

Virginia Department of Historic Resources PIF Resource Information Sheet

This information sheet is designed to provide the Virginia Department of Historic Resources with the necessary data to be able to evaluate the significance of the property for possible listing in the Virginia Landmarks Register and the National Register of Historic Places. This is not a formal nomination, but a necessary step in determining whether or not the property could be considered eligible for listing. Please take the time to fill in as many fields as possible. A greater number of completed fields will result in a more timely and accurate assessment. Staff assistance is available to answer any questions you have in regards to this form.

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| General Property Information | For Staff Use Only DHR ID #: |
| Property Name(s): <u>Jefferson High School and Carver Recreation Center</u> | |
| Property Date(s): <u>1926 - Present</u> <input checked="" type="checkbox"/> Circa <input type="checkbox"/> Pre <input type="checkbox"/> Post | Open to the Public? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| Property Address: <u>201 Fourth Street NW</u> City: <u>Charlottesville</u> Zip: <u>22901</u> | |
| County or Ind. City: <u>Charlottesville</u> USGS Quad(s): | |

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| <p>Physical Character of General Surroundings</p> <p>Acreage: <u>3.971</u> Setting (choose one): <input checked="" type="checkbox"/> City <input type="checkbox"/> Urban <input type="checkbox"/> Town <input type="checkbox"/> Suburban <input type="checkbox"/> Rural <input type="checkbox"/> Transportation Corridor</p> <p>Site Description Notes/Notable Landscape Features:</p> <p>Secondary Resource Description (Briefly describe any other structures (or archaeological sites) that may contribute to the significance of the property:</p> <p>Land was acquired on Toole's Hill, by the Charlottesville City School Board for the building of the first school on January 27, 1894 in the block bounded by Commerce, Brown, 4th and 5th Streets, NW. The 1896 Sanborn Map shows a "colored church" to the schools\'s south a dwelling at 411 Commerce Street; dwellings at 200, 206, 208 and 214 5th Street; and dwelling at 418 Brown Street. The contractor for the building was the Belmont Building and Construction Company as recorded in the October 22, 1894 School Board minutes. The 1907 Sanborn marks the appearance of an unnamed road bisecting the block and parallel to 4th and 5th Streets. This road disappears by the 1929 map. A permit was issued on June 16, 1959 to demolish the original school structure.</p> <p>Ownership Category: <input type="checkbox"/> Private <input checked="" type="checkbox"/> Public-Local <input type="checkbox"/> Public-State <input type="checkbox"/> Public-Federal</p> |
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Individual Resource Information

What was the historical use of this resource? Examples include: Dwelling, Grist Mill, Bridge, Store, Tobacco Barn, etc...

Jefferson School's historical use was central to the segregated educational and cultural experiences of African Americans in Charlottesville. Within the heart of the former Vinegar Hill community, Jefferson School was the segregated public school for African Americans from 1926 from elementary through high school. It served this purpose until 1964 when the school opened as an integrated school following years of legal appeals and Massive Resistance to fully desegregate public schools in Charlottesville. Jefferson School also housed the segregated public library for African Americans. Carver Recreation Center, constructed in 1959 adjacent to the 1958 Jefferson School addition, served as the recreation community center for African Americans through the era of segregated public facilities.

What is the current use? (if other than the historical use) Jefferson School is currently closed. Carver Recreation Center continues to serve as a recreational community center.

Architectural style or elements of styles: None

Architect, builder, or original owner: Original Jefferson High School-Calrow, Browne and Fitz-Gibbon Architects of Norfolk, Virginia (1926-27); PWA addition (1939); Baker, Heyward and Llorens Architects of Charlottesville (1958, 1959)

of stories Two Condition: Excellent Good Fair Deteriorated Poor Ruins Rebuilt Renovated

Are there any known threats to this property? NA

Resource Component Information

Please answer the following questions regarding the individual components of the resource. If the component does not exist, answer "n/a." If you feel uncomfortable in answering the question, please leave the space blank. Photographs of the features can also help our staff identify specific feature components. Usually, priority is given to describing features on the primary (front) facade of the structure.

Foundation: Describe the foundation that supports the structure. Examples include piers, continuous brick, poured concrete. Footings for the 1925 building and two additions are poured concrete, continuous under bearing walls and isolated under interior columns.

Structure: Describe the primary structural component of the resource. Include primary material used. Examples include log, frame (sawn lumber), and brick. Also include the treatment, such as a particular brick bond or type of framing, if known. Brick bearing walls with interior steel framing. Wood beams and joists in 1925 building. Steel beams and bar joists in the two additions.

Walls: Describe the exterior wall covering such as beaded weatherboard or asbestos shingles. Brick with rowlock belting and cornice frieze.

Windows: Describe the number, material, and form of the primary windows. This includes the number of panes per sash, what the sashes are made of, and how the sashes operate (are they hinged or do they slide vertically) Have the windows been replaced? Duplex wood windows, double hung, 9 over 6 on top and 3 lite awning windows below in banks of 5. The 1938 addition has 9 over 9, wood double hung in banks of 2, 3, 4 and 5. Metal frame windows in the 1957 addition in various configurations.

Porch: Briefly describe the primary (front) porch. List the primary material, shape of the porch roof, and other defining details. The 1925 building has a simple gable wood and concrete portico on the Commerce St. (south) elevation.

Roof: Describe the roof, listing the shape and the covering material. The primary roof is EPDM. The 1925 building has a mansard roof over its auditorium.

Chimney(s): List the number of chimneys and the materials used. Include the brick bond pattern if possible. The 1925 building has two brick chimneys of simple design. The 1957 addition has one brick chimney with no design.

Architectural Description: *(Please describe architectural features, additions, remodelings, or other alterations. A sketch of the current floor plan would be appreciated)*

The Jefferson High School/Carver Recreation Center complex occupies the city block between Commerce Street and the Charlottesville City Yard and Fourth and Fifth Streets NW. It is one block north of Main Street. The building occupies the block's western side with the eastern side reserved for parking and a small playground. It is a simple brick building with distinctive brick detailing and architectural features. Constructed in four different stages between 1926 and 1959, the Jefferson School/Carver Recreation Center complex reflects mid-twentieth-century architectural trends in school construction. Although the building has suffered somewhat from lack of upkeep over the years, many features appear to be original and in good condition. The building has been in continuous educational use throughout its history and has had few alterations other than additions.

Calrow, Browne and Fitz-Gibbon Architects of Norfolk, Virginia, designed the original Jefferson High School building, an one-story, brick structure with raised basement, and construction took place in 1926-1927. Laid in stretcher bond, the brickwork is highlighted with a series of details. This original structure features a brick watertable and beltcourse, which project slightly from the main facade and encircle the entire building. The watertable features stretchers topped with headers. The beltcourse is of the same pattern and length as the watertable, but its bricks are white. A crenellated brick parapet with concrete cap surrounds the building. An unusual feature of Jefferson High School is its clerestory. Visible from a slight distance from the building, the clerestory gives the school a slightly industrial appearance. It rises from the building's flat roof over the central auditorium, approximately one-half story in height with stucco walls and hipped roof covered with slate shingles. Windows along the top of the clerestory, now painted, once provided natural light to the central auditorium.

Jefferson High School was built with its primary entrance facing Commerce Street to the south. The five-bay southern facade features an elevated, central, recessed double-door entry with transom and sidelights. A brick archway with concrete keystone and sidestones highlights it. The two bays flanking the entry each contain large, nine-over-nine sash, double-hung windows. The two outermost bays project slightly from the central elevation and are each adorned with a large rectangle of projected brick with concrete corner blocks. On this elevation, the parapet features three triads of concrete diamonds, one centrally located above each of the two outermost bays and one over the central bay.

Today the building is primarily accessed from one of the many doors along Fourth Street, the eastern and most exposed elevation of the building. From this view, all four periods of construction can be viewed and easily determined. Because Jefferson School was constructed on a slight slope, the basement of the 1926-1927 portion is completely above-ground on this eastern elevation, making the building full two stories on this side. This elevation of the 1926-1927 section is three-bay on the first floor and five-bay on the basement level. The parapet is ornamented with single diamonds centrally located within each crenellation.

Eventually three additions built in two stages were constructed north of this original structure. The first, constructed by the Public Works Administration in 1939, consisted of ten additional classrooms, a shop, an office, and a library. Its U-shaped design created a courtyard with the original building accessible only from the school's interior. The 1939 addition incorporated many of the same architectural features as the 1926-1927 building. It is a two-story, brick building lay in stretcher bond with a watertable and beltcourse designed to emulate that of the original building. This addition also continues the brick parapet with concrete cap, but without crenellation and detail. The rectangular arrangement on the original building's southern facade is repeated on the northern elevation of this addition. A smaller door on this elevation also imitates the original main entry with an archway and keystone. Another door on the addition's east elevation has a recessed entry vestibule and a red brick surround. The surround features an integral, brick-patterned keystone of diagonally arranged stretcher-end bricks and culminates in a top course that alternates stretchers and headers. A regularly spaced, mouse-tooth, dentilled cornice is another distinctive feature of this eastern entrance.

Two large additions, both designed by Baker, Heyward and Llorens Architects of Charlottesville, extend north from the building's rear to complete the existing arrangement. The first, a two-story brick wing, constructed in 1958, housed additional classrooms and administrative offices. Constructed in five-course American bond, the two-story addition moderately follows the lines of the original building, but lacks the detailing of the older structures. From the east, it is recessed from the two older portions of the building, further distinguishing it from the earlier portions of the building. Windows are six-over-six sash, double-hung, with a three-pane light at the bottom. The watertable is continued, as is the simple parapet with concrete cap. The main door on this addition has a concrete surround with a large, modern transom light with geometrical pattern.

The second Baker, Heyward and Llorens addition, the Carver Recreation Center, built in 1959, deviates in style significantly from the first three portions of the building. Its two-story brick construction mirrors the other segments only in its use of brick as a construction material. This addition's irregular fenestration and square shape are obviously those of a gymnasium. Its exterior has a utilitarian appearance and does not continue the simple decorative brickwork of the Jefferson School additions. The gymnasium section has large, metal, stationary, fifteen-over-fifteen, windows, and one each on the east and west elevations and four along the second story of the northern wall. The first floor of the northern termination of the building has a grouping of three stationary, fifteen-light windows. Double-entry doors flank those windows.

Two entrances on the Fifth Street, or west side, lead into the second floor gymnasium. Each has an elevated entry with concrete stairs and landing and a metal, flat-roofed canopy and hand railing unit with decorative, open, geometric metalwork. The original transoms with geometric design and the large fifteen-over-fifteen central window have been painted white to block light to the interior. All windows in the Carver Recreation Center portion of the building are metal.

On the western elevation, the four bays of the section connecting the Jefferson School with the gymnasium have an irregular arrangement. The two end windows of this section are four-over-four, operable, sash windows. The two middle bays include a double four-over-four, operable, double-hung window and a triple six-over-six, operable, double-hung window. All have concrete sills.

The western elevation of the Baker, Heyward, and Llorens' 1958 addition is organized into five bays with the entry located in the second bay from the north. The entry consists of an unadorned concrete surround with a recessed entry vestibule. Each of the other bays consists of nine adjacent windows. Windows on the western facade of the 1958 addition are metal six-over-six sash. The lower three lights of each bay are operable casement windows. Apparently they originally intended to closely approximate the sash windows in the early portion of the building. It appears that a portion of the brick wall and the fenestration have been reworked in this portion of the building to accommodate the addition of mechanical equipment. A utilitarian concrete stair provides access from Fifth Street to double-entry doors on the first level of the reworked portion. Windows there are metal one-over-one sash above operable, single-light, and casement windows with concrete sills. Below the retaining wall and adjacent to the building is an one-story, brick, flat-roofed structure to accommodate mechanical equipment. The two entries north of Brown Street have concrete-paved handicapped accessibility ramps and metal-pipe handrails. Along the Fifth Street elevation, this section retains its exterior copper gutters. Similar gutters on the two earlier sections have been painted white.

Due to the topography, only the second story is Fifth Street and the first story is partially obscured from the street view by an earthen retaining wall that extends from the public sidewalk along Fifth Street to the building. An open pipe-rail fence separates the sidewalk from the school grounds. The northernmost portion of the PWA portion of the Jefferson School has only one story above grade along the Fifth Street elevation.

To access the building from the original building's south-facing main entry on Commerce Street, the visitor climbs a short flight of steps and passes through a short hallway into the school's central auditorium. The interior arrangement of seven classrooms and an office along three sides of the auditorium reflect the original function and program of the school. The auditorium retains its elevated stage at the east end of the building. The stage retains its original oak woodwork and has not been painted. It also retains its original eight ceiling lamps suspended from chains. The ceiling itself, however, has been retrofitted with acoustic ceiling tiles. Presumably the original wood flooring survives under linoleum tiles. The two columns of symmetrically arranged wooden and metal auditorium seats appear to date from the 1950s. The clerestory lighting has been painted blue to reduce glare in the auditorium. The building's north facade, a full two-story height from the ground because of the slope upon which the school was constructed, features large windows that bring light into the auditorium. Like the exterior, most interior features appear to date from the period of construction.

Most of the classrooms retain their original character and their varnished but unpainted woodwork, including their coatrooms. Some of the original transoms over the entry doors have been filled with plywood and most have metal grills that originally facilitated ventilation and heating.

The 1939, Depression-era northern wings contain additional classrooms. This addition's east, west, and north elevations form a courtyard with the 1926-27 structure's northern facade. Visible from the interior of the courtyard, the original Jefferson High School northern facade has altered fenestration. A small exterior structure has been constructed to enclose HVAC and mechanical equipment. The three brick pilasters that extend from the foundation to the cornice line and the original brick chimney from the 1926-1927 building survive and punctuate its northern elevation. On the west wing of the original structure's first floor is a nine-light casement window for the first-floor bathroom. Four large, operable, wooden, nine-over-nine sash windows on both first and second floors provide visual access to the interior courtyard. A two-story, three-bay termination of the 1939 structure encloses the courtyard.

Access to the courtyard is through a central door on the additions. Access to the courtyard is also possible from double-entry doors on the first bay on the east wing of the 1939 addition.

The enclosed courtyard is currently used as a play area with standard, modern playground equipment for the existing preschool. The courtyard's concrete paving appears to date from the 1950s. A horizontal beltcourse composed of one course of stretcher-end bricks topped with a row of headers articulates the division between the first and second stories.

In the 1958 addition, the interior arrangement of classrooms continues the traditional rectilinear arrangement of the 1939 portion, although its interior walls are painted concrete block instead of the traditional plaster. Large, tan, ceramic tiles line the hallways to a height of approximately four feet. The ceramic tiling continues through the interior stairwell. The brown stair tiles appear to date from the period of construction of this portion of the building. The classrooms were also constructed with rough finished concrete block walls that have been painted. There are recessed entries off the hall for the classrooms. Metal fire doors separate the Carver Recreation Center from the school.

The interior of the gym is typical for its period and it, along with the connector, continues the ceramic wainscoting, although approximately six feet high, of the 1958 addition. On the first level, below the gym, is the auditorium, a utilitarian room with painted brick walls. Its interior is unornamented with a stage and open floor plan. This room is accessible from the Forth Street side of the building.

The building's grounds have changed over the years and now consist of a large parking lot where the two-story Jefferson Graded School, built in 1894, stood for years. This area east of the building serves as the main entrance. A small playground sits outside of the gymnasium, hidden from the parking lot and

street because of its location in an area of lower elevation. Chain link fences are perhaps the most notable feature in the building's landscape. They define several different parking areas and separate the grassy playground from asphalt parking lot.

When constructed, Jefferson High School stood inside the western edge of the Vinegar Hill district and is one of the few remaining buildings from this historic neighborhood. A number of African-Americans established homes in or near the area, which also contained a concentration of African-American churches and businesses. These institutions and commercial establishments served as the focus of many social and cultural activities associated with African-Americans in twentieth-century Charlottesville. Many businesses were small neighborhood establishments, such as grocery stores and snack shops that were similar in scale to residential construction. It is likely that many of these smaller businesses also served the school population. The area immediately west of the school was, and remains today, primarily residential and retains much of its historic character.

Most of the Vinegar Hill buildings, consisting of a mix of commercial, civic, and residential uses, were demolished in the 1960s during a nationwide trend of urban revitalization. Today the neighborhood east of the school is occupied by a variety of commercial uses, from large chains such as the Omni Hotel and McDonald's Restaurant to locally owned establishments. The City Yard remains north of the school, while much of the setting west and south of the school lies intact, invoking the feeling of the school's historic period. West Main Street, one of Charlottesville's oldest commercial districts, sits one block south of the school while the Starr Hill neighborhood borders it to the west. The siting of Jefferson High School, close to a major downtown area yet hidden from sight of most passers-by, typifies that of early - twentieth-century African-American schools. As such, Jefferson High School retains much integrity of setting.

Significance Statement: Briefly note any significant events, personages, and/or families associated with the property. (Detailed family genealogies are not necessary.) Please list all sources of information. It is not necessary to attach lengthy articles or genealogies to this form. Normally, only information contained on this form is forwarded to the State Review Board.

The end of the Civil War and the dismantling of slavery affected many institutions in American society, especially education. In the antebellum period, few slave-owners had taught their slaves fundamental reading and arithmetic skills, and while free blacks had established rudimentary schools where possible, literacy rates remained extremely low. Many African-Americans, however, were skilled artisans and had obtained strong vocational training in many fields. Their knowledge of the land and agricultural methods exceeded that of many whites, although this knowledge had come at a great cost. The situation in non--slave states was less bleak. There, free African-Americans had been working for decades to establish public schools and institutions of higher learning. In some areas, African-Americans attended public schools with white children. Still, these opportunities were a world away from the majority of African--Americans who lived in the South.

In Charlottesville, the early 1870s brought about opportunities for both blacks and whites to receive a publicly funded education. A decades long movement to provide free education for white children had achieved sufficient public support to prompt the construction and opening of a school on Garrett Street. The new school, for whites only, housed grades one through twelve. Around the same time and a few blocks away, near the corner of Seventh and Main street, a separate school for African-Americans was constructed. Simply called "Jefferson", this nine-room school offered blacks an elementary-level education.

These two schools characterized the contemporary attitude toward education in Virginia. Theoretically, all individuals deserved the opportunity to attend school and increase their opportunities. Yet blacks and whites were treated as two intrinsically distinct societies that should be educated accordingly. Indeed, African-American women and men, who often were responsible for the upbringing of the children of many slave-owners prior to the Civil War, were deemed unfit teachers in the white schools, just one of the many ironies that governed black-white relations during this era. Whites assumed an attitude of superiority and believed they knew what was best for African-Americans. Many felt that genetic predisposition, not society's treatment, dictated moral and intellectual differences between the two races. Thus, while certain interactions between the races were appropriate, others were not. Most whites refused to recognize blacks, as their intellectual equals and instituted segregated schools to support their beliefs. Blacks had little recourse to challenge this system.

Even many blacks and enlightened whites argued for segregated schools. Better segregated schools than none, they advocated. Yet this system would establish a precedent of disparate facilities and opportunities for blacks and whites that would endure for almost a century, not only in educational institutions but also at drinking fountains, in public transportation, and at restaurants. In 1896, the U.S. Supreme Court established the doctrine of "separate but equal" in its landmark case *Plessy v. Ferguson*, upholding the Jim Crow laws enacted to prevent blacks from using white facilities. The case came before the court after James Plessy, an African-American, boarded an East Louisiana Railroad coach in 1892 and took a seat in the white section of the train. When Plessy refused the conductor's order to move to a Jim Crow coach, he was arrested. The case was appealed a number of times until it finally reached the Supreme Court in 1896. While today this decision appears in clear violation of the fourteenth amendment of the U.S. Constitution, it became the legal basis for separate facilities, educational and otherwise, for blacks and whites in the United States for over half a century.

Public education became increasingly popular, and the ability of Charlottesville's schools to accommodate the growing number of students and their needs lessened. In the early 1890s, two new schools, one for blacks and one for whites, were slated for construction. Midway School for whites, completed in the early

1890s at the southeast intersection of Ridge Street and West Main, served grades one through twelve. Simultaneously, the city purchased a large parcel of land at the northwest intersection of Fourth and Commerce Streets for the site of a new African-American school. Completed in 1894, Jefferson Graded School was a two-story, wood frame building with eight classrooms and an office. While this new facility solved some of the earlier school's overcrowding problems, it still did not offer African-American students the opportunity to pursue more than an elementary-level education.

Charlottesville's African-American families who desired a high school education for their children had to send them to private boarding schools or to live with relatives in other localities that offered a public high school education for blacks, either in Virginia, Washington, D.C., or further away. Some children completely skipped high school and in their early teens headed directly to segregated colleges. Virginia Normal and Collegiate Institute in Petersburg and Hampton Normal and Agricultural Institute in Hampton were popular destinations for Charlottesville blacks seeking a higher education. Other families simply left Charlottesville, relocating to communities that offered greater educational opportunities for African-Americans. Yet individually creating such opportunities was costly and not within the means of many residents who simply remained in Charlottesville with no opportunity for secondary or higher education. Not until Jefferson High opened in 1927 would blacks in Charlottesville have the opportunity locally to pursue a secondary education.

Plans for Jefferson High School were completed and construction began in 1926. The new high school stood on the same property as the old Jefferson Graded School, west of the original building and facing Commerce Street to the south. The two schools stood on the western edge of Vinegar Hill, a predominantly African-American neighborhood containing residential, commercial, and civic-use buildings that served as Charlottesville's economic and social core for blacks during the first half of the twentieth century. In the 1920s, Vinegar Hill was in its prime and its proximity to many African-American homes made it a choice location for the new high school.

Construction of the new building left grades one through five in Jefferson Graded School, now referred to as "Old Jefferson". The last two grades of elementary school and four high school grades were taught in the new building. Initially the number of students completing elementary school was significantly higher than those continuing at the high school level, and more girls than boys continued on to receive their high school diplomas. Apparently many children left school when they were able, either due to pressure from their parents or willingly, to work for wages. Quickly, however, enrollment increased and larger numbers of African-American students in Charlottesville were completing high school.

The increasing student population created a need for additional space. "Please! Please! More breathing space," wrote student Charles Lee in the April 1939 edition of the student newspaper *The Jeffersonian*. Indeed, the paper reported a student body of 236 in a school with only seven classrooms. The same year, the Public Works Administration (PWA) constructed a large, two-story addition on the north end of the original building that included ten classrooms, a shop, a library, and office space. *The Jeffersonian* reported how pleasant the additional space was:

Our school has improved in form, curriculum, and atmosphere. Spacious, wide corridors have replaced the little platforms that formerly led to only "out-of-doors". Now one has a chance to reflect, freedom and space in which to think as he passes to and from class.

With regard to the site's history as provided in the *September 2003 Site Analysis Report* prepared by Frazier Associates, the new Jefferson High School was built at the corner of Commerce and 5th Streets, NW. This required the School Board to buy and raze dwellings located on this site and known as 200 and 206 5th Street, NW.

The 1938-1939 expansion of the school required the School Board to acquire and raze the dwellings located at 214 5th Street, NW and 408 Brown Street. The School Board also acquired the church known as "Wesley Chapel" and the dwelling at 411 Commerce Street in the early 1930's and razed them in conjunction with the school expansion.

The 1958 expansion required the closure of Brown Street as well as the acquisition of the land north of Brown Street to the City Yard between 4th and 5th Streets; along with approximately fourteen dwellings located there. Over the course of five years, from 1953-58 the School Board acquired these lots, a number of which were condemned by the City, until they were in possession of the land necessary for this last expansion.

Jefferson served not only its students, but the entire African-American community. Programs held by the glee club included dance and theatrical performances and usually attracted a large audience. The school sponsored a Folk Dance and Stunt Night, a Fashion IRevue, a Junior-Senior Promenade, and anacts passed during this session were aimed at curbing the NAACP's activities through embarrassment or harassment. In addition to Charlottesville, four other school districts in Virginia-Arlington, Norfolk, Prince Edward, and Warren-would become test cases for the legality of this massive resistance legislation.

On July 12, 1956, Federal District Court Judge John Paul ruled in *Allen v. Charlottesville School Board* that the twelve African-American students seeking admission to Charlottesville's all-white schools were to be admitted to Venable Elementary and Lane High School no later than September 1958. With all appeals exhausted, the state had no further judicial recourse. Instead it would enforce massive resistance legislation and require both all-white schools to close their doors rather than integrate.

Caught between federal orders to integrate and state court injunctions restraining them from making school assignments, Charlottesville leaders delayed opening schools altogether in September 1958. On September 12, Warren County schools opened, and were immediately closed by massive resistance legislation. One week later, on September 19, a similar scenario would play out in Charlottesville and Norfolk. Arlington schools avoided closure when a federal judge allowed implementation of his ruling to be postponed until the fall of 1959.

Jefferson and Burley remained open, but the twelve students involved in the court ruling did not return to the segregated schools. Rather than jeopardize their legal status, parents and educators privately tutored these children in their homes and at the School Board office. Whites set up private schools in churches, the Elk's Lodge, and residences to continue their children's education. In the midst of this tumultuous period, Jefferson School received two new additions, one with additional classrooms in 1958 and the Carver Recreation Center in 1959. It was also during this time that "Old Jefferson" was demolished.

Massive Resistance in Virginia ended in January 19, 1959, when the Virginia Supreme Court struck down its legislation in a ruling that determined the closing of public schools and/or cutting off of their funding violated the Virginia Constitution. Closed schools in three Virginia localities-Charlottesville, Norfolk, and Warren were ordered to reopen immediately. Arlington, Norfolk, and Warren County schools were integrated by February 2. In Charlottesville, the Fourth Circuit Court of Appeals granted a stay of the district court's integration order until the following September. Schools reopened on a segregated basis for the remainder of the school year.

On September 8, 1959, twelve African-American children in Charlottesville, nine former Jefferson and three former Burley students, entered Venable and Lane as students and ended segregation in Charlottesville city schools. The local paper, *The Daily Progress*, reported that the new students "walked into two previously all-white schools here this morning for the first time in history. There were no

disturbances." The peaceful exchange, after five years of legislative battles, came as a relief to most and was treated with no fanfare.

For five years, four Virginia localities-Arlington, Charlottesville, Norfolk, and Warren-had stood at the forefront of this national battle for civil rights. And while Prince Edward County was also in the spotlight, it stood alone in its defiant approach to integration. Many throughout the South viewed Virginia's efforts to keep these school districts segregated as a noble attempt to curb federal powers and put decisions into the hands of the states and localities. Others saw massive resistance as a costly and disturbing effort to camouflage racist attitudes under a cloak of legalism. With all eyes turned toward Virginia, the striking down of massive resistance legislation marked the beginning of a gradual and, for the most part, peaceful move toward integrated schools throughout the South.

Integration moved slowly in the following years. In 1962-1963, only sixty African-American children attended three previously all-white schools in Charlottesville. This number doubled to 112 in the 1963-64 school session and included one more school. Jefferson and Burley remained black-only schools for the remaining eligible 1,211 African-American children. Known as "token" integration, this pattern was broken when the U.S. Fourth Circuit Court of Appeals ruled invalid a provision of the desegregation plan that allowed any child to transfer from his/her school in which their race was a minority.

In the fall of 1964, Jefferson for the first time did not open as an African-American school. The decision not to use Jefferson as a permanent facility was undoubtedly complex, but may have been tied into other events taking place in the Vinegar Hill neighborhood at the time. Nationwide, a trend toward "urban revitalization" was taking place, and Charlottesville was no exception. Considered a slum by some, the Charlottesville City Council moved to rehabilitate the neighborhood. Between 1960 and 1965, twenty-nine businesses with a reported a combined gross income of \$1.6 million in 1959 were demolished. Restaurants, grocery stores, furniture stores, barbershops, an insurance agency, a clothing store, a shoe repair store, a drugstore, and a hat-cleaning establishment, many owned and operated by African-Americans, suddenly disappeared from the landscape outside of Jefferson School. A number of residences-both dilapidated; run-down buildings with no plumbing or electricity and well-maintained homes with modern amenities-also became victims of urban renewal. In the thirty-five years since the demolition of Vinegar Hill, a large hotel, grocery store, several restaurants, a federal courthouse, and other small business establishments were constructed in the neighborhood. Yet much of this property east of Jefferson School, formerly the Vinegar Hill neighborhood, remains open as a parking lot.

The 1958-59 expansion of Jefferson School included the addition of the Carver Recreation Center. Jefferson School utilized the center in the mornings for band practices, band auditions and plays. The downstairs gym floor space was called the Carver Auditorium. The center operated weekdays after school closing from 2:30 p.m. to 9:30 p.m. Carver Center was considered to be the center of African American cultural and social life. The list of civic and social organizations that held weekly and monthly meetings at Carver in addition to sponsoring social galas span from its opening in the late 50's through the early 1980's including Boys and Girls Scouts, youth conventions, fraternal orders, the NAACP and many other local interest groups. Weekend socials at Carver in the early years included some of the big name bands and performers such as Billy Eckstein, Major Lance, Len Hope and Otis Redding. Carver was and continues to serve both youth and adults.

Jefferson School's use as an educational facility has been continuous up until its' closing in 2002. For a number of years it housed students whose school buildings were in transition, as in the case from 1965-1967 when it temporarily became the city-wide middle school during construction of Buford and Walker as junior high schools. Today the city preschool is located in Jefferson. The city's English as a Second Language program and some Piedmont Virginia Community classes are also held at Jefferson. The school's community function continues as the city operated Carver Recreation Center attracts

residents from around the region to its facilities and serves as the site of a voting precinct that bears its name. At one point, the local farmers' market took place in the Jefferson School parking lot. The school's auditorium is sometimes used by the Jefferson Alumni Association for reunions.

Jefferson School and its neighborhood have been associated with Charlottesville's African-American history since its earliest development, and despite changes, the area, with Jefferson School as its centerpiece, retains its cultural significance. Jefferson School also has strong associations with national school integration and Virginia's massive resistance in the 1950s and 1960s.

Legal Owner(s) of the Property (For more than one owner, please use a separate sheet.)

Mr. Mrs.
Ms. Miss _____ City of Charlottesville
(Name) (Firm)

P. O. Box 911
(Address) (City) (State) (Zip Code)
oconnell@charlottesville.org Charlottesville, VA 22901
(E-mail Address) (Daytime telephone including area code)

Owner's Signature: _____ Date: _____
• • Signature required for processing all applications. • •

In the event of corporate ownership you must provide the name of the appropriate contact person.

Contact person: _____ Gary O'Connell, City Manager
(434) 970-3101

Applicant Information (Individual completing form if other than legal owner of property)

Mr. Mrs.
Ms. Miss _____ Gary O'Connell, City Manager City of Charlottesville
(Name) (Firm)

P.O. Box 911 Charlottesville VA 22901
(Address) (City) (State) (Zip Code)
oconnell@charlottesville.org 434.970.3101
(E-mail Address) (Daytime telephone including area code)

Applicant's Signature: _____ Date: _____

Notification

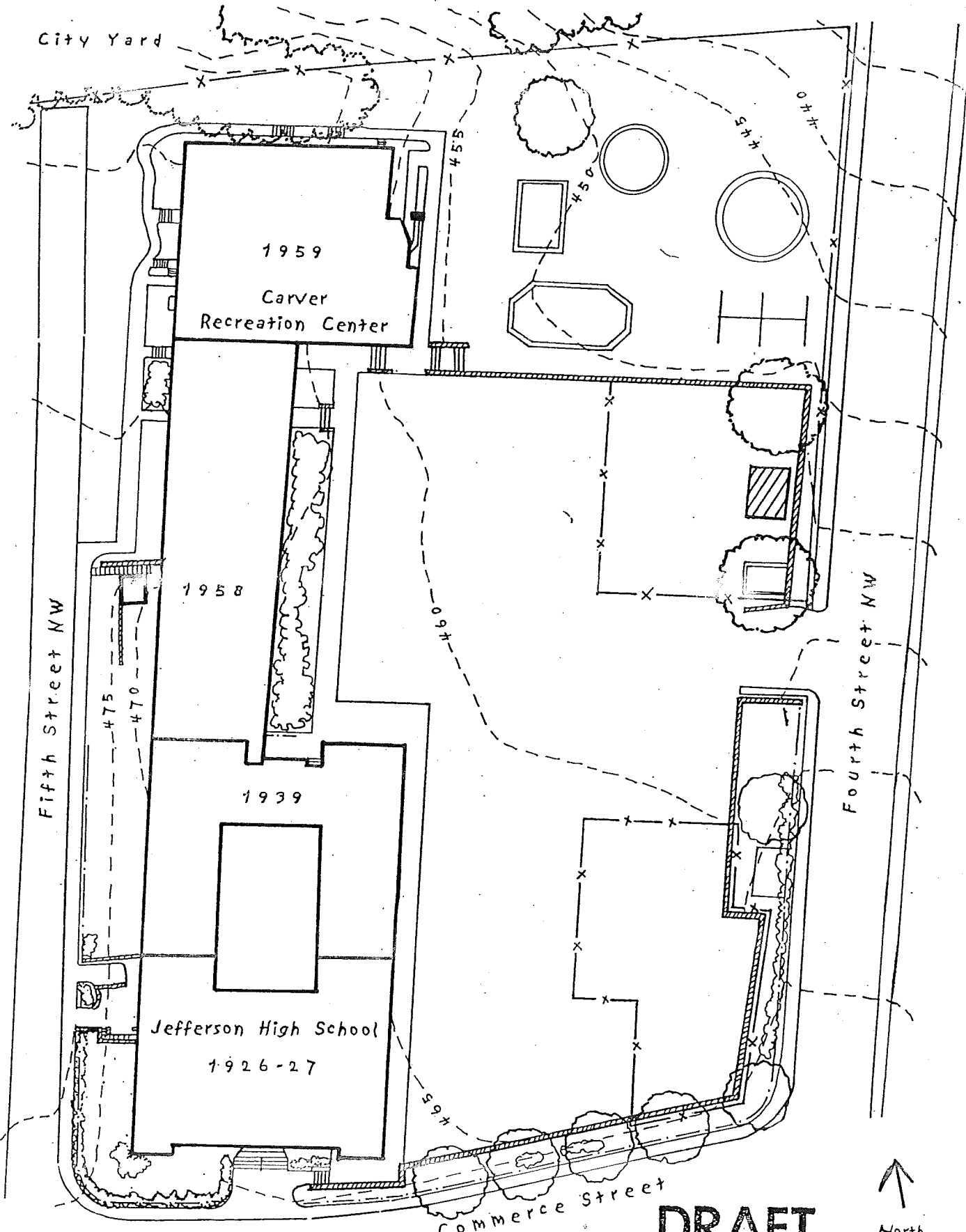
In some circumstances, it may be necessary for the department to confer with or notify local officials of proposed listings of properties within their jurisdiction. In the following space, please provide the contact information for the local County Administrator or City Manager.

Mr. Mrs. Dr.
Miss Ms. Hon. _____ Maurice Cox Mayor
(Name) (Position)









City of Charlottesville P.O. Box 911
(Locality) (Address)
Charlottesville VA 22901
(City) (State) (Zip Code) (Daytime telephone including area code)

Please use the following space to explain why you are seeking an evaluation of this property.
State and national historic registration and subsequent tax credit qualification.

Would you be interested in the State and/or the Federal Rehabilitation Tax Credits? Yes No
Would you be interested in the easement program? Yes No



Legend:

- | | |
|---|--|
|  Building or structure |  Chain link fencing |
|  Road or sidewalk |  Wall |
|  Tree cover or shrubs |  Metal handrail |
|  -435' Contour line |  Wood tie edging |

DRAFT

North
Not to scale

Jefferson High School /
Carver Recreation Center
Charlottesville, Virginia

U.S.G.S. QUAD MAP

