

UUR 6/16/14
NRHP 8/13/14

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 The Matthew Whaley School

other names/site number VDHR File #137-0302

2. Location

street & number 301 Scotland Street not for publication
city or town Williamsburg vicinity
state Virginia code VA county _____ code 830 Zip 23185

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.)

M. Patterson 6/28/2004
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: removed from the National Register
 entered in the National Register other (explain): _____
 See continuation sheet.
 determined eligible for the Signature of Keeper
National Register
 See continuation sheet. Date of Action
 determined not eligible for the National Register

U. S. Department of the Interior
National Park Service

The Matthew Whaley School
Williamsburg, Virginia

5. Classification

Ownership of Property (Check as many boxes as apply)

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

Category of Property (Check only one box)

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

Number of Resources within Property

Contributing	Noncontributing	
<u> 1 </u>	<u> 0 </u>	buildings
<u> 0 </u>	<u> 0 </u>	sites
<u> 0 </u>	<u> 0 </u>	structures
<u> 0 </u>	<u> 0 </u>	objects
<u> 1 </u>	<u> 0 </u>	Total

Number of contributing resources previously listed in the National Register 0

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

 N/A

6. Function or Use

Historic Functions (Enter categories from instructions)

Cat: Education Sub: School

Current Functions (Enter categories from instructions)

Cat: Education Sub: School

7. Description

Architectural Classification (Enter categories from instructions)

LATE 19TH AND 20TH CENTURY REVIVALS:

Colonial Revival: Georgian Revival

Materials (Enter categories from instructions)

foundation BRICK

roof STONE: slate

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)

Architecture

Period of Significance 1926-54

Significant Dates 1931 & 1949

Significant Person (Complete if Criterion B is marked above)

Cultural Affiliation

Architect/Builder Charles M. Robinson, architect
Nuckols Construction Company, builders

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

Acreage of Property 8.27

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

Zone	Easting	Northing	Zone	Easting	Northing
1	<u>18</u>	<u>348894</u>	<u>4126646</u>	2	_____
3	_____	_____	4	_____	_____

See continuation sheet.

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

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

11. Form Prepared By

name/title: Beth Scripps

Organization: Frazier Associates date 3/29/04

street & number: 213 N. Augusta Street telephone 540.886.6230

city or town Staunton state VA zip code 24401

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 Williamsburg-James City County Public Schools

street & number P.O. Box 8783 telephone 757.253.6777

city or town Williamsburg, VA state VA zip code 23187

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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**National Register of Historic Places
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**The Matthew Whaley School
Williamsburg, VA**

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7. Summary Description:

SUMMARY

Built between 1929 and 1930, The Matthew Whaley School was designed by Richmond architect Charles M. Robinson (1867-1932) in a somewhat restrained adaptation of his favored Georgian Revival style. Located at the end of Nassau Street, adjacent to the rebuilt Governor's Palace, this monumental new school building quickly became a local landmark of considerable architectural pretension.

In plan, the school forms a U-shape with the resulting courtyard housing the gymnasium and auditorium. Its exterior boasts fine Flemish bond brickwork with glazed headers trimmed with a modillion cornice, nine-over-nine sash windows, molded door and window surrounds, built-in gutters, and a hipped slate roof pierced by gables and topped with a pair of glazed cupolas.

Interior spaces retain a high level of their original Colonial Revival detailing. Of particular note are the school's public spaces with terrazzo floors extending from the paneled entry passage, into the central stair hall with its wainscoting and shell-backed niches and grand main stair, and down the corridors leading to the east and west classroom wings.

Its well-detailed exterior and interiors have been carefully preserved with little alteration, while being updated for handicapped accessibility and modern code requirements with unusual concern for architectural integrity.

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DETAILED DESCRIPTION

The Matthew Whaley School is prominently sited on a rise with its expansive front or south façade forming an imposing northern terminus to Nassau Street, giving that modest side street an oddly exaggerated vista. The great length of the façade is somewhat concealed by the site and its trees so that the full extent of the front elevation comes into view only as one nears the building. A formal approach is created by a pair of steps leading to a terrace, with full-width granite steps leading to the arcaded main entrance built of Flemish bond brickwork with glazed headers. Elegant original classical revival wrought-iron light fixtures flank either side of the main steps. Arthur Shurecliff, landscape architect for the Williamsburg Restoration, appears to have been involved in developing the landscaping plans, as revealed in his surviving detailed plan showing the exact locations for forty-seven English Ivy plants around the perimeter of the building, along with references in letters to initial tree-planting efforts.

In plan, the school forms a broad U-shape, created by a pair of two-story wings extending to the north or rear from each end of the façade. The resulting rear courtyard is largely filled with an original, connected, central, three-story block housing a gymnasium on the lower level and auditorium above. Recessed arches trimmed with stone keystones and impostes decorate the upper windows of the auditorium, repeating a detail used by Robinson on the façade arches here and on many of his William and Mary designs. The entire complex is covered with a hipped slate roof topped by a pair of octagonal cupolas centered over each side wing. The Colonial Revival dormers exhibit tall, steeply pitched, pedimented gables. Two massive chimneystacks rise above the central pavilion on the front slope of the roof.

All windows on the main floors have heavy molded frames containing nine-over-nine sashes. The entire building is enriched with a substantial molded wood cornice fitted with a dentil course and modillions. Jack-arches of gauged brick span all window openings. The deep entrance arcade of the central pavilion shelters an arched three-part entrance door flanked by tall, narrow paired windows with molded frames. Centered in the pediment of the façade is an oculus window trimmed with stone keystone and accents. The planes of the wall elevations are relieved by a molded water table course and a slightly projecting brick belt-course.

Inside the school building, the original floor plan included nineteen regular classrooms, a library, a science classroom-laboratory combination, an art room, two activities rooms, an industrial arts area, a gymnasium, auditorium, cafeteria, physical education office, a first aid room, a book room, eight conference rooms, three offices, a teachers' room, showers, toilets, furnace room and storage room. Activities rooms were later changed to classrooms, as were the book room and the conference rooms; and by changing partitions – three classrooms were added on the ground floor.

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The Matthew Whaley School
Williamsburg, VA

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The Colonial Revival character and detailing of the interior has survived to a remarkable degree, particularly in the handsomely finished public spaces. A fully paneled entrance passage leads visitors between a reception office and the principal's office, then opens through a second three-part doorway into a grand central stair hall forming the circulation core for the entire school. Both spaces are generously trimmed with molded cornices, paneled doors, wood wainscot and even shell-backed niches, all original and carefully preserved. The nicely detailed main stair, made of steel with wood railings and granite treads, rises toward the rear in the center of this space to an intermediate landing, then returns toward the front via a pair of smaller flights. The landing also provides access to the spacious upper level auditorium contained in the central rear block. Like the other public areas, the auditorium is embellished with restrained Colonial Revival woodwork, cornice and proscenium arch. As a result of such detailing, this was widely regarded as "the finest school building that Williamsburg ever had."¹

At both floors, the central stair passage opens onto long, terrazzo-floored corridors leading to the east and west classroom wings. The finishes in the classroom zones are appropriately less ornate but again retain much of their original detailing and character. The high-ceilinged classrooms, their wood floors now covered with carpet, have been carefully renovated and modernized without compromising the architectural quality of the spaces.

Both the exterior and interior of The Matthew Whaley School have remained largely intact since its construction. The most significant work was accomplished during a major 1997 renovation undertaken to replace and upgrade mechanical systems and bathrooms, and to provide full handicapped accessibility. An inconspicuous elevator tower was added at this time to the interior of the rear courtyard, where it is largely invisible from most angles. This project also involved replacing the original nine-over-nine window sashes with new insulating glass sashes having built-in muntins giving them a similar nine-over-nine configuration. The original molded frames and sills were carefully preserved and repaired as a part of the sash replacement project. The original six-over-six wood sashes in the dormers were repaired and retained during this work. Likewise, the original slate roof was repaired and the built-in gutters restored.

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**The Matthew Whaley School
Williamsburg, VA**

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8. Statement of Significance

SUMMARY

The Matthew Whaley School is the third in a series of Williamsburg schools named in memory of Matthew Whaley (1696-1705), the only son of James Whaley, sheriff of York County, and Mary Page, niece of Colonel John Page.² It replaced the 1870 Matthew Whaley School and the 1922 Williamsburg High School. Built between 1929 and 1930, The Matthew Whaley School commands the terminus of Nassau Street at its intersection with Scotland Street adjacent to the Governor's Palace in Colonial Williamsburg. The school's Georgian Revival design reflects a collaborative effort between Charles Robinson, Virginia's leading school architect and the architect of the master plan for the College of William and Mary; Perry, Shaw & Hepburn, the architects of the Restoration; the College of William and Mary's Department of Education; and the Williamsburg School Board.

Due to its function as a training school for the College of William and Mary as well as a kindergarten through twelfth grade public school for the community, The Matthew Whaley School is also uniquely significant to the history of education in Virginia. The design for this state-of-the-art teaching facility reflected Virginia's new philosophy of public education as implemented through the College's Department of Education. As a training school, The Matthew Whaley School was at the forefront of the national movement in progressive education between 1930 and 1949.

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**The Matthew Whaley School
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CHRONOLOGY OF PROPERTY:

Until 1779, the Palace Lands were the property of the Colony and then the Commonwealth. In 1779 the capitol moved to Richmond and in 1784 the General Assembly vested title of the Palace Lands and all other publicly held real estate in Williamsburg with the president and professors of William and Mary University to "sell or dispose thereof in any manner."³

On 2 June 1790 The College of William and Mary conveyed 364 acres by survey to Dr. Samuel Smith McCrosky with a southern boundary of Scotland Street and including the acreage known as the "Palace Lands."⁴ This land passed from Dr. McCrosky to Robert Saunders to U.S. President John Tyler until 1849 when it was sold to Williams S. Peachy.⁵ Mrs. Frances C. Coleman sold another portion of the Palace Lands to Mr. Peachy in 1855. Both of these purchases were defaulted upon and by 1868 the Palace Lands were again owned by The College of William and Mary,⁶ who would hold the land for the next sixty years⁷ and build the Mathey School on the Palace grounds in 1870. It was also on this land, that Williamsburg High School, jointly owned by the School Board and the College, was built in 1921. On 22 May 1929, the portion of the land containing these schools and the Palace Green was sold to the Williamsburg Holding Corporation and Colonial Williamsburg, Incorporated.⁸

The proceeds provided part of the funding necessary to erect a new practice school, combining both elementary and high schools, on College-owned land to the immediate west of the Palace property.

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ARCHITECTURE/ROBINSON

Charles M. Robinson was born on 3 March 1867 in Hamilton, Loudoun County, Virginia. He received his formal architectural training in Michigan under D.S. Hopkins, and then with John K. Peebles and in 1906 he set up offices in Richmond. He soon won bids for the state normal schools at Harrisonburg and Fredericksburg, now James Madison University and Mary Washington College, respectively. By 1918, he had started work on the *twenty-one buildings at the Virginia State College in Petersburg* and had been chosen by the Virginia State Board of Health to design sanatoriums at Catawba, Burkeville and Charlottesville. Success meant expansion and in the early 1920s he moved into larger office space and added three partners: his son, Charles Custer; Benjamin Ruffin; and J. Binford Walford.

In 1925, the College of William and Mary retained Robinson to create the campus master plan and design the buildings that were to define this plan. The entry for Robinson in *The Virginia Architects 1835-1955* describes his work thusly:

“On the William and Mary campus he skillfully manipulated the traditional hallmarks of Virginia’s Georgian buildings using such architectural details and elements as Flemish bond brickwork with glazed headers, brick water tables and belt courses, rubbed brick jack and segmental arches, pedimented entries, and cupolas.... William and Mary’s 20th century Georgian revival-style campus has had a tremendous influence in popularizing this style for educational, residential and religious uses not only in Virginia but throughout the country.”⁹

As Robinson was “one of the states leading designers of educational facilities”¹⁰ it was not surprising that J.A.C. Chandler of William and Mary asked the College’s architect to design the new training school. However, Reverend Goodwin, Mr. Rockefeller and the architects of the restoration were to have their design influence as “this new school building will be the first building which people coming to Williamsburg by rail will see, and should, therefore, by all means, be built from plans approved by our architects and prepared in harmony with the rest of the city.”¹¹

Restoration architects Perry, Shaw and Hepburn’s review of the initial design for The Matthew Whaley School deemed the “plans as presented to us while admissible as a general school building, do not conform in elevation nor expression to what we believe the restored town requires”¹² The ensuing process of revising the initial design is thoroughly documented through Robinson’s surviving plans as well as a remarkable series of letters illuminating his somewhat uncomfortable forced collaboration with Perry, Shaw and Hepburn, then immersed in the early planning for the entire Williamsburg Restoration.

Rev. Goodwin began his effort to modify Robinson’s design by negotiating with Governor Byrd to have the school plans reviewed by the State Art Commission, in an attempt to avert a direct confrontation between two major forces in the architectural field. In a letter to Byrd, he laid out a plan to solicit that body’s opinion about how the new Whaley School could be made to “conform to the Georgian or Colonial architecture which is

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dominant in the old buildings of Williamsburg."¹³ Edmund Campbell, then secretary of the Art Commission, entered into the debate by offering to give his personal advice on the design in a letter to Perry, Shaw and Hepburn, in which he remarked that the "Colonial style as applied to modern school laws is most unfortunate," adding that "Jeffersonian architecture cannot be adapted to it except to suffer." Campbell's candid advice to the Boston architects was to leave the Art Commission out of the discussion and instead deal directly with Robinson, who "more than welcomes any aid or criticism."¹⁴

Subsequent correspondence between Robinson and William G. Perry, who headed up the Boston team on this project, covered a wide range of design issues, usually in diplomatic language reflecting the underlying tension between the two architects. Perry and his colleagues proposed many changes on issues both large and small, including the successful removal of a proposed classical central portico and a corresponding central cupola. Robinson overruled other suggested changes, such as deleting modillions from the cornice, raising the height of the dormers, and adjusting the shape and height of the arches on the central pavilion. Perry's characteristic attention to detail is reflected in his surviving sketch to modify Robinson's proposed wrought-iron light fixtures, in which he recommends changing both the shape and height of the lantern assembly—two items that were built unchanged.

The completed Matthew Whaley School reflects the dominance of Robinson's initial design in its form and overall massing while showing evidence of subtle refinements brought about by Perry's influence. The intended classical portico was eliminated, under pressure, in favor of a broad central pedimented pavilion with an arcaded ground floor—a feature advocated by Perry to be "similar to the central motif of the last Main building of the College of William and Mary."¹⁵ Such arcaded central entrances had also been used on a number of Virginia's eighteenth and nineteenth century courthouses. The two-and-a-half story main block is of brick laid in Flemish bond, with dark glazed headers in the popular tidewater revival motif seen on virtually all of Robinson's 1920s work at William and Mary.

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EDUCATION

In Mary Whaley's will, dated 1741, an endowment was created with the proviso that Bruton Church in Williamsburg operates a school for "the neediest children" of the parish, to be called "Mattey's School forever." Responsibility for the school and its endowment passed in 1865 to the College of William and Mary, where the "Grammar and Mattey School" began operation in 1867 in the Brafferton Building (the site of Williamsburg's original school for native Americans) on campus. In 1871, the college erected a new one-story brick schoolhouse off-campus, on the college-owned site of the former Colonial Governor's Palace using the proceeds of Mary Whaley's endowment, then totaling \$8,470. Two years later, the town began operating the Mattey School under a lease with the college, marking the start of a long-standing joint operating arrangement whereby the college used the facility as a training school for its education curriculum while meeting the town's schooling needs.¹⁶

During World War I, E. I. DuPont de Nemours built the Penniman Shell Loading Plant on the nearby York River resulting in an influx of families. To satisfy the area's schooling needs, Williamsburg High School was built in 1921 at the terminus of the Palace Green, adjacent to the ruins of the Governor's Palace - over the objections of the Association for the Preservation of Virginia Antiquities. The new high school was a brick, two-story building with eight regular classrooms, two small classrooms, an auditorium, and an office.¹⁷

Although Williamsburg had operated a school for African-American children between 1760 and 1774, by 1831 it had become illegal to educate African Americans in Virginia. After the Civil War, Williamsburg's first public schools opened in 1871 and included segregated facilities for black and white students. The first public school for African-American children in Williamsburg was built in 1885 behind the Market Square Tavern on Francis Street. After the opening of Williamsburg High School in 1921 "the need for a better Negro School was felt more than before."¹⁸ In 1924, the James City County Training School opened on the corner of Nicholson and Botetourt Streets. It was a single-story brick structure with six regular classrooms, one small classroom, an office and an auditorium.¹⁹

Although initial plans for rebuilding the Palace had been blocked by the presence of Williamsburg High School "in 1928 it was publicly announced in the Williamsburg High School auditorium that Williamsburg was to be restored to its colonial appearance and the Palace rebuilt on its original site."²⁰ This meant the removal of the 1871 Mattey School and Williamsburg High School, both of which stood on land referred to by the Association for the Preservation of Virginia Antiquities as "sacred ground."²¹ Intense negotiations had taken place during much of 1928 between Rev. W. A. R. Goodwin of Bruton Parish Church, the chief proponent of the Williamsburg Restoration, Dr. Chandler of the College, and town officials to hammer out an acceptable settlement on the value of the land and the existing school, as well as the appropriate contribution toward the cost of the new building. The agreed upon figure was \$400,000 with approximately fifty-percent coming from the Restoration and the balance from the State. In today's (2002) dollars that sum would equate to \$40.5 million.

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In building the new training school, the College of William and Mary was given a unique opportunity to incorporate the State's new philosophy of progressive education into its design. Small conference or observation rooms between many of the classrooms allowed supervisors from the college to work individually with the student teachers to incorporate the new progressive philosophy of emphasis on individual differences as they planned their lessons. Emerging from these conferences and observations were bulletins on teaching philosophy and practice that were then distributed throughout the state. "Matthew Whaley was probably the best known and most widely visited of any school in the state during this period."²² The school's reputation as well as supplemental funds for those teachers who supervised student teachers meant that the school attracted a highly qualified staff that furthered the reputation of the school and added to its prominence in the state during the 1930s and 1940s. Teachers from Matthew Whaley eventually moved on to other school systems across the state and coupled with many visiting teachers spread the teaching and philosophy across Virginia. This period ended on 14 September 1949 when the college deeded its share of the school to the school board citing the cumbersome arrangement of joint ownership.

The Matthew Whaley School continued to educate students in all grades until 1955 when James Blair High School opened and Matthew Whaley became a grammar school. The school presently educates children from kindergarten through the fifth grade and has an enrollment of 450 students.

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Endnotes

- ¹ Rawls Byrd, "History of the Public Schools in Williamsburg," p. 67.
- ² Gravestone, Bruton Parish Churchyard
- ³ Hening's Statutes at Large Vol. 10, p.85
- ⁴ York County Deed Book 6, p. 156
- ⁵ Williamsburg Deed Book 1, p. 88
- ⁶ Williamsburg Deed Book 1, p. 376, 378
- ⁷ Letter from Mr. Robert Lecky, Jr., 2 February 1929. Archives of the Colonial Williamsburg Foundation
- ⁸ Williamsburg Deed Book 14, pp. 307-309
- ⁹ Virginia Architects, p. 378
- ¹⁰ Virginia Landmarks Register, p. 423
- ¹¹ W.A.R. Goodwin to Colonel Woods, 9 August 1928. Archives of the Colonial Williamsburg Foundation.
- ¹² Perry, Shaw and Hepburn to W.A.R. Goodwin, 2 August 1928. Archives of the Colonial Williamsburg Foundation
- ¹³ W.A.R. Goodwin to Governor Harry Flood Byrd, 10 January 1929; Archives of the Colonial Williamsburg Foundation.
- ¹⁴ Edmund S. Campbell to Perry, Shaw and Hepburn, 14 January 1929; Archives of the Colonial Williamsburg Foundation.
- ¹⁵ William G. Perry to Colonel Arthur Woods, 7 January 1930; Archives of the Colonial Williamsburg Foundation.
- ¹⁶ Jansen, Mary. "The Matthew Whaley School,"
- ¹⁷ Byrd, Rawls, "History of the Public Schools in Williamsburg," p. 124 Byrd, Rawls p.124
- ¹⁸ Byrd, Rawls p.124
- ¹⁹ *ibid*
- ²⁰ Belvin, Ed "Williamsburg Facts and Fiction 1900-1950," p.23
- ²¹ *ibid*, p. 22
- ²² Byrd, Rawls, p. 70

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Bibliography

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Byrd, Rawls "History of the Public Schools in Williamsburg," Williamsburg, Virginia. 1968

Jansen, Mary. "The Matthew Whaley School," 1942.

Correspondence relating to the Matthew Whaley School. Archives of the Colonial Williamsburg Foundation. Williamsburg, Virginia

York County Deed Book 6
Williamsburg Deed Books 1& 14

Sandbeck, Peter. Matthew Whaley School Preliminary Information Form. Virginia Department of Historic Resources.

Section 10 Page 11

Verbal Boundary Description

An 8.27 acre parcel bounded on the south by Scotland Street at the terminus of Nassau Street, on the north by Lafayette Street, to the east by the grounds of the Governor's Palace and on the west by North Henry Street.

Boundary Justification

The nominated property includes the entire parcel historically associated with the school and depicted on the accompanying Williamsburg Tax Map as parcel # 466-01-00 DE.

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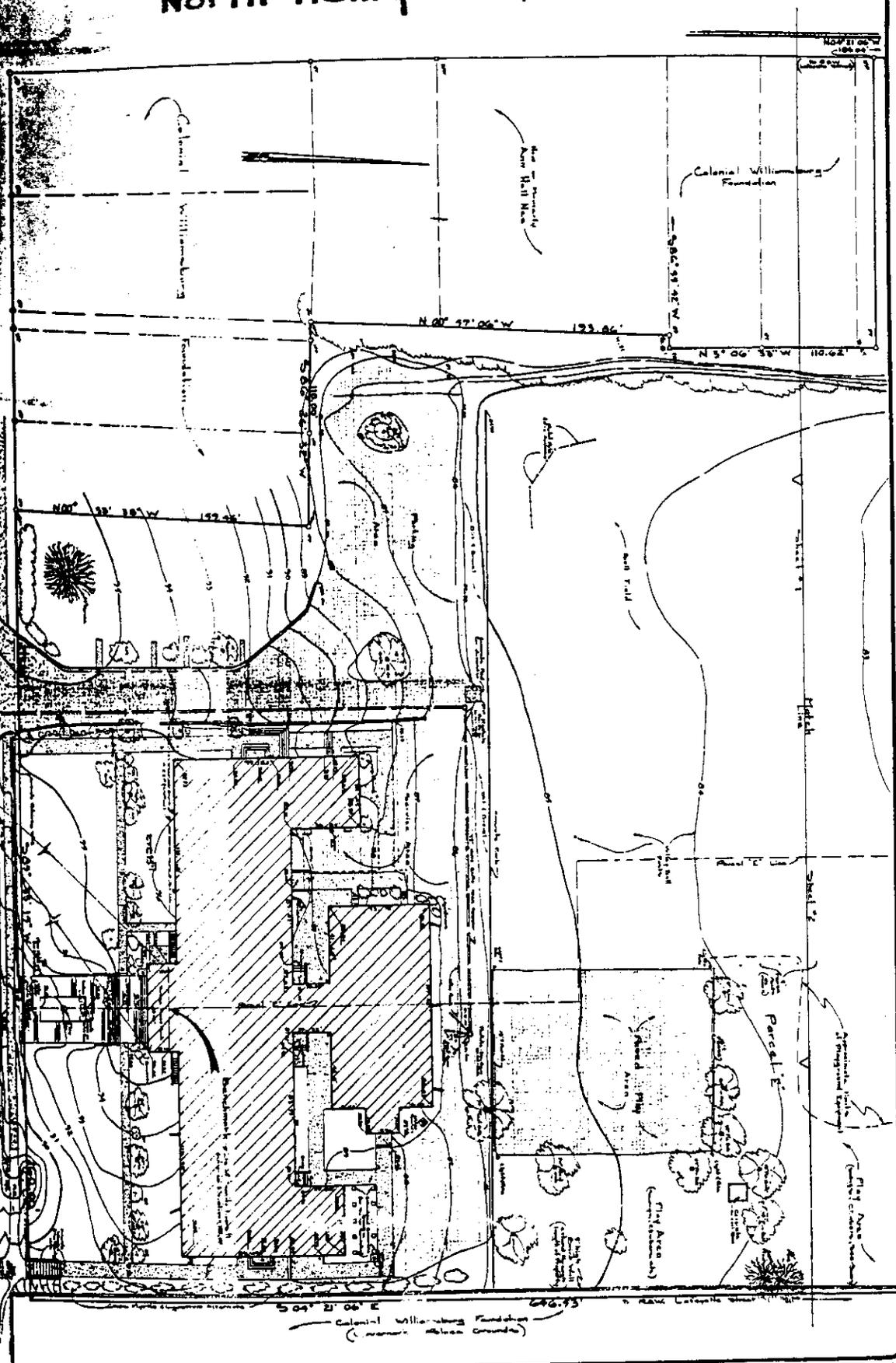
All photographs are of:
The Matthew Whaley School
Williamsburg, VA
VDHR FILE # 137-0302
NEG. NO.: 21228
CREDIT: Beth Scripps
DATE: January 2004

NEGATIVES FILED: VA Dept. of Historic Resources, Richmond, VA

1. VIEW OF: Bus turnaround at terminus of Scotland Street and
Palace Lands looking east
PHOTO 1 of 8 (roll #21228 – negative #18)
2. VIEW OF: Northern terminus of Nassau Street looking north at
front/south elevation of The Matthew Whaley School
PHOTO 2 of 8 (roll #21228 – negative #4)
3. VIEW OF: West elevation of The Matthew Whaley School looking northeast
PHOTO 3 of 8 (roll #21228 – negative #6)
4. VIEW OF: North elevation and playground of The Matthew Whaley School
looking south
PHOTO 4 of 8 (roll #21228 – negative #7)
5. VIEW OF: East elevation and brick wall separating school grounds from
Palace Lands looking north
PHOTO 5 of 8 (roll #21228 – negative #10)
6. VIEW OF: Interior view of school entry looking south
PHOTO 6 of 8 (roll #21228 – negative #1)
7. VIEW OF: Interior view of school entry looking north
PHOTO 7 of 8 (roll #21228– negative #3)
8. VIEW OF: Detail of shell-carved niche in entry hall
PHOTO 8 of 8 (roll #21228– negative #21)

North Henry Street

Scotland Street



Prepared by
Spears & Associates, Land Surveying
1000 West 10th Street
Williamsburg, Virginia 23185
800-570-2000

Site Survey
Matthew Whaley School
Williamsburg - James City County School Boards
Williamsburg, Virginia
Survey 11-60 Date April 1988



