

# 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: Susie G. Gibson High School

Other names/site number: Bedford Educational Center; Bedford Science and Technology Center; Susie G. Gibson Science and Technology Center; VDHR #141-5017

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: 600 Edmund Street

City or town: Bedford State: VA County: Bedford

Not For Publication:  N/A      Vicinity:  N/A

## 3. State/Federal Agency Certification

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

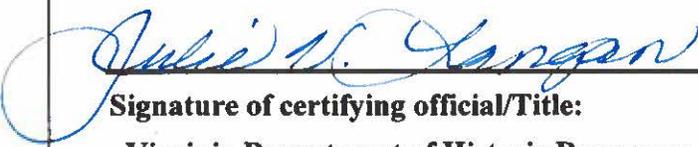
I hereby certify that this  nomination  request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60.

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

national       statewide       local

Applicable National Register Criteria:

A       B       C       D

	<u>6/24/2021</u>
Signature of certifying official/Title:	Date
<u>Virginia Department of Historic Resources</u>	
State or Federal agency/bureau or Tribal Government	

In my opinion, the property <input type="checkbox"/> meets <input type="checkbox"/> does not meet the National Register criteria.	
Signature of commenting official:	Date
Title :	State or Federal agency/bureau or Tribal Government

Susie G. Gibson High School  
Name of Property

Bedford County, VA  
County and State

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#### 4. National Park Service Certification

I hereby certify that this property is:

- entered in the National Register
- determined eligible for the National Register
- determined not eligible for the National Register
- removed from the National Register
- other (explain:) \_\_\_\_\_

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Signature of the Keeper

Date of Action

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#### 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

Susie G. Gibson High School  
Name of Property

Bedford County, VA  
County and State

**Number of Resources within Property**

(Do not include previously listed resources in the count)

Contributing	Noncontributing	
<u>2</u>	<u>6</u>	buildings
<u>0</u>	<u>0</u>	sites
<u>0</u>	<u>0</u>	structures
<u>0</u>	<u>0</u>	objects
<u>2</u>	<u>6</u>	Total

Number of contributing resources previously listed in the National Register 0

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**6. Function or Use**

**Historic Functions**

(Enter categories from instructions.)

EDUCATION: school

**Current Functions**

(Enter categories from instructions.)

EDUCATION: school

Susie G. Gibson High School  
Name of Property

Bedford County, VA  
County and State

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## 7. Description

### Architectural Classification

(Enter categories from instructions.)

MODERN MOVEMENT: International Style

**Materials:** (enter categories from instructions.)

Principal exterior materials of the property: CONCRETE; BRICK; METAL

### 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.)

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### Summary Paragraph

Susie G. Gibson High School is in the town of Bedford, in Bedford County, Virginia. It was built in 1953-1954 to provide “separate but equal” education to black high school students in Bedford County during the Jim Crow era of segregation in Virginia. The school occupies a large campus on a hill about one-half mile south of Main Street. Designed by prominent Lynchburg architect Stanhope Johnson, the International Style high school is an expression of the Modern Movement with its sprawling low-profile, flat-roofed building built in one and two-story sections nestled into the topography. The exterior is defined by exterior walls faced in brick veneer, large banks of horizontal-pane sash windows, and recessed entrances. The 1966 addition, designed by J. Henley Walker Jr. of Richmond, continues the horizontal massing and material palette of the original school. The school’s interior consists of a double-loaded corridor-plan flanked by classrooms and dedicated spaces for an administration office, cafeteria, gymnasium, and library. The 1966 addition offers a large auditorium and additional classrooms. Resilient interior finishes are of the period and include painted concrete-block walls, vinyl composition tile floors, plaster and acoustical tile ceilings, and metal framed wood doors. The original lockers in the corridors, as well as built-in bookcases and display cases remain in good condition. Aside from the main high school building, the 22.8-acre campus also includes a ca. 1955-56 Vocational-Agriculture Shop that contributes to the significance of the school. Six buildings on the campus do not relate to the school’s significance: the ca. 1954 Bedford County Bus Garage, two post-1970 Maintenance Shops for Bedford County Schools, the post-1970 Driver Education Observation Tower, the 1988 Automotive Building, and the 1994 greenhouse. Susie G. Gibson High School and its campus remain remarkably intact, possessing good integrity of location, feeling, association, design, materials, and workmanship and fair integrity of setting.

Susie G. Gibson High School  
Name of Property

Bedford County, VA  
County and State

## Narrative Description

### Setting

Susie G. Gibson High School is located in Bedford, an incorporated town in Bedford County, Virginia. The 22.8-acre campus is south of downtown, about one-half mile from Main Street. US Highway 460 is one-quarter mile south of the school. The campus is generally bounded by Edmund Street to the east, west, and south, and E. Federal Street to the north. The school faces east to Edmund Street, with a setback of about 90 feet, and is fronted by a lawn planted with grass, shrubs, and deciduous trees. Surrounding the school are various ancillary buildings and structures, most of which were not associated with the original high school. The campus resources are connected by a network of concrete paths. Perched on a hill, the school overlooks an athletic field, Edmund Street Park, and the Bedford County School Bus Garage to the north. The current athletic field is on the site of the school's 1966 athletic field and gravel track, which is no longer extant.

The main parking area and a driver education course with observation tower is located to the south of the campus. The surrounding neighborhood is moderate-density residential in character, with numerous intermittent wooded parcels. The campus offers magnificent views of the Blue Ridge Mountains, including the Peaks of Otter.

### Susie G. Gibson High School

Designed by prominent Lynchburg architect Stanhope Johnson in 1953-54, Susie G. Gibson High School is a sprawling low-profile, flat-roofed building built in one and two-story sections situated into the topography. The building is an expression of the International Style with simple geometric forms, minimal ornamentation, and horizontal massing. Its footprint is divided into four sections: the long two-story, five-bay classroom block; the one-story, three-bay wing containing the cafeteria, kitchen, and library; the double-height rectangular gymnasium at the north end; and the two-story 1966 auditorium and classroom addition at the south end. The total building is 475 feet long on its approximately north-south axis, yet at its midsection is only 60 feet wide. The building measures approximately 142 feet at its widest point, where it incorporates the 1966 addition.

Defining exterior characteristics include walls faced in brick veneer and horizontal banks of large horizontal-pane steel or aluminum sash windows. The window banks are bordered by soldier bricks along the top, header bricks on the sides, and rowlock bricks at the sill, a departure from the original drawings that had specified cast stone for this feature. The main entrance is recessed, sheltered by a canopy supported by round metal posts. The double-leaf doors are contained within a multi-pane metal-frame curtain wall system with a cast stone border. Each door leaf contains two square lights. A white marble cornerstone near the entrance reads: SUSIE G. GIBSON HIGH SCHOOL, ERECTED 1953. There are several recessed entrances around the perimeter of the school. Most, like the gymnasium and main west (rear) entrances are reached by flights of concrete stairs with pipe railings. Most of the secondary doors are double leaf with three horizontal lights at the top. The aluminum channel letters that read: GYMNASIUM remain intact above the gymnasium doors. The 1966 addition, designed by J. Henley Walker Jr. of

Susie G. Gibson High School  
Name of Property

Bedford County, VA  
County and State

Richmond, continues the horizontal massing and material palette of the original school. It includes the Gibson Memorial Auditorium, which features a four-doorway curtain wall façade sheltered by the overhanging roof and brick end wall. The design of the addition is simpler than the original school, with a greater solid to void ratio of walls to windows. The east (front) wall is blank but for the recessed central entrance containing two metal doors within a metal and glass curtain wall. A canopy supported by brick end walls covers the entrance, which is approached by concrete steps and a concrete ramp. Aligned above the canopy is a vertical band of header bricks arranged in a stack bond that accentuates the entrance. On the south side elevation metal windows with horizontal sashes are recessed between wide, vertical bands of brick. Exterior alterations on the original building and addition are minimal, limited mostly to new sloped metal roofs added atop the flat roofs.

The interior plan reflects the trend toward a broader educational curriculum in the mid-20th century with a greater number of classroom spaces with dedicated functions. The first floor features an entrance lobby and rooms arranged along double-loaded corridors. The business office and principal's office are accessed off the lobby. The cafeteria is also accessed from the lobby, but its main double-leaf entrance is off the main north-south corridor. Three general classrooms, a health classroom, a sewing room, the school nurse's suite, and the library line the corridors, as well as support spaces like boys' and girls' toilets and closets. The door openings along the corridors are inset. The spacious gymnasium with a high ceiling is located at the north end of the school, containing bleachers and a stage with flanking chair storage rooms. Two ticket booths are in the corridors, directly adjacent to the gymnasium entrances. Below the gymnasium are boys' and girls' locker rooms, accessed by separate sets of stairs, and the boiler room. The second floor is accessed by two sets of stairs, positioned at the north and south ends of the main corridor. The second floor contains classrooms for mathematics, history and social studies, foreign language, business education, and science labs, as well as boys' and girls' toilets and a women's teachers' lounge.

Johnson's original plans accounted for a future addition at the south end of the school. Built in 1966, the addition provided an auditorium and stage, as well as additional classrooms. The auditorium lobby can be accessed from the exterior by an impressive four-door entrance or from the main corridor. The lobby leads to the auditorium with original row seating and large stage. In addition to the auditorium, the first-floor plan included a library/reading room, a classroom, and a home economics wing with rooms for sewing and fitting, living and dining, and kitchens all arranged along a double-loaded corridor. The addition's ground floor included a language lab, classroom, science lab, multipurpose lab, office practice lab, typing lab, and music room, as well as additional toilets. Like in the original school, doors along the corridors are inset. Many of the rooms in the original school building changed function at the time of the new addition, including the library, which became the study hall.

The simple exterior appearance of the building is continued on the interior with its palette of resilient interior finishes, many borne of technological advances of the post-World War II era. The corridors and classrooms of the original school block are characterized by painted concrete block walls, vinyl composition tile floors, and plaster ceilings. Acoustical plaster was used in

Susie G. Gibson High School  
Name of Property

Bedford County, VA  
County and State

congested spaces like the lobby, corridors, cafeteria, gymnasium, and stair halls. The use of acoustical tile ceilings was limited to the administrative offices, library, and business education room; the original ceilings appear to remain intact in the latter two rooms and feature a decorative motif. Doors are painted wood with three horizontal lights and metal frames.

Corridors retain their original metal lockers and inset display cases. Original bookcases remain intact in the classrooms. The gymnasium has painted cinder block walls, a plaster ceiling, and a wood floor. The stage floor is also wood. Toilets and locker rooms have ceramic tile floors and glazed ceramic tile walls. Staircases are steel with painted steel stair newels and railings.

The addition corridors and classrooms are characterized by painted concrete block walls, vinyl composition tile floors, and acoustical tile ceilings. Glazed ceramic tile accents water fountain niches in the corridors. Stained wood door slabs are flush, sometimes with a vertical vision light, with metal frames. The auditorium lobby is distinguished by terrazzo floors, plaster ceilings, hanging globe lights, two sets of recessed double doors, a display case, and a bronze plaque dedicated in memoriam to Susie G. Gibson (1879-1949). Pink glazed ceramic tile surrounds the doors and display case, with vertical bands extending to the ceiling. The same pink tile is used for the lobby baseboards. Decorative concrete breeze block forms the stair enclosure off the corridor at the interior lobby entrance. The auditorium contains a large stage and original row seating. The seats are formed of high-quality contoured plywood, a popular medium for chairs and other furniture of the time. The sloped floors of the auditorium are terrazzo. The ceilings are plaster. The stage floor is wood with a breeze block apron.

The historic floor plans of the 1954 school and 1966 addition remain remarkably intact. The classrooms, laboratories, offices, cafeteria, library, gymnasium, and auditorium retain their initial configuration along the double-loaded corridors. Alterations are limited to the addition of a partition wall in the cafeteria and the sensitive insertion of an elevator shaft at the southwest corner of the original school block. Almost all original interior finishes and features appear to remain substantially intact.

### *Secondary Resources*

#### **Vocational-Agricultural Shop, contributing building**

North of the school is the former Vocational-Agricultural Shop, known as the Masonry and Carpentry Building, which now houses the electricity program. Built into a hillside, the building appears to be one story at the front but is two stories at the rear. The building is constructed of concrete block and faced in brick veneer. Brick pilasters with concrete caps define the front elevation bays. A sloped, contemporary metal roof has been added above the original flat roof. Large multi-pane aluminum hopper windows are capped by soldier course brick and have rowlock sills. The main entrance is recessed. The front, one-story portion of the building appears to date to around the same period as the high school but does not appear on the 1953 Stanhope Johnson plans. It was likely built in 1955-56, based on a September 1955 article in *The Bedford Bulletin*, which reported the Bedford County School Board authorized Lynchburg architect Garland Gay to draw new plans, advertise construction bids, and supervise construction of a vocational agricultural department addition.<sup>1</sup> The two-story addition at the rear of the

Susie G. Gibson High School  
Name of Property

Bedford County, VA  
County and State

Vocational-Agricultural Shop was added around the same time as the 1966 addition, based on a set of plans dated August 1965.

The building's interior contains several classrooms and large open workshop areas. Classroom finishes include composition tile floors, plaster or acoustical tile ceilings, and painted concrete block walls. The classrooms in the original front section contain wood doors with three horizontal lights that are similar to ones in the school. The workshops are unfinished with concrete floors, painted concrete block walls, and ceilings with exposed beams and joists. The building appears to date to ca. 1955-56 with a ca. 1965-66 addition and is considered a contributing resource to Susie G. Gibson High School.

### **Bedford County School Bus Garage, non-contributing building**

The Bedford County School Bus Garage is sited at the north end of the property at the southeast corner of the intersection of Liberty and Federal streets. According to Bedford Town Council minutes, Bedford County Public Schools requested a building permit for the construction of the garage on the Susie G. Gibson School site in 1954.<sup>2</sup> The garage is a one-story, rectangular brick building with a flat roof. There are five vehicular bays to house school buses. The building appears to date to ca. 1954 and is considered a non-contributing resource since it is not directly associated with the history and significance of Susie G. Gibson High School.

### **Maintenance Shop for Bedford County Schools, non-contributing buildings (2)**

At the southwest corner of the property are two buildings serving as the maintenance shop for Bedford County Schools. The one-story buildings are rectangular with front-gable roofs. The walls and roofs are clad in metal. The two buildings appear to date to after the 1970s and are considered non-contributing resources to Susie G. Gibson High School because they postdate the period of significance.

### **Driver Education Observation Tower, non-contributing building**

A brick observation tower for the driver education program is located at the south end of the property. The building is square in form with a flat roof. Bands of rectangular windows on all four sides allow for observation. Based on the recollections of school alumni, the observation tower was added after the school became Bedford Education Center in 1970 and is considered a non-contributing resource to Susie G. Gibson High School because it postdates the property's use as a high school.

### **Automotive Building, non-contributing building**

West of the school is the Automotive Building, which houses the autobody and mechanics labs. Built into a hillside, the building appears to be one story at the front but is two stories at the rear. The brick building is rectangular with a flat roof. According to a plaque, the Automotive Building dates to 1988 when the school was called Bedford Education Center. It is considered a non-contributing resource as it did not exist during the period of significance for Susie G. Gibson High School.

Susie G. Gibson High School  
Name of Property

Bedford County, VA  
County and State

### **Greenhouse, non-contributing building**

West of the school is a one-story greenhouse with a gable roof. Its exterior has a brick base with polycarbonate plastic above. The greenhouse, repurposed from Longwood Florist, dates to 1994. It is considered a non-contributing resource as it did not exist during the period of significance for Susie G. Gibson High School.

### **Minor Resources Less Than 50 Years Old**

The campus includes several minor resources that are less than 50 years old, including modular buildings, small sheds, an open pavilion, playground equipment, and Edmund Street Park, which includes basketball courts, a small restroom facility, picnic pavilion, and playground equipment. These resources do not contribute to the significance of the property and are not included in the resource count as they are less than 50 years old and unsubstantial in size and scale.

### **Statement of Integrity**

Susie G. Gibson High School possesses integrity of location, setting, feeling, association, design, materials, and workmanship. With its largely unaltered exterior and intact interior plan and finishes that clearly reflect its original function, the school retains the physical integrity necessary to convey its architectural and historical significance as a public school built to provide “separate but equal” education to black high school students in Bedford County. The school retains its integrity of location as it still occupies its original site and acreage in a historically black neighborhood a few blocks south of Main Street in the town of Bedford. The school retains its sizeable parcel as well as its spatial relationship to the Vocational-Agriculture Shop. The integrity of setting is somewhat compromised by the noncontributing resources on the property in relatively close proximity to the main school building.

The 1953 building and 1966 addition retain their overall design, materials, and workmanship. The Modernist features of this International Style school remain intact with its brick veneer walls, sprawling asymmetrical facade, canopied entrances, and large banks of metal windows with horizontal sashes. The brick addition is in keeping with the character of the original building, its distinguishing feature the four-doorway curtain wall façade of the auditorium.

The interior plan and finishes also remain remarkably intact and clearly reflect the historic function, materials, and aesthetics of a mid-20th century school. The materials and workmanship are typical of the era, both resilient and functional, and include painted concrete block walls, vinyl composition tile floors, plaster and acoustical tile ceilings, painted steel stair newels and railings, and metal-framed wood doors with horizontal lights. The original lockers in the corridors, as well as built-in bookcases and display cases remain in good condition. With these elements intact, Susie G. Gibson High School retains its attributes of feeling and association as it continues to convey its historic function as a mid-20th century school constructed to provide public educational opportunities to black students in Bedford County during the Jim Crow era of segregation.

Susie G. Gibson High School  
Name of Property

Bedford County, VA  
County and State

### **Inventory of Contributing and Non-Contributing Resources**

1. Susie G. Gibson High School, 1953, contributing building
2. Vocational-Agricultural Shop, ca. 1955-56, contributing building
3. Bedford County School Bus Garage, ca. 1954, non-contributing building
4. Maintenance Shop for Bedford County Schools, post 1970, non-contributing buildings (2)
5. Driver Education Observation Tower, post 1970, non-contributing building
6. Automotive Building, 1988, non-contributing building
7. Green House, 1994, non-contributing building

Susie G. Gibson High School  
Name of Property

Bedford County, VA  
County and State

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## 8. Statement of Significance

### Applicable National Register Criteria

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

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

### Criteria Considerations

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

- A. Owned by a religious institution or used for religious purposes
- B. Removed from its original location
- C. A birthplace or grave
- D. A cemetery
- E. A reconstructed building, object, or structure
- F. A commemorative property
- G. Less than 50 years old or achieving significance within the past 50 years

Susie G. Gibson High School  
Name of Property

Bedford County, VA  
County and State

**Areas of Significance**

(Enter categories from instructions.)

ARCHITECTURE

EDUCATION

ETHNIC HERITAGE: African American

**Period of Significance**

1953-1970

**Significant Dates**

1954

1966

**Significant Person**

(Complete only if Criterion B is marked above.)

N/A

**Cultural Affiliation**

N/A

**Architect/Builder**

Johnson, Stanhope S. (architect)

Overstreet, Paul E. (contractor)

Walker, J. Henley, Jr. (architect - 1966 addition)

Kenbridge Construction Company (contractor - 1966 addition)

Susie G. Gibson High School  
Name of Property

Bedford County, VA  
County and State

**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.)

Located in the Town of Bedford, the Susie G. Gibson High School was built in 1953-1954 to provide “separate but equal” education to black high school students in Bedford County. The school is eligible for listing under Criterion A with significance on the local level in the areas of Education and African American Ethnic Heritage as it represents the culmination of efforts by the black community to provide high school education for black students in the county. The 1953-1954 segregated high school also illustrates the last-ditch efforts in Virginia to avoid school integration by building new and improved school facilities for black students in the mid-20th century as an attempt to validate the “separate but equal” rationale for segregation. Designed in the International Style by noted Virginia architect Stanhope S. Johnson, the Susie G. Gibson High School is also significant under Criterion C on the local level in the area of Architecture as it reflects the broad range of Johnson’s design skills as well as the post-World War II trend in school design that embraced functional, human-scale, rectilinear buildings that utilized modern construction materials and techniques rather than extraneous ornamentation. Built under the supervision of the Commonwealth of Virginia Department of Education, Susie G. Gibson High School is an excellent example of a mid-20th century school and campus designed to meet the requirements of the state’s building manual and provide an up-to-date facility for the high school curriculum. The period of significance begins in 1953, with the initial construction of the school, and ends in 1970 when the Bedford County schools integrated and the facility was repurposed from the county’s only black high school to the Bedford County Educational Center for eighth grade students. Other significant dates include the official opening of the high school in 1954 and the construction of the addition with an auditorium in 1966.

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

**Criterion A: Education and African American Ethnic History**

*Early African American Education in Bedford County*

Although the Virginia Constitution of 1870 established a publicly funded statewide school system for all students regardless of race, gender, or income, the public schools were segregated from the beginning on the prevalent theory that this arrangement would diminish racial tension.<sup>3</sup> Prior to the establishment of a state public school system, the Freedmen’s Bureau opened the Varner School for blacks in 1866 in the town of Liberty (later to become Bedford). The first black public schools in the county were established in the 1870s with a total of seven such schools operating by 1885.<sup>4</sup> These schools, which were scattered throughout the county, were typically one- and two-room schools that offered little more than rudimentary instruction in reading, writing and limited arithmetic. The first black public school in the town of Bedford opened in 1883 in the former Piedmont Institute building, which was initially constructed in 1847 as a private school for white boys.<sup>5</sup> From the beginning, public schools in Virginia were

Susie G. Gibson High School  
Name of Property

Bedford County, VA  
County and State

segregated with the black schools receiving less funding than their white counterparts. Localities rationalized that African American residents typically paid less in taxes; however, many white citizens also feared the education of black citizens would lead to discontent with the limited and inferior range of jobs deemed appropriate for them, such as fieldhands or domestic workers.<sup>6</sup> In 1896, segregation of schools and all other public accommodations was legally sanctioned by the U.S. Supreme Court decision in *Plessy v. Ferguson* based on the justification that they could be “separate but equal.” However, it would be another 50 years before any real effort was made in public education to provide equal accommodations for black students as Jim Crow-era laws and attitudes prevailed throughout the first half of the 20th century. The funding disparity, including substandard black school facilities and second-hand teaching materials, served to perpetuate the myth of white superiority and, without basis, often “marked black Virginians with a stigma of inferiority and the status of second-class citizenship that they would fight to overcome throughout their lives.”<sup>7</sup>

During the first two decades of the 20th century, educational reform in the South focused on extending instruction to the high school level, particularly in rural areas. Prior to 1900, the opportunity for high school education was very limited in Virginia as an 1897 survey reported that only 10,210 white students (4 percent) and 1,031 black students (0.07 percent) were studying at the high-school level.<sup>8</sup> In 1906, the General Assembly passed the Mann Bill to support the establishment of high schools in Virginia and the Department of Education made significant progress over the next decade in the areas of teacher training and certification as well as curriculum standards for high school. Throughout the South, however, these progressive reforms were generally limited to white students with only twenty-one black high schools in the South by 1916.<sup>9</sup> In Bedford, the decision of the white-run Bedford Municipal School Board in 1912 to construct a new school for black students without any provision for secondary education alerted the black community that “the responsibility of extending educational opportunities beyond the elementary level rested upon their shoulders.”<sup>10</sup> The president of the Senior League, a black citizens group, organized a meeting for black citizens in Bedford County to consider the organization of secondary education for black students in the area.<sup>11</sup>

By 1920, the population of Bedford County totaled 30,661 including 7,983 (26 percent) black residents.<sup>12</sup> Around this time, there were over sixty schools scattered throughout Bedford County and the town of Bedford, many of which were small one-, two-, or three-classroom buildings – none of which provided secondary education for black students. In 1922, the *County Unit Act* went into effect for Virginia schools. As a result, the multiple school districts operating in Bedford County were merged into a single district and schools were consolidated. Changes that came about from the unit plan included the consolidation of existing schools into larger, centrally located schools with improved plans based on standardized designs from the School Building Service, transportation systems, and expanded, institutional programs as well as the uniformity of school terms.<sup>13</sup> As with most reforms of that era, improvements were aimed toward white schools and only trickled down to black schools. In spite of some improvements, there continued to be no provision for secondary education for black students in Bedford County.<sup>14</sup>

Susie G. Gibson High School  
Name of Property

Bedford County, VA  
County and State

### ***Bedford County Training School Provides Secondary Education for Black Children***

The Senior League, the local black citizens group, was restructured in 1923 as the Citizen's Club with the express purpose of advocating for high school education for black students. Due to their efforts, secondary black education commenced in the fall of 1923.<sup>15</sup> The Piedmont School became known as the Bedford County Training School, the first and only school in Bedford County to instruct black students at the secondary level. Unlike fully accredited high schools, County Training Schools were secondary schools for black students for the purposes of offering academic coursework as well as industrialized training in the fields of farming, home economics, and teaching. These older students utilized the second story of the school building, while elementary students continued to occupy the first story.<sup>16</sup> Joseph D. Jordan served as the principal and sole teacher at the secondary level.<sup>17</sup> Students at the Bedford County Training School came from 28 elementary schools and over 25 communities throughout Bedford County.<sup>18</sup>

Soon after it opened, the school quickly became overcrowded with both elementary and secondary students occupying the same building. It did not take long for both the Bedford County School Board and the Bedford Municipal School Board to recognize the need for a larger school building. In 1927, each school board agreed to share the cost of the new secondary school for black children with additional funding provided by the Literary Fund as well as contributions from the local black community.<sup>19</sup> The Literary Fund was established by the General Assembly in 1810 to support free public schools around the state. The Literary Fund is important to the history of public education in Virginia as "it established the principle of public money for public schools, provided a rudimentary public school system, and aided in developing the concept of education as a state responsibility."<sup>20</sup>

In 1930, the same year that the black population of Bedford County reached a peak of 32 percent, the Bedford Training School opened its new building.<sup>21</sup> Based on plans for a one-story consolidated school from the Department of Education's Division of School Buildings, the building included four classrooms with bathrooms located in the basement. Forty dollars in matching Rosenwald Funds in 1931 helped to provide a library. In 1939-1940, the school was expanded with a two-story addition to accommodate elementary students when the 1912 frame school building was determined unsafe due to lack of fireproof construction. In spite of these improvements, the Bedford Training School continued to illustrate the disparity between facilities for white and black students as it notably lacked a gymnasium, auditorium, and cafeteria as well as ample outdoor playground space.<sup>22</sup> The Bedford County School Board reportedly furnished all schools in the county, regardless of race, with basic materials including desks, blackboards and chalk, fuel, water containers, and janitorial supplies, however, the facilities themselves were not equal. Oscar Trent Bonner, a (white) master's student in the education department at the University of Virginia, conducted a survey in 1939 of the thirty-three black elementary schools and one black secondary school in Bedford County. He observed that the Bedford Training School and other black schools in Bedford County were above average in regard to facilities compared to others throughout the state. However, Bonner also noted that the county expenditures for black students equaled only 57 percent of that spent on white students.<sup>23</sup>

Susie G. Gibson High School  
Name of Property

Bedford County, VA  
County and State

### ***The NAACP and the End of “Separate but Equal” Segregation***

In the 1930s, the National Association for the Advancement of Colored People (NAACP) began a legal strategy to end racial discrimination in the South, particularly in education, by exposing the inherent inequality in the “separate but equal” rationale for segregated schools.<sup>24</sup> Between 1933 and 1950, the NAACP focused their efforts on desegregating higher education and professional schools, fighting for equal pay for black teachers, and demanding equalization in school facilities.<sup>25</sup> While there were no specific court cases in Bedford County, the inequality between white and black school facilities was clearly evidenced by the overcrowded schools, underpaid teachers, inadequate teaching materials, and lack of amenities such as auditoriums, gymnasiums, cafeterias, and outdoor recreational or athletic fields.

Following World War II, several factors converged to result in improved schools for black children in Virginia. The state faced a backlog of school construction after years of funding, labor and material allocations being committed to the war effort had suspended all school construction and maintenance.<sup>26</sup> This combined with a projected increase in school-age population by the early 1950s due to returning servicemen and a general era of prosperity in the post-war years resulted in a much-needed school construction campaign. Soon after his election in 1950, Governor John S. Battle delivered on one of his campaign promises by approving a budget of \$7 million, which would become known as the Battle Fund, for new school construction and improvements to existing schools.<sup>27</sup>

At this same time, many black servicemen and women returned from the war with a new worldview that did not tolerate racial discrimination. This heightened awareness was evident in the dramatic increase in membership in the NAACP from 18,000 before World War II to nearly 500,000 after the war. Through the efforts of the NAACP, voter registration in the South also increased from two percent to 12 percent during this period.<sup>28</sup> This growing intolerance and increased activism among African Americans following World War II marked the beginning of the modern Civil Rights Movement. As the United States entered the Cold War era, proclaiming to be the defender of freedom and democracy, Washington DC committed to ending segregation on the federal level. After a 1947 government report that called for “the elimination of segregation in American life,” President Harry Truman ordered the full integration of the armed forces in 1948. Other federal initiatives to fight segregation included the 1946 Hill-Burton Act, which provided funding for local medical facilities but required that they be integrated rather than “separate but equal.”

The early 1950s marked a critical transition in the fight to end racial discrimination in education as the NAACP began a legal campaign to desegregate schools rather than just arguing for the equalization of facilities and teachers’ salaries.<sup>29</sup> In Virginia, this new strategy began with the student walkout at Robert Russa Moton High School (NHL, 1998) in Farmville. This protest led to the *Davis v. Prince Edward County, Virginia* case, which would become part of the *Brown V. Board of Education* lawsuit argued before the U.S. Supreme Court in 1952. As the lawsuit made its way through the court system, localities across Virginia attempted to avoid desegregation by making improvements to black schools. Referred to as “equalization schools,” new schools were constructed and existing schools improved as a last-ditch effort to justify the segregated schools

Susie G. Gibson High School  
Name of Property

Bedford County, VA  
County and State

as equal. In 1954, however, the Supreme Court's landmark *Brown v. Board of Education* decision invalidated the "separate but equal" doctrine and ordered that all public schools be desegregated "with all deliberate speed."

### ***Decision to Build a New Black High School in Bedford***

The first documented reference to a new high school for black students in Bedford County occurred in 1939 in the *Roanoke Times*. However, a new high school for black pupils was not seriously considered until after World War II.<sup>30</sup> After receiving numerous calls for a new black high school from both educators and patrons, the Bedford County School Board asked the State Department of Education for support in 1947 to survey the black schools around the county. This survey addressed the issue of consolidating the elementary schools as well as constructing a new high school for black students.<sup>31</sup> In July 1948, the Division Superintendent, A.G. Cummings, informed the school board that the state-funded committee studying a plan for the new black high school had finished its report and that a meeting of the Bedford County Board of Supervisors, Bedford Town Council, Bedford County School Board, and the Bedford Municipal School Board would be held the next month to consider the report's recommendations.<sup>32</sup>

Over the next 18 months, various sites were proposed for the location of the new black high school, two in Bedford County and one in the town of Bedford. A location in the county, close to town along then U.S. Route 460 (now U.S. Route 221), was proposed by A.A. Walker, a black preacher and delegate from the County Leagues for the Negroes of Bedford County. The survey committee suggested a lot in the Western Light School community. Dr. G.L.A. Pogue, a prominent black doctor, formed a petition with signatures of numerous patrons in the area that requested the school be built in the town of Bedford. At first, white citizens denounced all three options as they believed the locations would diminish property values in the respective areas, particularly at the site proposed by Walker.<sup>33</sup> The minutes of the June 8, 1950, Bedford County School Board meeting recorded that a large faction of white citizens was in attendance protesting locating the new black high school on the proposed U.S. Route 460 site as it was too close to their community. A sizable delegation of black citizens from around the county also attended the meeting in support of that site and the board approved the U.S. Route 460 site by a vote of seven to one. However, at the July meeting another group of white citizens showed up in protest. Rev. W.L. Johns and a large group of black citizens also attended the meeting with a list of 850 names of people in favor of the site on U.S. Route 460 for their new high school.<sup>34</sup> The black citizens favored the site because they believed it would best promote moral welfare of the high school students. Mrs. Beulah Payne, an active member of the NAACP, expressed concern among the black civic leaders that if the school were constructed in the black community, it would not be as well maintained as it would be if in proximity to the white community.<sup>35</sup>

Resistance and discussion continued over the next few months. Dr. Pogue and Chisholm Kyle discussed with the board the benefits of a site in town within the black community.<sup>36</sup> Dr. Pogue owned the land that was under consideration for the high school if a site in town was chosen. He had lowered the price of his land from \$10,000 to \$3,000 after a real estate agent cautioned him that the school board could not pay \$10,000 for his land.<sup>37</sup> Dr. Pogue had studied at the Leonard Medical School at Shaw University in Raleigh, North Carolina.<sup>38</sup> He moved to Bedford after

Susie G. Gibson High School  
Name of Property

Bedford County, VA  
County and State

graduating and opened Pogue's Drug Store downtown, specializing in skin ailments.<sup>39</sup> He treated both white and black patients at his practice, which he operated for 44 years. Dr. Pogue was also a charter member of Bedford Memorial Hospital; a staff member at Burrell Memorial Hospital in Roanoke, Virginia, a member of both the National Medical Association and the State Medical Association, a member of the Bedford Chamber of Commerce, a member of the NAACP of Bedford, a trustee of the Washington Street Baptist Church, and a charter member of the Negro Organizational Association.<sup>40</sup> Dr. Pogue and his wife are remembered for their work towards the betterment of education in the black community and it was on Dr. Pogue's recommendation that Susie G. Gibson was appointed Jeanes Supervisor in Bedford.<sup>41</sup> The Bedford Chamber of Commerce also endorsed the town site for the new high school, resolving that it would be better for more of Bedford's citizens and local businesses.<sup>42</sup>

A newspaper article from August 1950, reported that the Bedford Town Manager and Council were studying several plots of land on Federal Street between Liberty and Edward streets, where they had procured options. The site was favored by white citizens as this land was in the black section of town.<sup>43</sup> The 8.8-acre site between Liberty and Edmund streets lay adjacent to more of Dr. Pogue's land which could be acquired, if necessary, for vocational training space. The site was also favored as it was already served by a sewer line and fire hydrant. Town Manager R.W. Martin noted that insurance rates would be lower and water readily available, whereas the Town could not run water to the alternate U.S. Route 460 site under study. A.G. Cummings stated that the potential enrollment of black high school students was expected to increase to 900 by 1958 and roughly 600 of those would likely attend school. In May 1950, the State Department of Education mandated that school sites be at least ten acres plus one acre for each one hundred pupils. Martin noted that at least 15.8 acres could be procured if needed and that the 8.8-acre site was chosen based off the state requirement of 272-square feet per pupil. An athletic field could also be established at this site and its proximity to the Bedford Training School would provide recreational space for the nearby elementary students. Although this seemed like an ideal site for the new high school, Noel Taylor, a black leader in Bedford and future Roanoke mayor, opposed the site in favor of the U.S. Route 460 site as this was a county project and he echoed the concern that the location in town would be detrimental to the moral welfare of the students.<sup>44</sup> Dr. Pogue continued to argue for the town site, presenting petitions asking that the County and Town work together on acquiring a site in town for the new school and supporting the town site as "it could be a community center for all the county in the center of the Negro population" and more money would be available for modern buildings and equipment if the county and municipal school boards could pool their resources to finance the project."<sup>45</sup>

The debate over the site persisted, with white citizens and a group of black citizens, led by Dr. Pogue, supporting the town site, while an opposing group of black citizens, led by Rev. Johns and Noel Taylor, favored the county site.<sup>46</sup> Black citizens supportive of the town site were concerned with the site along U.S. Route 460, noting the proximity to perilous curves and heavy traffic. Meanwhile those supporting the county site noted its larger acreage that would be ideal for teaching vocational-agriculture classes, an important part of the curriculum at schools in rural areas.<sup>47</sup>

Susie G. Gibson High School  
Name of Property

Bedford County, VA  
County and State

In December 1950, the Bedford County School Board approved a resolution that endorsed a tentative \$2,375,000 building program for all schools from 1949-54. The resolution was sent to the State Department of Education in hopes it would be approved by the end of the year so that Bedford County could share in the “equalization fund” segment of the Battle School Construction appropriation. The white schools were to receive \$1,425,000 of the \$2,375,000 total while \$950,000 was allocated for black schools with \$600,000 funding the construction of a new black high school. At this time, it was also revealed that Superintendent Cummings had given Stanhope Johnson, a prominent Lynchburg architect, surveys of both the town and county sites for the new black high school to send to the State Department of Education for approval.<sup>48</sup> At the February 8, 1951, Bedford County School Board meeting, a motion was passed to give the new black high school primacy in the utilization of Battle School Construction funds.<sup>49</sup> In March 1951, the Bedford County School Board unanimously voted to accept the Town’s offer of the school site on Federal Street. R. Claude Graham, member of the school construction committee of the State Department of Education, visited the site and praised it for the ample land that could provide recreational space for both the new high school and Bedford Training School and that it commanded one of the best views of the Peaks of Otter in town. During the same board meeting, S.S. Lynn, county engineer, was approved to survey the additional land the Town would acquire for the high school and the board remained supportive of prioritizing the Battle School Construction money to the building of the school.<sup>50</sup>

### ***Construction of Susie G. Gibson High School***

Plans for the new school were temporarily halted in July 1951, as the focus on school equalization began to shift to desegregation with the student walkout at Robert Russa Moton High School (NHL 1998) in Farmville in April 1951, that resulted in the *Davis v. Prince Edward County School Board* lawsuit. However just a month later, in August 1951, the Bedford County School Board voted to proceed with the construction of the black high school at the town site. The final motion read,

That the Bedford County School Board proceed with plans to erect the Negro high school at the earliest date and to request the Town of Bedford to acquire the site for this school. Payment of \$10,000 will be made on delivery of title to said property. The Battle fund proportion of Bedford County is to [be] used for the construction of this project. The Superintendent of Schools is hereby authorized to consult the State Department of Education and the school architect, Mr. S. S. Johnson of Lynchburg, concerning plans for this construction.<sup>51</sup>

The Bedford County School Board minutes from the September 17, 1951, meeting recorded that the Bedford County School Board would own the new school and the Town of Bedford would donate the land for the school. The Town also agreed to provide water, sewage, and electrical service for the new school at no charge as well as construct and maintain streets to the school. As part of the bargain, the Bedford County School Board would allow students living in town to attend the school at a designated rate.<sup>52</sup>

Susie G. Gibson High School  
Name of Property

Bedford County, VA  
County and State

In May 1952, the Bedford County School Board approved the name Susie G. Gibson High School for the new school, at the recommendation of Rev. S.S. Sutton and Rev. A.A. Walker, black ministers who were appointed to a committee by the school board to consider a name for the new high school. The board approved this recommendation in recognition of Gibson's work to improve black schools and education in Bedford.<sup>53</sup> Born in Bedford County in 1879, Gibson was highly educated, attending Virginia State College (now Virginia State University) in Petersburg, Virginia, and Virginia Seminary and College in Lynchburg, Virginia.<sup>54</sup> Susie G. Gibson served as a teacher for 11 years before becoming the Jeanes Supervisor for 23 years in Bedford County.<sup>55</sup> The Jeanes Supervisor was a position funded by the "Negro Rural School Fund," a one-million-dollar trust endowed by Anna T Jeanes, a wealthy Philadelphian Quaker. This fund was established in 1907 to enhance black education, both academic and vocational, in the rural South through the sponsorship of black teachers and supervisors.<sup>56</sup> Gibson was active in the Bedford community, volunteering for organizations such as the Bedford County Tuberculosis Association, the American Red Cross, and a handful of county churches. She received a scholarship to study at the University of Michigan from the state in appreciation of her work with the tuberculosis association, of which she had served as the chairwoman since its inception.<sup>57</sup> Gibson was known as a community leader who worked with and was respected by both whites and blacks. When the high school was erected, there were only seven other schools in the Commonwealth named for women and Gibson was the only black woman to receive this honor.<sup>58</sup>

At the school board meeting in August 1952, \$350,000 was allocated towards the planning and building of Susie G. Gibson High School.<sup>59</sup> A newspaper article in November 1952 reported that the design for the new school building was "modern in every respect and meets all state requirements." The first section of the school was planned to comprise classrooms for academic subjects such as English, social studies, sciences, including labs, math, foreign languages, health, business education, and music as well as a gym, library, cafeteria with kitchen, boiler and fuel rooms, locker rooms with showers, storage spaces, a home economics suite, a principal's office, restrooms, a clinic, and guidance room." It was noted that an auditorium and extra classes would be added in a later addition.<sup>60</sup> The black community was disappointed the original plan would not include an auditorium, which would be more conducive to hosting community-centric programs. The Negro Citizens Committee released a statement expressing their concerns that both a gymnasium and auditorium were needed, as it might be necessary to use both as separate units at the same time.<sup>61</sup>

Black citizens also felt that a vocational-agriculture (vo-ag) shop should be constructed at the same time as the high school as many of the students would want to take agriculturally focused classes. The Negro Citizens Committee felt that the school board was not providing a "comprehensive high school" and that the board was not considering "the present educational practices and requirements of equal educational facilities for all the people."<sup>62</sup> Although an auditorium would not be included in the original school, in January 1953, Superintendent Cummings reported that an application for State funds had been submitted for building a vo-ag shop building at the new school. If approved, the State would pay half the cost of the equipment.<sup>63</sup>

Susie G. Gibson High School  
Name of Property

Bedford County, VA  
County and State

In April, Stanhope Johnson stated that “no high school plant in the entire state had as much tucked into one plant for the money to be expended. Here’s a school as good as any in the State. You haven’t another school in your county, nor do I have in mine, with more modern materials and ideas and planning than this.”<sup>64</sup> Johnson also recounted details of the plans at this time. The two-story high school building was planned be 36,990-square feet and would be heated by double boilers. The walls were to be plastered throughout the building and the gym would seat 690 people upon construction. The cafeteria would be able to provide students meals in three shifts and the building was designed so that part of it could be closed during the summer while the rest of it could still hold community and non-school activities and events. Once the State Board of Education approved the plans, the board could receive bids from contractors to begin work.<sup>65</sup> The State eventually approved the project but requested the kitchen have a food mixer, specified sidewalks and driveways, and acoustical ceilings in the hallways. All these requests were added to the building program. The installation of the requested acoustical ceilings was estimated to cost an additional \$10,000.<sup>66</sup> At the June school board meeting it was established the opening bids would be received June 26, 1953, and that the board would secure a \$32,000 loan from the State Literary Fund to subsidize the vo-ag shop.<sup>67</sup>

On July 1, 1953, a construction contract for Susie G. Gibson High School was signed with Paul E. Overstreet from Bedford. Overstreet offered the lowest bid at \$387,628 and said he could finish the project by September 1, 1954, just in time for the 1954-1955 school year. This bid was still higher than the \$350,000 amount the board applied for from the Battle School Construction fund, which was believed to be more than enough. However, due to additional professional fees, insurance costs, delays in construction, and costs of materials, the project ended up costing over \$400,000. Thus, the board resolved to use unspent Battle Fund and some equalization funds to pay for about \$8,000 of the unforeseen increased costs. The school board then asked that the County board of supervisors designate \$10,000 in additional funds to cover the rest of the additional costs. At this time, the school board also voted for the chairman to sanction condemnation suits for the seven parcels of land to be used as the site for the new high school.<sup>68</sup> Laughon and Johnson built the street from town to the school. Miller Overstreet was the supervisor of the project, while Paul Overstreet, Jr. served as the construction engineer, and R.J. Abbott was carpenter foreman. H.G. Gross of Roanoke installed the heating, plumbing, and roofing. The building was constructed of brick from Old Virginia Brick Company in Salem, Virginia, and from Roanoke-Webster Brick Company.<sup>69</sup> In August 1953, Bedford County received \$3,000,000 in additional loans from the state for school construction, \$32,000 of which went towards the construction of Susie G. Gibson High School.<sup>70</sup> The next month, the school board voted to transfer \$10,150 to the Town of Bedford to fund the acquisition of property for the new school.<sup>71</sup>

### ***Susie G. Gibson High School Opens***

The opening of Susie G. Gibson High School in 1954 was eagerly anticipated. However, at the end of August, it was apparent the construction would not be complete by September 1 due to the pending installation of equipment and last-minute improvements.<sup>72</sup> The school officially opened September 7, 1954. The newspaper praised the modern design and “perfectly lighted and

Susie G. Gibson High School  
Name of Property

Bedford County, VA  
County and State

ventilated classrooms,” as well as the siting of the school, opining that “situated on one of the highest elevations in the town, a view of the blue Peaks of Otter unsurpassed anywhere in the county, it spreads out, room after room, covering a whole hill, which slants away to the athletic field on the north side.” The light furniture and soft green painted walls were praised as “restful and pleasant.”<sup>73</sup> When it opened, about 355 students attended Susie G. Gibson High School, arriving from all over the county, sometimes enduring bus rides for over an hour.<sup>74</sup>

John I. Jones was the sole principal of Susie G. Gibson High School, serving in this position from 1954, when the school opened, until it closed in 1970. Born in Bedford County, Jones grew up and was educated in West Virginia. He attended Bluefield State College under the GI Bill and earned a bachelor’s degree before completing his master’s degree in education from West Virginia University. Jones served in World War II, purifying water in Italy. After being honorably discharged, Jones became a teacher at Bedford Training School in 1945, and in 1949, he was promoted to assistant principal. From 1951-1954, he served as principal of Bedford Training School before transferring to Susie G. Gibson High School. When the school closed in spring 1970, Jones became the Secondary Supervisor in Bedford County. Influenced by his own collegiate education, Jones was well-known for his role in aiding students in applying for and attending college. He worked to secure scholarships, grants, and loans for students at his school.<sup>75</sup> Former students revered Jones as a strict principal who familiarized himself with both the pupils and staff and set high standards for them. They described feeling safe around him and that he was firm but fair.<sup>76</sup> Jones was supported by several assistant principals during his tenure. In 1960, Edna T. Jordan became the first assistant principal at Susie G. Gibson High School. Jordan began teaching at Bedford Training School in 1939 before transferring to Susie G. Gibson, where she worked until she retired in 1962. At both schools she worked in numerous roles, including teaching algebra, French, English, and music, acting as senior classroom teacher, directing the chorus, and organizing high school graduations. Jordan was also well-educated, taking summer courses and earning a master’s in education from Columbia University.<sup>77</sup> James T. Kyle, Jr., served as assistant principal from 1967-70. Kyle began teaching business at Susie G. Gibson High School in 1957. He left to work at St. Paul’s College for several years before returning to Gibson as assistant principal.<sup>78</sup>

Typically, buses would arrive at Susie G. Gibson High School around 8:00 AM and students would go straight to the gym until the first bell at 8:35 AM, signaling the beginning of the school day. A ten-minute devotional period included reciting the Pledge of Allegiance and a prayer. Teachers would sometimes also sing a hymn. The school day comprised eight class periods, including a study period. Pupils would take the same basic classes for the first three years at the high school. During their junior year they would be divided into academic or vocational tracks. Advanced students took college preparatory courses, including high-level math and science classes and two years of French. Vocational subjects included home economics, business, and agriculture. Students on the vocational track also took a few basic academic classes as well.<sup>79</sup>

Other programs and activities were offered at Susie G. Gibson High School apart from the academic and vocational courses. Upward Bound and Career Day were hosted by the guidance department. Upward Bound was a federal student aid program that offered academic instruction,

Susie G. Gibson High School  
Name of Property

Bedford County, VA  
County and State

tutoring, counseling, mentoring, cultural enrichment, and work-study programs to underprivileged students who wanted to go to college. The 1969 yearbook, *The Gibsonian*, touted Career Day as bringing “a new surge of enthusiasm in the students towards building their futures.”<sup>80</sup> The school had various sports teams. According to former students, baseball was the school’s strongest sport, but football was the most popular. Some of the better baseball players would also play for the Bedford Athletics, Bedford’s semi-professional black baseball team. Football games were typically held during the afternoon as the field at Susie G. Gibson did not have lights or bleachers for the visiting team. Bleachers for the visitors’ side would have to be borrowed from the white high school.<sup>81</sup> Clubs offered at Susie G. Gibson throughout its lifetime included Brick Masonry, Carpentry, Choir, Forensic, French, Future Business Leaders of America, Future Farmers of America, Future Homemakers of America, Library, Music, Pow-Wow, Reading, and Tri-Hi-Y. The school also had a student council, building and bus patrols, and a yearbook staff. The first yearbook was published in 1968. The school also published a newspaper, *The Gibzetter*, and a magazine, *Sneaky Peak*, that was described by a former student as “gossip.” A Miss Homecoming and a Miss Gibson were crowned annually.<sup>82</sup> The school also held dances such as sock hops and proms. Often, adults would attend the dances as social opportunities for blacks in Bedford were scarce.<sup>83</sup> Students also participated in the annual Bedford Christmas parade. The elementary school would host the May Day celebrations on the Susie G. Gibson fields. The senior class would put on plays each year.<sup>84</sup>

### ***Addition to Susie G. Gibson High School***

In 1964, the Bedford County Board of Supervisors approved the Bedford County School Board to borrow \$1,450,000 for school construction, part of which would be allocated toward the Susie G. Gibson additions and improvements comprising additional classrooms, an auditorium, and an addition to the vocational-agriculture shop. A road around the campus and a parking lot were also to be constructed at the school as part of the project.<sup>85</sup> It was reported the next year that \$100,000 of the \$500,000 project cost would be funded by the federal government. J. Henley Walker, Jr. was hired as the architect for the addition at the south end of the original building. According to a 1965 article in the *Bedford Bulletin-Democrat*, the addition would include spaces for two new shops and the home economics department.<sup>86</sup> Kenbridge Construction Company was hired to build the addition.<sup>87</sup> During this time, the athletic field was relocated and reconstructed and a lighting system was installed. New bleachers were constructed to hold 1,000 spectators.<sup>88</sup> Tracks were built during this project with Laughon and Johnson performing the grading work.<sup>89</sup> The addition was finished in 1966, providing rooms for various vocational courses and the long-awaited auditorium.<sup>90</sup> Upon completion, the library was moved into the addition.<sup>91</sup> The vocational curriculum continued to expand in the late 1960s, with the addition of brick masonry, carpentry, nursing, and drafting courses.<sup>92</sup>

### ***School Integration and the Closing of Susie G. Gibson High School***

The Supreme Court’s 1954 landmark decision in *Brown v. Board of Education* ruled that segregated schools were inherently unequal and, therefore, violated the 14th Amendment. The court, however, did not provide a means to achieve school integration, instead instructing the localities to provide a plan “with all deliberate speed.” With no specific deadline for a plan,

Susie G. Gibson High School  
Name of Property

Bedford County, VA  
County and State

Virginia continued to allow segregated schools over the next decade through a series of legislative manipulations during the period of Massive Resistance. This defiance began with the 1956 Stanley Plan, which allowed local school boards complete latitude in using racial criteria to assign student placement and culminated with the closing of several white schools in the fall of 1958 to avoid integration. After January 1959, state and federal court rulings that such closings were unconstitutional, the schools reopened with a few brave black students enrolling in white schools in Arlington County and Norfolk. The General Assembly then adopted the Perrow Plan in April 1959, which allowed for minimal integration through a Freedom of Choice policy in which students and their parents could take the initiative to apply to attend the school of their choice.<sup>93</sup> However, this policy did not mandate integration or apply it across the school system and, more importantly, it placed the burden of integration on the black students as only they were likely to apply to attend a different school. It was not until the Civil Rights Act of 1964 that any progress was made in the desegregation of schools in Virginia and other southern states. Title VI of the Civil Rights Act gave the federal government the power to bring lawsuits against the localities and school boards as well as withhold funding when they did not have a plan to integrate their school system.

The Bedford NAACP Chapter, represented by the Rev. W.L. Johns and John H. Durham, presented the Bedford County Board of Supervisors with a letter on August 22, 1964, stating that "...We come to ask that a system of integration of schools be immediately put in practice in Bedford County...We are asking that you will give us your plans for integrating the schools of Bedford County."<sup>94</sup> The board of supervisors formed a committee to develop such a plan and the school board signed an assurance of compliance with Title VI in February 1965.<sup>95</sup> However, the board of supervisors voted in August of that same year to reject federal education funds rather than implement a plan for full integration of the county schools.<sup>96</sup> Public support from the white residents of the county for this position was expressed in a Ku Klux Klan rally attended by over 300 people, in which the Grand Klaliff Charles Elder criticized any white parents who allowed their children to attend school with black children. The Ku Klux Klan had a strong presence in Bedford County at this time as the state headquarters was located in the southern section of the county. White citizens also objected to what they saw as interference of the federal government in local affairs at a joint meeting of the board of supervisors and the school board in October 1965.<sup>97</sup>

After submitting a plan for integration to the U.S. Department of Education in May 1965 (and revised in May 1966), the Bedford County schools began operating under the Freedom of Choice Plan during the 1965-1966 school year. The first four students from Susie G. Gibson High School to attend Liberty High School in 1965 under this plan were Ann Callahan, Adeline Lazenby, Nellie Mitchell and Ray Grant. No white students chose to attend Susie G. Gibson. Callahan, a descendant of Susie G. Gibson, explained that she made this difficult choice to attend Liberty to have better opportunities and improve her chance of going to college.<sup>98</sup>

In 1968, the Supreme Court decision in *Green v. County School Board of New Kent County* rejected the Freedom of Choice policy as a legitimate means of desegregation and required school systems to demonstrate concrete progress in integrating public schools.<sup>99</sup> However, it was

Susie G. Gibson High School  
Name of Property

Bedford County, VA  
County and State

not until the U.S. Department of Education declared in January 1970 that all schools in the county must be fully integrated by the following August.<sup>100</sup> As a result, Susie G. Gibson High School closed in 1970 as the county's only black high school.

During its fifteen years as a high school for black pupils, over 2,000 students arrived as 8th graders and 852 students received high school diplomas. In 1955, the first graduating class consisted of 43 students. In 1970, the last graduating class consisted of 82 students, the highest number of any graduating class.<sup>101</sup> By 1969, the teaching staff had grown to 24 teachers and a guidance counselor, and for the first time, there were five white teachers.

After closing in 1970, the facility became the Bedford Educational Center, which accommodated all 8th graders in Bedford County, with the exception of 100 students who went to mobile classrooms at Staunton River High School.<sup>102</sup> The black community petitioned to keep the "Susie G. Gibson High School" name, but the school board denied the request with the explanation that no other school in Bedford was named for a person. However, members of the black community suspected that the board changed the name because white parents would not send their children to the school named for a black educator.<sup>103</sup> The board did partially concede and retained the Susie G. Gibson name for the auditorium and installed plaques designed by a committee of black citizens at the entrance to the school and the auditorium to honor her memory.<sup>104</sup> In 2020, 50 years later, the Susie G. Gibson name was reinstated at the former high school after members of the Susie G. Gibson Alumni Association and other interested parties, including alumni who attended the school after integration, petitioned the school board.<sup>105</sup> On a unanimous vote, the board renamed the school the Susie G. Gibson Science and Technology Center.<sup>106</sup>

### **Criterion C: Architecture**

Susie G. Gibson High School, completed in 1954, is an expression of the Modern Movement in architecture. Modernism emerged in Europe in the early 20th century, based on the ideas of functionalism and minimalism. Characteristics of Modernist architecture included clean lines and absence of ornament. The aesthetic became more widely accepted after World War II and was often used for public buildings, such as schools and hospitals, that served as the center of modern life. In the 1950s, the Virginia Department of Education embraced the ethos of Modernism, revising its building manuals to encourage design devoid of expensive "extraneous" ornament.<sup>107</sup> Prior to this era, Virginia schools tended to reflect traditional revival styles whose solid masonry construction and ornamentation once communicated a sense of permanence and importance. The 1929-30 Bedford Training School, which preceded Susie G. Gibson High School, is an example from this earlier period with its balanced red brick façade, large multi-pane windows, and some Colonial Revival detailing, albeit minimal. Modernism was also praised by the design community for making schools more hospitable than the often-imposing designs of their predecessors. Lewis Mumford characterized Modernist educational buildings as "schools for human beings" while another architect believed they were "less awe-inspiring and more friendly in the eyes of a child."<sup>108</sup> The post-World War II acceptance of Modernism for Virginia schools was a significant departure from the traditional designs of the previous era and signaled a more progressive, accessible, and economical design approach.

Susie G. Gibson High School  
Name of Property

Bedford County, VA  
County and State

Designed in the International Style, a product of the Modern Movement, Susie G. Gibson High School is characterized by its asymmetrical composition, horizontal massing, clean lines, and an absence of ornament that expresses its efficiency and functionality. The building's exterior is simple in form, with a flat roof, recessed entrances, and large banks of windows to provide adequate light and ventilation to classrooms. The interior plan features double-loaded corridors lined with classrooms, laboratories, offices, library, gymnasium, cafeteria, and auditorium, which reflect the expanded educational curriculums of this period. The use of modern finishes and materials, such as vinyl composition tile floors, acoustical plaster and tile ceilings, and metal window sash reflect significant advancements in technology in the post-World War II era.

Susie G. Gibson High School survives with a very high degree of architectural integrity with few changes to the exterior or interior. It is an excellent example of an International Style school constructed during the Modern Movement.

### ***Stanhope Johnson***

Born on February 16, 1881, in Lynchburg, Virginia, Stanhope Spencer Johnson was a prominent and prolific architect who worked primarily in Central Virginia. Johnson began his career in 1898 as a draftsman for Edward Frye, a distinguished local architect. Through this apprenticeship, Johnson received ample opportunities to assist on designs for a wide range of building types, including grand houses, schools, and ecclesiastical buildings. These are the three building types that would constitute most of Johnson's design work throughout his career.

Johnson soon broadened his architectural education, studying at the Corcoran College of Art & Design in Washington, D.C. and the Scranton School of Architecture in Scranton, Pennsylvania, a correspondence program from which he received a diploma in 1906. From 1907-1908, Johnson worked as a draftsman for James T. McLaughlin. In 1909, Johnson established an architectural firm with McLaughlin and Charles Pettit. They had offices in both Lynchburg and Danville, as Pettit was based out of Danville. Pettit withdrew from the firm in 1911, and the Danville office was closed. Johnson and McLaughlin would remain partners until 1916.<sup>109</sup> In 1917, Johnson set off on his own, forming his own architectural practice in Lynchburg with Ray Brannan as manager.

From 1923 to 1935, Johnson's practice completed roughly 240 commissions, comprising many large-scale, multifaceted, multi-year projects such as hotels and hospitals. During these years, the firm expanded its geographical influence, designing approximately 33 percent of projects outside of Virginia, in Florida, Georgia, Louisiana, New Jersey, New York, North Carolina, South Carolina, Tennessee, West Virginia and Washington, D.C.<sup>110</sup> During the 1920s and 1930s, Johnson continued to design residences and commercial buildings around Central Virginia and beyond.

Throughout his career, Johnson designed predominantly in the Georgian Revival style, as well as other revival styles. Notable University of Virginia architectural historian Richard Guy Wilson labeled Johnson as "a master of Colonial Revival." Calder Loth, senior architectural historian at the Virginia Department of Historic Resources, described Johnson as one of the "notable

Susie G. Gibson High School  
Name of Property

Bedford County, VA  
County and State

Virginia-based Colonial Revival architects during the first quarter of the twentieth century.”<sup>111</sup> As his career progressed, Johnson’s designs became more stylistically diverse though he continued to favor revival styles. A notable divergence from his typical repertoire came in 1930 with the modern Art Deco design of the 17-story Allied Arts Building in downtown Lynchburg. Johnson’s office was in the building’s penthouse, into which he incorporated his signature Georgian Revival style. The diversity of Johnson’s output would continue to evolve throughout the rest of his career, ultimately resulting in the Modernist design of Susie G. Gibson High School that drastically differed from the conservative revival-style commissions typical of his early career.

Johnson and Brannan dissolved their partnership in 1936. The late-1930s and early-1940s proved a difficult time for the architectural field as new construction was halted due to lack of capital and allocating building materials to the war effort.<sup>112</sup> During the war years, Johnson was appointed as deputy to the defense coordinator for the City of Lynchburg, studying buildings to establish the most suitable places to find shelter during an emergency such as air raids.<sup>113</sup>

Immediately after the war, most of Johnson’s work consisted of churches and institutional projects.<sup>114</sup> In 1949, Johnson designed a new elementary school building in Fairview Heights, creating one floor plan with two different exterior design options, one Colonial Revival and the other Art Deco. The school board chose the Art Deco design, indicating the direction towards more Modern styles in educational building design.<sup>115</sup> In the early 1950s, Johnson designed the Halifax Community Hospital (1950) and the Marvin Bass Elementary School (1951), both with Georgian Revival exteriors. Both designs were rejected by their respective building committees in preference of more modern appearances. Both buildings ended up rectangular in design with applied Art Deco facades.<sup>116</sup>

The Bedford County School Board commissioned Johnson to make plans for school construction approved with Battle Fund money in the early 1950s.<sup>117</sup> In addition to designing Susie G. Gibson High School, he also planned for additions and improvements for Montvale School, Thaxton School, Big Island School, and the Moneta Vo-Ag building in 1952-53. He designed Counter Ridge Elementary School in 1958, as well as an addition for Bridge Street Elementary School in 1960, which never materialized.<sup>118</sup>

Johnson’s International Style designs for Susie G. Gibson High School and Counter Ridge Elementary School embrace the Modern Movement and reflect the changing tastes of the day. Thus, his departure from the Georgian Revival style was not a personal choice, but one dictated to him by his clients. Fortunately, as a talented architect, Johnson could adeptly design in idiom styles outside of his favored revival styles.

Johnson continued designing residential and institutional buildings until 1966, when he retired at the age of 85. He is remembered for his many enduring designs both in Central Virginia and around the East Coast.

Susie G. Gibson High School  
Name of Property

Bedford County, VA  
County and State

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## 9. Major Bibliographical References

### Acknowledgements

Hill Studio would like to thank Michael Pulice, Western Region Architectural Historian for the Virginia Department of Historic Resources, for his support of the nomination; Betty Gereau and Michael Pulice for assembling research materials and writing a thorough Preliminary Information Form that laid the groundwork for the nomination and informed the Section 7 architectural description; Jennifer Thomson of the Bedford Museum & Genealogical Library for research assistance; Harriett Hurt of Susie G. Gibson Legacy, Inc. for providing us with alumni surveys that gave us first-hand information on the history of the school; Robert Carson for sharing his knowledge and insights about the history and development of the school; Charles Santore, Clerk of the Works for Bedford County Public Schools, for locating historic school plans; and the Jones Memorial Library's Stanhope S. Johnson special collection.

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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:**

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

Name of repository: Virginia Department of Historic Resources, Richmond, Virginia;  
Bedford Museum & Genealogical Library

**Historic Resources Survey Number (if assigned):** DHR #141-5017

Susie G. Gibson High School  
Name of Property

Bedford County, VA  
County and State

### 10. Geographical Data

**Acreage of Property** 22.80

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: 37.330170 | Longitude: -79.525050 |
| 2. Latitude: 37.330160 | Longitude: -79.524320 |
| 3. Latitude: 37.329290 | Longitude: -79.523020 |
| 4. Latitude: 37.325750 | Longitude: -79.525250 |
| 5. Latitude: 37.325930 | Longitude: -79.526670 |
| 6. Latitude: 37.326230 | Longitude: -79.527310 |
| 7. Latitude: 37.327460 | Longitude: -79.527030 |
| 8. Latitude: 37.329430 | Longitude: -79.525550 |

**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 true and correct historic boundaries for the nominated property include the 22.8-acre parcel shown on the attached map entitled "Tax Parcel Map" corresponding with Bedford County tax parcel number 80500198. (Obtained March 3, 2021, from Bedford County GIS).

Susie G. Gibson High School  
Name of Property

Bedford County, VA  
County and State

**Boundary Justification** (Explain why the boundaries were selected.)

The boundary for the nominated property contains the extent of the historic acreage associated with the former Susie G. Gibson High School, thereby capturing its historic setting and all known associated historic resources.

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**11. Form Prepared By**

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city or town: Roanoke state: VA zip code: 24011

e-mail: kgutshall@hillstudio.com

telephone: (540) 342-5263

date: June 1, 2021

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**Additional Documentation**

Submit the following items with the completed form:

- **Maps:** A **USGS map** or equivalent (7.5 or 15 minute series) indicating the property's location.
- **Sketch map** for historic districts and properties having large acreage or numerous resources. Key all photographs to this map.
- **Additional items:** (Check with the SHPO, TPO, or FPO for any additional items.)

**Photographs**

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

**Photo Log**

Name of Property: Susie G. Gibson

City or Vicinity: Bedford

County: Bedford

State: Virginia

Susie G. Gibson High School  
Name of Property

Bedford County, VA  
County and State

Photographer: Katie Gutshall and Kate Kronau

Date Photographed: February 2021

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

- 1 of 27. Front (east) elevation, view north/northwest
- 2 of 27. Front (east) elevation, view southwest
- 3 of 27. Auditorium, view south/southwest
- 4 of 27. North side elevation, view southwest
- 5 of 27. Rear (west) elevation (noncontributing greenhouse at left), view northeast
- 6 of 27. Addition, view northwest
- 7 of 27. Entrance vestibule on 1<sup>st</sup> floor, view northeast
- 8 of 27. Corridor on 1<sup>st</sup> floor, view north
- 9 of 27. General Office on 1<sup>st</sup> floor, view southeast
- 10 of 27. Classrooms #1 and #2 on 1<sup>st</sup> floor, view south
- 11 of 27. Gymnasium on 1<sup>st</sup> floor, view northwest
- 12 of 27. Boys' Locker Rooms in basement, view northwest
- 13 of 27. Library on 1<sup>st</sup> floor, view northwest
- 14 of 27. Boys Toilet on 1<sup>st</sup> floor, view west
- 15 of 27. Corridor on 2<sup>nd</sup> floor, view southwest
- 16 of 27. Business Education and General Science Lab on 2<sup>nd</sup> floor, view north
- 17 of 27: Math and History Classrooms on 2<sup>nd</sup> floor, view north
- 18 of 27: Lobby in 1966 addition, view east
- 19 of 27: Auditorium in 1966 addition, view south
- 20 of 27: Classroom on 1<sup>st</sup> floor of 1966 addition, view west
- 21 of 27: Library on 1<sup>st</sup> floor of 1966 addition, view north
- 22 of 27: Corridor in basement of 1966 addition, view west
- 23 of 27: Classroom in basement of 1966 addition, view southwest
- 24 of 27: Vocational-Agriculture Shop, view northwest
- 25 of 27: Maintenance Shop for Bedford County Schools, view northwest

Susie G. Gibson High School  
Name of Property

Bedford County, VA  
County and State

26 of 27: Athletic fields and Bedford County Bus Garage, view north

27 of 27: Non-contributing ancillary resources, view southwest

**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.

## ENDNOTES

- <sup>1</sup> “Board Appoints Mrs. Henderson to Forest School,” *The Bedford Bulletin*, September 15, 1955.
- <sup>2</sup> Bedford, Virginia Town Council Minute books August 13, 1940 to December 11, 1962. Pg. 243
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- <sup>17</sup> “Old Faces, Old Places,” *The Bedford Bulletin*, June 10, 2020, 7A.
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- <sup>19</sup> Pollard, *Bedford Black History*, 208.
- <sup>20</sup> Gunter and Watson, “A History of Public Education in Virginia,” 4.

Susie G. Gibson High School  
Name of Property

Bedford County, VA  
County and State

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- <sup>22</sup> Oscar Trent Bonner, "A Survey of Negro Education," 88.
- <sup>23</sup> *Ibid*, 85.
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- <sup>25</sup> *Ibid*, 59.
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- <sup>53</sup> "Name Chosen for New Negro School," *The Bedford Bulletin*, May 1952, 1. Richardson, "Susie G. Gibson High School," 40.
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- <sup>55</sup> "Name Chosen for New Negro School," *The Bedford Bulletin*, May 1952, 1.

Susie G. Gibson High School  
Name of Property

Bedford County, VA  
County and State

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- <sup>72</sup> "Susie G. Gibson High School Among Finest in South, Opens," *The Bedford Democrat*, September 9, 1954, 1.
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- <sup>74</sup> "Ibid; Richardson, "Susie G. Gibson High School," 58.
- <sup>75</sup> Pollard, *Bedford Black History*, 261; "Bedford Educator Made Difference to Students and Community," *The Bedford Bulletin*, August 14, 2019, 7A.
- <sup>76</sup> Richardson, "Susie G. Gibson High School," 56, 63.
- <sup>77</sup> Lawrence Marcellus Jordan, "BTS SGGHS BSES Questionnaire," 2021, Bedford Museum & Genealogical Library.
- <sup>78</sup> Richardson, "Susie G. Gibson High School," 70.
- <sup>79</sup> Ibid, 60-61.
- <sup>80</sup> Ibid, 60-62.
- <sup>81</sup> Ibid, 66.
- <sup>82</sup> Ibid, 67; Pollard, *Bedford Black History*, 229.
- <sup>83</sup> Richardson, "Susie G. Gibson High School," 68.
- <sup>84</sup> Ibid.
- <sup>85</sup> "County Plans to Borrow \$1.4 Million Dollars for School Construction," *The Bedford Bulletin-Democrat*, June 11, 1964, 1.
- <sup>86</sup> "Schools," *The Bedford Bulletin-Democrat*, April 22, 1965, 7.
- <sup>87</sup> "New Building Started at Gibson High," *The Bedford Bulletin-Democrat*, November 4, 1965, 6.
- <sup>88</sup> "Gibson High Getting New Football Coach," *The Bedford Bulletin-Democrat*, July 1, 1965, 8.
- <sup>89</sup> "Tracks Taking Shape," *The Bedford Bulletin-Democrat*, March 24, 1966, 3.
- <sup>90</sup> Though the auditorium addition was substantially complete by 1966, several alumni remember the final completion of its interior and use a few of years later.
- <sup>91</sup> Richardson, "Susie G. Gibson High School," 74.
- <sup>92</sup> Ibid, 75.

Susie G. Gibson High School  
Name of Property

Bedford County, VA  
County and State

- <sup>93</sup> James H. Hershman, "Massive Resistance," *Encyclopedia Virginia*, Virginia Humanities, 2020. Accessed March 4, 2021, <https://encyclopediavirginia.org/entries/massive-resistance/>.
- <sup>94</sup> Bedford County School Board Minutes, August 26, 1964, quoted in Richardson, "Susie G. Gibson High School," 77-78.
- <sup>95</sup> Bedford County School Board Minutes, February 10, 1965, quoted in Richardson, "Susie G. Gibson High School," 77-78.
- <sup>96</sup> Peter Viemeister, *Historical Diary of Bedford, Virginia, U.S.A. from Ancient Times to U.S. Bicentennial*, (Bedford, VA: Hamilton's, 1993), 101.
- <sup>97</sup> Viemeister, *Historical Diary of Bedford*, 101; Richardson, "Susie G. Gibson High School," 8.
- <sup>98</sup> Richardson, "Susie G. Gibson High School," 80-81.
- <sup>99</sup> "Education in Virginia."
- <sup>100</sup> Richardson, "Susie G. Gibson High School," 85.
- <sup>101</sup> "Ninth Susie Gibson High School Reunion, 'Looking Back Through the Years,'" 2016.
- <sup>102</sup> Bedford County School Board Minutes, February 23, 1970, referenced in Richardson, "Susie G. Gibson High School," 88.
- <sup>103</sup> Richardson, "Susie G. Gibson High School," 89.
- <sup>104</sup> "Susie Gibson to Be Kept as Name for Auditorium," *The Bedford Bulletin-Democrat*, May 21, 1970, 1.
- <sup>105</sup> Keith, "Board votes to reinstate," A2.
- <sup>106</sup> Ibid.
- <sup>107</sup> Fearnbach, Section 8, Page 21.
- <sup>108</sup> Fearnbach, Section 8, Page 21; Neville, Section 8, Page 15.
- <sup>109</sup> Carolyn Gills Frazier, *Stanhope, Chronologically: The Work of Stanhope Spencer Johnson, AIA, 1881-1973, Lynchburg, Virginia* (Charlottesville, VA: Carolyn Gills Frazier, 2018), 1-5.
- <sup>110</sup> Frazier, 61
- <sup>111</sup> Frazier, 161.
- <sup>112</sup> Frazier, 127.
- <sup>113</sup> Frazier, 137.
- <sup>114</sup> Frazier, 139.
- <sup>115</sup> Frazier, 143.
- <sup>116</sup> Frazier, 148.
- <sup>117</sup> "Architect Reports Building Progress," *The Bedford Bulletin*, November 20, 1952.
- <sup>118</sup> Frazier, 1270-271.

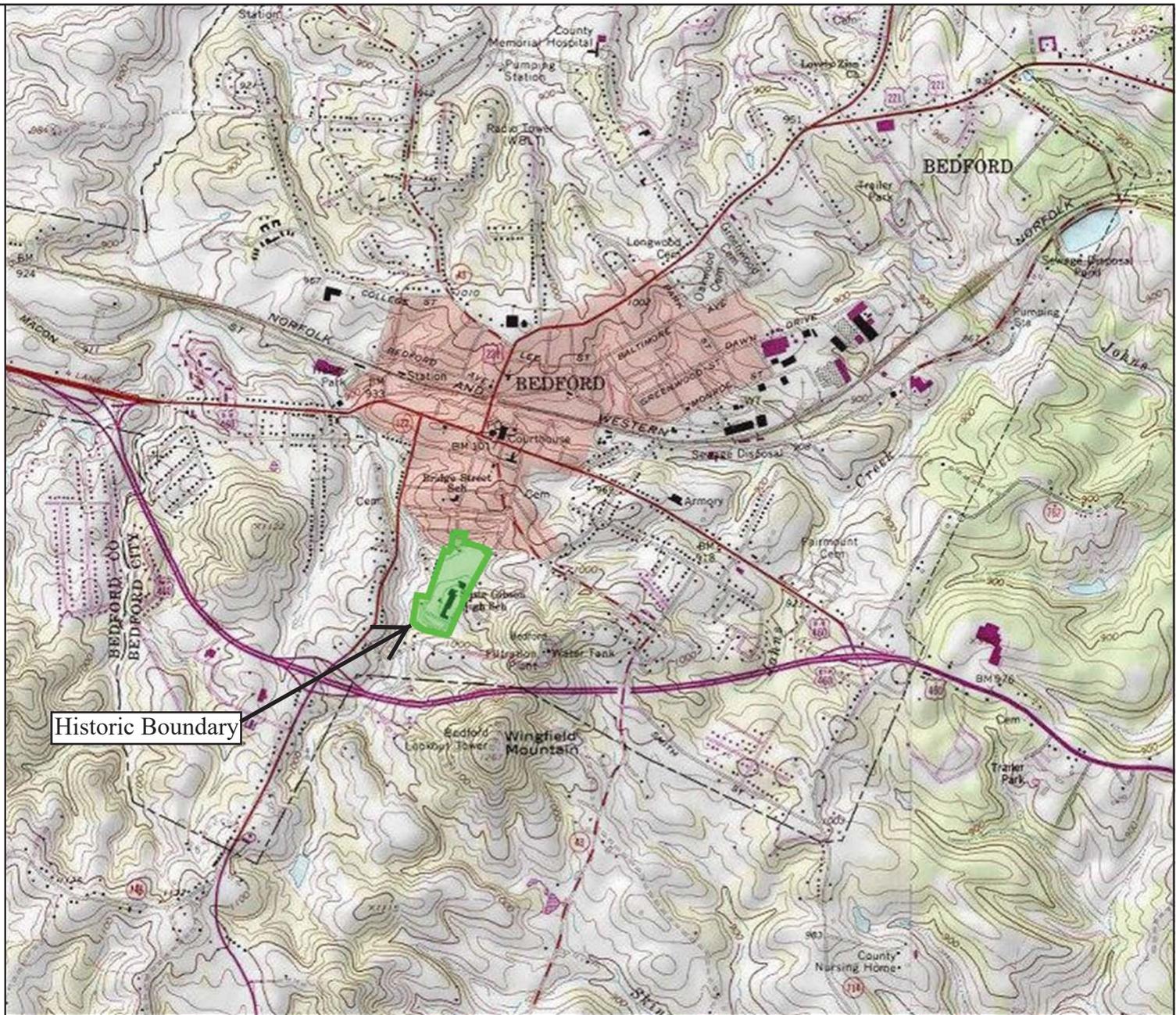


TOPOGRAPHIC MAP

Susie G. Gibson High School

Bedford County, VA

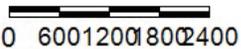
DHR No. 141-5017



Historic Boundary



Feet



1:36,112 / 1"=3,009 Feet

Title:

Date: 7/8/2021

*DISCLAIMER: Records of the Virginia Department of Historic Resources (DHR) have been gathered over many years from a variety of sources and the representation depicted is a cumulative view of field observations over time and may not reflect current ground conditions. The map is for general information purposes and is not intended for engineering, legal or other site-specific uses. Map may contain errors and is provided "as-is". More information is available in the DHR Archives located at DHR's Richmond office.*

*Notice if AE sites: Locations of archaeological sites may be sensitive to the National Historic Preservation Act (NHPA), and the Archaeological Resources Protection Act (ARPA) and Code of Virginia §2.2-3705.7 (10). Release of precise locations may threaten archaeological sites and historic resources.*



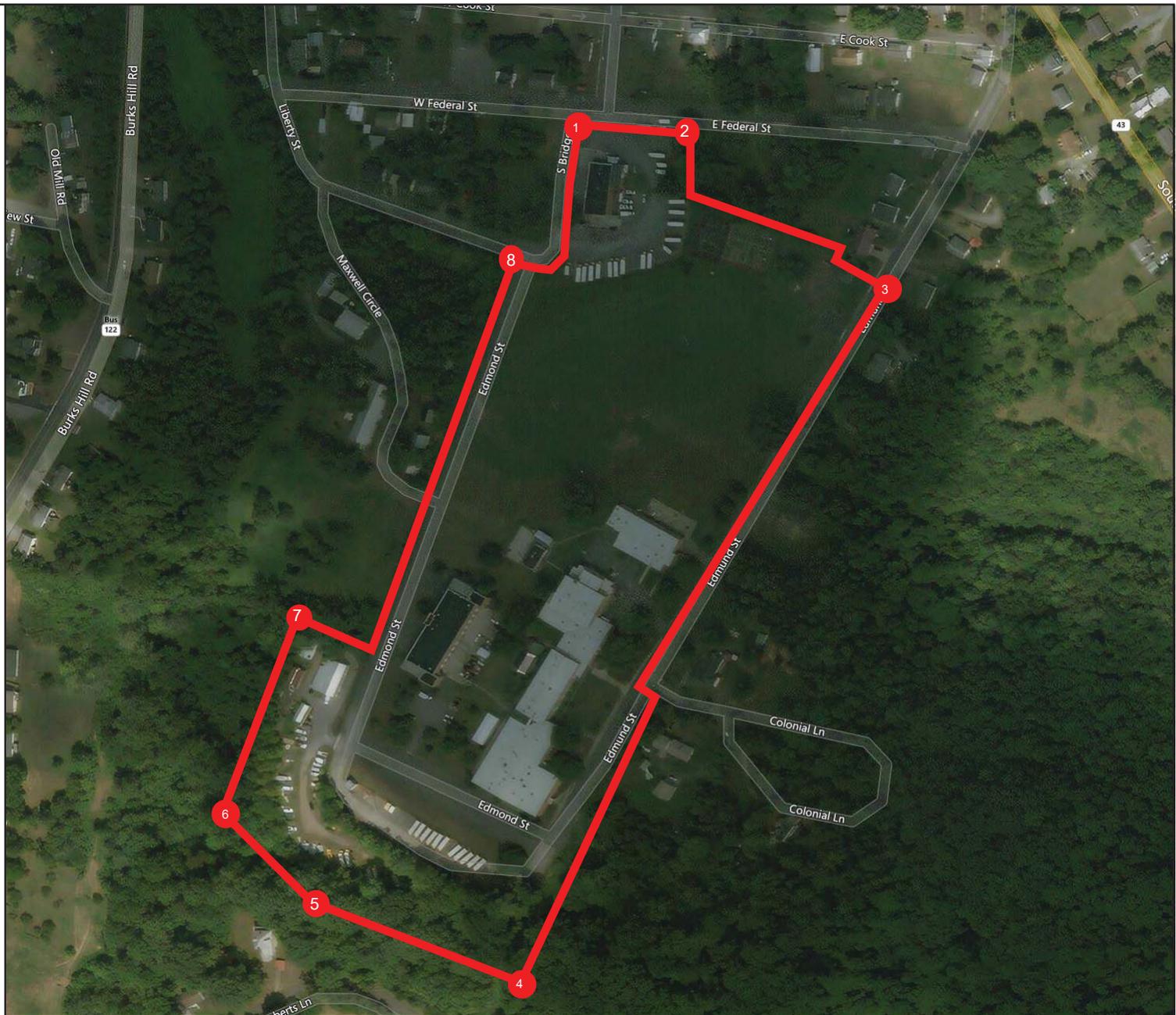
LOCATION MAP

Susie G. Gibson High School (141-5017)  
600 Edmund Street  
Bedford, Bedford County, VA  
DHR #141-5017



LOCATION COORDINATES

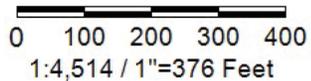
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- 4. Latitude: 37.325750  
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- 6. Latitude: 37.326230  
Longitude: -79.527310
- 7. Latitude: 37.327460  
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VGIN Most Recent Aerials  
Map created in V-CRIS



Feet

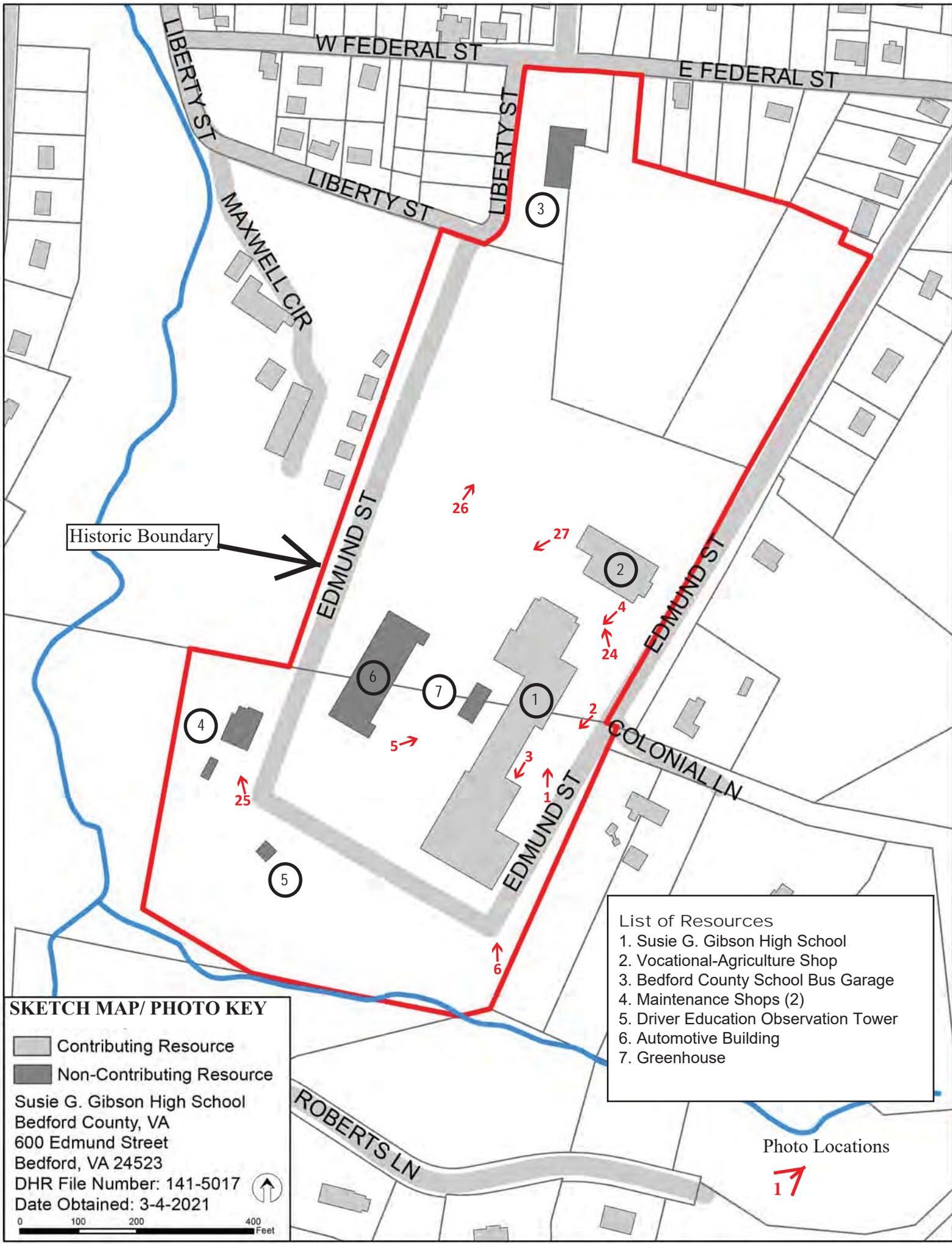


**Title:** NRHP Location Map

**Date:** 3/4/2021

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Historic Boundary

- List of Resources
1. Susie G. Gibson High School
  2. Vocational-Agriculture Shop
  3. Bedford County School Bus Garage
  4. Maintenance Shops (2)
  5. Driver Education Observation Tower
  6. Automotive Building
  7. Greenhouse

**SKETCH MAP/ PHOTO KEY**

- Contributing Resource
- Non-Contributing Resource

Susie G. Gibson High School  
 Bedford County, VA  
 600 Edmund Street  
 Bedford, VA 24523  
 DHR File Number: 141-5017  
 Date Obtained: 3-4-2021

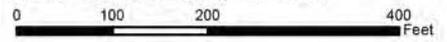
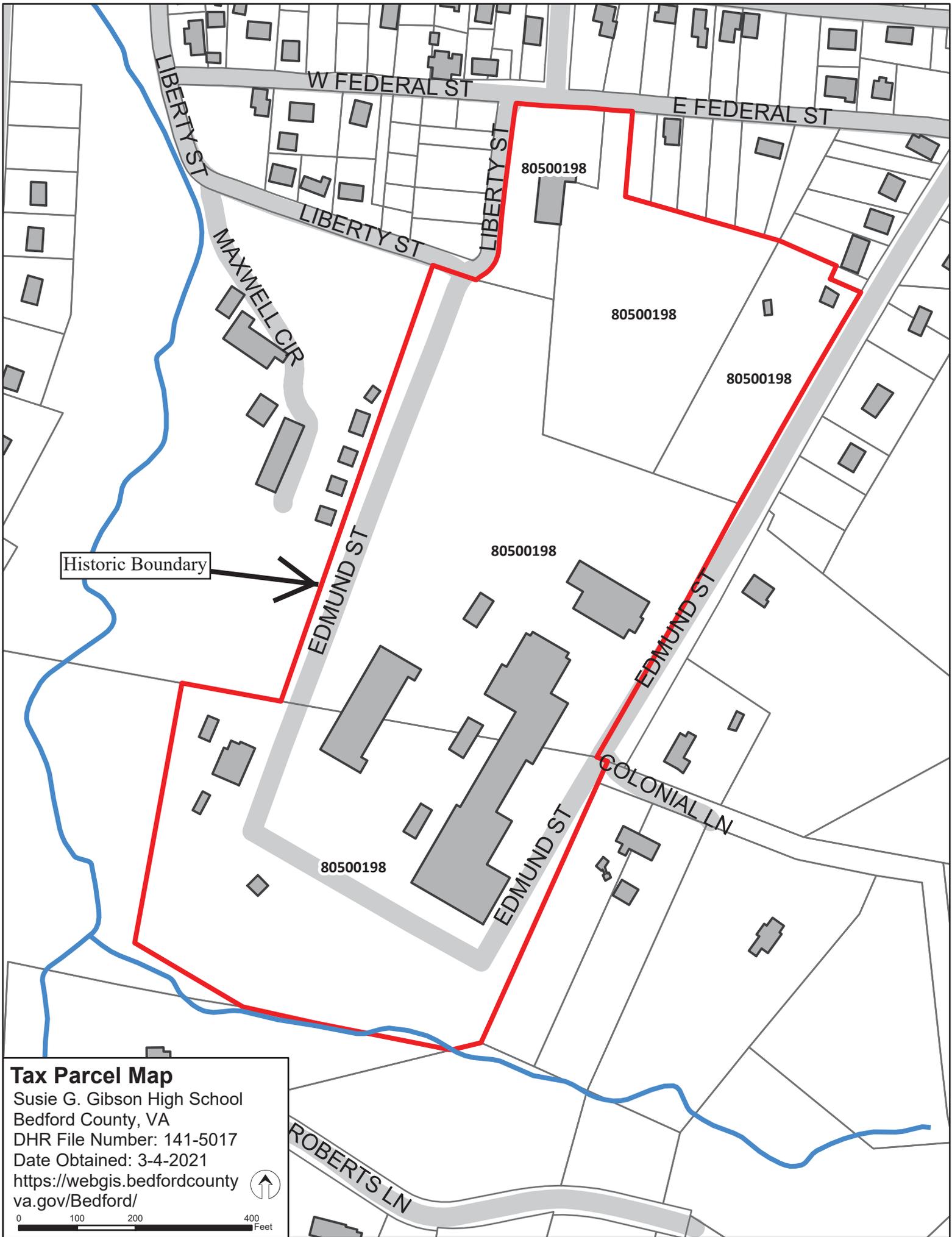


Photo Locations







Historic Boundary

### Tax Parcel Map

Susie G. Gibson High School  
Bedford County, VA  
DHR File Number: 141-5017  
Date Obtained: 3-4-2021  
<https://webgis.bedfordcountyva.gov/Bedford/>



0 100 200 400 Feet