approach the Lexington School Board trustees so they could secure a school building and equipment for a high school for Lexington's black students. Reverend Holt published a black newspaper, the *Lexington Star*, which on 9 December 1922 pointed to the need for "a new school building for colored children, since we have never had one given by the state, county, or city."⁶

The Home and School League received some support from white educators in Lexington. On 7 February 1922 Washington and Lee professor James Lewis Howe wrote a letter to the editor of the *Lexington County News*:

Lexington is regarded as providing about the poorest facilities in the state for its colored children. We have some excellent teachers who are putting in earnest work in training, but we are forcing them to make "brick without straw." The school building is wholly unfitted and inadequate...and perhaps worst of all there is no playground. Surely there can be found within the corporate limits of the town space for a suitable building and grounds for a school plant of which our colored people can be proud.

Following these appeals, the Lexington School Board wrote the Home and School League on 10 May 1923, "The School Board has requested Superintendent Irby to investigate the curriculum of the colored school and to make any suggestions that he thinks wise for improvements of the work of the school."⁷

Over the next two years the Town of Lexington responded to the home and School League by taking steps to purchase land for a new public school for black students. In April 1924 the Lexington Town Council raised the levy on real and personal property twenty cents for every \$100 assessed.⁸ The next year on 11 May 1925 the town apparently used some of the revenue from the increased assessment to pay \$3,250 for a 4.74-acre parcel bounded on the west and south by Maury and Diamond Streets. This property, which would become the site for the Lylburn Downing School, was not an entirely desirable location for a school facility because its southeast corner included a portion of the town dump.⁹

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The brick colonial revival Lylburn Downing School opened with a dedicatory ceremony 11 September 1927. The school's namesake, Lylburn L. Downing, preached a dedication sermon. A native of Lexington, Reverend Downing had attended Lincoln University in Pennsylvania, where he received a B.A. in 1889 and a divinity degree in 1894, as well as recognition of outstanding academic achievement and an honorary doctorate of divinity in 1906. Reverend Downing moved to Roanoke in the 1890s and served there as pastor of Fifth Avenue Presbyterian Church until the year of his death in 1937. By the time that Reverend Downing preached at the dedication of Lylburn Downing School, he had become a leading member of Roanoke's black community. He supervised a home for delinquent blacks, was a member of the Roanoke Republican Committee, and served as a leading member of black fraternal organizations, becoming a Grand Master of Masons in Virginia and a district Grand Master of the Odd Fellows.¹⁰

Lylburn Downing School opened its doors for the first day of classes 12 September 1927 with an enrollment of 182 students who attended grades 1 through 9. By 1929 the *Rockbridge County News* printed a commencement announcement for "Lilburn [*sic*] Downing" which listed students graduating from grades 1 through 7, and two years of high school. For the next six years, parents of Lylburn Downing students petitioned the Lexington School Board in an unsuccessful effort to establish a third year of high school instruction.¹¹ In 1939-40 a two-story, two-room wing was added to house Home Economics and Industrial Arts classes. Eleventh- and twelfth-grade instruction at Lylburn Downing was eventually provided after 1942 when Rockbridge County and Lexington consolidated schools.¹²

Personal accounts from students and teachers at Lylburn Downing attest to the enormous importance of the school as a center for black education, leadership, and community service. Emily Adamson attended Lylburn Downing for grades 1 through 10. She remembers that school plays were always presented at Thanksgiving, Christmas, and Easter. May Day was also a special event. Ninth and tenth grades had special plays and oratorical contests. After tenth grade, Ms. Adamson had to attend Henderson Institute in North Carolina to complete her high school education. She subsequently received a B.A. from Bennett College, Greensboro, North Carolina, and M.A. from the University of Virginia. She returned to Lylburn Downing and taught there for 15 years. When she began teaching at Lylburn Downing, all 17 teachers there had college degrees.¹³

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Alexander Wood, a grandson of Harry Lee and Eliza Bannister Walker, began attending Lylburn Downing during the Depression years of the 1930s and remembers that needy children at school received food provided by the Red Cross. His favorite grade school class, recess, fostered many life skills. He played center on the high school football team while still in grade school. During World War II he received extensive life-saving instruction from Mr. Leroy "Tiny" Richardson. Mr. Richardson was a much admired man who touched many students' lives. Alec Wood participated in a successful eighth-grade play that the class went on to present for a school assembly. He completed high school at Wilberforce University High School and at Armstrong High School in Richmond. After college, where he met his wife Freddy, the couple lived and worked in Philadelphia for 40 years before returning to Blandome in 1997.¹⁴

Rosalya Ann Mack Wiggins began attending Lylburn Downing in 1937 and graduated in 1948. She remembers a teacher telling her she could do better even after receiving a 98 on an English exam, and recalls that their teachers were "on a mission for us to succeed." At Lylburn Downing she played basketball and softball and acted in plays. After attending Virginia State College, Ms. Wiggins worked 33 years as a manager in the Child Welfare and Human Relations Department of New York City. After her retirement she returned to Lexington and served on the Lexington Youth Services Board. Ms. Wiggins also provided information on her Lylburn Downing classmate Leander J. Shaw, Jr., whose father was principal and whose mother taught at Lylburn Downing. After receiving a B.A. from West Virginia State University, Shaw served in the Korean War, completed a law degree at Howard University, and by 1991 had become chief justice of the Florida Supreme Court. Ms. Wiggins provided information on another Lylburn Downing graduate, Randolph Hall, who graduated from Stanford University with Phi Beta Kappa honors, received a law degree from Harvard Law School, and is presently chief assistant city attorney in Oakland, California.¹⁵

Margaret Walker graduated from Lylburn Downing in 1953 after participating in plays and serving as class president. She benefited from her full four years of high school by taking several business classes, training that enabled her to work in the Lylburn Downing School office for 38 years after her graduation. During that time she served under seven different principals and eight different school superintendents.¹⁶

Theodore DeLaney graduated from Lylburn Downing around 1960, attended Washington and Lee University after that school accepted black students, and while there wrote the study on black

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religion and education in Lexington that is cited in this narrative. DeLaney went on to receive a doctorate in American history from William and Mary University and presently teaches as an associate professor of history at Washington and Lee University.¹⁷

These firsthand accounts convey the experiences of successful graduates who received training at Lylburn Downing School that enabled them to become important leaders in the local community and throughout the United States. After integration in 1967, a new portion of Lylburn Downing became Lexington's middle school. The City of Lexington converted the original building into a community center in the late 1980s. In this role Lylburn Downing School continues to function as a place of hope and promise.¹⁸

Architectural Analysis

In December 1947, Waynesboro architect Fleming R. Hurt drew up plans for additions and alterations to Lylburn Downing School. T. J. Collins & Son of Staunton and Daley Craig of Waynesboro are listed on the drawings as associate architects. The plans were principally for the construction of the high school building that stands southeast of the original building, but they also detailed a number of alterations to the 1920s school. These included the combining of the original two basement classrooms to form a single large "vocational shop" and the creation of two classrooms in the main floor of the rear addition and the west rear corner of the original building. The plans show the relocation of the basement garage doors to their present location from the basement of the rear addition; their former location suggests the basement of the addition originally served as the school's shop. The stone and concrete retaining walls near the rear addition are portrayed. The 1947 drawings called for the construction of a gymnasium directly behind the school, but ultimately a gymnasium was built on the opposite end of the 1948-49 school in the 1960s.

An interesting original feature of the building is the dual front entries. Both entries opened into what was the front of the auditorium; there is no evidence for a subdivision of the auditorium space--such as a temporary partition to create two classrooms--that would correspond to the two openings. Margaret Walker recalls that one entry was used by the boys and the other by the girls when the students lined up to enter or exit the school.

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Four views of the school during and shortly after completion are preserved in the Virginia Department of Education School Buildings Service Photographs collection at the Library of Virginia. The three construction views are dated November 1926 and show the building exterior virtually completed with the exception of the front entry porch columns.

In December 1947, Waynesboro architect Fleming R. Hurt drew up plans for additions and alterations to Lylburn Downing School. T. J. Collins & Son of Staunton and Daley Craig of Waynesboro are listed on the drawings as associate architects. The plans were principally for the construction of the high school building that stands southeast of the original building, but they also detailed a number of alterations to the 1920s school. These included the combining of the original two basement classrooms to form a single large "vocational shop" and the creation of two classrooms in the main floor of the rear addition and the west rear corner of the original building. The plans show the relocation of the basement garage doors to their present location from the basement of the rear addition; their former location suggests the basement of the addition originally served as the school's shop. The stone and concrete retaining walls near the rear addition are portrayed. The 1947 drawings called for the construction of a gymnasium directly behind the school, but ultimately a gymnasium was built on the opposite end of the 1948-49 school in the 1960s.

Interesting original features of the building are the dual front entries. Both entries opened into what was the front of the auditorium; there is no evidence for a subdivision of the auditorium space--such as a temporary partition to create two classrooms--that would correspond to the two openings. Margaret Walker recalls that one entry was used by the boys and the other by the girls when the students lined up to enter or exit the school.

ENDNOTES

1. The 1927 portion of Lylburn Downing was probably designed by Raymond V. Long, who designed Harrington-Waddell High School (the present Waddell Elementary School) in Lexington, built in 1927. The two buildings have a number of stylistic similarities. See Wells and Dalton *The Virginia Architects, 1835-1955* pp. 267-268.
2. Theodore C. DeLaney, Jr., "Black Religious and Educational Development in Lexington," *Rockbridge Historical Society Proceedings*, vol. 10 (1980-1989), 148-149.
3. DeLaney, 150.

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4. J. Daniel Pezzoni, Blandome, Lexington, Virginia. National Register Nomination, 2001. Virginia Department of Historic Resources, file number 117-0027-0127.
5. Walker-Wood Papers, Blandome; Lexington, Virginia. The Walker-Wood Papers at Blandome contain invaluable primary source records on the Home and School League, on establishment of Lylburn Downing School, and on subsequent efforts to secure four grades of high school education at Lylburn Downing.
6. Ibid.
7. Ibid.
8. DeLaney, 150.
9. Lexington, Virginia, Deed Book No. 141,3. Rockbridge County Circuit Court, Lexington, Virginia. Emily Adamson reported that fumes from the old dump came into the classrooms through windows that had no screens. April 2003.
10. Erin Baratta, Gainsboro Historic Context, 1992, prepared for Roanoke Regional Preservation Office, Virginia Department of Historic Resources; reprinted in *Journal, History Museum and Historical Society of Western Virginia*, Vol. 14, no. 1, 1999.
11. Walker-Wood Papers.
12. Lylburn Downing School, Lexington, Virginia. Preliminary Information Form, 2002. Virginia Department of Historic Resources, file number 117-5002.
13. Emily B. Adamson, written account of experience at Lylburn Downing School, April 2003.
14. Alexander B. Wood, written account of experience at Lylburn Downing School, March 2003.
15. Rosalya Mack Wiggins, written account of experience at Lylburn Downing School; and archival material relating to school graduates. March 2003.
16. Margaret G. Walker, written account of experience at Lylburn Downing School, March 2003.
17. Theodore C. DeLaney, personal communication, March 2003.
18. Lylburn Downing School, Preliminary Information Form.

BIBLIOGRAPHY

Adamson, Emily B. Written account of experience at Lylburn Downing School. April 2003.

Baratta, Erin. Gainsboro Historic Context. Prepared for Roanoke Regional Preservation Office, Virginia Department of Historic Resources, 1992; reprinted in *Journal, History Museum and Historical Society of Western Virginia*, Vol. 14, no. 1, 1999.

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Verbal Boundary Description

The nominated parcel is portrayed on the accompanying approximately 1:80-scale map. The southwest boundary is defined by Diamond Street. The northwest boundary is defined by Maury Street. The northeast boundary is defined by a river cobble and concrete retaining wall that passes approximately six feet from the end of the rear addition. The southeast boundary is defined by the edge of a sidewalk six feet from the southeast elevation of the school. The southeast boundary cuts through the open-air covered walkway that connects the school to a 1948-49 high school.

Boundary Justification

The boundaries of the nominated area are defined to encompass the historic school and closely associated landscape features and to exclude the 1948-49 and later sections of the campus, which are not the subject of nomination.

PHOTOGRAPHS

1. Subject: Lylburn Downing School (same for all photos)

Location: Lexington, Va. (same for all photos)

Photographer: J. Daniel Pezzoni (same for all photos)

Photo date: April 2003 (same for all photos)

Original negative (VDHR # 20459) archived at the Virginia Department of Historic Resources, Richmond (same for all photos)

Description of view: Front (southwest) and southeast elevations. View looking north.

Photograph number appears at beginning of entry (same for all photos)

2. Northwest and southwest elevations. View looking east.

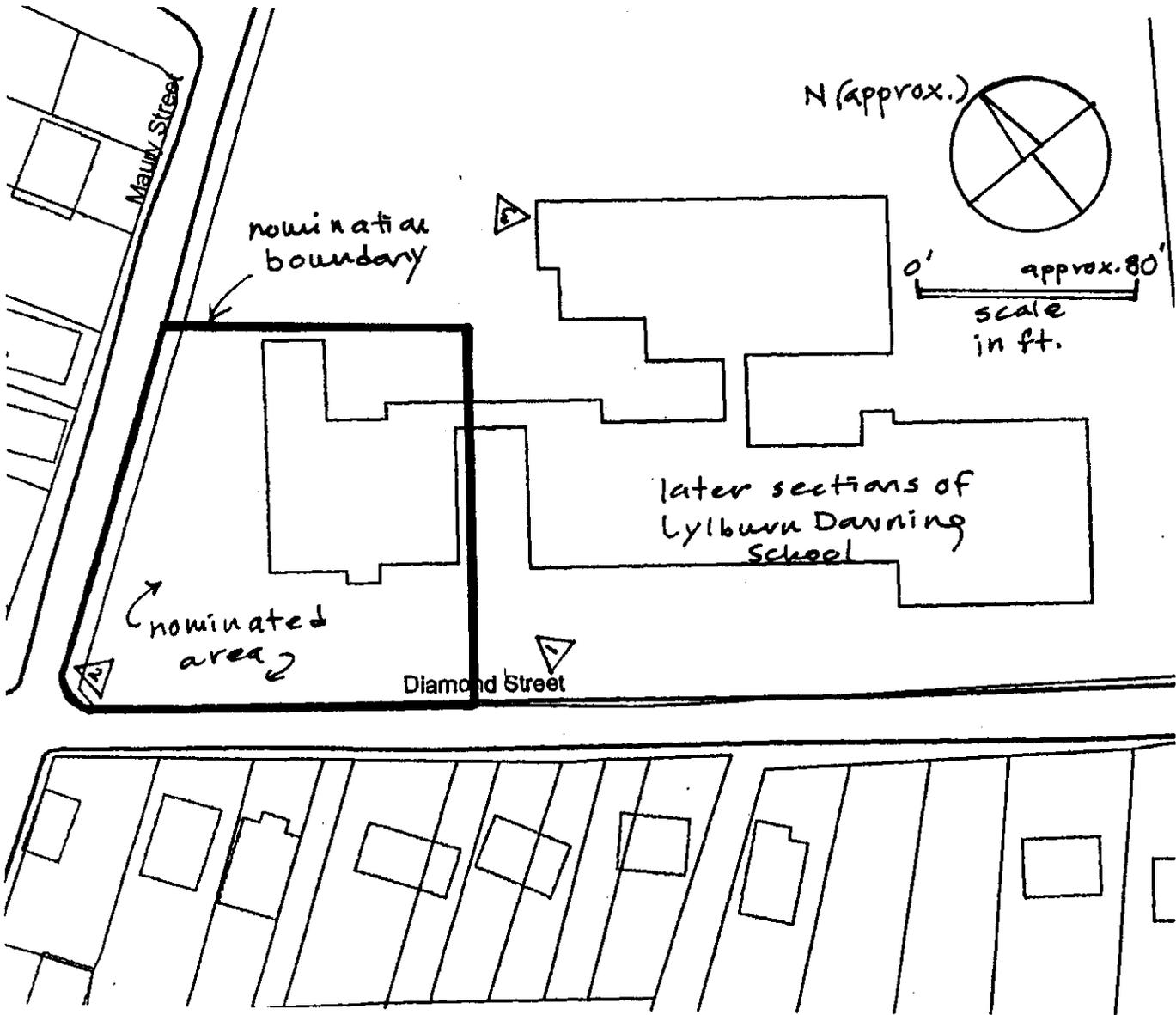
3. Northeast elevation. View looking west.

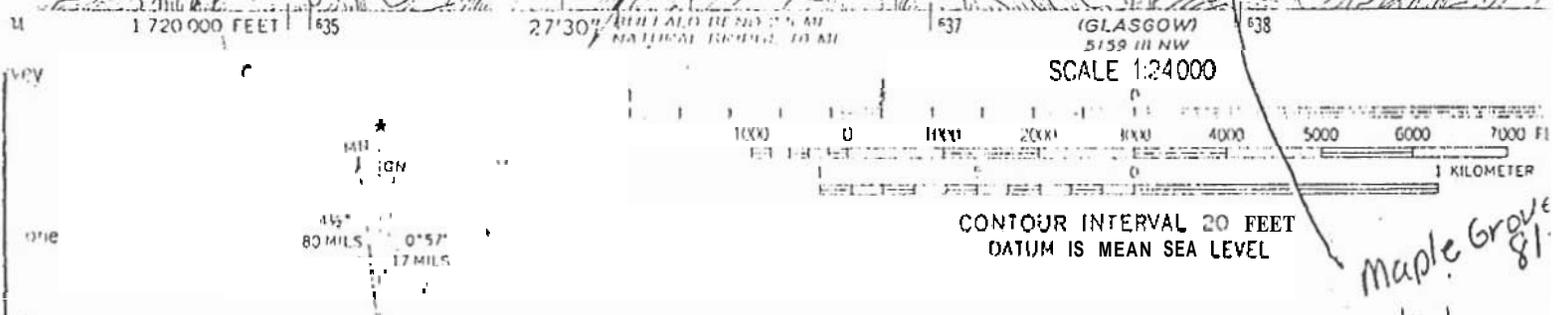
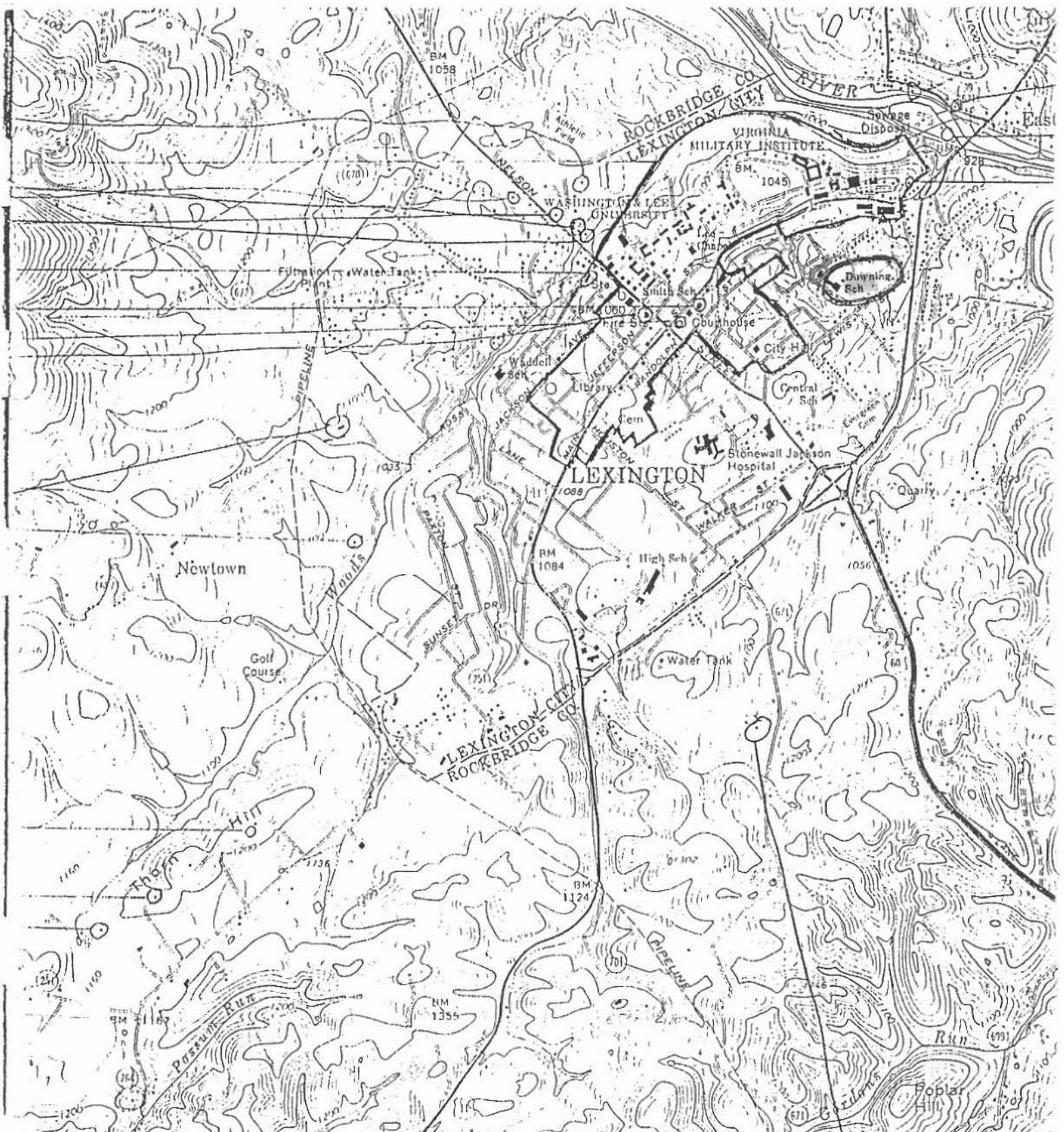
4. Classroom on main level showing closets and interior transom windows.

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Maple Grove 81

THIS MAP COMPLIES WITH NATIONAL MAP ACCURACY STANDARDS
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 AND VIRGINIA DIVISION OF MINERAL RESOURCES, CHARLOTTESVILLE, VIRGINIA