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: _Jackson P. Burley High School _____
Other names/site number: _ Burley School; Jackson P. Burley Middle School / DHR no. 104-5276-0064_____
Name of related multiple property listing:
_____N/A_____
(Enter "N/A" if property is not part of a multiple property listing

2. Location

Street & number: ___901 Rose Hill Drive_____
City or town: _Charlottesville_____ State: __VA_____ County: Independent City___
Not For Publication: N/A Vicinity: X

3. State/Federal Agency Certification

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

I hereby certify that this _X_ nomination ___ request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60.

In my opinion, the property _X__ meets ___ does not meet the National Register Criteria.
I recommend that this property be considered significant at the following level(s) of significance:

___**national** ___**statewide** _X__**local**

Applicable National Register Criteria:

_X__**A** ___**B** _X__**C** ___**D**

Signature of certifying official/Title: **Date**

_Virginia Department of Historic Resources_____

State or Federal agency/bureau or Tribal Government

In my opinion, the property ___ meets ___ does not meet the National Register criteria.

Signature of commenting official: **Date**

Title : **State or Federal agency/bureau or Tribal Government**

4. National Park Service Certification

I hereby certify that this property is:

___ entered in the National Register

___ determined eligible for the National Register

___ determined not eligible for the National Register

___ removed from the National Register

___ other (explain:) _____

Signature of the Keeper Date of Action

5. Classification

Ownership of Property

(Check as many boxes as apply.)

Private: ☐

Public – Local ☒

Public – State ☐

Public – Federal ☐

Category of Property

(Check only **one** box.)

Building(s) ☒

District ☐

Site ☐

Structure ☐

Object ☐

Number of Resources within Property

(Do not include previously listed resources in the count)

Contributing	Noncontributing	
1	2	buildings
1	0	sites
0	5	structures
0	0	objects
2	7	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.)

EDUCATION: school

7. Description

Architectural Classification
(Enter categories from instructions.)
___MODERN MOVEMENT: Other: Stripped Classical Modernism_____

Materials: (enter categories from instructions.)
Principal exterior materials of the property: ___BRICK; CONCRETE; METAL: Aluminum; 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:

Jackson P. Burley High School, now the Jackson P. Burley Middle School, is located on a large 17-acre parcel in a residential neighborhood in northwest Charlottesville. Opened in 1951 as a joint high school for African-American students in both Charlottesville and Albemarle County, Burley graduated its last high school class in 1967. The U. S. Supreme Court decision in *Green v. County School Board of New Kent County* (391 U. S. 430, 1968) finally ended all *de facto* segregation statewide, particularly in rural school districts. The Albemarle County School Board purchased Charlottesville's part of the Burley School property in 1968 and reopened it in 1973 as the Jackson P. Burley Middle School. The long, two-story, brick-veneered building has a multi-bay central block flanked by recessed two-story wings that house a gymnasium and an auditorium. The building's tripartite massing references classical forms while its use of traditional classical decoration is restrained. The U-shaped school footprint follows the contours of a sloping site, resulting in the rear of the building being three stories in height with two-story classroom wings opening out into an open-air courtyard. Multiple additions now connect an original, two-story, free-standing, brick "manual arts' building to the rear of the school. The cafeteria is located in its original location on the lower level of the school. While the exterior retains most of its original materials, many of the interior finishes have been updated to accommodate its continued use as a school. The large expanse of open land north and west of the school provides space for sports facilities, including a baseball diamond (contributing site), which was once part of a football field and a running track. The front of the school faces east toward Rose Hill Drive just north of its junction with Henry Avenue. According to the 1949 blueprints, the school, which is of the Stripped Classical Modernism Style, was designed by the Charlottesville architectural firm of Baker, Heyward, & Llorens with assistance from Lynchburg

Architect Pendleton S. Clark. Constructed of cinder block with a brick veneer, the horizontal massing of the building, with bays of windows and a flat roof, is broken up by the cast stone detailing between the window bays and on the primary and secondary entrances, creating an impressive and elegant building. Noncontributing resources consist of a 1970s restroom building and two 1970s dugouts, ca. 2000 dwelling, ca. 2000 basketball court, ca. 2010 running track, and 2018 memorial wall. The property overall has very good integrity of location, setting, design, workmanship, materials, feeling, and association.

Narrative Description
DETAILED DESCRIPTION:

Jackson P. Burley High School sits on a 17.6-acre site in northwestern Charlottesville adjacent to a primarily residential neighborhood historically known as Rose Hill (determined as an eligible historic district by VDHR in 2018). Located at 901 Rose Hill Drive, the school building is sited in the southeast corner of the open parcel. The site slopes dramatically down to the west allowing for multi-level additions in the rear and then flattens out to an open area containing a baseball diamond and other athletic facilities. Three sets of concrete steps lead up from that flat area to the back of the school building. The area north of the school is also sloping and has been terraced. It now contains a track and a basketball court surrounded by a chain link fence. There are paved parking areas in the rear of the school off of an entrance on Henry Avenue and north of the school off of Rose Hill Drive. Madison Avenue runs along the northern boundary of the school parcel. The city-owned Booker T. Washington Park adjoins the school property to the west.

Fronting Rose Hill Drive, the large U-shaped school is minimally set back from the concrete sidewalk that runs along the front and the Henry Avenue sides. The small front yard allows for a few ornamental trees, a grassy area, planting beds, and a recently installed monumental wall and commemorative marker. Completed in 1951, the two-story, multi-bay Jackson P. Burley High School includes a two-story auditorium and a gymnasium respectively at the south and north ends of the building. Poured concrete walkways lead from the sidewalk to the central main entrance and to the auditorium and gymnasium entrances. Three steps lead up to the main entrance doors.

The walls of Burley High School are constructed of concrete and steel with a brick veneer laid in a six-course stretcher bond with a Flemish-bond variant. The concrete foundation is also brick veneered. The 1950 building permit application describes the materials of the school, designed by the Charlottesville architectural firm of Baker, Heyward & Llorens, as “fire-proof “and the flat roof as “built up.” These are verified in the 1949 architectural plans, some of which are housed in the Albemarle County School Board offices. The imposing, two-story, flat-roofed, Stripped Classical Modernism-Style institutional building was completed in time to open for the 1951 school year. The name of Pendleton S. Clark, from Lynchburg, also appears on the blueprints as an associated architect. The builder was John W. Daniels Construction Company of Danville, Virginia. Consulting engineers were listed as Watson & Hart and Wiley & Wilson.

Burley High School can be described as an institutional brick-veneered building with classical references in its massing and stripped-down ornamentation. Its footprint is U-shaped but the facade presents as a fairly continuous rectangle with a prominent, central, symmetrical entrance bay. Most of the decorative elements are confined to the façade and have been simplified to a degree where they merely allude to classical motifs. The original footprint of this sprawling building has three main components: the long two- and three-story main block which measures 181 feet in length; the two-story south auditorium wing, which measures 60 feet wide by 73 feet deep and includes a stage area with a basement and a balcony on the second floor and is fronted by a 46 feet wide by 14 feet deep porch; and the north gymnasium wing, which measures 80 feet wide by 100 feet deep with the cafeteria in the basement, and which is fronted by a 40 feet wide by 14 feet deep porch. Other smaller components include: two-story wings on the "interior" side of both the auditorium and gymnasium, which define the side walls of the interior courtyard; a small two-story wing on the southwest corner of the stage auditorium; and a two-story wing along the front of the gymnasium that wraps around to the north side. All of these are of brick with the same detailing as found on the front main block. A covered walkway originally ran along the west side of the open courtyard. It was removed when additions were made to the rear of the building in 2001, which connected the main part of the school to the detached, former manual arts building. The original grass courtyard, now enclosed on all four sides, is still intact.

The primary entrance along Rose Hill Drive is through a monumental, two-story, projecting entrance of cast stone. In deep contrast to the red brick walls, it features a prominent inscription of "Jackson P. Burley High School" at the top of the lintel. The 1949 elevation drawings inadvertently bear the inscription "Jefferson School" above the entry. This tripartite main entrance displays an abstracted interpretation of classical elements. Divided into three bays by plain full-height pilasters and surrounded by a concave architrave, the double-leaf front doors are flanked by windows on the first floor. Each of these windows feature a stepped cast stone architrave with raised panels beneath them. Three wide reeded bands of green stone (perhaps cast stone with green aggregate) separate the first and second floors. All the original wooden doors and steel windows were replaced with aluminum ones during a 1987 remodeling, although in most cases, the original openings were retained with their cast stone surrounds. The flat roofs are covered in a built-up material, have cast stone coping, and contain interior gutter systems with exterior downspouts.

On either side of the central entry are matching two-story brick wings with multi-bay rectangular bands of windows on each of the two levels, creating a symmetrical three-part central block. The replacement aluminum windows are generally fixed panes over a lower awning window. The window bays are divided by blind panels of reeded cast stone, similar in profile to the green ones found in the entrance bay. Each of these wings terminates in a narrow, full-height, two-story window that provides natural light to the stairwells located at each end of the main lateral hall. The 12-bay window units and the tall windows are outlined with cast stone frames. Small rectangular metal vents beneath the windows are part of a former ventilation system. The south end of the façade terminates in a recessed brick wing that houses the auditorium. It is fronted by a three-bay portico with rectangular cast stone posts and a flat roof. The front of the two central posts are fluted, adding visual interest to the otherwise simple portico. Three bays of doors lead

into the lobby of the auditorium. The second story contains a bay of windows surrounded by a plain cast stone architrave. Two reeded cast stone panels divide the four central windows from the two end ones. The north end of the façade contains the wing with the gymnasium. Although not identical to the south auditorium wing, it too is a recessed brick block fronted by a concrete, three-bay, flat-roofed portico. A one-story wing with a bay of windows continues north of the entrance porch and because of the sloped site at the northeast corner, it has a full basement.

The side and rear walls of this sprawling building are all of brick, and the flat built-up roofs are at multiple levels due to the sloping site that drops down toward the rear of the building. Little if any decoration is found on these secondary elevations. The rear of the gymnasium still retains three bays of large windows providing natural light; the windows on the first floor, which are located in the cafeteria, have been replaced. The large window openings on the south wall of the auditorium have also been enclosed with brick. A one-bay porch, which leads into the auditorium lobby, and a staircase up to the second-floor lobby of the gallery are still intact on the southeast end of the auditorium.

The original open-air, grassy courtyard remains intact, although it is now enclosed on four sides, whereas originally the west side was open. The two rear arms of the building were connected by a covered walkway. The east side of the school that looks out onto the courtyard is three stories in height, whereas the side wings are two stories. The biggest alteration within the courtyard is that some of the large expansive windows that once looked out onto it have been bricked in and reduced in width. Modern aluminum windows have been installed in the narrower openings. Modern replacement aluminum doors with clear transoms provide access on the first floor out onto the courtyard.

Constructed at the same time as the main school building, the one-story, western-most part of the school was originally a free-standing building housing the “manual arts” classrooms. In 2001, additions were made to the rear of the original school that filled in the space between it and the detached building. A one-story brick hyphen provides access from the rear of the school to this building, which now houses some 6th-grade classrooms. Built into a banked site, and measuring 170 feet long by 51 feet wide, it stands a full two stories on the west side and features the same brickwork and detailing as found in the main part of the school. One of its most prominent features is the tall, free-standing brick chimney along its west side. The walk-out basement along the west side leads to the parking area in the rear of the school. Three sets of concrete steps with metal handrailing lead up from this parking area to the current bus-loading area along the north side of the school.

Several improvements have been made to the school since it opened in 1951. In 1987, the major alterations were the replacement of the original windows with new aluminum ones. Fortunately, the original openings were retained, and only a few of the openings were bricked in or made smaller, all of which are on the back and sides of the building. An elevator was also installed at this time. Smithey & Boynton from Roanoke were the architects. In 1991, the auditorium and gymnasium were remodeled and new HVAC and lighting added. The largest renovation occurred in 2001 and 2002 designed by BCWH Architects (now Quinn Evans) of Richmond. The seven-million-dollar addition and renovation included the construction of a new media center,

additional classrooms, a new entry on the north side to accommodate buses, and the connection to the free-standing "manual arts" building. Updates to mechanical systems to meet modern code were also made. The location of these rear additions and their sympathetic yet modern design did not negatively impact the historical or architectural integrity of the original school. On the contrary, they have allowed for its continued use as an educational facility.

Today, Jackson P. Burley High School includes a library, a technological center, a computer lab, an auditorium, band room, art room, cafeteria, and gymnasium. Some of these elements are original to the 1951 design and a few are housed in the modern addition. The front section of the school, between the gym and the auditorium, contains classrooms off a double-loaded corridor. Additional classes are located in the arms of the U and look out onto the interior open-air courtyard. The interior of the school has undergone several alterations but the original floor plan remains intact, and the hallways, stairwells, and other areas retain much of the historic finishes and character-defining features. An example is the four-foot, six-inch-tall wainscot of rectangular, yellow structural glazed tile that lines the walls of the corridors, the stair wells, the cafeteria and the bathrooms, which is still intact. In some areas the wainscot is six feet in height. Generally, all the ceilings in the halls, classrooms, and cafeteria have been covered in acoustical tile set within a T-bar suspended grid system. This conceals the running of modern mechanical systems and helps with noise reduction. Lighting is provided by LED fixtures that are integral to ceilings. All the floors, with the exception of the gymnasium, are covered in vinyl composition tiles. Some of the original components of the plans have been modified. The library, which was originally directly across from the main entrance, is now in the modern rear addition.

The main front entrance opens into a small lobby that allows access into the main office off the north side. At the end of the lobby is the lateral, double-loaded corridor with stairwells and restrooms at each end. A trophy case for awards is located across from the main entrance, and several others are located near the entrances to the auditorium and the gymnasium. The corridors along the north side of the auditorium feature framed photos of past graduating classes as well as other memorabilia of the school's history. All the corridor walls are lined with the tile wainscot and have painted recessed areas that correspond to the location of doorways into the classrooms. Metal lockers line some of the corridor walls.

The main floor houses the 7th-grade classrooms, the main office, the guidance office, the gymnasium and the auditorium. The second floor has primarily 8th-grade classrooms, foreign languages, and the computer lab. Most of the 6th grade classrooms are in the original manual arts building. The classrooms are in their original locations and generally are drywalled, with tile floors, and dropped ceilings with acoustical tile; the rooms have wooden doors with a vertical light on one side and a clear transom above. Most of the blackboards, white boards and corkboards are located along one of the interior walls. A few of the rooms, such as classroom 306, retain their original built-in wooden closets and a bookcase along their corridor wall.

The original stairwells have tile wainscot, a metal balustrade with rectangular balusters, a metal handrail, lower wooden handrails, and some areas of the original mastic black tile flooring. The plastered ceilings have surface-mounted lights. Many stairwells feature windows allowing for natural light. The single-sex, "gang" toilets near the stairwells at the end of the main corridor

have been updated with modern fixtures and partitions. These restrooms retain the original yellow tile wainscot.

The two-aisle auditorium has a raised wooden stage, framed by a segmental arch with a stepped cornice. The balcony has additional seating as well as the lighting and sound booth. The seats are modern, and the auditorium is used, not only by the school but also by other organizations. It serves as an asset to the local neighborhood.

The cafeteria is located beneath the gym. It features a large room with multiple rectangular pillars set on tall plinths covered in the same yellow wainscot tile that lines the walls. A curved raised wooden stage is located in the southeast corner of the room. The walls are painted above the wainscot, the floors are modern VCT tile, and the ceilings are dropped acoustical tile with modern lights.

The full-size gymnasium, has a high-gloss hardwood floor with markings for a basketball court, retractable backboards and hoops, retractable bleachers along both the north and south walls, large windows on the west end, and an exposed bar joist ceiling. The lobby of the gym has two double-leaf doors leading out to the front portico.

Overall, Burley High School retains a high degree of architectural integrity. As one of the earliest examples in the region of the application of the Modern Movement to an educational building, Burley is also one of the first schools in the region to embrace Stripped Classical Modernism in its execution. Although some changes have been made, the horizontal emphasis, flat roof, ribbon windows framed by cast stone, and limited architectural ornamentation are still part of the school's visual character.

Secondary Resources:

Baseball Diamond: This ca. 1951 diamond-shaped softball field is located down the hill (west) from the school building and is surrounded by a chain link fence. The 1949 site plan shows its location as part of the football field and a running track that are no longer there (Contributing Site).

Restroom: This one-story, shed roofed brick restroom building appears to have been constructed in the 1970s and has a shed roof with metal coping, overhanging eaves, paired windows with cast stone surround, and side integral porches with brick supports. It stands at the southern edge of the property behind one of the dugouts (Non-contributing building).

Secondary Dwelling: This one-story, T-shaped, cross-gable-roofed, frame building is a modular building and was built by students at the Charlottesville Albemarle Technical Education Center and was used as offices and then as the Post High School for those who qualify for special education purposes. Constructed ca. 2000, the building is covered in vinyl siding, and has asphalt shingle roofing, vinyl one-over-one-sash windows, and a five-bay front porch with wooden posts and balusters. The building rests on a raised formed concrete foundation (Non-contributing building).

Dugouts: The two, concrete block, shed-roofed dugouts are identical. One is located east of the baseball diamond, and the other to the south. They appear to date to the 1970s (2 non-contributing structures).

Basketball Court: Constructed ca. 2000, this paved basketball court is located north of the school and is surrounded by a chain link fence. It contains multiple backboards and hoops and painted markings (Non-contributing structure).

Running Track: This five-lane oval running track is located north of the school and appears to have been constructed ca. 2010 (Non-contributing structure).

Memorial Wall: Installed in 2018, this memorial features a concrete pad with three stone memorial plaques and a bench (Non-contributing structure).

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.)

[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.

[x] C. Property embodies the distinctive characteristics of a type, period, or method of construction or represents the work of a master, or possesses high artistic values, or represents a significant and distinguishable entity whose components lack individual distinction.

[ ] D. Property has yielded, or is likely to yield, information important in prehistory or history.

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

[ ] A. Owned by a religious institution or used for religious purposes

[ ] B. Removed from its original location

[ ] C. A birthplace or grave

[ ] D. A cemetery

[ ] E. A reconstructed building, object, or structure

[ ] F. A commemorative property

[ ] G. Less than 50 years old or achieving significance within the past 50 years

Areas of Significance
(Enter categories from instructions.)

__EDUCATION_____
__ETHNIC HERITAGE: African American_____
__ARCHITECTURE_____
_____
_____
_____
_____

Period of Significance

___1951-1967_____
_____
_____

Significant Dates

____1951_____
_____
_____

Significant Person

(Complete only if Criterion B is marked above.)
___N/A_____
_____
_____

Cultural Affiliation
___N/A_____
_____
_____

Architect/Builder
Baker, Heyward and Llorens (architects)
Pendleton S. Clarke (architect)
John W. Daniels Construction Company (builder)

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.)

Jackson P. Burley High School, now known as the Jackson P. Burley Middle School, in Charlottesville, Virginia, is located at 901 Rose Hill Drive within the corporate limits of the City. Named for Jackson P. Burley, local African-American educator and community leader, and standing on land that was acquired from Burley's widow, the school is locally significant under Criterion A in the areas of Education and Ethnic Heritage: African American, as a rare instance in which two localities sought to achieve equal educational facilities during the segregation era absent any pending legal challenges that were common throughout the Commonwealth during the 1940s. In an agreement between the City of Charlottesville and neighboring Albemarle County, the school was owned and operated jointly by the City and the County and was constructed to serve African-American high school students from both jurisdictions. In Virginia, unlike in other states, counties and cities are completely separate jurisdictions, a condition that dates to colonial times when the basic government unit was the 'county.' Cities only exist when a charter was granted by the Virginia General Assembly, and as a rule spanning the years since the colonial period, cities and counties have maintained separate government facilities, including schools. Begun in 1950 and opened in September 1951, Burley is significant as a symbol of efforts in Virginia prior to the historic *Brown v. Board of Education* Supreme Court decision to address the lack of equal facilities for high-school aged African-American youths in both jurisdictions. The agreement to construct a new high school to provide nominally equal but segregated educational facilities for African-American youth, resulted from the overcrowded and seriously insufficient facilities for African American students in both jurisdictions, notably the Esmont High School, Albemarle County Training School, and Jefferson School in the City. The construction of Lane High School, a large modern building for white students in Charlottesville in 1940, likely stimulated broad support in the African-American community for an adequate high school for its youth. In an environment around the Commonwealth where challenges to the lack of equal facilities for Black students and serious overcrowding were being successfully litigated, the construction of a new and well-equipped high school building for African-American students was viewed as mandatory. It is also likely that financial demands on a small city and a county to build separate high school buildings for each jurisdiction would have been prohibitive. The building and opening of Jackson P. Burley High School proved to be the last substantial effort prior to the 1954 Supreme Court's overturning the infamous *Plessy v. Ferguson* decision that had called for "separate but equal" in both public accommodations and in schools. The Burley High School building is also locally significant under Criterion C in the area of Architecture. The building's architectural character is significant as an example of one of the first schools in the region to use the Stripped Classical Modernism Style. The layout of the two-story, U-shaped building incorporated double-stacked corridors with an auditorium at one end and a gymnasium at the other. A separate building, now connected to the rear of the school, was initially used to teach vocational skills. Although several additions and alterations have been made, the school retains a very high degree of architectural integrity and its historic location, association, setting, feeling, design, materials, and workmanship. Jackson P. Burley High School's period of significance begins with the completion and opening of the school in 1951

and continues through 1967, the year of the last graduating high school class from Burley and the end of school segregation in Charlottesville and Albemarle County. The school is now owned solely by Albemarle County and functions as a middle school.

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

Education and Ethnic Heritage: African American

The roots of the Jackson P. Burley High School began in 1922 when H. P. Porter and his wife Sadie sold to Jackson P. Burley for $3,000 a parcel of land that was designated as "Block Number Thirty-two (32) on a plat of the subdivision of Rose Hill known as Lincoln Heights."[1] Located on land annexed by the City of Charlottesville from Albemarle County in 1916, Lincoln Heights was one of two subdivisions within the Rose Hill neighborhood that were settled by African Americans during the first quarter of the 20th century.[2] The parcel was eventually in close proximity to the 12-acre Booker T. Washington Park, which was established for African Americans in 1926. It had been donated by Paul Goodloe McIntire as "a public park and playground for the colored people of the City of Charlottesville."[3]

In 1923, Porter and his spouse conveyed additional lots to Jackson P. Burley and his wife Maggie P. that were also in Lincoln Heights: lots 33 and 34 in Block 34 and lots 1 through 6 in Block 35.[4] The Burleys built their home on Block 32. Jackson Burley died in 1945 and devised their house and lots 1 through 6 of Block 32 to his wife, Maggie, and then on Maggie's death to their daughter, Grace Ann Burley. His will also directed that Lots 7-12 be devised to his son, Frederick P. Burley. Burley, Sr. directed that the remaining lots numbers 33 and 34 in Block 34 could be sold to pay any debts.[5] The geographic location of the property is referred to as "Rose Hill," and the plat notes the street bordering the parcel as "Rose Hill Street," presumably today's "Rose Hill Drive."

As early as 1944, there was discussion that was recorded in the Charlottesville City Planning Commission meeting minutes concerning consideration of "the site of a Colored High School and playground, but no action was taken." Perhaps the most interesting document related to the Burley property and its ultimate transfer to the City is a typed letter from Maggie P. Burley to Seth Burnley, City Manager, and members of the City and County School Boards, dated March 17, 1947. In the letter, Maggie P. Burley states unequivocally that her property in Block 32 is not for sale. She would, however, be willing to sell other parcels to the City. She did not want to sell her home because it would be a "great sacrifice." Before moving to the Rose Hill neighborhood, the Burleys had lived on Free Bridge Road in Albemarle County and the adjacent golf club had bought it. She states they were "younger" then but that now it would be a great hardship for her to give up her residence. The March 1947 letter goes on to state that she and her husband had opened their property and gave "demonstrations for the benefit of school children and adults," suggesting that her reluctance to sell her house was not for lack of caring about children and their education. She ends her letter by declaring, "We, as well as some of our close neighbors, are in the midst of spending and planning in order to improve our homes, for more healthful living, and I am sure you would not think of moving these homes when there are so many slum areas." An

added handwritten notation on the letter states: "A colored woman whose house is right on the spot where the new Negro High School is to be built."[6] A topographic map of "Proposed Colored School Site Charlottesville-Albemarle County, VA," dated October 9, 1947, shows a preexisting two-story frame dwelling and several sheds at the northwest corner of the junction of Rose Hill Street and Henry Avenue. This correlates with information on the 1922 plat of Lincoln Heights as Block 32 and is most likely the Burleys' home.

It appears that additional property other than the Burley dwelling site was conveyed to the City of Charlottesville in the summer of 1948. There was a reference in the Planning Commission Meeting Minutes of August 18, 1948, stating, "Particular investigation was made of the area on Rose Hill Street adjacent to the newly acquired school site." A final decree was issued on October 15, 1948, in the matter of City of Charlottesville and the County School Board of Albemarle County (for school purposes) versus Maggie Payne Burley et als. ". . . that the aforesaid comdemnors [sic] on September 25, 1948 paid to the Clerk of this Court the sum of $14,000.00 as ascertained and awarded by said Commissioners in said report. . . confirms unto the School Board of the City of Charlottesville and the County School Board of Albemarle County as provided by Statute the fee simple title to all of the following property . . . all that certain tract of land in the City of Charlottesville, Virginia, containing 2.16 acres more or less and particularly described as all of Block 32. . ."[7] Thus it appears that Maggie P. Burley, who had contested the sale of her home for the purposes of completing the parcel for the new high school, had to accept condemnation of her property and payment for it.

It is altogether likely that the decision to name the new school for her deceased husband, who was a community leader and teacher, flowed from this somewhat contentious transfer. By August of the following year, 1949, plans for the "Joint Negro High School" for the City of Charlottesville and for the County of Albemarle were in place, with selection of Baker, Heyward & Llorens (Charlottesville) as the architects, Pendleton S. Clark Associates (Lynchburg) as associated architects, Watson and Hart as the Consulting Engineers, and Wiley and Wilson as the Consulting Engineers for Heating and Ventilation.[8]

Notably, in this period when cities and counties around the Commonwealth were struggling with legal challenges to the "equal" part of the "separate but equal" doctrine in the area of school facilities, teachers' pay, and transportation, Virginius Dabney, editor of the *Richmond Times Dispatch,* penned in a 1948 editorial the following: "It has been evident for some time that unless facilities are provided, the Federal Courts may refuse to permit continuance of the dual system of schools. Either schools for the two races will be made substantially equal, or the State may be ordered by the Federal courts to operate a single system, and to admit all children, irrespective of race. The handwriting on the wall seems plain . . ."[9] Richmond-based white-owned newspapers published two daily papers and spent the next two decades declaring robust opposition to integration. But as early as 1948 Dabney, the editor of the *Richmond Times Dispatch,* had recognized the inevitable.

It is significant that Charlottesville and Albemarle County joined together to plan for the construction of a new high school for African Americans in their respective jurisdictions. It must

have been evident that neither locality alone could construct an adequate, substantially equal, high school at this time. It is perhaps also significant that in the same period, Albemarle County was making plans for a new all-white high school -- Albemarle High School -- that was opened in 1950, just a year before Burley. With plans in the works for a new all-white high school facility, it is not surprising that in an environment around the state questioning the equality of educational facilities for African Americans, a comparable facility for them would be in the conversation. Building two new high schools at the same time would likely have taxed Albemarle County to such a degree that alternatives would have been sought; joining with Charlottesville to construct a high school was an achievable solution.

Conditions at existing African-American schools in both jurisdictions were overcrowded, and it was evident that none of them achieved the "equality of facilities" that were being called for around the state in various legal decisions. Probably one of the most important legal cases pending and ultimately finalized at the time was the 1947 Federal court case *Margaret Smith et al v. School Board of King George County, Virginia,* which concerned the constitutionality of schools that were racially segregated but "equal" in terms of building quality and curriculum offerings.[10] Among the earliest consideration of equality of educational facilities in the nation was *Missouri ex rel. Gaines v. Canada, 305 U.S. 337* (1938). According to the National Register nomination for the Ralph Bunche High School in King George, County, Virginia (VDHR File No. 048-5007) this 1938 case had "already clearly established that states cannot discriminate against their citizens on the basis of race in the field of education."[11] It followed that, although not calling for integrated schools, the facilities must be equal. In several instances around the Commonwealth, the National Association for the Advancement of Colored People (NAACP) legal teams were launching cases against school systems for failure to provide equal educational facilities and academic offerings, notably in Pulaski and Gloucester counties.[12]

During much of the decade of the 1940s, particularly following the end of World War II, there were wide efforts across the south, notably in both Virginia and South Carolina, to address the issue of there being no equal facilities and academic offerings for students of both races. The term "equalization" was often used in the discussion of efforts to achieve equality in education.[13] Although no legal challenges were filed in either Charlottesville or Albemarle during this period, it is likely that all jurisdictions in Virginia were acutely aware of challenges with providing equal educational facilities for both races in their communities. It would have been in that litigious environment that Charlottesville and Albemarle would have chosen to get ahead of the curve. At this time, the NAACP was focused on achieving "equal facilities," not integrating schools. That would await the cases filed in the months after the historic school walk-out in Prince Edward County that ultimately became part of the seminal *Brown v. Board of Education, Topeka, Kansas*, decided by the U.S. Supreme Court in 1954.[14]

By pooling resources of both Charlottesville and Albemarle, it became possible to construct a school building that in many ways aimed to equal the all-white Lane High School built in 1940. Burley was however not of the traditional Colonial Revival Style but rather a more subdued institutional design based on classical forms with limited decoration. Modern fireproof materials were used that may have not been available at the time that Lane was constructed, a decade

earlier. One can speculate that the environment in a community that was home to a major university would have been more conducive to pursuing this challenge. Large cities like Richmond, Norfolk, and Roanoke already had substantial high school buildings for African American students, but small communities and rural counties with fewer revenue sources would have been far more hard-pressed to erect such buildings. Moreover, the constituency calling for such improvements would have been considerably smaller and less vocal and influential. In July 1950, an application for a building permit for a "Joint Negro School, Charlottesville and Albemarle" was filed with the city. The permit called for a three-story building with a concrete foundation, fire-proof materials, and a "built up roof." The "actual cost" recorded on the permit is $748,066.47, only about $15,000 more than the estimated cost.[15] It was clear that the large parcel carefully assembled, with the bulk of the land from the Burley family, was needed for such a substantial building and surrounding facilities. A communication sent out by the Albemarle County League of Women Voters in early 1951 confirms that in 1949 a $600,000 bond issue raised the necessary funds for the county's share of constructing Burley High School.[16]

With Charlottesville being the home of the University of Virginia, there have been extensive academic studies and books written about the educational system's history in the area. In 1950, James W. Barksdale wrote his M.A. thesis entitled "A Comparative Study of Contemporary White and Negro Standards in Health, Education and Welfare, Charlottesville, Virginia." In the section on education, Barksdale states: "The above facilities for Negroes are located in only two school buildings (referring to Jefferson School) "*but relief is definitely in sight with the proposed new consolidated Negro high school for the City-County area."* [italics added] This school, referring to Burley, "will have better facilities than those possessed by Lane High School." . . . Many of the inadequacies of the present Negro educational system in both Charlottesville and Albemarle County will be remedied when the new Negro high school is built." Because the State was committed to providing funds for the consolidated school, questions were raised about the level of funding required; after negotiations, the Commonwealth agreed to the plans and "finally approved the construction of this new consolidated Negro high school to serve both the City and the County." It is quite clear from the content of this thesis prepared in 1950 that achieving equal facilities was the goal. There did not appear to be any consideration in local contemporary academic discourse of the time to abandoning segregated educational facilities.[17]

Jackson P. (Price) Burley High School opened in September 1951 with 26 teachers, a principal, an assistant principal, a secretary, two cafeteria workers, and six bus drivers, serving 542 students in grades 8-12. Information on a plaque recently installed on the building goes on to state that "prior to 1950 there were three high schools for blacks in Charlottesville and Albemarle: Esmont High School, Jefferson School and Albemarle Training School."[18] The new school was named for Jackson P. Burley by a special committee appointed and approved by the school boards of both jurisdictions. According to the *Daily Progress*, June 2, 1950, Burley was a native of Albemarle County born in 1863. He studied at Hampton Institute and following his graduation began his long career as a teacher. He later moved back to Albemarle County, and taught agriculture at the Albemarle Training School for nineteen years before retiring in 1937.[19] As a life-long educator and community leader, the committee agreed that it was most fitting to

name the new high school for him. It was also appropriate as most of the land where Burley stands had belonged to Jackson P. Burley and his family.

The formal dedication of Burley was held on March 21, 1952, in the school auditorium with an address given by then Governor John S. Battle. Battle had served in both the Virginia House of Delegates (1929-1934) and the State Senate (1934-1949) before election as governor. In a front-page news story entitled "Battle Terms School Realization of a Dream in that City and County Have United," the newspaper reported that more than 800 persons attended the ceremony and toured the school building afterwards. The 720 seats on the main floor of the auditorium, where African Americans were seated, were all filled. The 180 seats in the balcony, where whites were seated, were about half filled. Jackson P. Burley's widow traveled from Atlanta to attend the dedicatory ceremony. According to the article, the construction of Burley High School was "the first school" in the Commonwealth built under an amendment to a law introduced by Battle when he was in the Senate. It allowed for a city and its neighboring county to jointly build and operate a school.[20]

In Battle's speech, which was quoted extensively in Charlottesville's *The Daily Progress*, he said: "In thus dedicating this property to the education of Negroes . . . so that they may enjoy these fundamental rights of man, the obligation inherent in the rights of the majority is recognized and fulfilled.. . . Segregation is a social arrangement for the betterment of relations between the different races living under a democracy as we conceive it."[21] It should be added that after leaving the governor's office, Battle returned to Charlottesville and his law practice where he represented Albemarle County Public Schools, who were confronting desegregation lawsuits filed by the NAACP. An editorial in the same March 22, 1952, edition of *The Daily Progress*, states:

> Assuming as we do, that the city (Charlottesville) and county (Albemarle) administrations will discharge their duty to see that it is properly staffed, it (the opening of Burley) goes far toward discharging the obligation of Charlottesville and Albemarle to provide full equality in educational opportunity for their Negro citizens. So far as Charlottesville is concerned, that equality was achieved with the opening of this school, which in some respects has facilities superior to those provided for white children at Lane High School."[22]

From an historical perspective, the timing of the dedication of Burley and Battle's comments could not have been more fortuitous. Decisions rendered by the federal courts, including the U. S. Supreme Court in a case mandating that an African American be admitted to the University of Texas Law School in 1951, led the NAACP to consider abandoning the effort to secure equal facilities and move toward seeking full integration. With the walk-out of students in Prince Edward County in 1951, Oliver Hill and Spotswood Robinson launched their efforts that led ultimately to the U. S. Supreme Court's *Brown* decision in 1954, that overturned the *Plessy* decision establishing the "separate but equal" doctrine from 1896. It is ironic that just as Albemarle and Charlottesville completed a high school that was essentially equal to the all-white

Lane High School, equality of educational facilities for blacks and white ceased to be the ultimate goal, and full integration became the lodestar.[23]

For the following sixteen years (1951-1967), Burley was the only high school in the immediate Charlottesville/Albemarle area serving black students.

> Segregation continued in Charlottesville and Albemarle County following the 1954 *Brown v. Board of Education of Topeka* decision (by the U. S. Supreme Court), and black residents who requested transfers to white schools in 1955 were denied. . . . A black student who wished to transfer from Burley to Lane had to submit a written application and meet certain residential and academic qualifications, criteria that did not apply to white students. On September 4, 1958, the Charlottesville School Board met to consider applications for the transfer of thirty-three black pupils who were residents of Charlottesville. The Board resolved unanimously that each applicant be refused permission to transfer, offering as reasons that twenty-four lived in the Jefferson Elementary School District, sixteen were not academically qualified, and three were likely to have social adjustment problems.[24]

With the exception of a handful of students who attended Lane High School after the 1959 rulings from the federal judiciary mandating an integrated school system, segregation remained in place in Charlottesville and Albemarle County schools.[25] Several black students were assigned to Lane and Venable, but were actually tutored in the school board offices in the spring of 1959. One of those students was provided with a certificate; the School Board tried to give her a diploma from Burley High School, even though she had specifically been assigned to Lane by the Court; her father refused it.[26] In the following five years, there was only "token" desegregation, with Charlottesville establishing a "pupil assignment" plan. This plan gave latitude to the school superintendent in making assignments of students to individual schools. Under the plan, geographic school zones were set up that followed racial residential concentrations. The superintendent could respond to a parent's request for transfer to a school in another zone, but could also use the argument that the "reassignment was consistent with the best academic interest of the pupil," and would not violate a maximum pupil-teacher ratio and other criteria. There were no so-called "zones" for the high schools, but again the superintendent had considerable discretion in granting transfer requests. In 1962, there was a shift to establishment of a "junior high" school system, but in 1963 the NAACP filed a suit to prevent plans to construct a 'joint' black junior high school at the Burley school site, and the plan did not move forward.

Following the enactment of the 1964 Civil Rights Act, there were various maneuvers to integrate the junior high school grades. However, according to the most extensive treatment of the issue in *The Bus Stops Here*, authored by Anna Holden, the decision to assign all Charlottesville seventh graders to the new junior high schools beginning with the fall of 1965, "sounded the death knell for Charlottesville's sponsorship of Burley High School."[27] There was a substantial drop in enrollment of Charlottesville students at Burley and a decrease in the number of faculty as well.

In the course of discussions between the City and the County, it was acknowledged that "the Burley plant was in good condition and, during the debate Burley was described by the Charlottesville city manager as the best constructed school in the city." According to Holden, "There was a feeling in the black community that the school board did not want to take on another formerly black school that white students would have to attend on a desegregated basis." The two jurisdictions agreed to retain and reassign all Burley faculty to other schools on a 50-50 basis. However, many of the principals and assistant principals from Burley were not assigned to comparable positions and according to Holden, that became a major issue within the black community. Beginning with the school year of 1967-68, Burley became a junior high school in Albemarle County's school system, with no further association with the City of Charlottesville or its school board.[28]

The last class of seniors at Jackson P. Burley High School graduated in 1967 and, in 1973, Albemarle County opened Burley as a middle school for grades six through eight. During its years of operation as a high school, African-American students were bussed from all over Albemarle County to Burley. After 1967, it is presumed that African-American junior-high students at Burley went on to attend Albemarle High School since the joint operation of the high school between the two jurisdictions had ceased. A generation of black students from the greater Charlottesville area are graduates of Jackson P. Burley High School and their identification with and pride in their school continues to the present day.

A survey report entitled "Charlottesville, Virginia, Public School," penned in 1967, presents the most comprehensive information about Burley High School's operations. Written on the eve of its cessation as a high school, the report addresses among other topics facilities, graduation requirements, course offerings, and internal organization. The report was prepared by the Division of Surveys and Field Services of the George Peabody College for Teachers in Nashville, Tennessee. Although course offerings were generally the same for both Burley and Lane, "the program of offerings at Lane High School is rather heavily slanted toward the college preparatory function."[29] The author goes on to clarify, saying, "These statements are not intended to disparage the college preparation offerings: rather, they point out the deficiency that exists in the total program from the standpoint of equality of educational opportunity." At the same time, the authors contend that there were insufficient course offerings at Lane High School in the vocational area. The report does note the offerings at Burley included practical nursing. It is in this area that there had been considerable contemporary focus. An April 1957 news article, with the headline "U.Va. Hospital-Burley High School Offers Interesting Course in Practical Nursing." There was an acute shortage of practical nurses at the University Hospital to care for a growing number of African-American patients. A recent (March 9, 2019) article in the *Charlottesville Daily Progress,* entitled "Finding Segregated UVA Hospital's 'hidden nurses.'" describes the program, which was jointly operated by the University of Virginia's School of Nursing.

> "Burley's 13-month diploma program, which ran roughly from 1952 to 1966, quickly taught recent high school graduates the basics of nursing. Students took classes during their senior year of high school (at Burley) and then completed

> practical training at UVA Hospital. The graduates ultimately became some of the first black RNs at the hospital, working first in segregated wards in the dank basement of the old University hospital, and eventually caring for white patients as well."

They were LPNs, or Licensed Practical Nurses, filling a critical need in the delivery of medical care. Burley High School was likely one of the first high schools in the nation to incubate and nurture such a critical program that bridged the gap between Black and White medical professionals during a tumultuous time of desegregation in the South.[30]

After Burley High School closed, the entire property was purchased by the Albemarle County School Board for $700,000.[31] It was then used for overflow seventh graders from Jack Jouett Middle School in Albemarle County. The County opened it as a full middle school in 1973. Even though the property is within the Charlottesville City limits, Jackson P. Burley Middle School continues to serve Albemarle County sixth to eight graders.

Alumni of Burley High School have been very active in keeping the history of their beloved school alive. The Burley Varsity Club, a non-profit organization, has been instrumental in providing recognition of the school's accomplishments, including a recently installed monument wall in the front lawn that features the names of many former students, faculty, and staff. Two modern commemorative makers are dedicated to the winning athletic programs at Burley: one stands in front of the gymnasium, and another near the athletic field.

Jackson P. Burley High School operated as an important educational resource for the African-American community of both Charlottesville and Albemarle County during the tumultuous years of integration mandated by the Supreme Court in 1954 and Virginia's Massive Resistance, launched to avoid any racial integration in public schools in the years following *Brown*.[32] When Virginia's governor chose to close Charlottesville's public schools in 1958 rather than integrate the all-white Lane High School and Venable Elementary, Burley's students were left with no schooling at all for a year from September 1958 to September 1959. African-American families were forced, along with white families, to scramble to provide some education for their students.

The presence of Burley High School in the Charlottesville area housed in a fine architect-designed building continues as an important symbol of the complex educational saga of public schools in Virginia during the turbulent 1950s. Burley survives as a significant symbol, from the efforts in the 1940s to achieve a minimal level of equality in educational facilities, through Massive Resistance -- an effort unique to Virginia to avoid racial integration of public schools -- and finally, the ultimate legal mandate to fully integrate those educational facilities. Burley's significance also derives from the highly unusual cooperative arrangement between a City and a neighboring county, to address those disparities in educational facilities by joining forces to build what was then seen as a state-of-the-art high school building. The dynamics of such a cooperative effort were broadly explored in academic literature of the time. Burley's significance is crucial to understanding this important period in Virginia's and the nation's history.

Architectural Context:

Burley School was one of the first instances in the region where elements of an architectural style of the Modern Movement were used for a high school. Most local public schools up to World War II were designed using an architectural vocabulary based on traditional popular revival styles of the late 19th and early 20th centuries. The Stripped Classicism mode straddled the architectural vocabulary of Classicism and Modernism and had been a popular style for institutional and government buildings since the 1930s. Some monumental examples in Virginia include the Virginia Department of Highways Building in Richmond (1937-1939), the Virginia State Library and Supreme Court Building in Richmond (1937-1939), the U.S. Post Office and Courthouse in Norfolk (1934), National Airport in Arlington County (completed 1941), and the Pentagon in Arlington County (1941-1942).[33]

Stripped Classical Modernism began in the 1920s and 1930s as a response to the rising tide of the different modernisms such as Art Deco, Streamlined Moderne, and the International Style. It was an attempt to update and simplify traditional classical architecture. French-born architect Paul Phillippe Cret was one of the leaders of the style in the United States. His work is best exemplified in the Folger Shakespeare Library (1929-1932) and Federal Reserve Building (1937), both in Washington, D.C. Stripped Classicism grew to become the preferred style for public buildings, especially under President Roosevelt. It was employed by many Federal, state, and local governmental buildings across the nation. The style contains some features that were also used in European governmental buildings of the 1930s, especially in Fascist Italy, Nazi Germany, and the USSR under Stalin.[34]

Burley illustrates the components of Stripped Classical Modernism in its horizontal, flat-roofed emphasis. The abstracted ornamentation alludes to popular classical motifs. Burley's tri-partite massing also evokes the classical vocabulary. The subtle fluted and reeded detailing found in the architraves, columns, and decorative panels on the façade harkens to classical architecture. Burley School is not strictly symmetrical in order to allow for more flexibility in the design of the auditorium and gymnasium wings located at each end of the building. The articulation of the central entrance as well as the porches at each end rendered in cast stone make up the majority of exterior decoration. Charlottesville's Lane High School, constructed in 1940 as a white high school and now used as the Albemarle County Offices, epitomizes the monumental public schools so common in the second quarter of the 20th century. Composed of a three-part symmetrical brick block with side wings, it is of the Classical Revival style and is an imposing presence. Schools such as Lane were meant to illustrate a community's commitment to public education and to be local landmarks.[35] Clark S. Pendleton of Lynchburg designed Lane High School and is also listed as an associate architect on Burley High School, although the extent of his contribution is not certain. Burley High School stands in stark contrast to Lane. Although both are of brick, Burley is not precisely symmetrical and features large expanses of ribbon windows and a flat roof. The minimalist aesthetic of the Stripped Classical Modernism Style is expressed in Burley in its flat-roofed, rectangular forms, with limited exterior decoration that alludes to classical motifs.

The Charlottesville firm of Baker, Heyward, and Llorens who designed Burley also designed several other schools in the area after 1950. The 1953 Central Albemarle High School (now Albemarle High School), a large V-shaped building, employed the same Stripped Classicism vocabulary as Burley. The firm was also responsible for two additions to the rear of Jefferson School in Charlottesville: classrooms in 1958, and a gymnasium in 1959.[36] Benjamin C. Baker, educated at M.I.T., Brown University, and the *Ecole des Beaux Arts*, first worked at McKim, Mead & White in New York before coming to Charlottesville. Ben H. Heyward attended UVA's Architectural School and worked for several architects including William Lawrence Bottomley before starting his own practice in Charlottesville. Alfred Llorens attended Syracuse University and also worked for Bottomley before joining the firm.[37]

Reporting on "Trends in Material and Design" in the 1945 Review of *Education Research*, architect Reginald E. Marsh writes that there is a movement in educational buildings towards a simplified design with minimal ornamentation that "allows for a bold articulation of its parts and also allows it to adapt to an irregular site."[38] This sentiment is reaffirmed in the 1948-1949 annual report of the superintendent of public instruction of Virginia where general trends in school construction are described as having "simplicity and conservative ornamentation." The superintendent further hopes that schools can be designed in a way that they can be used for "forty or fifty years or more."[39] Burley School's well-executed design and sound construction has contributed to its far exceeding that expectation as it continues to serve the children of Albemarle County.

ENDNOTES

[1] Charlottesville Deed Book 41:488 (1916). The parcel is shown on a plat of area known as Lincoln Heights drawn by Hugh F. Simms in January, 1922.
[2] This area was once part of the Rose Hill Plantation. There are clusters of African-American neighborhoods in this part of Charlottesville, including around 10th and Page and west on Preston Avenue.
[3] Maral S. Kalbian, LLC. "Preliminary Information Form for Rose Hill Neighborhood Historic District." Charlottesville, VA. Virginia Department of Historic Resources, April 2018, pp. 3, 5.
[4] Charlottesville Deed Book 45:83 (1923).
[5] Charlottesville Will Book, 5:348-349 (1944). The will was probated July 18, 1945.
[6] University of Virginia Special Collection folder entitled "1947 School Board of the City of Charlottesville. Box 3, Charlottesville School Board Papers of A. L. Hench, Accession Number 927-A."
[7] A Final Decree, recorded in Charlottesville Deed Book 141:33 (1948).
[8] "Joint Negro High School for the City of Charlottesville and for the County of Albemarle." Blueprints, dated August 1949 and revised December 1949. Charlottesville, VA: Albemarle County School Board Office.
[9] Virginius Dabney. "The Court Calls for Better Negro Schools," *Richmond Times Dispatch*, April 5, 1948, 10. A discussion of this issue as it relates to the federal courts comes from John O. Peters, *From Marshall to Moussaoui: Federal Justice in the Eastern District of Virginia.* Richmond, VA: Historical Society of the United States District Court for the Eastern District of Virginia, Inc., 2013.
[10] Ralph Bunche High School in King George County, Virginia, was the subject of the lawsuit. The property was listed in the NRHP In 2006 for its direct association with this important legal case.
[11] Marcus R. Pollard. "Ralph Bunche High School." National Register of Historic Places Nomination Form, 2005. King George County VDHR no. 0048-5007. Richmond, VA: Virginia Department of Historic Resources, Section 8, page 6.
[12] Margaret Edds. *We Face the Dawn: Oliver Hill, Spottswood Robinson and the Legal Team that Dismantled Jim Crow*. Charlottesville: University Press of Virginia, 2018, pp. 182-184.
[13] For more information, see: Rebekah Dobrasko. "Equalization Schools in South Carolina, 1951-1960." National Register of Historic Places Multiple Property Documentation Form. 2009. South Carolina State Historic Preservation Office, Columbia, South Carolina. Ashley Neville and John Salmon. "Armstrong Elementary School." National Register of Historic Places Nomination Form, 2012. City of Lynchburg VDHR no. 118-5320. Richmond, VA: Virginia Department of Historic Resources.
[14] For a comprehensive consideration of the various school cases in the 1940s and 1950s in Virginia, see Margaret Edds, *We Face the Dawn: Oliver Hill, Spottswood Robinson and the Legal Team that Dismantled Jim Crow.* Charlottesville, University of Virginia Press, 2018.
[15] According to a newspaper article from 1952, the cost of the school was $1,069,820.40. *The Daily Progress*, March 22, 1952, "Battle Terms Burley School Realization of a Dream in that City and County Have United," p. 1.
[16] Albemarle County League of Women Voters. "To the Voters and Taxpayers of Albemarle County." Materials prepared in 1948 and in 1951 (multi-page flyer). The school construction came in below budget and only $5000,000 of the bond were needed (at 1.48%).
[17] James W. Barksdale. "A Comparative Study of Contemporary White and Negro Standards in Health, Education and Welfare, Charlottesville, Virginia." A Thesis presented to the Faculty of the Department of Sociology, University of Virginia, May, 1950.
[18] Plaque on Burley School entitled "Jackson P. Burley High School." Given by the City of Charlottesville, 2010. Some of this information is also included in an article by Christopher S. Combs, "A Community in Turmoil: Charlottesville's Opposition to Public Housing." *The Magazine of Albemarle County History.* Charlottesville, VA: Volume 56, 1998. p. 129.
[19] *The Daily Progress*, June 2, 1950 (located in the collections of the Albemarle County Historical Society).
[20] *The Daily Progress*, March 22, 1952, "Battle Terms Burley School Realization of a Dream in that City and County Have United," p. 1. Battle also stated that he hoped that this would mark the beginning of a new era when cities and counties could work together. It appears that counties were able to join together and build schools as in the George Washington Carver Regional High School built in 1948 that served African American students in Culpeper, Madison, Orange, and Rappahannock counties. See also: Rev. Dr. Roy S. Thomas, III. "Paul H. Cale and the

Desegregation of Albemarle County Public Schools." Emailed to Maral Kalbian from Rev. Thomas on February 1, 2020. Footnote 17 provides some of the quotations of Battle's address, and are referenced in footnote 17 of his paper (Joint Committee for the Control of the Jackson P. Burley High School, Minute Book No. 1, April 8, 1952).
[21] Ibid., pp. 1, 3. There are photographs that accompany the article that show the various participants. See also
[22] *The Daily Progress*, March 22, 1952. Editorial "The New Burley High School," p. 4.
[23] Edds, pp. 175-196.
[24] Virginia Foundation for the Humanities. "Jackson P. Burley School." www.aahistoricalsitesva.org/items/show/220.
[25] For a detailed consideration of the legal challenges to school integration in Charlottesville, see the National Register Nomination for Jefferson School and Carver Recreation Center (2005). VDHR No. 104-5087, by Maral S. Kalbian and Margaret T. Peters.
[26] Anna Holden. *The Bus Stops Here: A Study of School Desegregation in Three Cities.* "Charlottesville, Virginia, A Southern City's Struggle to Achieve Racial Balance." New York: Agathon Press, Inc., 1974, 29.
[27] Holden, p. 79.
[28] Holden, pp. 43-45; 79-82.
[29] *Charlottesville, Virginia Public Schools: A Survey Report.* Nashville, TN: George Peabody College for Teachers, 1967, p. 103.
[30] Ruth Serven Smith. "Finding segregated UVA Hospital's 'hidden nurses." *Charlottesville Daily Progress*, March 9, 2019.
[31] City of Charlottesville, GIS Viewer. The ownership history tab for Parcel ID: 360001000 lists June 30, 1969, as the date of the sale to the School Board og Albemarle County (Charlottesville DB 309:109).
[32] For an in depth and comprehensive history of the strenuous legal efforts in Virginia led by the NAACP and lawyers Oliver Hill and Spottswood Robinson, see *We Face the Dawn: Oliver Hill Spottswood Robinson and the Legal Team that Dismantled Jim Crow,* by Margaret Edds, Charlottesville: University of Virginia Press, 2018.
[33] John E. Wells. "Virginia Department of Highways Building." National Register of Historic Places, (2004). City of Richmond VDHR no. 127-0844. Richmond, VA: Virginia Department of Historic Resources, Section 7, page 1. See also Richard Guy Wilson, Charles E. Brownell, William R. S. Rasmussen, and Calder C. Loth, *The Making of Virginia Architecture*. Richmond, VA: The Virginia Museum, 1992, pp. 102, 390, 400.
[34] Richard Guy Wilson. Personal Conversation. June 10, 2020.
[35] Edds, p. 91.
[36] Jefferson School operated as an educational facility until 1994. After major renovations, it reopened in 2013 as the Jefferson School City Center, a multi-use facility that houses the Jefferson School African American Heritage Center, the Carver Recreation Center, and several local community organizations.
[37] John E. Wells, Robert E. Dalton. *The Virginia Architects 1835-1955.* Richmond, VA: New South Architectural Press, 1997, pp. 15, 196, 265.
[38] Reginald E. Marsh, "Trends in Materials and Design" Review of Educational Research, Volume 15, February 1945, pp. 55-57.
[39] State Board of Education. "Annual Report of the Superintendent of Public Instruction of the Commonwealth of Virginia, School Year 1948-1949." Vol. 32, no. 3, September, 1949. Richmond: Division of Purchase and Printing, 1949), p. 202.

***The following images came from *The JayPeeBee*, the yearbook for Jackson P. Burley High School (1952/53).**

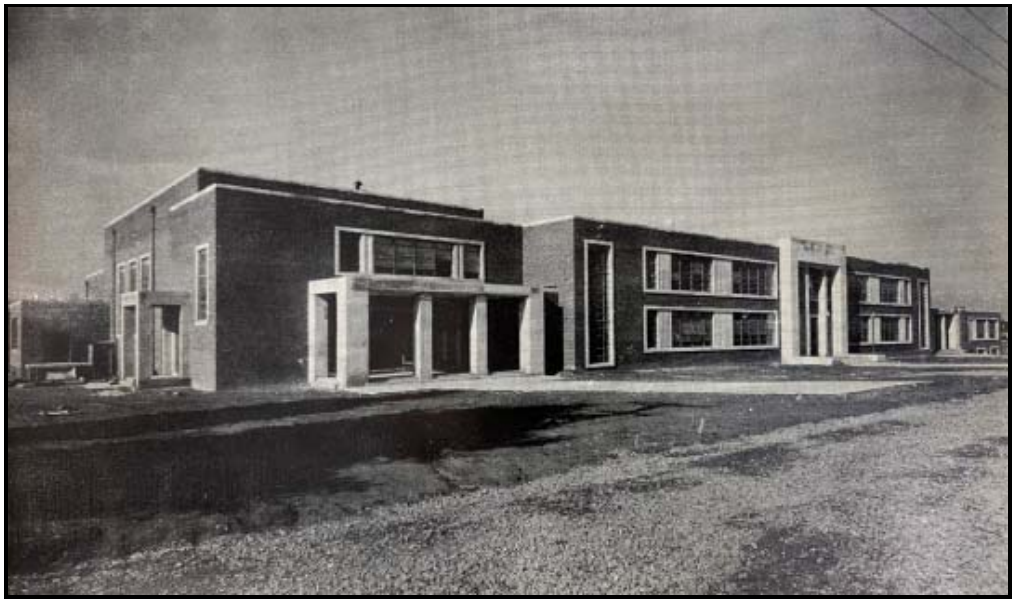

Fig. 1: Southeast view of Jackson P. Burley High School (1952).

Figure 2: View from rear of school, looking west towards the covered walkway and detached manual arts building (1952).

Figure 3: View looking northweast towards the back of the school showing gymnasium, covered walkway, and bus loading area (1952).

Fig. 4: View of the library (1952).

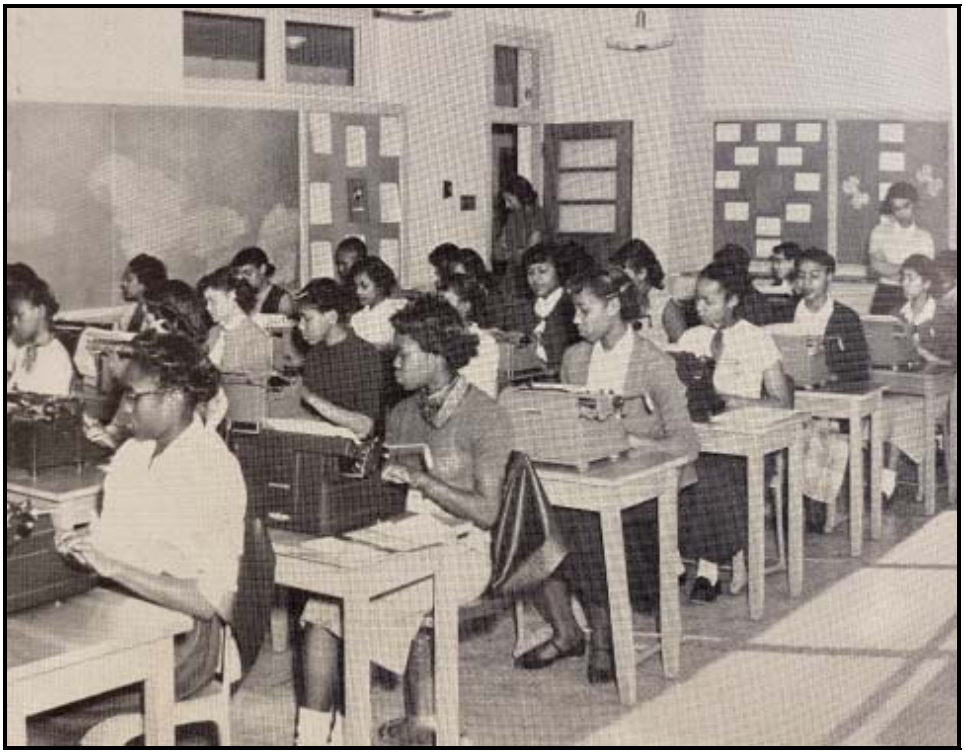

Figure 5: View of the typing classroom (1953).

Figure 6: Veiw of the Manual Arts Class (1953).

Figure 7: View of the Practical Nursing Class (1953).

Fig. 8: view of gymnaisum (1953) .

9. Major Bibliographical References

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DB 45:83. H. P. Porter and Sadie R. Porter to Jackson P. Burley and Maggie P. Burley wife September 12, 1923.
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Previous documentation on file (NPS):

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

Primary location of additional data:

_X___ State Historic Preservation Office
____ Other State agency
____ Federal agency
__X__ Local government
____ University
____ Other
Name of repository: _____

Historic Resources Survey Number (if assigned): __VDHR no. 104-5276-0064_____

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10. Geographical Data

Acreage of Property ___Approximately 17.664 acres_____

Use either the UTM system or latitude/longitude coordinates

Latitude/Longitude Coordinates
Datum if other than WGS84:_____
(enter coordinates to 6 decimal places)

1. Latitude: 38.041830 Longitude:-78.489110

2. Latitude: 38.041260 Longitude:-78.484280

3. Latitude: 38.039150 Longitude:-78.486530

4. Latitude: 38.039770 Longitude:-78.487730

5. Latitude: 38.040090 Longitude:-78.487530

6. Latitude: 38.040810 Longitude:-78.489350

Or
UTM References
Datum (indicated on USGS map):

☐ NAD 1927 or ☐ NAD 1983

1. Zone: Easting: Northing:

2. Zone: Easting: Northing:

3. Zone: Easting: Northing:

4. Zone: Easting : Northing:

Verbal Boundary Description (Describe the boundaries of the property.)
The boundary for the nominated property is the entire Charlottesville Tax Parcel 36-1, which contains the school, the baseball diamond, and other associated athletic structures. The true and correct historic boundary is shown on the attached Charlottesville Tax Parcel map.

Boundary Justification (Explain why the boundaries were selected.)
The nominated parcel is the full extent of the acreage historically associated with Jackson P. Burley High School. It encompasses the property's historic setting as well as all the known historic resources and athletic facilities: ball field to the west and the dugouts, storage building, and other related buildings. It is the same-sized parcel as when the school opened in 1951.

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11. Form Prepared By
name/title: _Maral S. Kalbian and Margaret T. Peters_____
organization: __Maral S. Kalbian, LLC_____
street & number: __PO Box 468_____
city or town:__Berryville_____ state: ___VA___ zip code:__22611_____
e-mail__maral@mkalbian.com_____
telephone:__540-955-1231_____
date:__June 10, 2020_____

Additional Documentation
Submit the following items with the completed form:

- **Maps:** A **USGS map** or equivalent (7.5 or 15 minute series) indicating the property's location.

- **Sketch map** for historic districts and properties having large acreage or numerous resources. Key all photographs to this map.

- **Additional items:** (Check with the SHPO, TPO, or FPO for any additional items.)

Photographs

Submit clear and descriptive photographs. The size of each image must be 1600x1200 pixels (minimum), 3000x2000 preferred, at 300 ppi (pixels per inch) or larger. Key all photographs to the sketch map. Each photograph must be numbered and that number must correspond to the photograph number on the photo log. For simplicity, the name of the photographer, photo date, etc. may be listed once on the photograph log and doesn't need to be labeled on every photograph.

Photo Log

Name of Property: Burley School

City or Vicinity: Charlottesville

County: Independent City State: Virginia

Photographer: Maral S. Kalbian

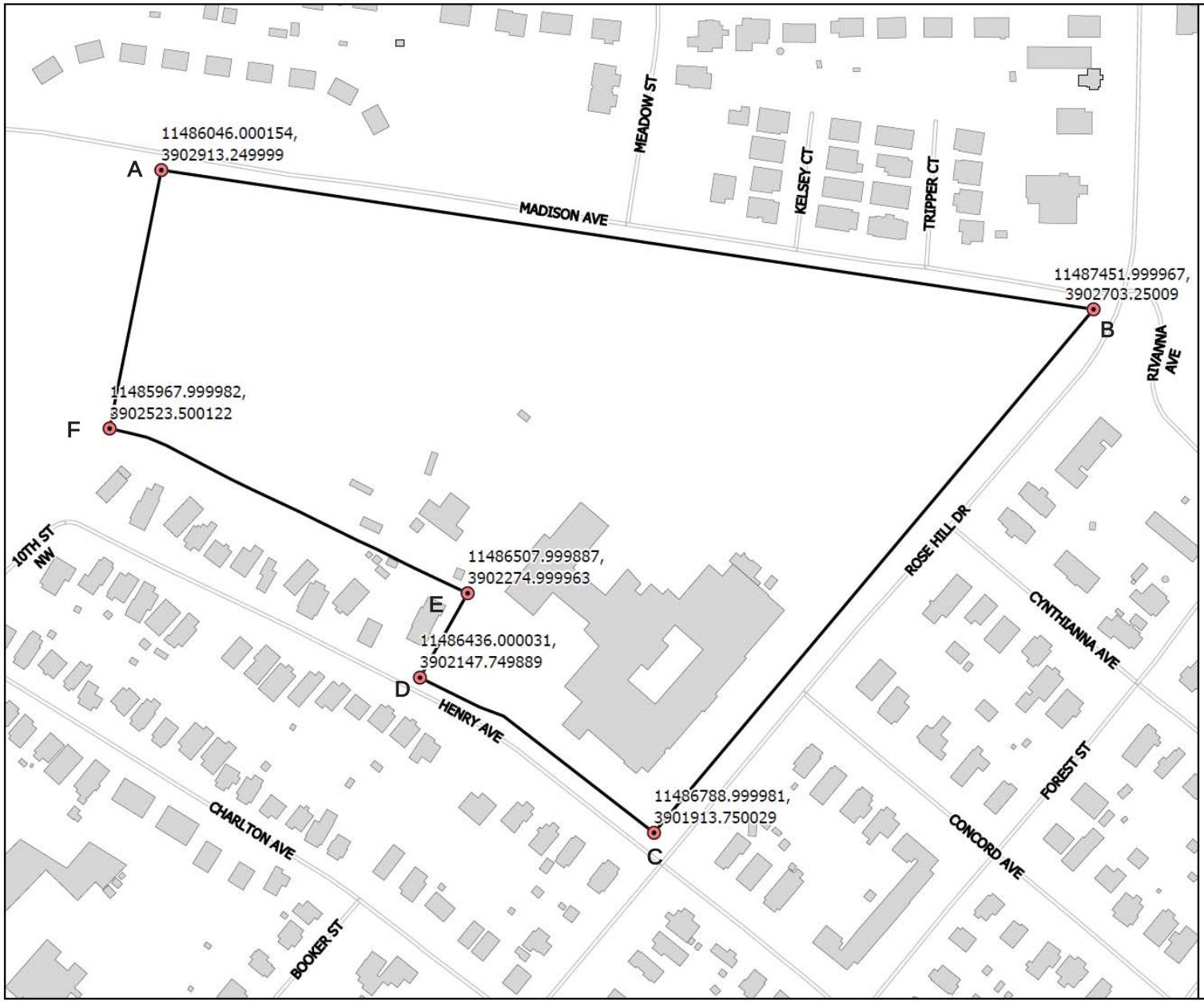
Date Photographed: July and November 2019.

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

1 of 18. Façade, from southeast corner looking north.
2 of 18. Façade, from northeast corner looking south.
3 of 18. Detail of front entry.
4 of 18. Rear (west) view of school, showing the original manual arts building.
5 of 18. Interior courtyard, from west looking southeast,
6 of 18. Modern addition, from west looking northeast toward gymnasium.
7 of 18. Side/rear view, from southwest looking northeast.
8 of 18. Baseball diamond, dugouts, restroom, and Charlottesville Albemarle Technical Education Center building, from north looking south.
9 of 18. Typical hallway in original section.
10 of 18. One of several trophy cases located in the hallway.
11 of 18. Auditorium, from balcony looking toward stage.
12 of 18. Gymnasium, looking southwest.

13 of 18. Cafeteria, from northwest, looking southeast.
14 of 18. View of typical original stairwell.
15 of 18. View of typical classroom.
16 of 18. View of original built-in cabinetry still in Classroom 306.
17 of 18. View of modern library, from west looking southeast.
18 of 18. View of modern corridor linking the former Manual Arts Building to the main building, from west looking east.

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.



Jackson P. Burley High School

Charlottesville, VA

DHR No. 104-5276-0064

901 Rose Hill Drive

- Burley School Parcel
- Structures
- Roadway
- Approximate Property Corners

A: 11486046.000154, 3902913.249999
B: 11487451.999967, 3902703.25009
C: 11486788.999981, 3901913.750029
D: 11486435.000031, 3902147.749889
E: 11486507.999887, 3902274.999963

N

0 100 200
Feet

The geographic data layers produced by the City of Charlottesville are provided as a public resource. The City makes no warranties, expressed or implied, concerning the accuracy, completeness or suitability of this data, and it should not be construed or used as a legal description. The information displayed is a compilation of records, information, and data obtained from various sources, and the City is not responsible for it's accuracy or how current it may be. Every reasonable effort is made to ensure the accuracy and completeness of the data. Pursuant to Section 54.1-402 of the Code of Virginia, any determination of topography or contours, or any depiction of physical improvements, property lines or boundaries is for general information only and shall not be used for the design, modification or construction of improvements to real property or for flood plain determination.

February 26, 2020

Jackson P. Burley High School

Charlottesville, VA

DHR No. 104-5276-0064

901 Rose Hill Drive

Burley School Parcel
Structures
Roadway

Tax Map Parcel Number: 360001000

N

0 100 200
Feet

The geographic data layers produced by the City of Charlottesville are provided as a public resource. The City makes no warranties, expressed or implied, concerning the accuracy, completeness or suitability of this data, and it should not be construed or used as a legal description. The information displayed is a compilation of records, information, and data obtained from various sources, and the City is not responsible for it's accuracy or how current it may be. Every reasonable effort is made to ensure the accuracy and completeness of the data. Pursuant to Section 54.1-402 of the Code of Virginia, any determination of topography or contours, or any depiction of physical improvements, property lines or boundaries is for general information only and shall not be used for the design, modification or construction of improvements to real property or for flood plain determination.

February 26, 2020