

VLR-6/17/98 1 RHP-9/9/98

United States Department of the Interior  
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES  
REGISTRATION FORM

This form is to be used in determining or requesting determinations for individual properties and districts. See instructions in how to complete the National Register of Historic Places Registration Form, National Historic Park Service, Department of the Interior, Washington, D.C. 20540. Use this form to document the property being documented. Enter "N/A" for "Not Applicable." Use continuation sheets for multiple items. See instructions in how to complete the form.

1. Name of Property

historic name Maggie L. Walker High School  
other names/site number N/A

2. Location

street & number 1000 North Lombard-Street not for publication N/A  
city or town Richmond vicinity N/A  
state Virginia code VA county Richmond (Independent City) code 760 zip code 23220

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act of 1986, as amended, I hereby certify that this nomination request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60. In my opinion, the property  meets does not meet the National Register Criteria. I recommend that this property be considered significant locally. (See continuation sheet for additional comments.)

*M. Catherine ...* Aug. 5, 1998  
Signature of certifying official Date

Director, Virginia Department of Historic Resources  
State or Federal agency and bureau

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

Signature of commenting or other official Date

State or Federal agency and bureau

4. National Park Service Certification

I, hereby certify that this property is:

- entered in the National Register See continuation sheet.
- determined eligible for the National Register See continuation sheet.
- determined not eligible for the National Register removed from the National Register
- other (explain):

Signature of Keeper Date of Action

5. Classification

Ownership of Property (Check as many boxes as apply)

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

Category of Property (Check only one box)

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

Number of Resources within Property

Contributing	Noncontributing	
<u>  1  </u>	<u>  0  </u>	buildings
<u>  0  </u>	<u>  0  </u>	sites
<u>  0  </u>	<u>  0  </u>	structures
<u>  1  </u>	<u>  0  </u>	objects
<u>  2  </u>	<u>  0  </u>	Total

Number of contributing resources previously listed in the National Register   0  

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

6. Function or Use

Historic Functions (Enter categories from instructions)

Cat: **EDUCATION** Sub: **School**

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Current Functions (Enter categories from instructions)

Cat: **EDUCATION** Sub: **School**

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7. Description

Architectural Classification (Enter categories from instructions)

MODERN MOVEMENT: Art Deco

Materials (Enter categories from instructions)

foundation CONCRETE

roof ASPHALT

walls BRICK-FACED CONCRETE

other LIMESTONE, CERAMIC TILE

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

8. Statement of Significance

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

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

X A Property is associated with events that have made a significant contribution to the broad patterns of our history.

A owned by a religious institution or used for religious purposes.

B Property is associated with the lives of persons significant in our past.

B removed from its original location.

C a birthplace or a grave.

D a cemetery.

E a reconstructed building, object, or structure.

F a commemorative property.

G less than 50 years of age or achieved significance within the past 50 years.

X C Property embodies the distinctive characteristics of a type, period, or method of construction or represents the work of a master, or possesses high artistic value, 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.

Areas of Significance (Enter categories from instructions)

architecture

social history

ethnic heritage-Black

education

Period of Significance 1938-1948

Significant Dates 1938

Significant Person (Complete if Criterion B is marked above)

Cultural Affiliation Black

Architect/Builder Carneal, Johnston & Wright, Architects and Engineers

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

9. Major Bibliographical References

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

Previous documentation on file (NPS)

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

Primary Location of Additional Data

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

Name of repository:

10. Geographical Data

Acreage of Property 12.03 acres

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

Table with 4 columns: Zone, Easting, Northing. Rows 1, 2, 3, 4. Includes 'See continuation sheet.'

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

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

11. Form Prepared By

name/title Mary Harding Sadler, AIA with Peter McDearmon Witt, AIA
organization Sadler & Whitehead Architects, PLC date May 4, 1998
street & number 4202 Springhill Avenue telephone 804-231-4376
city or town Richmond state VA zip code 23225

**Additional Documentation**

Submit the following items with the completed form:

Continuation Sheets

Maps

A USGS map (7.5 or 15 minute series) indicating the property's location.  
A sketch map for historic districts and properties having large acreage or numerous resources.

Photographs

Representative black and white photographs of the property.

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

**Property Owner**

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

name City of Richmond

street & number 301 N. 9th Street, 17th Floor telephone 804-780-7716

city or town Richmond state VA zip code 23219

Paperwork Reduction Act Statement: This information is being collected for applications to the National Register of Historic Places to nominate properties for listing or determine eligibility for listing, to list properties, and to amend existing listings. Response to this request is required to obtain a benefit in accordance with the National Historic Preservation Act, as amended (16 U.S.C. 470 et seq.).  
Estimated Burden Statement: Public reporting burden for this form is estimated to average 18.1 hours per response including the time for reviewing instructions, gathering and maintaining data, and completing and reviewing the form. Direct comments regarding this burden estimate or any aspect of this form to the Chief, Administrative Services Division, National Park Service, P.O. Box 37127, Washington, DC 20013-7127; and the Office of Management and Budget, Paperwork Reductions Project (1024-0018), Washington, DC 20503.

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Richmond, Virginia

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### Summary Description

Built in 1938, Maggie L. Walker High School is a three-story red-brick building located along the west side of Lombardy Street. As an urban axis, Lombardy Street historically linked a number of Richmond Virginia's educational institutions, including Virginia Union University, the University of Richmond (which was formerly located at Lombardy and Broad streets), Virginia Commonwealth University (historically Richmond Professional Institute), and Stonewall Jackson School. Sited at the western end of the Carver neighborhood, the Maggie L. Walker High School is bounded on the south by Leigh Street and the Virginia Union University School of Theology; on the north by Interstate 95 and the main campus of Virginia Union University. On the east the building faces Lombardy Street and a row of small-scale commercial establishments. A neighborhood of early twentieth-century working-class residences lies to the west. Due to its monumentality the high school is the dominant building in its neighborhood. By virtue of its massing the building's architecture suggests interaction with its community: four classroom wings and a gymnasium extend from the central block. Although the character of the high school is formal and institutional, its ornament is stylish Art Deco. The durable building materials used to finish the building are installed in unusual patterns. Crisp linear reveals and inlaid tile animate the exterior masonry, as does the English bond of the exterior end walls. The random ashlar coursing of the interior walls adds visual interest to an otherwise strictly utilitarian material.

### Architectural Analysis

At once a gracious and imposing structure set in an six-and-one-half acre urban park, Maggie L. Walker High School is situated in the African-American community which the school served from 1938 to 1979. A four-foot high granite monument on the southeast corner of the grounds proclaims the site's early history. Where the abandoned high school building now stands was the campus of Hartshorn Memorial College. A school for African-American women from 1883 until 1931, the college eventually merged with adjacent Virginia Union University. The present high school structure was initially designed in the midst of the Great Depression and expanded in 1963. The most salient features of the building are its spreading, symmetrical wings which extend at the north and south ends to frame and enclose the front and side entries.

The Maggie L. Walker High School building is a three-story, reinforced-concrete structure, providing 155,000 square feet of educational facility. Designed by well-known Richmond architects Carneal, Johnston & Wright in 1937 and constructed in 1938, this institutional structure boasted the finest vocational education facilities in the city. Carneal, Johnston & Wright had designed many of the city's public schools, including Binford, Bellevue, and Bacon schools. Their prolific practice originated when architects Ambler Johnston and William Leigh Carneal, Jr. partnered in 1907. They were joined in 1916 by O. Pendleton Wright who became a partner in 1928.<sup>1</sup> In the decades between

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1910 and 1940 the firm designed an astonishing number of elementary and secondary schools, as well as buildings for the state's institutions of higher learning. At Virginia Military Institute (National Historic Landmark) they designed the Gymnasium (1925) and Crozet Hall (1931).<sup>2</sup> Much of the firm's work was in the Gothic style; whether the more delicate "Collegiate Gothic" of the dormitories and refectory designed for the University of Richmond, or the massive stone fortress-like schools such as Bacon School and the dorms and quadrangles these architects designed for the Virginia Polytechnic Institute in Blacksburg, Virginia.

In the 1930s the more significant commissions of Carneal, Johnston & Wright were developed in the Art Deco style; in this case a stylized Neoclassical-classical ornamental treatment. The Art Deco architectural style was more of an approach to finishes and ornamental treatment than an approach to planning or design philosophy.<sup>3</sup> Although Art Deco skyscrapers were built in New York City in the 1920s, it was not until 1930 that Richmond's finest Art Deco monument, the Central National Bank Building was built. Designed by New York architect John Eberson in consultation with Carneal, Johnston & Wright<sup>4</sup> this building has been the most prominent structure on Richmond's principal east-west corridor from the moment of its erection at Broad and Second streets.<sup>5</sup> Adapting Art Deco to their own stylistic, Carneal, Johnston & Wright designed the Sydnor & Hundley building (1931) and the Virginia Department of Highways and Transportation building (1939), both in Richmond. The Virginia Supreme Court-State Library Building (1941), another prominent Art Deco structure, was designed by Carneal Johnston & Wright in collaboration with Baskervill & Son and Alfred M. Githens & Francis Keally of New York.

When the architects received the commission to design the sorely needed new high school for Richmond's African-American students they designed a building with a flamboyant shape and colorful ornament, departing from the more conservative approach seen in their earlier school work. The Federal Administration of Public Works, an agency of Franklin Roosevelt's "New Deal" had initially awarded the city a grant of \$209,250, funding 45% of the cost of the new high school. Considerable argument arose however, about whether the city could provide the balance of the funds needed when the equipment budget exceeded the original projected costs. Goaded by Virginius Dabney, the progressive editor of the Richmond *Times-Dispatch*, and by the School Superintendent Jesse Binford, the city government made it a priority to equip the new high school's classrooms before constructing a municipal golf course.<sup>6</sup> The city's conservative mayor, Fulmer Bright, had been disinclined to use federal funding or to expend additional funds, fearing federal interference in city affairs. However, the School Board and the *Times-Dispatch* editor prevailed. As principal James Segear concluded in his first annual report on the school, "the School Board, having had the wisdom to dignify the efforts of this school by a magnificent physical plant and a capable faculty, may well expect results that will be in keeping with the high standard thus set."<sup>7</sup>

The building is constructed in cast concrete with a facing of dark red brick. For the most part the brick is laid in running bond; the jointing of the end walls is English cross bond. Shallow rectangular

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reveals and dark-green tile inlays provide simple ornament to the massive brick walls. The two-story vertical stripes of recessed brick are abstractions of the concrete and steel columns beneath the surface. The diamond-shaped groupings of short vertical masonry stripes and green ceramic tile are purely decorative patterning. The fresh-air intakes placed in the facade are part of the simple patterning of solids, voids, and vertical stripes of recessed brick. The center bays of the entry facade are limestone-faced, as are the window sills, coping, and string course above the second floor window lintels. A ramped limestone parapet marks the main entry as well as the end walls of the four original wings. The original windows are industrial-style steel awning and hopper types divided into twelve lights. The sizes of the windows are graduated, from the smaller, "punched" window openings in the basement to the large windows arranged in broad bands between the masonry piers which define the building's corners. The forty-five foot height of the building does not vary throughout its principal mass. As in conventional neoclassical design, the two principal stories rest on an elevated cast-concrete basement.

Although the building's ornament is Art Deco, the symmetry of the structure as reflected in the floor plan derives from formal Beaux Arts traditions. The original shape of the classroom portion of the building was that of two Y's joined at the base. From the center point, where the second-floor entry is located, the large mass of the auditorium and the gymnasium project westward. The primary axis of the classroom and office spaces is defined on each floor by generous north-south corridors which swell slightly at the center of the building and at the spacious, hexagonal stairwells at each end of these halls. The gracious double stairs have slate treads and handsome, if simple, curving cast iron railings. At each stairwell's intersection two wings split off from the main axis at a 45° angle forming the Ys. When the building was expanded in 1963, Carneal and Johnston added three-story symmetrical wings at the north and south ends of the building and one story additions on either side of the auditorium and gymnasium. The new wings complement the original massing and architecture, and use the same architectural vocabulary as in the original structure, but with some minor reduction in trim and articulation.

The interior spaces are characterized by a continuous wainscoting of yellow glazed block topped with painted four-inch concrete block laid in a random ashlar pattern. The unusual coursing, combined with the use of both rough and smooth surfaced concrete block, adds considerable visual interest to this utilitarian material. All of the original casework (doors, blackboards, bulletin boards, and closets) were assembled from hardwoods and finished a rich yellow-brown. This combination of varnished wood, yellow glazed block, and large windowed spaces imparts a sense of quality, permanence, and warmth throughout the corridors, classrooms and offices. The original twelve-foot ceilings are plaster; the floors, except for the maple flooring in the gymnasium and music room, are either mastic tile or concrete.



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The most highly articulated spaces are at the main vestibule and lobby where a coffered ceiling is enhanced with a plaster cornice of tumbling pyramids. The lobby is generous and leads directly to the two principal doors of the auditorium. The primary ornament of this vast space is parallel linear articulations, suggesting the streamlined *moderne* style. From the auditorium one enters a purely functional space: the airy gymnasium with its exposed brick walls and steel trusses. Below the auditorium are the *hypostyle* cafeteria and kitchen, which are produced by the structural grid of square columns. Locker rooms, mechanical spaces, and equipment rooms complete the basement floor area below the gymnasium.

Classroom and office spaces line the double-loaded corridors that form the spine of the main block and its symmetrical wings on each of the building's three floors. These spaces all have very similar finishes except for the administration wing, where they have been altered. Most spaces have varnished, wood-framed chalk-boards and bulletin boards, and are furnished with wardrobes and storage closets fashioned from the same type and finish of wood. Two large spaces in the north wing of the first and second floors are divided with handsome wood partition-walls with a multi-light transom. The paneled wooden casework is conventional, rather than Art Deco, in its molding. A "domestic science laboratory" was originally housed in the basement's southeast wing; the floor plan was designed to resemble a house or apartment. A beauty parlor and laundry, along with the girls' toilet, made up the southwest wing. On the opposite end of the building were classrooms for public-service training, a masonry department, and the boys' toilet. Aside from these specialized areas (and also the music room with its stepped platforms), the classrooms are very similar in character: bright with natural light the spaces are generously proportioned with handsome, if unremarkable, casework. The 1963 wings are characterized by their aluminum windows, by the different size and coursing of their block walls, and by their terrazzo floors.

The most significant of the exterior spaces is the building's forecourt, a wide expanse of scored concrete, aligned with the massive concrete cheek walls of the entry stair which leads to the *piano nobile* above the raised basement. Not only was this the primary entry to the school, but also the spot where morning pep rallies beckoned students on days when the school faced an athletic opponent, and the place where the school's band, majorettes, or ROTC corps performed drills. Cast concrete marquees with fluted hoods mark the side entries which open onto a small courtyard in the crotch of the Y-shaped wings. The outdoor spaces on the west between the auditorium and the classroom wings are sheltered courtyards. Athletic fields were located north of the school building.

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**Statement of Significance**

Maggie L. Walker High School is significant under *Criterion A* for the role the school played in Richmond Virginia's African-American community and in the development of secondary education in the city. The building is significant under *Criterion C* for the quality of its architectural design and as the notable work of its locally prominent architects Carneal, Johnston & Wright. The high school, funded in large part by the Roosevelt's Administration of Public Works, was the first vocational high school built in the city for African-American youths, the only one of the city's high schools to be named for a Richmonder, and the first of the city's schools to have an African-American principal and faculty. Over its history the school was a beacon in Richmond's African-American community, embodying the importance of education and training. It was the product of a progressive city School Board and the New Deal. The school opened its doors in 1938 and operated continuously and primarily as a high school for African-Americans<sup>8</sup> until 1979 when the school ceased to be a comprehensive high school and joined to John Marshall High School as the Marshall-Walker complex. The building became home to Richmond Community High School, Open High School, and the Humanities Center and in 1989 the building was declared surplus. Vacant for nearly a decade Maggie L. Walker High School nonetheless retains very high integrity of design, materials, feeling and association.

**Historic Context**

A landmark building which occupies the northwest corner of the intersection of Lombardy and Leigh Streets in the center of Richmond Virginia, the Maggie L. Walker High School site has been associated with the education of the African American community since the last decades of the nineteenth century. At that time prime real estate in the city was beginning to be concentrated in the West End (then the area marked by the fairgrounds at Monroe Park). Richmond College had had its campus on the margins of the city at Lombardy and Broad Streets since 1834. Three blocks north at Lombardy and Leigh Streets, Hartshorn Memorial College was dedicated in 1884 to the use of African-American women. This location was the western extent of the "north-of-Broad" corridor which comprised one of the city's primary black districts, including that community's commercial center along Second Street. Northwest of this district, the Presbyterians' Union Theological Seminary was built in 1898. That same year Virginia Union University broke ground for its new campus, next to Hartshorn Memorial.<sup>9</sup> These two latter schools merged in 1931.

In the slow development of public education in Virginia, Maggie Walker High School was representative of the prevailing "separate but equal" doctrines of pre-World War II Virginia. Black and white children were segregated into separate schools in accordance with "Jim Crow laws" These laws, which codified discrimination against blacks, also segregated black and white populations in all matters of public accommodation. Residential neighborhoods were primarily color segregated, and zoning regulations attempted to reinforce this until the courts struck such laws down (1916, 1930).<sup>10</sup>

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The majority of Richmond's African-American population lived in the old and deteriorating Jackson Ward neighborhood (east of the school). After the U.S. Supreme Court desegregation order in *Brown v. Board of Education of Topeka, Kansas* (1954) the initial response to the integration order was a policy of *massive resistance*, spearheaded by the influential editor of the *Richmond News Leader* James Jackson Kilpatrick. Kilpatrick's editorials denigrated the Supreme Court's decision, urging the states' rights arguments once enunciated by John C. Calhoun. Eventually the state government's opposition to the court's rulings collapsed. Because of the slow pace of Richmond's desegregation and because of Maggie Walker High School's location within a longtime black neighborhood, it remained primarily an African-American school until closing as a comprehensive high school in 1979.

The Maggie L. Walker High School was planned as a result of rapid overcrowding at the Armstrong High School. In 1922 Armstrong had been built as Richmond's first public high school for black students. In 1928 the building was doubled in size. Nonetheless, by 1937 there were 2,356 students enrolled at Armstrong where the capacity was only 1,400 students. For five years Armstrong had operated with double shifts.<sup>11</sup> The School Board enlisted prominent architects Carneal, Johnston & Wright to prepare preliminary sketches for a new high school. Carneal, Johnston & Wright had an excellent track record with the School Board, having designed Bacon (1915), Bellevue (1914), and Bowler (1914) schools, among others. The architects recommended that the School Board seek federal grants to fund the new structure in part, and recommended further that the Board purchase the Hartshorn College site from Virginia Union University which had acquired the land when the school's merged in 1931.<sup>12</sup> On 7 September 1938 Maggie L. Walker High School was dedicated and opened its doors to 795 eighth-grade students, twenty-four teachers, and two administrators. The Maggie L. Walker building and campus were hailed as "equal in rank and dignity with any high school in Virginia." Richmond's mayor Fulmer Bright called it "one of the finest schools in the South; ... a keystone in the arch of Richmond's public school system."<sup>13</sup> The school population expanded rapidly to 1,067 by the close of its first year of operation.

Responding to a delegation from the African-American community,<sup>14</sup> the School Board gave the new facility the name of one of Richmond's principal civic leaders. In a segregated society Maggie Lena Mitchell Walker (1867-1934) was prominent not only in her native Richmond, but also throughout the nation as an entrepreneur and social welfare advocate. A graduate of the city's public schools (Richmond High and Normal), Mrs. Walker taught five years in the same schools before joining a small insurance concern, the Order of St. Luke's.<sup>15</sup> Over the course of thirty years she became its Executive Secretary and was the founder and President of its affiliated Penny Savings Bank, the present day Consolidated Bank and Trust Company. Mrs. Walker was the first woman in the United States to head a bank.<sup>16</sup> Her home, a National Historic Site located less than a mile east of the high school which bears her name, is operated by the National Park Service as a house museum.

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In addition to providing adequate educational facilities for the black children who comprised nearly one third of Richmond's school population, Maggie Walker High School provided a curriculum that followed "the trend in both white and Negro schools.....toward .....vocational training."<sup>17</sup> Dr. Robert C. Weaver, advisor to the Department of the Interior, speaking at the site dedication promised, "(w) e have neglected educating the hands where we have educated the heads. Now we are going to do both."<sup>18</sup> The new high school opened in 1938 with 795 freshmen. The following year traditional college-preparatory students transferred to Armstrong High, while Maggie Walker students enrolled in three distinct courses of study. The Vocational Trade course provided training in specific trades. The General Course outlined a sequence of courses for pupils who did not seek a particular specialization while the Vocational-College Preparatory track was designed for pupils who wished to pursue technical courses in college.<sup>19</sup>

Over the course of the next decade, the high school developed its promise as a vocational training center in the community. James E. Segear, a native Virginian and graduate of Virginia State College with an M.A. from the University of Pennsylvania had taught the course in auto mechanics at Armstrong High School before being chosen to head Walker at the age of thirty. Under his guidance, night-school offerings soon mirrored the daytime vocational and general classes of the high school (e.g. practical nursing, beauty culture, tailoring, barbering, general mechanics, welding, bricklaying, carpentry, shoe repair, chef cooking, meat cutting, typewriting and shorthand, bookkeeping, business English, commercial law, advertising, retailing and effective speech).<sup>20</sup> Shortly after graduating its first senior class in June 1942, more subjects were added to Walker's basic academic curriculum of English, mathematics, science, history and civics. Segear added Spanish, algebra, physics, chemistry, and mechanical drawing, and moved the school well on its way to becoming the comprehensive institution originally envisioned.<sup>21</sup>

Extracurricular activities also benefitted the community in broad areas. "[B]oy and girl scientists of the future" from Walker's Science and Engineering Club found themselves eligible for national grant programs that included study in New York City. Spanish Club members had the opportunity to travel north to visit the city's Spanish Harlem and test their skills.<sup>22</sup> A strong connection at Walker existed with neighboring Virginia Union University. After Hartshorn College united with the University in 1931, and the site was made available for the construction of Maggie Walker High School, the university's athletic facilities for basketball and football were put at Walker's disposal. State institutions also enjoyed Maggie Walker's academic offerings. A course in English composition for nurses was offered by Virginia State College at Walker's night school.<sup>23</sup>

Perhaps the most celebrated event of the academic year was the "Armstrong-Walker Football Classic." This annual celebration focussed on the game between rival African-American high schools and brought families from across the city together for a long weekend of Thanksgiving and celebration. This event became a symbol of black unity and pride until Maggie Walker High School's closing brought the tradition to an end. Beginning in 1939 and ending in 1978, Richmond's two

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black high schools came together the Saturday after Thanksgiving in a fierce rivalry. Over the forty years that the game was played, the event was an ingathering of the African-American community. Students and alumni of the two schools made the weekend a family holiday.

Among the school's alumni are prominent professionals and athletes. Willie Lanier of the Kansas City Chiefs had played in the "Classic."<sup>24</sup> Other distinguished alumni of Maggie Walker High School include civil rights lawyer and state senator Henry Marsh who in 1977 became Richmond's first African-American mayor; Robert Dandridge of the Milwaukee Bucks; Clyde Austin of the Harlem Globetrotters; and Arthur Ashe the famed Wimbledon champion tennis player. From the time of its construction in 1938 until its last year as a comprehensive high school in 1979, the school played a significant role in the development and unification of the city's African-American community. Although the school building is presently vacant, plans for its rehabilitation as the site of the Governor's School for Government and International Studies hold out the promise that the site may again symbolize educational excellence and community enlightenment.

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ENDNOTES

1. John E. Wells and Robert E. Dalton, *The Virginia Architects 1835-1955* (Richmond: New South Architectural Press, 1997), p. 67.
2. *Ibid.*, pp. 67-74.
3. Joseph Dye Lahendro, "The Assimilation of Moderne Architecture in Richmond, Virginia: 1926-40," unpublished manuscript, 11 December 1979, p. 5.
4. Calder Loth, editor, *The Virginia Landmarks Register* (Charlottesville: The University Press of Virginia, 1986), p. 364.
5. As noted by Marcellus Wright, Jr., another prominent Richmond architect, whose brother Pendleton Wright was the third principal of Carneal Johnston & Wright: "There was a little of Art Deco in school, some of my colleagues were playing around with these shapes...Everyone thought it was new and fun and a little different." 8 November 1979 interview with Marcellus E. Wright, Jr., AIA. Lahendro, p. 5.
6. Editorial, *Richmond Times-Dispatch*, 23 April, 1937. Margaret Leonard, "Opening of Building Thursday Honors Great Race Leader," *Richmond Times-Dispatch*, 4 September 1938.
7. City of Richmond, *School Reports 1937-1938, 1938-1939, 1939-1940*, Seventieth Annual Report, p. 68.
8. The 1954 *Brown v. The Board of Education* decision by the U.S. Supreme Court ruled that segregating the races in public schools is illegal. In 1970 U.S. District Court judge Robert Merhige ordered intracity busing in order to achieve integration of Richmond schools. Despite these rulings Maggie L. Walker High School remained primarily an African-American institution until 1979.
9. Virginus Dabney, *Richmond, the Story of a City* (Garden City: Doubleday, 1976), p. 253.
10. Christopher Silver and John V. Moeser, *The Separate City. Black Communities in the Urban South 1940-1968* (Lexington: The University of Kentucky, 1995), pp. 24 ff.
11. City of Richmond, *School Reports 1935, 1936, 1937*, *Sixty-eighth Annual Report*, p. 13.
12. City of Richmond, *School Board Minutes*, 9 June 1936 Special Meeting, p. 201. *School Board Minutes*, 13 October 1936 Special Meeting, p. 281.
13. "Mayor, School Heads Dedicate Maggie L. Walker High School," *Richmond Times-Dispatch*, 9 September 1938.

United States Department of the Interior  
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Maggie L. Walker High School  
Richmond, Virginia

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14. City of Richmond, *School Reports 1937-1938, 1938-1939, 1939-1940, Seventieth Annual Report*, p. 311. A delegation including W. L. Ransome and Dr. J. M. Tinsley appeared before the Board requesting that the new school be named Maggie L. Walker School. "The Superintendent [Jesse Binford] also endorsed the sentiments expressed, and also recited the splendid qualities of other Negro leaders who were at one time connected with the public schools." A motion was made to name the school after Mrs. Walker and it was adopted by the Board immediately.

15. Margaret Leonard, "Opening of Building Thursday Honors Great Race Leader," *Richmond Times-Dispatch*, 4 September 1938.

16. "Maggie Walker National Historic Site," web page posted by the National Park Service.

17. *Richmond Times-Dispatch*, 21 April 1937. School Superintendent Jesse Binford quoted.

18. "Mayor, School Heads Dedicate Maggie L. Walker High School," *Richmond Times-Dispatch*, 4 September 1938.

19. *Seventieth Annual Report*, p.66.

20. "Math, Health Stressed at Negro High," *Richmond Times-Dispatch*, 16 September 1943. "Night Classes to Open," *Richmond Times-Dispatch*, 20 September 1943. "Maggie Walker Classes at Night to Start," *Richmond Times-Dispatch*, 1 October 1944. "Two New Classes Start at Night Next Week," *Richmond Times-Dispatch*, 9 March 1948. "Business Classes Scheduled," *Richmond Times-Dispatch*, 29 October 1950.

21. "Opening of Building Thursday Honors Great Leader," *Richmond Times-Dispatch*, 4 September 1938. "First Graduating Class at Walker High Totals 182," *Richmond Times-Dispatch*, 11 June 1943. "Walker High will Offer New Courses," *Richmond Times-Dispatch*, 30 December 1944.

22. "Science Group to Get Study in New York," *Richmond Times-Dispatch*, 15 December 1940.

23. "English Course is Offered Here," *Richmond News Leader*, 28 September 1955.

24. "Football Classic Missing, but not the Participants," *Richmond News Leader*, 28 November 1979.

United States Department of the Interior  
National Park Service

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**Maggie L. Walker High School  
Richmond, Virginia**

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**UTM REFERENCES**

	zone	easting	northing
A.	18	283 220	4159 300
B.	18	283 010	4159 400
C.	18	283 180	4159 480
D.	18	283 010	4159 610
E.	18	283 020	4159 660
F.	18	282 360	4159 380

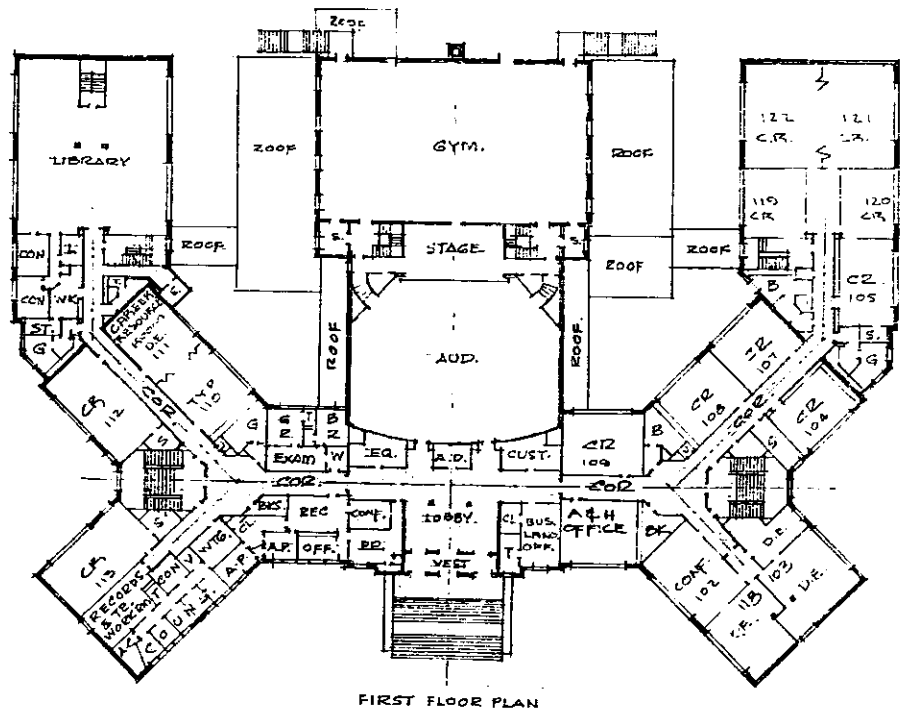
**VERBAL BOUNDARY DESCRIPTION**

All of that property designated by the City of Richmond as parcel number N000-0732/001.

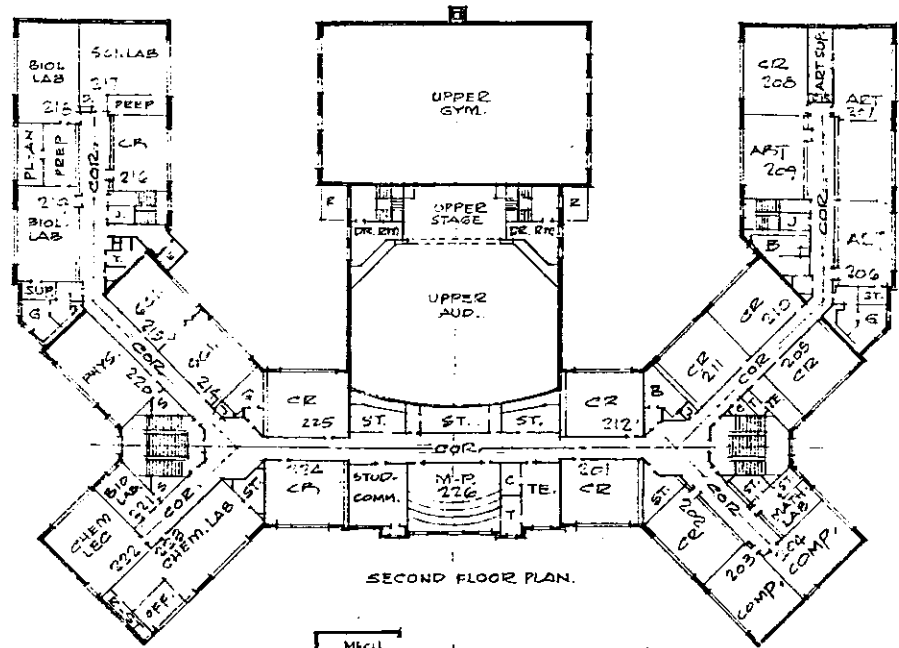
**BOUNDARY JUSTIFICATION**

The boundary includes the Maggie L. Walker High School building and the entire extent of the athletic, recreational, and parking areas.

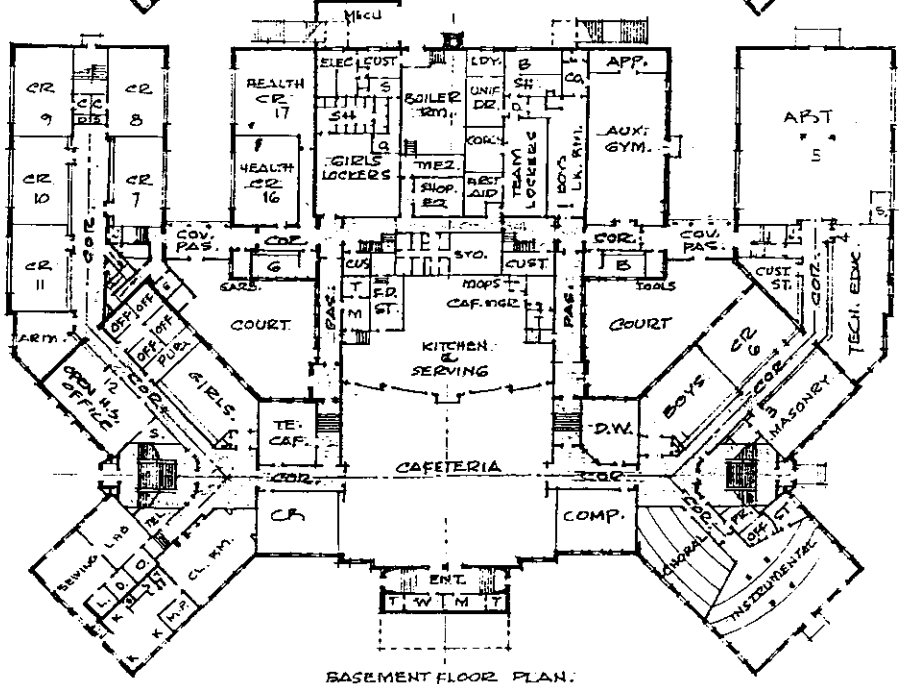




FIRST FLOOR PLAN




SECOND FLOOR PLAN.

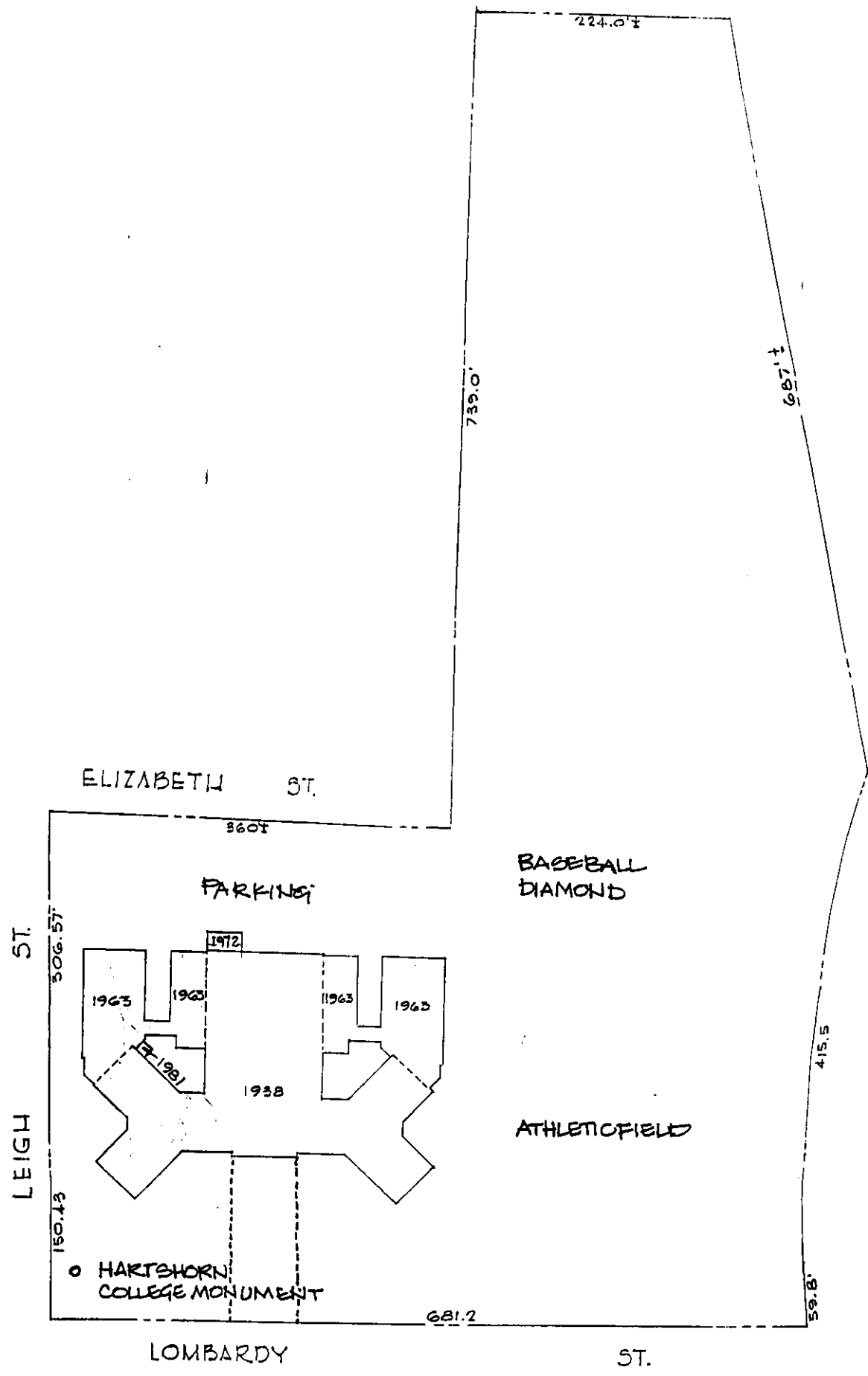


BASEMENT FLOOR PLAN.

NOTE:  
THIS BUILDING CONTAINS:  
-ARTS & HUMANITIES CENTER


**MAGGIE L. WALKER BUILDING**  
 1000 N. LOMBARDY ST.  
 0 10 20 30 40 50 100  
 SCALE: 1" = 50'

11-22-89



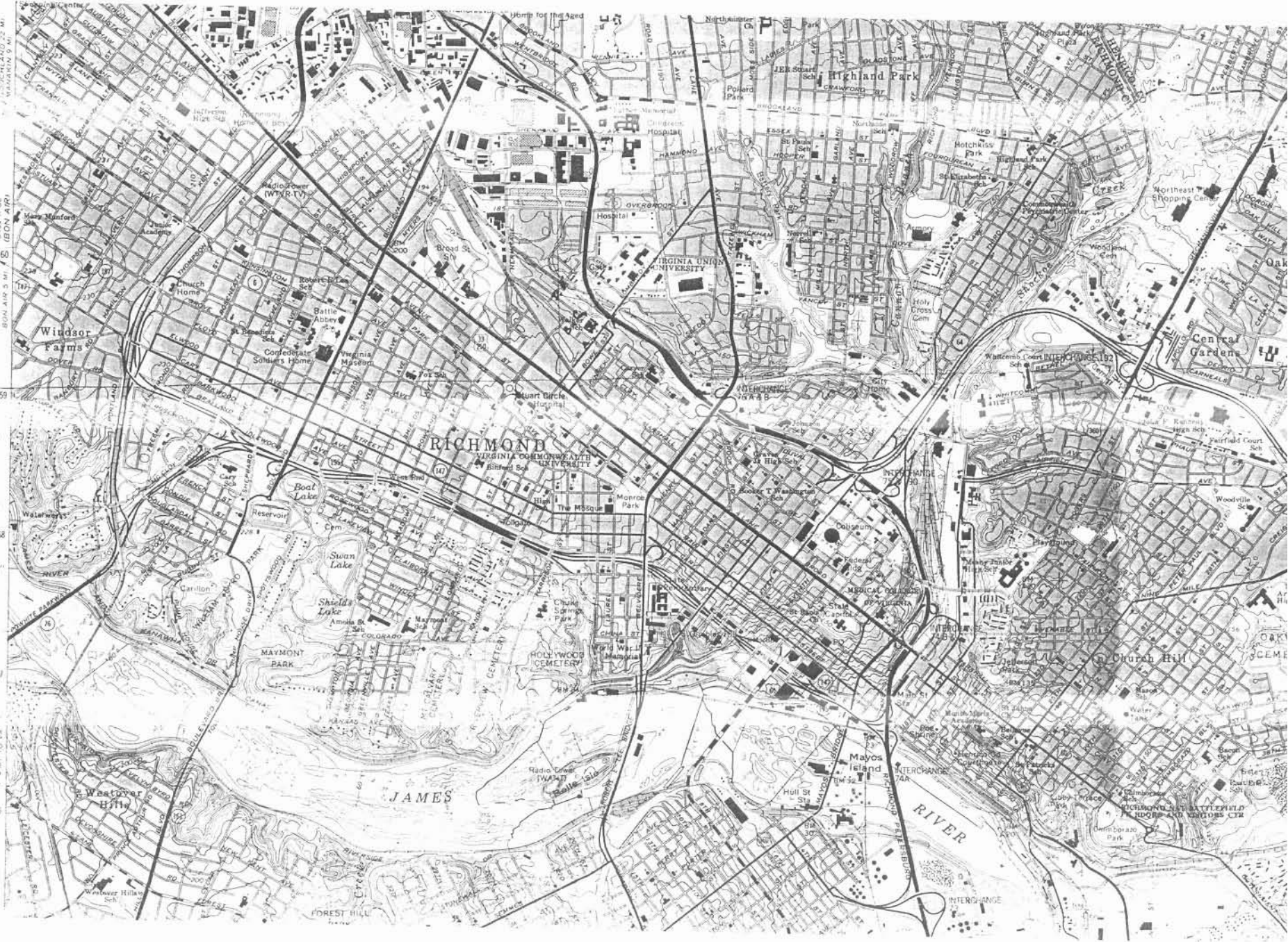
0 50 100  
 SCALE: 1" = 100'

12.03 Ac.

MAGGIE I WALKED

32°30' N  
77°00' W  
5459 1/2 SE  
LEONARD PARK  
BON AIR 3 MI  
WARRINER 9 MI

Maplewood  
Wich School  
318 283 010 415 440  
318 283 120 415 480  
318 283 180 415 610  
318 283 220 415 660  
318 283 260 415 710



RICHMOND

JAMES

RIVER