

# 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: Bedford Training School

Other names/site number: Bridge Street Elementary School;  
Bedford County School Board Office; DHR #141-5018

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: 310 S. Bridge Street

City or town: Bedford State: VA County: Bedford

Not For Publication:  Vicinity:

### 3. State/Federal Agency Certification

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


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

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

\_\_\_ national \_\_\_ statewide X local

Applicable National Register Criteria:

X A \_\_\_ B X C \_\_\_ D

		<u>4/24/2021</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 ___ meets ___ does not meet the National Register criteria.	
_____	
Signature of commenting official:	Date
_____	
Title :	State or Federal agency/bureau or Tribal Government

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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

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**Number of Resources within Property**

(Do not include previously listed resources in the count)

Contributing	Noncontributing	
<u>1</u>	<u>1</u>	buildings
<u>0</u>	<u>0</u>	sites
<u>0</u>	<u>0</u>	structures
<u>0</u>	<u>0</u>	objects
<u>1</u>	<u>1</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: education-related

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## 7. Description

### Architectural Classification

(Enter categories from instructions.)

LATE 19<sup>TH</sup> AND 20<sup>TH</sup> CENTURY REVIVALS: Colonial Revival

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

Principal exterior materials of the property: CONCRETE; BRICK; SYNTEHTICS: Rubber

### 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

Bedford Training School is in the town of Bedford, in Bedford County, Virginia. It opened in 1930 as the first public school in Bedford County built specifically to provide secondary education for black students during the segregation era. The school stands at the southwest corner of the intersection of S. Bridge and W. Franklin streets and faces east to S. Bridge Street. The school was originally a one-story brick building with four classrooms over a basement. The State Department of Education's Division of School Buildings provided the plans and specifications. The school was enlarged in 1939-40 with a two-story perpendicular brick addition at the rear composed of additional classrooms. The school educated both high school and elementary school students after its expansion. In 1954, Bedford Training School was renovated to become a consolidated elementary school for black students in Bedford County, corresponding with the completion of Susie G. Gibson High School. The original school and its addition are flat-roofed, linear masses faced in brick veneer laid in Flemish variant bond. Its balanced façade reflects the Colonial Revival style, featuring a center pavilion with a round-arched recessed entrance flanked by large banks of double-hung windows and projecting end pavilions with diapered brick panels. The interior design and details are functional and demonstrate how the building was adapted over time to meet the community's changing needs. The Bedford County School Board Office has occupied the building since 1970. The one-acre site includes a rear parking area and a 1985 ancillary building, which is non-contributing.

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### Narrative Description

Bedford Training School is located in Bedford, an incorporated town in Bedford County, Virginia. Situated two blocks south of Main Street, it is surrounded by a mainly residential neighborhood. The school stands at the southwest corner of the intersection of S. Bridge and W.

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Franklin streets and faces east to S. Bridge Street. The 1.19-acre lot includes the school at the east end, a paved parking lot along the north and west sides, and a 1985 ancillary office building at the west end. The front of the school is set back no more than 20 feet from Bridge Street, with a narrow front lawn planted with grass, shrubs, and crepe myrtle trees, which obscure the façade. A paved path leads south from the parking lot to the main entrance. A fence borders the north, west, and south sides of the lot.

Bedford Training School was built in 1929-30 in the Colonial Revival style as a one-story, brick building with a flat roof. The original linear mass measures 117 x 33 feet and runs parallel to Bridge Street. A two-story rear wing built in 1939-40 more than doubled the size of the school. The addition runs perpendicular to the original building, measuring 108 x 35 feet. Because the school is built into a sloping grade, it appears to be only one story at the front, but two stories at the rear.

The Colonial Revival style is reflected in the balanced front elevation with a central entrance pavilion skirted by banks of windows and two slightly projecting end pavilions. The end pavilions feature diapered, or diamond-patterned, brick panels defined by dark-colored bricks set against a matrix of red bricks, framed by stacked dark bricks with cast-concrete corner blocks. The exterior brick walls are laid in a fanciful bond of three Flemish courses with darkened header bricks to every three courses of red stretcher bricks. A brick soldier-course water table wraps around the building to become a belt course on the rear elevation. Another soldier course appears immediately below the roofline. The round arch of the main entrance is composed of both header and stretcher bricks and cast-concrete keystone and impost blocks. The wood cornice at the roofline projects below the concrete-coped brick parapet wall, which features a stepped gable over the entrance; the cornice is clad in aluminum. Within the gable field is a decorative motif of bricks in a chevron pattern within a circle of sailor bricks.

Recessed within the arch of the main entrance are replacement flush metal security double doors capped by an original twelve-light transom. The original double doors featured four panes over one horizontal and two vertical panels. Five brick steps approach the entrance. There are four banks of five windows—two on the front elevation and one on the north and south ends of the original school—with concrete sills, double-hung vinyl replacement sashes and snap-in muntins. Above the double-hung sashes are square fixed-sash windows. The arrangement of the fenestration is formal and symmetrical, and the size, shape, and spatial arrangement of the original openings have not been modified, only the window fixtures themselves. The original double-hung wood sashes were rectangular with six panes to each sash. Centered on the rear elevation is a vinyl-siding-clad section with a triangular gable-like feature that contains the stairs to the basement of the original 1929-30 school.

The design of the 1939-40 addition blends seamlessly with that of the original school, with its linear form, flat roof, and red brick walls. The addition incorporates the same three-course Flemish variant bond as the 1929-30 school, as well as brick belt courses, and a cornice. The ordered arrangement of the fenestration is also maintained, particularly on the south side where

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there are banks of five double-hung windows. The addition retains its original multi-light over panel wood doors capped with multi-light transoms. A simple overhang supported by large wood brackets shelters the north elevation door.

The original 1929-30 school and 1939-40 addition have single-loaded corridor plans. The central main entrance hall contains a short run of three steps and opens through a cased opening into the north-south corridor of the original school. Four classrooms line this corridor, their doorways surmounted by transoms. A stair shaft, which contains two sets of stairs to the basement, is entered through a cased opening on the west side of the corridor. These stairs access storage space and a classroom contained within the basement of the 1929-30 school. The remainder of the basement in the original school is unexcavated.

The east-west corridors of the 1939-40 addition's main and ground floors are separated from the original school by cased openings. Three classrooms, girls' toilets, and a small office are arranged along the main floor corridor. A flight of stairs at the corridor's west end leads to the addition's ground floor, which contains three classrooms and the boys' toilets.

The corridors are characterized by plaster walls, a simple wood chair rail, and wood baseboards. The doorways along the corridors contain glazed wood doors, with nine panes over two vertical panels, surmounted by transoms. The transoms on the ground floor contain eight lights but the main floor transoms are obscured by wood panels. Water fountain niches can be found in the main and ground floor corridors of the addition. Pendant light fixtures with milk glass globes hang in the ground floor corridor. The former classrooms feature plaster perimeter walls and wood window trim. Quarry tile floors are in the former girls' and boys' toilets. The original basement stairs are wood with beadboard wainscoting on the wall of the stair shaft. The addition stair features steel newel posts, handrails, and balusters. Radiators remain throughout the school.

Bedford Training School was renovated to become a consolidated elementary school in 1954. Some existing features and finishes date to that period including the glazed doors in the 1929-30 section of the school, which were replaced during the renovation to match those in the addition. Low lavatory fixtures and radiator shields, still present in the school, were also installed to accommodate elementary school children. Finishes and features that date to this renovation, though not original, were added while the building continued to function as a school and, therefore, contribute to its historic character.

Interior modifications that postdate the school's 1970 conversion to the Bedford County School Board Office do not contribute to the significance of the building as a school and are not considered to be historic. These modifications include contemporary acoustical tile ceilings, carpeted and laminate floors, and new partition walls in the classrooms and north corridor to create offices. These changes are minimal and reversible and do not diminish the historic or architectural significance of the school, which continues to retain its historic corridor configuration, classroom walls, and vertical circulation patterns as well as its historic exterior appearance.

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There are no contributing secondary resources associated with the school. The brick, front-gable ancillary building behind the school was constructed in 1985 and postdates the property's period of significance. It serves as the Bedford County Public Schools Instructional Building.

### **Statement of Integrity**

Bedford Training School possesses integrity of location, setting, feeling, association, design, materials, and workmanship. With its relatively unaltered exterior and overall intact interior plan and finishes that clearly reflect its original function, the school retains the physical integrity necessary to convey its architectural and historic significance as a consolidated public school for black students in Bedford County during the Jim Crow era of segregation. The school retains its integrity of location and setting 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 narrow setback along S. Bridge Street and continues to be surrounded by primarily residential land uses.

The 1929-30 brick building and 1939-40 addition also retain their overall design, materials, and workmanship. The restrained Colonial Revival features of the school remain intact with its red brick walls, symmetrical facade, arched entryway, simple cornice, and balanced fenestration pattern. Although the original window sashes have been replaced, the size, shape, and spatial arrangement of the school's original openings have not been modified. The addition is in keeping with the character of the original building.

The interior plan and finishes also remain intact overall and clearly reflect the historic function, materials, and aesthetics of an early-20th century school. The materials and workmanship reflect the evolution of school construction practices as the building was adapted to continue to serve that use over time. With these elements intact, Bedford Training School retains its attributes of feeling and association as it continues to convey its historic function as an early-20th century school constructed to provide public educational opportunities to black students in Bedford County during the Jim Crow era of segregation.

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

1. Bedford Training School, 1929-30, contributing building
2. BCPS Instructional Building, ca. 1985, non-contributing building

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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



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**Areas of Significance**

(Enter categories from instructions.)

ARCHITECTURE

EDUCATION

ETHNIC HERITAGE: African American

**Period of Significance**

1929-1970

**Significant Dates**

1939-40

1954

**Significant Person**

(Complete only if Criterion B is marked above.)

N/A

**Cultural Affiliation**

N/A

**Architect/Builder**

Division of School Buildings, Virginia Department of Education (architect)

Overstreet, E.A. (contractor)

Gay, Garland M. (architect - 1954 renovation)

Overstreet, George M. (contractor - 1954 renovation)

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**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.)

Built in 1929-30 as the first public school in Bedford County constructed specifically to provide secondary education for black students, Bedford Training School is eligible for listing on the National Register under Criteria A and C with significance on the local level in the areas of Education, Ethnic Heritage (African American), and Architecture. Under Criterion A, Bedford Training School is significant as it illustrates the development of education and school construction in rural Virginia following the 1870 establishment of the public school system, consisting primarily of geographically scattered one- and two-room schools, to the 1920s progressive-era movement to consolidate and standardize schools, with plans provided by the newly established Division of School Buildings, to improve facilities and expand curricula. The school is also eligible under Criterion A for its significance in African American Ethnic Heritage in Bedford County as it represents the efforts of the black community to provide secondary education to its students. The 1929-30 construction of Bedford Training School as well as the subsequent additions and improvements made in 1939-40 and 1954 also represent the “separate but equal” rationale used in Virginia to justify segregated schools during the Jim Crow era of the first half of the 20th century and Massive Resistance efforts to avoid school desegregation between 1954 and 1970. Bedford Training School is also locally significant under Criterion C in the area of Architecture as a good example of a one-story consolidated school built during the 1920s in rural Virginia according to plans provided by the Board of Education’s Division of School Buildings. Designed in the Colonial Revival style, the school illustrates the preference in Virginia to utilize this traditional style for educational buildings during the first half of the 20th century. The period of significance for Bedford Training School begins in 1929, with the commencement of its initial construction, and ends in 1970 when the Bedford County school system became fully integrated, and the school building became offices for the Bedford County School Board.

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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 Heritage**

***Early Black Education in Virginia and Bedford County***

Before the Civil War, Virginia laws prohibited the education of both free and enslaved blacks. However, some white citizens, such as Pleasant Reeves Saunders of Bedford County, ignored these laws and taught black students how to read and write with instruction given in their homes and churches.<sup>1</sup> The first school for free blacks in Virginia was formed near Hampton in 1861, towards the beginning of the Civil War.<sup>2</sup> After the war, Congress established the Freedman’s Bureau in 1865 to aid the South in the shift from slavery to freedom for black people. Operating until 1872, part of the bureau’s responsibility was to oversee approximately 3,000 schools across

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the South for those freed from enslavement. One such school, the Varner School, was established in 1866 by the Freedmen's Bureau in Liberty (now the town of Bedford), near present-day Orange Street. Northerners Alvin Varner and I.W. Shoemaker came to Liberty and acquired thirteen acres of land on which they built a school for black students. This school was operated under the oversight of the Pennsylvania Freedmen's Relief Association, a group that supported northern beneficence in the Reconstruction South. Mr. Varner was the teacher for the school, and therefore, the first professional teacher of black students in Bedford County.<sup>3</sup> Varner and Shoemaker also subdivided their thirteen acres of land into smaller lots and sold them to freed black citizens at a profit. Most of the black landowners spent the rest of their lives attempting to pay off these purchases. Local white citizens were disdainful of Varner and Shoemaker and their "carpetbagging" endeavors and the school was eventually closed.<sup>4</sup>

The establishment of a publicly funded statewide school system for all students regardless of race, gender, or income did not occur until the passing of the Virginia Constitution of 1870. It tasked the General Assembly of Virginia with the formation of a state public school system and created the State Superintendent of Public Instruction position as well as the State Board of Education. It also made future provision for compulsory school attendance.<sup>5</sup> In spite of the radical Republican leadership during Reconstruction, the public schools were segregated from the beginning on the prevalent theory that this arrangement would diminish racial tension.<sup>6</sup> In 1896, segregation of schools and all other public accommodations were legally sanctioned by the U.S. Supreme Court decision in *Plessy v. Ferguson* based on the justification that they could be "separate but equal." Generally, however, black public schools received less funding than their white counterparts as many white citizens 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>7</sup> 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 have to endure throughout their lives."<sup>8</sup>

In addition to the establishment of Varner School by the Freedmen's Bureau, other schools for blacks began to operate in Bedford County in the 1870s. The first of these was established in the Forest District in 1873 on land donated by Thomas and Emma Munford. The school was named for the Munfords, who were distinguished white residents in the area.<sup>9</sup> A black school in the Otter district of the county was established in 1875 and was soon followed by the opening of the Promise Land school in the Staunton district in 1876. About 60 students attended the school and a black teacher known as Hines was the first teacher at this school. The curriculum comprised reading, spelling, and limited instruction in arithmetic. It was a one-room log structure with a fireplace and no windows. In 1880, a white Methodist minister, James Compton, taught at a black school located in the Emmaus district. Many of his white congregants left his church

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because of this school. Over the next five years, three more schools opened in the county, including Oak Grove and Otter Branch schools and another school in the Forest district.<sup>10</sup>

In 1883, the Bedford Municipal School Board purchased the Piedmont Institute building to be used as the first public black school in Bedford. Originally constructed as a private boys' school for white students in 1847, this building functioned as a hospital for Confederate and Union soldiers during the Civil War, and then operated as the Liberty Female Institute following the war.<sup>11</sup> With African Americans representing approximately 29 percent of the county's population in 1910, the county recognized the need for a new school for black students.<sup>12</sup> The school board sold (or traded) the former Piedmont Institute building to Dr. W.L. Lyle and built a new elementary school, the Piedmont School, for black students on the corner of South Bridge and West Franklin streets.<sup>13</sup> This new school, a frame two-story building, appears on the 1913 Sanborn Fire Insurance map of Bedford. Built during the Jim Crow era of segregation, this school was located in the part of town where the majority of the black residents lived, worked, and socialized.<sup>14</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. Throughout the South, however, this reform effort was generally limited to white students, with only 21 black high schools in the South by 1916.<sup>15</sup> The white-run Municipal School Board's construction of a new school for black elementary students without any regard for the secondary education of black pupils alerted black citizens that "the responsibility of getting the educational opportunity extended beyond the elementary level rested upon their shoulders."<sup>16</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>17</sup>

By 1920, the population of Bedford County totaled 30,661 including 7,983 (26 percent) black residents.<sup>18</sup> Around this time, there were over sixty black schools scattered throughout Bedford County and the town of Bedford, many of which were small one-, two-, or three-classroom buildings. In 1922, the *County Unit Act* went into effect for Virginia schools. Thus, the multiple school districts operating in Bedford County were merged into a singular 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>19</sup> As with most reforms of that era, improvements were aimed toward white schools and only trickled down to black schools; the segregated and unequal status quo of the Jim Crow era persisted.<sup>20</sup>

### ***Bedford County Training School Provides Secondary Education for Blacks***

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The Senior League, the local black citizens group, was restructured in 1923 as the Citizen's Club with the chief purpose to explore the option of acquiring a high school for black children. Due to their efforts, secondary black education commenced in the fall of 1923.<sup>21</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 supported by the John F. Slater Fund for the purposes of offering academic coursework as well as industrialized training in the fields of farming, home economics, and teaching. The John F. Slater Fund was one of the first educational foundations in the United States exclusively devoted to black education.<sup>22</sup> The fund was established in 1882 with an endowment of \$1,000,000 for "the general purpose of uplifting the largely emancipated population of the southern states and their posterity by conferring on them the blessings of a Christian education."<sup>23</sup> However, it was not until 1911 that the fund began concentrating on the establishment and development of public secondary school facilities.<sup>24</sup> The Slater Fund sponsored black secondary schools on the accord that funding would be discontinued once the school became organized and public school boards could fully sustain them.<sup>25</sup>

High school students utilized the second story of the existing school building, while elementary students occupied the first story.<sup>26</sup> Joseph D. Jordan served as the principal and sole teacher at the high school.<sup>27</sup> Students at the Bedford County Training School came from 28 elementary schools and over 25 communities throughout Bedford County.<sup>28</sup> Soon after it opened, the school quickly became overcrowded with elementary school students and high school students occupying the same building. It did not take long for both the Bedford County School Board and the Municipal School Board to recognize the need for a larger school building. On September 9, 1927, each school board arranged to cover half of the cost of constructing a new school building for the high school. The estimated cost of the new high school totaled \$12,000, with the Municipal Board borrowing \$8,000 from the Literary Fund, each jurisdiction paying \$3,000, and the patrons of the school contributing \$1,000.<sup>29</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>30</sup> In 1929, all the construction bids for the new Bedford Training School building came in over budget. The Bedford County School Board Building Committee thus sent the drawings to the state supervisor of school buildings to revise the drawings to get the building design closer to the appropriated budget. Ultimately, E.A. Overstreet was awarded the construction contract for \$12,200 and the county and municipal boards split the \$200 cost that exceeded the previously determined budget.<sup>31</sup>

### ***Bedford Training School Opens as First Black High School***

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In 1930, the same year that the black population of Bedford County reached a peak of 32 percent, Bedford Training School opened its new building.<sup>32</sup> Based on plans for a one-story consolidated school from the State Board of Education's Division of School Buildings, there were four classrooms arranged around the central entrance and a rear corridor running north-south on the first floor and one unfinished future classroom and two bathrooms on the basement level.<sup>33</sup> The basement was partially exposed on the rear and south side elevations due to the grade of the site. The black high school students moved into this building while the elementary students remained in the frame building.

Immediately after its initial construction, improvements began to be made to the new school. In 1931, W.D. Gresham, State Supervisor of Negro Education, awarded \$40 from Rosenwald Funds to fund library-related needs.<sup>34</sup> Rosenwald endowments were conditional on public matching funds.<sup>35</sup> Therefore, the county and municipal boards each donated \$20 to the school's library as well.<sup>36</sup> Meanwhile, the early-20th century elementary school was quickly deteriorating and considered a firetrap due to its frame construction and lack of finances to make fireproofing improvements.<sup>37</sup> The Citizens Club again became involved by advocating for the improvement of the existing facilities for black pupils.<sup>38</sup> The school boards determined to expand Bedford Training School with a two-story addition to accommodate elementary pupils at the fireproofed brick building. Construction of the addition began in 1939 and was completed in 1940 and the frame building was demolished. High school students occupied the upper floor, while elementary students occupied the lower floor.<sup>39</sup> In spite of these improvements, Bedford Training School continued to illustrate the disparity between facilities for white and black students as it only comprised classrooms and corridors, notably lacking a gymnasium, auditorium, and cafeteria as well as ample outdoor playground space.<sup>40</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 of black education facilities in Bedford County in 1939. After visiting black schools around Virginia, Bonner observed that the black schools in Bedford County, including Bedford Training School, were above average regarding facilities although the county expenditures for black students equaled only 57 percent of that spent on white students.<sup>41</sup>

In 1939, there were 34 black schools around Bedford County controlled by the County School Board, all of which were elementary schools, except for Bedford Training School.<sup>42</sup> In the 1930s, the school board began to consider the further consolidation of schools to establish "schools of sufficient size to offer comprehensive educational programs at reasonable per capita cost."<sup>43</sup> During the late 1930s, the State Superintendent of Education recommended, through his annual reports, the consolidation of schools where the conditions of roadways allowed it.<sup>44</sup> On the local level, this option of larger, centrally located schools began to be explored with the improvement

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of roads and therefore the bus transportation system, which enabled both black and white children to attend schools at a farther distance from their homes. A distribution map created in 1939 by Oscar Trent Bonner for his master's thesis demonstrated that many black homes were located near a highway and that transporting black children to consolidated schools would be relatively easy. However, as Bedford was one of the largest counties in Virginia, it was noted that transporting students throughout the county would still be challenging. Nevertheless, Bonner, and many others, still believed that the advantages of consolidation outweighed the challenges.<sup>45</sup> These advantages included reduced teaching loads, access to more efficient health service, greater variation in course offerings, prospect of having electrical equipment at each school, and better organized adult education programs.<sup>46</sup> Following the established precedent at the time, white schools in Bedford County were consolidated first and the school board discovered that although the larger schools were marginally costlier, they were significantly more effective than the smaller, decentralized schools.<sup>47</sup> While the concern for the consolidation of schools, specifically white schools, began in the mid-1930s, consideration for the consolidation of black schools in Bedford County lagged 20 years behind.

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>48</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>49</sup> While there were no specific court cases in Bedford County, the inequality between white and black school facilities was clearly evident. In addition to overcrowded schools, lower-paid teachers, and inadequate teaching materials, the provisions (or lack thereof) for recreational and athletic programs at Bedford Training School were especially noticeable. The school's basketball team held practices on-site on the gravel parking lot. The team had to travel nearly thirty miles to Lynchburg for home games, which were played at the Lynchburg Armory. The football team played at Pogue's Field, located downhill from the school, and the team sported castoff uniforms, helmets, and other protective equipment from the white Bedford High School.<sup>50</sup>

While the facilities were not equal to those for white students, Bedford Training School benefitted from dedicated and well-qualified leadership within its African American staff. From 1939-1949, John Edmund Harrell came to Bedford Training School, first serving as a teacher, then as the principal. Born in Arlington, Virginia, Harrell graduated from Swift M. Junior College in Tennessee and Bluefield State Teachers College in West Virginia. Harrell would go on to become the Jeanes supervisor for Bedford County.<sup>51</sup> The Jeanes Supervisor was a position funded by the "Negro Rural School Fund," a one-million-dollar trust endowed by Anna T. Jeans, 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

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supervisors.<sup>52</sup> Harrell was paid a salary of \$3,800 with an additional \$250 travel allowance as a supervisor.<sup>53</sup> By 1951, Harrell reported in his master's thesis that Bedford Training School curriculum comprised courses in the areas of academics, practical arts, and the fine arts. Academic offerings included English, mathematics, natural science, social science, and French. Practical arts offerings included home economics, which was taught to girls in grades nine through eleven. Fine arts included music appreciation and selected musical activities. In 1949, 8th grade exploratory experiences began to be offered; this encompassed music, science, art, drama, and home mechanics. Extra-curricular clubs were popular at the school as well, including the health club, library club, new homemakers club, and athletic club. The athletic club was affiliated with the Western District Athletic Association and the Virginia State Interscholastic Association.<sup>54</sup> In 1945, John I. Jones came to teach at Bedford Training School, following military service in World War II. 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 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.<sup>55</sup>

### ***Changes During the Mid-20th Century***

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>56</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 *Brown v. Board of Education* argued before the U.S. Supreme Court in 1952. In the years leading up to the 1954 *Brown v. Board of Education* landmark decision which struck down the "separate but equal" rationale as unconstitutional, 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 as equal.

In 1951, two officials from the State Department of Education came to Bedford County to informally examine a consolidation plan for the 27 black elementary schools with the school board.<sup>57</sup> Made at the formal request of Superintendent A.G. Cummings and the School Board of Bedford County in April 1950 to State Superintendent Dr. Dowell J. Howard, this survey was necessary as the buildings had come to the end of their useful lives. Educational programs had changed since their construction and these one-, two- and three-room schools could not be adapted to modern elementary school requirements.<sup>58</sup> Bedford Training School, in particular, was congested and overcrowded, due to the fact that it housed elementary and high school students in the same building.<sup>59</sup> By the end of 1952, a survey committee formally recommended



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the consolidation of black elementary schools in Bedford County into larger, centralized schools and that “the children be transported to and from these centers at public expense.” Public support for the plan, which would terminate the use of the derelict one- and two-room elementary schools scattered throughout the county, was unanimous.<sup>60</sup>

A foundational element of the plan was the construction of a new high school building for black pupils. Bedford Training School would then be converted to an elementary school to accommodate more primary-level students from Oakmulgee, Montvale, Longwood, Western Light, Bunker Hill, and Antioch schools. The survey found that Bedford Training School would have about 12 teachers and a total enrollment of 381 pupils if it were converted to an elementary school. According to the survey committee, a good elementary school served both the children educated at the school and the adults in the community. In order to support these functions, the committee concluded that “adequate buildings and facilities could only be obtained through consolidation of the present elementary schools into centers that have enough children to justify offering them a broad education program.”<sup>61</sup> In May 1953, a consolidation plan was presented to Bedford County School Board, which was estimated to cost \$682,000 for the building of the six new centers.<sup>62</sup> The issue was debated among the Bedford County Board of Supervisors, who withheld approval of a loan application of \$193,000 for the consolidation of the elementary schools. They generally agreed that the equalization of standards for black elementary schools was necessary, considering that 20 of the black schools did not have access to water and none of the schools had modern sanitary facilities. Some members felt it would be better to add rooms to the “good” schools around the county, while others were concerned that the approval of a loan for one part of the county would raise issues with other parts of the county. The board chose to continue studying the consolidation issue.<sup>63</sup>

Following the construction of the new Susie G. Gibson High School for blacks in 1954, the Municipal School Board transferred the town’s interest in Bedford Training School to the County School Board along with \$15,000 of Battle School Construction Funds to convert it to an elementary school and make necessary upgrades to the school.<sup>64</sup> In 1950, newly elected Governor John S. Battle set up a fund of \$7,000,000 in state aid that would be given to localities for school construction to address the backlog of school building needs after World War II as well as the disparities in black schools.<sup>65</sup> The transfer of the town’s interest in the school and the approval of funding to make improvements to the school made possible the renovation of Bedford Training School into a consolidated elementary school for black students for the 1954-1955 school year.<sup>66</sup> Serving the town and Central district, it was the only consolidated elementary school for black students in Bedford County at that time.<sup>67</sup> George M. Overstreet worked as the contractor for renovations to the building to convert it to an elementary school and had 60 days to complete the work in order for the school to open in early September 1954. Garland Gay, an architect from Lynchburg, defined the work as adding three new rooms on the ground floor, converting a classroom to a lunchroom on the first floor, installing new floors and

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drinking fountains, and lowering blackboards. Gay estimated the work to cost approximately \$17,000.<sup>68</sup> The walls were painted the same color as those at Susie G. Gibson, a soft green chosen by architect Stanhope Johnson. Further work included the lowering of drinking fountains and lavatory facilities to accommodate children, the shielding of radiators, the purchase of new, appropriately sized desks, improved overhead lighting, and the installation of a new loud-speaker system.<sup>69</sup>

Bedford Training School reopened as an elementary school in September 1954 with an enrollment of approximately 300 pupils. John E. Harrell, Jeanes supervisor, was the supervisor for all black schools in the town of Bedford and Bedford County, including the elementary school.<sup>70</sup> Grace B. Terry served as the elementary school principal. Terry attended the Piedmont School for her elementary education and Virginia Collegiate Institute in Lynchburg, Virginia, for her high school education. Highly educated, Terry went on to graduate from Morgan State University and Virginia State College and took individual courses at both Temple University and Columbia University. She taught at several segregated black schools throughout Bedford County before being appointed principal at the consolidated elementary school. She retired in 1966 after a 48-year career as an educator.<sup>71</sup>

Throughout its lifespan, Bedford Training School not only served as an education center for black pupils, but also as a community center for Bedford's black community. According to various newspaper articles and announcements in *The Bedford Bulletin* and *The Bedford Democrat*, events, such as a United Nations program, musical programs, talent shows, art exhibits, plays, field days, and the popular May Day celebrations, were held at Bedford Training School. In the mid-20th century, a dental clinic operated out of the school, making at least 1,800 improvements among black students.<sup>72</sup> An "Institutional On-Farm Training" course for black veterans was taught out of the school as well.<sup>73</sup> This class was funded by the *GI Bill of Rights* and was taught weekly by Sam Hughes, Jr., a vocational-agriculture instructor.<sup>74</sup>

The 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, Virginia continued to allow segregated schools over the next decade during the period of Massive Resistance. 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. On August 22, 1964, the Rev. W.L. Johns and John H. Durham presented the Bedford County Board of Supervisors with a letter on behalf of the NAACP Bedford Chapter 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

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you will give us your plans for integrating the schools of Bedford County.”<sup>75</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>76</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>77</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 as the state headquarters were in the southern section of the county at this time. White citizens also objected to the interference of the federal government at a joint meeting of the Board of Supervisors and the School Board in October 1965.<sup>78</sup> After submitting a plan for integration to the U.S. Department of Health, Education and Welfare (HEW) in May 1965, and revising the plan in May 1966, the Bedford County schools began operating under the Freedom of Choice Plan during the 1965-1966 school year.<sup>79</sup> This plan made a minimal effort to desegregate by allowing students to choose the school they wanted to attend, but not mandating it.<sup>80</sup> In 1968, the Supreme Court decision in *Green v. County School Board of New Kent County* required school systems to demonstrate concrete progress in desegregating public schools.<sup>81</sup> However, it was not until HEW declared in January 1970 that all schools in the county must be fully integrated by the following August that schools in Bedford County became integrated.<sup>82</sup> Bedford Training School remained an elementary school for black students until 1970, when it became the administration building for the Bedford County School Board.<sup>83</sup>

### **Criterion C: Architecture**

Bedford Training School was completed in 1930 and is a good example of a one-story consolidated school built in rural Virginia according to plans provided by the State Board of Education’s Division of School Buildings. The need for a new school arose from overcrowded conditions at the original Bedford Training School, a two-story, six-room frame building built in 1912 for black students, which housed high school students on the second floor and elementary students on the first floor. The 1912 school was located at the corner of S. Bridge and W. Franklin streets, facing W. Franklin, about sixty feet behind the existing school building.

The Bedford County School Board and the Municipal School Board each arranged to cover half of the cost of a new school for all black high school students in Bedford County in September 1927. The State Board of Education’s Division of School Buildings supplied plans for the new school in December 1927. The Division of School Buildings was established in 1920 to assist local school boards and superintendents with plans, specifications, and site selection for new buildings. This service allowed school boards to save on architects’ fees and resulted in the relative standardization of construction and design of school buildings across the state, particularly in rural communities and small towns.<sup>84</sup> The plans for Bedford Training School are “Design 14-F” and appear to be custom rather than standard plans, although standard drawings were used for window details. After construction bids came in over budget in 1929, the Bedford

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County School Board Committee sent the plans back to the State for revisions. The final set of drawings is dated July 1929.

The State's Division of School Buildings design for the Bedford Training School reflects the Colonial Revival style, which was often used for consolidated schools in Virginia in the first half of the 20th century. The style emerged in the late 19th century from a renewed interest in America's colonial past, sparked by the Centennial Exposition of 1876 in Philadelphia, which celebrated the 100th anniversary of the nation's independence. The 1893 World's Columbian Exposition and the 1920s restoration of Colonial Williamsburg by John D. Rockefeller further intensified national interest in the Colonial Revival movement, making the Colonial Revival style one of the most prevalent and enduring in America's history. The style was, and continues to be, particularly popular in Virginia with its rich tradition of colonial architecture.

The Colonial Revival style was applied to nearly all building types in Virginia during the first half of the 20th century. Communicating a sense of permanence and importance, the style was a natural choice for public buildings, such as schools. The hybrid style draws from Georgian, Federal, and Greek Revival styles, which all share a common classical vocabulary. Identifying characteristics include a balanced composition, red bricks in a Flemish or English bond, white trim, multi-pane double-hung sash windows, embellished entrances, and classical ornament. Bedford Training School—with its symmetrical facade of red brick with a central arched entrance pavilion, multi-pane double-hung sash windows, and restrained classical detailing at the cornice—incorporates many defining characteristics of the style. Stylistic influence is further noted in its Flemish bond brickwork, diapered brick panels, brick soldier courses, and decorative brick motif in the gable field.

Several other schools were built in Bedford County during the same period as Bedford Training School, including Forest School (1920), Brookhill School (1925), Stewartville School (1925), Bedford High School (1928), Big Island School (1929), and Montvale High School (1930). All six of these schools were built for white students. The schools reflect the Colonial Revival style in their brickwork, as well as their overall symmetry and massing. Stewartville School and Montvale High School are somewhat distinguished from the others as they also incorporate characteristics of the Collegiate Gothic style with buttressed main entrance towers. Big Island School, now demolished, bore the closest resemblance to Bedford Training School with its symmetrical façade of red brick with a central arched entrance pavilion and recessed door flanked by banks of multi-pane windows and two projecting end pavilions. Its detailing was also similar to that of Bedford Training School, with a simple cornice, diapered brick panels, soldier courses, and cast-concrete blocks. Montvale High School and Stewartville School share significant design similarities with Bedford Training School as well with their Flemish variant bonds with contrasting darkened headers, soldier brick courses, and diapered panels in their end pavilions. With Big Island School and Brookhill School no longer extant, Bedford Training School remains as one of only five consolidated schools in Bedford County from the period of 1920 to 1950. Of these schools, it is significant as the only one built for black students and is representative of the efforts to present the “separate but equal” doctrine as valid during the Jim

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Crow era. Each of these schools have been adapted and changed in some respect over time, most commonly with replacement windows and/or additions; however, they retain the character-defining elements of the Colonial Revival style and demonstrate its dominance in school design in Virginia during the first half of the 20th century.

On the interior, the plan and finishes exhibit typical school design as promoted by the state Division of School Building during the period. The 1929 interior plan for Bedford Training School shows a central entrance hall and four classrooms connected by a north-south corridor on the main floor, a configuration that remains intact. Cloakrooms line the back walls of each classroom. Behind the corridor, a stair shaft with two sets of stairs is shown to provide access to the girls' and boys' toilets in the basement. A room in the basement is shown as "unfinished future classroom" space. The plans suggest intentions of future expansion with a note about a "temporary rear wall" near the stairs and a dashed line around a "future building" at the rear. Specified corridor and classroom finishes were typical of Division of School Buildings schools designed in the 1920s and included plaster walls with wood wainscot and metal ceilings with cove mold. Doors were shown with five solid panels, surmounted by three-light transoms along the corridors. Blackboards and display boards are shown on classroom walls.

E.A. Overstreet was awarded the construction contract. Work commenced in 1929 and the school was dedicated in 1930. For many years, it was the only brick school building in Bedford County attended by black students.<sup>85</sup> Improvements were made to the new school soon after its initial construction, including the creation of a school library.

Plans soon materialized to expand Bedford Training School with a two-story addition due to deteriorating conditions at the old 1912 frame building, which was being used as an elementary school for black students. Construction of the addition began in 1939 and was completed in 1940. The frame building was demolished. The addition is in keeping with the style and design of the original school with its red brick walls, flat roof, large banks of windows, and simple cornice. The interior plan included additional classrooms arranged along a corridor on both the main and ground floors. High school students occupied the main floor, while elementary students occupied the ground floor. Despite these improvements, Bedford Training School illustrated the disparity between facilities for white and black students as it notably lacked a gymnasium, auditorium, cafeteria, and adequate outdoor playground space.<sup>86</sup>

With the completion of Susie G. Gibson High School in 1954, Bedford Training School became a consolidated elementary school for black students. The school was renovated at that time, with George M. Overstreet serving as contractor. Renovation plans by Garland Gay, an architect from Lynchburg, show nine classrooms, a library, a kitchen, a small office, boys' and girls' toilets, and a teachers' lounge. Specified finishes included new composition tile floors and acoustical tile ceilings. New, lowered blackboards were installed. The walls were painted the same color as those at Susie G. Gibson, a soft green chosen by architect Stanhope Johnson. Classroom doors in the 1930 section of the school were to be replaced with glazed doors to match those in the 1939 addition. Further work included the lowering of drinking fountains and lavatory facilities to

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accommodate children, the shielding of radiators, improved overhead lighting, and the installation of a new loud-speaker system.<sup>87</sup> These modifications reflect an attempt to modernize this early 20th century school by introducing more resilient surfaces, a popular trend in mid-20th century design, and by converting classrooms to more specialized spaces like a kitchen and a library.

Bedford Training School operated as Bridge Street Elementary until integration of Bedford County schools in 1970. While serving as an elementary school, plans were drawn by Stanhope Johnson in 1960 and Garland Gay in 1964 for additions to the building. These additions were never constructed. Since integration, the building has served as administrative offices for the Bedford County School Board.

Bedford Training School survives as a good example of an early 20th century consolidated school from the segregation era constructed in rural Virginia after the establishment of the State Board of Education's Division of School Buildings in 1920. Although built according to plans from the Division of School Buildings, it was continuously adapted over time to meet changing needs of the community. During its 40 years in operation as a school, it served as a high school, a combined high school and elementary school, and an elementary school for black students in Bedford County. The Colonial Revival-style school exhibits a high degree of architectural integrity with its exterior features and interior plan substantially intact.

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## 9. Major Bibliographical References

### Acknowledgement

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 alumni surveys that gave first-hand information on the history of the school; and Charles Santore, Clerk of the Works for Bedford County Public Schools, for locating historic school plans.

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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

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

**Historic Resources Survey Number (if assigned):** DHR #141-5018

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## 10. Geographical Data

### Acreage of Property 1.19

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: 37.331660 | Longitude: -79.525030 |
| 2. Latitude:           | Longitude:            |
| 3. Latitude:           | Longitude:            |
| 4. Latitude:           | Longitude:            |

**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 boundary for the nominated property is coterminous with the 1.19-acre parcel shown on the attached map entitled "Tax Parcel Map," corresponding with Bedford County tax parcel number 80500199. (Obtained February 12, 2021 from Bedford County GIS).

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

The boundary for the nominated property corresponds with the plat map dated September 28, 1968. The property's historic setting and all known associated historic resources have been included within the historic boundary.

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**11. Form Prepared By**

name/title: Katie Gutshall, Kate Kronau, and Alison Blanton  
organization: Hill Studio  
street & number: 120 Campbell Avenue SW  
city or town: Roanoke state: VA zip code: 24011  
e-mail: kgutshall@hillstudio.com  
telephone: (540) 342-5263  
date: March 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: Bedford Training School

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County and State

City or Vicinity: Bedford

County: Bedford

State: Virginia

Photographer: Kate Kronau, Katie Gutshall, Mary Zirkle

Date Photographed: December 2020 and October 2020

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

- 1 of 18. Front (east) and west side elevations, view southwest
- 2 of 18. Front entrance, view west
- 3 of 18. Front (east) and south side elevations, view northwest
- 4 of 18. Rear (west) and south side elevations, view northeast
- 5 of 18. Rear (west) and north side elevations, view southeast
- 6 of 18. Corridor in 1929 school, view north
- 7 of 18. Stair in 1929 school, view south
- 8 of 18. Classroom in 1929 school, view east
- 9 of 18. Classroom in 1939 addition, view southeast
- 10 of 18. Corridor and stair in 1939 addition, view southwest
- 11 of 18. Corridor and stair in basement of 1939 addition, view east
- 12 of 18. Door with transom in basement of 1939 addition, view west
- 13 of 18. Corridor in basement of 1939 addition, view west
- 14 of 18. Corridor in basement of 1929 school, view north
- 15 of 18. Non-contributing secondary resource, view southwest
- 16 of 18. Detail of diapered brick panel
- 17 of 18. Detail of bricks in chevron pattern within a circle of sailor bricks
- 18 of 18. Detail of Flemish variant bond and soldier-course water table

### Historic Images Log

- 1 of 5. Bedford Training School, Feb. 1930, Library of Virginia: School Buildings Service Photographs

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- 2 of 5. Bedford Training School, Feb. 1930, Library of Virginia: School Buildings Service Photographs
- 3 of 5. Elementary School Pupils, 1946, Bedford Museum & Genealogical Library Archives
- 4 of 5. Sixth and Seventh Grade Classroom, date unknown, Bedford Museum & Genealogical Library Archives
- 5 of 5. Sixth and Seventh Grade Classroom, date unknown, Bedford Museum & Genealogical Library Archives

**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.

Bedford Training School  
Name of Property

Bedford County, VA  
County and State

### Historic Images



Image 1: Bedford Training School, Feb. 1930, Library of Virginia: School Buildings Service Photographs



Image 2: Bedford Training School, Feb. 1930, Library of Virginia: School Buildings Service Photographs

Bedford Training School  
Name of Property

Bedford County, VA  
County and State



Image 3: Elementary School Pupils, 1946, Bedford Museum & Genealogical Library Archives



Image 4: Sixth and Seventh Grade Classroom, Bedford Museum & Genealogical Library Archives



Bedford Training School  
Name of Property

Bedford County, VA  
County and State

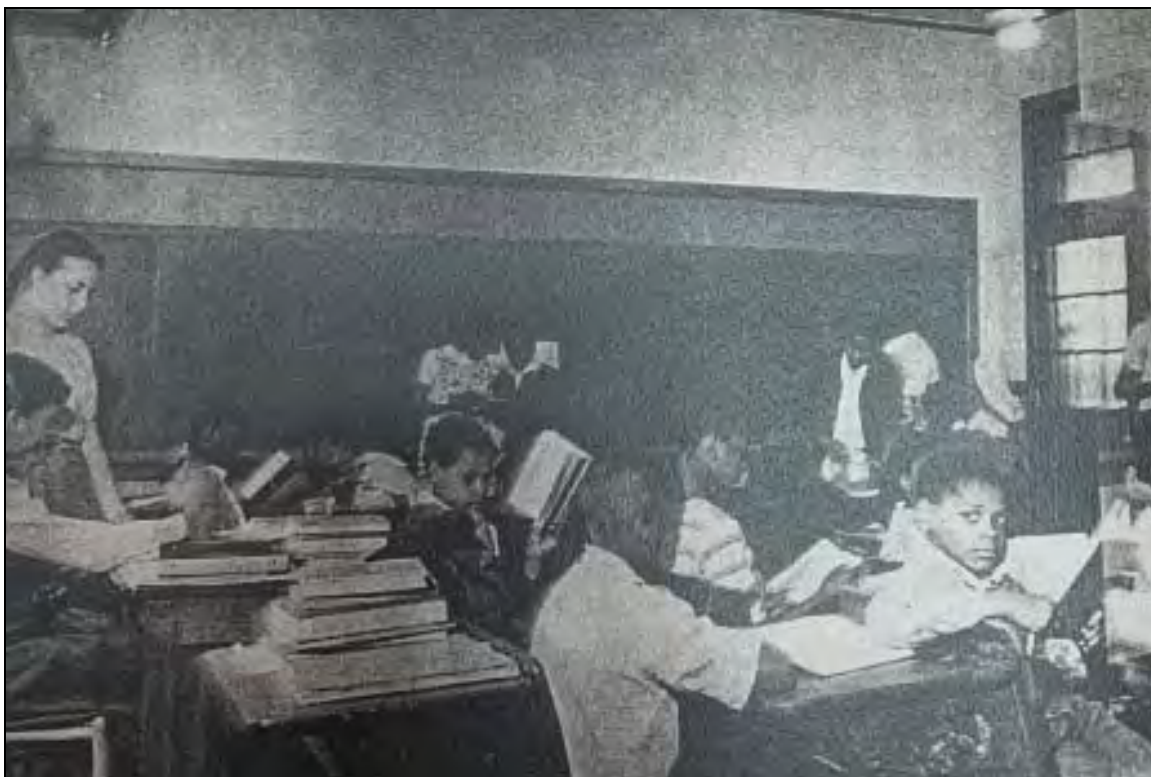


Image 5: Sixth and Seventh Grade Classroom, Bedford Museum & Genealogical Library Archives

## ENDNOTES

<sup>1</sup> Annie S. Pollard, *Bedford Black History, 250 Years*, 2<sup>nd</sup> ed. (Bedford, VA: The Bedford Museum & Genealogical Library, 2015), 133.

<sup>2</sup> Oscar Trent Bonner, "A Survey of Negro Education in Bedford County" (Master's Thesis, University of Virginia, 1939), 6.

<sup>3</sup> Pollard, *Bedford Black History*, 133.

<sup>4</sup> Bonner, "A Survey of Negro Education," 13.

<sup>5</sup> Tracy Bryant Richardson, "Susie G. Gibson High School: A History of the Last Segregated School in Bedford County, Virginia," (PhD Dissertation, Virginia Polytechnic Institute and State University, 2012), 22; "Education in Virginia," *Virginia Museum of History & Culture*, Virginia Historical Society, accessed February 12, 2021, <https://www.virginiahistory.org/collections-and-resources/virginia-history-explorer/education-virginia>.

<sup>6</sup> "Beginnings of Black Education," *Virginia Museum of History & Culture*, Virginia Historical Society, accessed February 12, 2021, <https://www.virginiahistory.org/collections-and-resources/virginia-history-explorer/civil-rights-movement-virginia/beginnings-black>.

<sup>7</sup> Susan Cianci Salvatore, Waldo E. Martin, Jr, Vicki L. Ruiz, Patricia Sullivan, and Harvard Sitkoff, "Racial Desegregation in Public Education in the United States Theme Study," (Washington, DC: U.S. Department of the Interior, National Park Service, 2000), 27.

<sup>8</sup> "Beginnings of Black Education."

<sup>9</sup> Pollard, *Bedford Black History*, 134.



Bedford Training School  
Name of Property

Bedford County, VA  
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- <sup>10</sup> Bonner, "A Survey of Negro Education," 18-20.
- <sup>11</sup> Pollard, *Bedford Black History*, 175.
- <sup>12</sup> U.S. Census Bureau, "1920 Census: Volume 3. Population, Composition and Characteristics of the Population by States," (Washington, DC: Government Printing Office, 1922). Accessed March 1, 2021. <https://www2.census.gov/library/publications/decennial/1920/volume-3/41084484v3ch09.pdf>
- <sup>13</sup> John Edmund Harrell, "A General Survey of Public Education for Negroes in Bedford County" (Master's Thesis, Hampton Institute, 1951), 1.
- <sup>14</sup> *Ibid*, 2.
- <sup>15</sup> Salvatore et al, "Racial Desegregation," 39.
- <sup>16</sup> Harrell, "A General Survey," 1.
- <sup>17</sup> *Ibid*, 1.
- <sup>18</sup> U.S. Census Bureau, "1920 Census: Volume 3. Population, Composition and Characteristics of the Population by States," (Washington, DC: Government Printing Office, 1922). Accessed March 1, 2021. <https://www2.census.gov/library/publications/decennial/1920/volume-3/41084484v3ch09.pdf>
- <sup>19</sup> Pollard, *Bedford Black History*, 136.
- <sup>20</sup> "Education in Virginia."
- <sup>21</sup> Harrell, "A General Survey," 1-2.
- <sup>22</sup> Edward E. Redcay, *County Training Schools and Public Secondary Education for Negroes in the South* (Washington, DC: The John F. Slater Fund, 1935), vii-viii.
- <sup>23</sup> Redcay, *County Training Schools*, 25.
- <sup>24</sup> *Ibid*, 4-5.
- <sup>25</sup> *Ibid*, 31.
- <sup>26</sup> Pollard, *Bedford Black History*, 207.
- <sup>27</sup> "Old Faces, Old Places," *The Bedford Bulletin*, June 10, 2020, 7A.
- <sup>28</sup> Harrell, "A General Survey," 3.
- <sup>29</sup> Pollard, *Bedford Black History*, 208.
- <sup>30</sup> Margaret B. Gunter and Margaret L. Watson, "A History of Public Education in Virginia" (Commonwealth of Virginia Department of Education, 2003), 4.
- <sup>31</sup> Pollard, *Bedford Black History*, 208.
- <sup>32</sup> U.S. Census Bureau, "1930 Census: Volume 3. Population, Reports by States," (Washington, DC: Government Printing Office, 1932). Accessed March 1, 2021. (<https://www2.census.gov/library/publications/decennial/1930/population-volume-3/10612982v3p2ch10.pdf>)
- <sup>33</sup> Division of School Buildings, *Bedford Training School, Bedford County* (Richmond, VA: State Department of Education, 1929), drawing, 1-2.
- <sup>34</sup> Pollard, *Bedford Black History*, 209.
- <sup>35</sup> Celeste K. Carruthers and Marianne H. Wanamaker, "Closing the gap? The effect of private philanthropy on the provision of African-American schooling in the U.S. South," *Journal of Public Economics* vol. 101 (May 2013), 59.
- <sup>36</sup> Pollard, *Bedford Black History*, 209.
- <sup>37</sup> *Ibid*, 209.
- <sup>38</sup> Harrell, "A General Survey," 2.
- <sup>39</sup> Pollard, *Bedford Black History*, 209.
- <sup>40</sup> Bonner, "A Survey of Negro Education," 88.
- <sup>41</sup> *Ibid*, 85.
- <sup>42</sup> *Ibid*, 83.

Bedford Training School  
Name of Property

Bedford County, VA  
County and State

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- <sup>43</sup> Gunter and Watson, "A History of Public Education," 20.  
<sup>44</sup> Bonner, "A Survey of Negro Education," 149.  
<sup>45</sup> Ibid, 34-35.  
<sup>46</sup> Harrell, "A General Survey," 92-93.  
<sup>47</sup> Bonner, "A Survey of Negro Education," 149.  
<sup>48</sup> Salvatore et al, "Racial Desegregation," 57.  
<sup>49</sup> Salvatore et al, "Racial Desegregation," 59.  
<sup>50</sup> Pollard, *Bedford Black History*, 211.  
<sup>51</sup> Ibid, 249.  
<sup>52</sup> Wiley J. Williams, "Jeanes Fund," Encyclopedia of North Carolina, North Carolina Press, 2006, accessed February 17, 2021, <https://www.ncpedia.org/jeanes-fund>.  
<sup>53</sup> "School Board Selects Personnel for next Year," *The Bedford Bulletin*, June 4, 1953, 1.  
<sup>54</sup> Harrell, "A General Survey," 3-5.  
<sup>55</sup> Pollard, *Bedford Black History*, 261.  
<sup>56</sup> Salvatore et al, "Racial Desegregation," 75.  
<sup>57</sup> "State Officials Here to Talk with School Board," *The Bedford Democrat*, January 11, 1951, 8.  
<sup>58</sup> Harrell, "A General Survey," 58.  
<sup>59</sup> Ibid, 17-18.  
<sup>60</sup> "Negro School Survey Given," *The Bedford Bulletin*, November 20, 1952, 1.  
<sup>61</sup> Ibid, 1.  
<sup>62</sup> "School Board Has Long Session Thursday," *The Bedford Bulletin*, May 21, 1953, 1.  
<sup>63</sup> "Approve Loan for Susie Gibson, but Withhold Another," *The Bedford Bulletin*, June 25, 1953, 1.  
<sup>64</sup> "Council Oks School Board's Proposals; Hicks Reappointed," *The Bedford Democrat*, June 10, 1954, 1.  
<sup>65</sup> Gunter and Watson, "A History of Public Education," 19-20.  
<sup>66</sup> "Council Oks School Board's Proposals; Hicks Reappointed," *The Bedford Democrat*, June 10, 1954, 1.  
<sup>67</sup> Leftwich, Florence L. "New School Interests Pupils; Holiday Visiting is Reported," *The Bedford Democrat*, September 16, 1954.  
<sup>68</sup> "School Board Names Clerk, Oks Bus Loan," *The Bedford Democrat*, July 15, 1954, 1 & 11.  
<sup>69</sup> "Susie G. Gibson High School Among Finest in South, Opens," *The Bedford Democrat*, September 9, 1954, 1.  
<sup>70</sup> Ibid, 1.  
<sup>71</sup> Pollard, *Bedford Black History*, 259.  
<sup>72</sup> "County Makes Good Progress in Improving Public Health," *The Bedford Democrat*, February 1, 1951, 1.  
<sup>73</sup> "Learning About Farm Forests," *The Bedford Democrat*, March 29, 1951, 6.  
<sup>74</sup> Pollard, *Bedford Black History*, 271.  
<sup>75</sup> Bedford County School Board Minutes, August 26, 1964, quoted in Richardson, "Susie G. Gibson High School," 77-78.  
<sup>76</sup> Bedford County School Board Minutes, February 10, 1965, quoted in Richardson, "Susie G. Gibson High School," 77-78.  
<sup>77</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>78</sup> Viemeister, *Historical Diary of Bedford*, 101; Richardson, "Susie G. Gibson High School," 8.  
<sup>79</sup> Richardson, "Susie G. Gibson High School," 80.

Bedford Training School  
Name of Property

Bedford County, VA  
County and State

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- <sup>80</sup> Pollard, *Bedford Black History*, 284.  
<sup>81</sup> "Education in Virginia."  
<sup>82</sup> Richardson, "Susie G. Gibson High School," 85.  
<sup>83</sup> "Old Faces, Old Places," *The Bedford Bulletin*, June 10, 2020, 7A.  
<sup>84</sup> Buck, J.L. Blair. *The Development of Public Schools in Virginia, 1607-1952*. Richmond, VA: State Board of Education, 1952, 347-48.  
<sup>85</sup> Bonner, "A Survey of Negro Education", 97.  
<sup>86</sup> *Ibid*, 88.  
<sup>87</sup> "Susie G. Gibson High School Among Finest in South, Opens," 1.

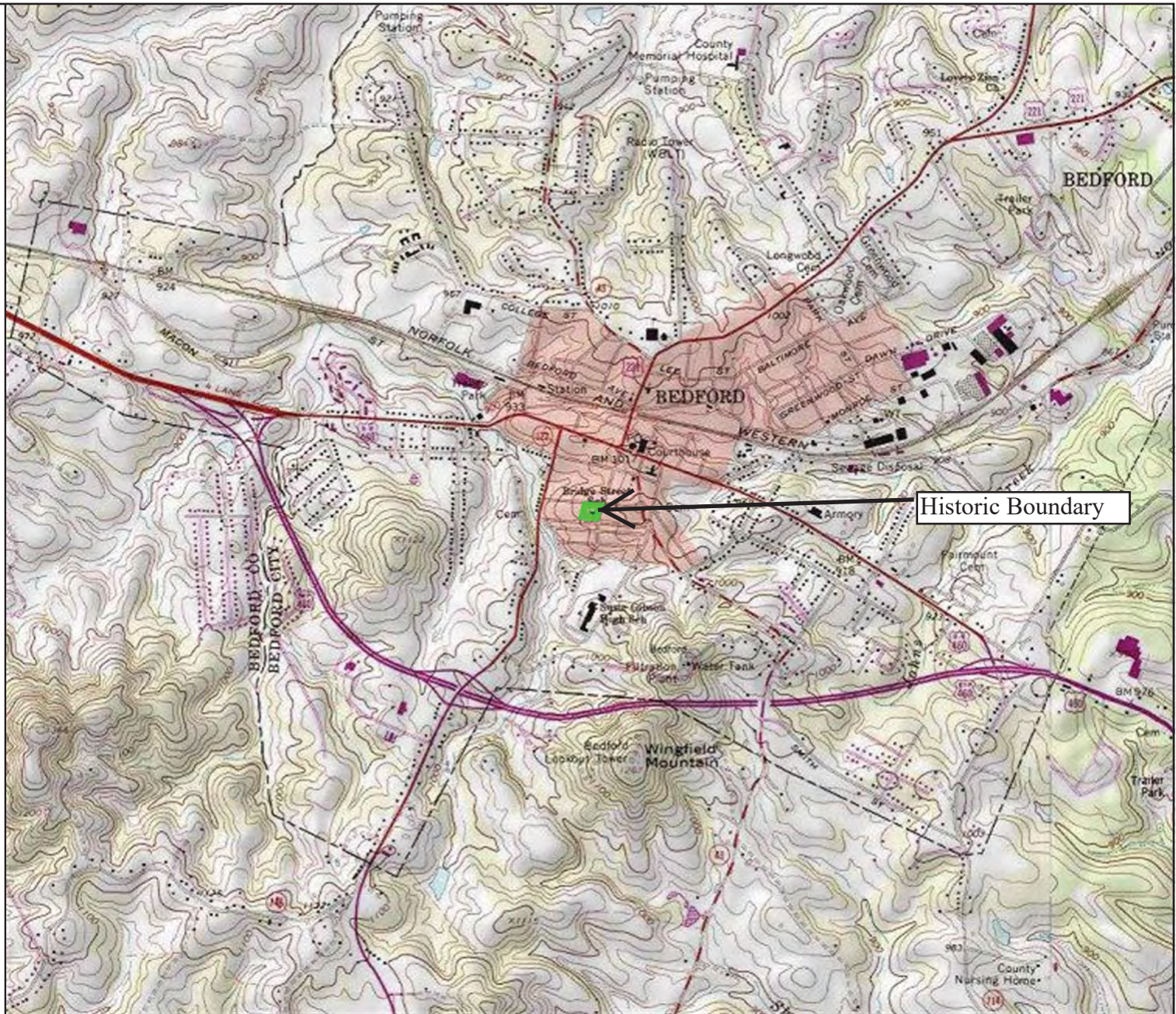


## TOPOGRAPHIC MAP

Bedford Training School

Bedford County, VA

DHR No. 141-5019



Feet

0 600 1200 1800 2400

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

Bedford Training School (141-5018)

310 S. Bridge Street

Bedford, Bedford County, VA

DHR #141-5019

Latitude: 37.331660

Longitude: -79.525030



VGIN Most Recent Aerials  
Map created in V-CRIS



Feet

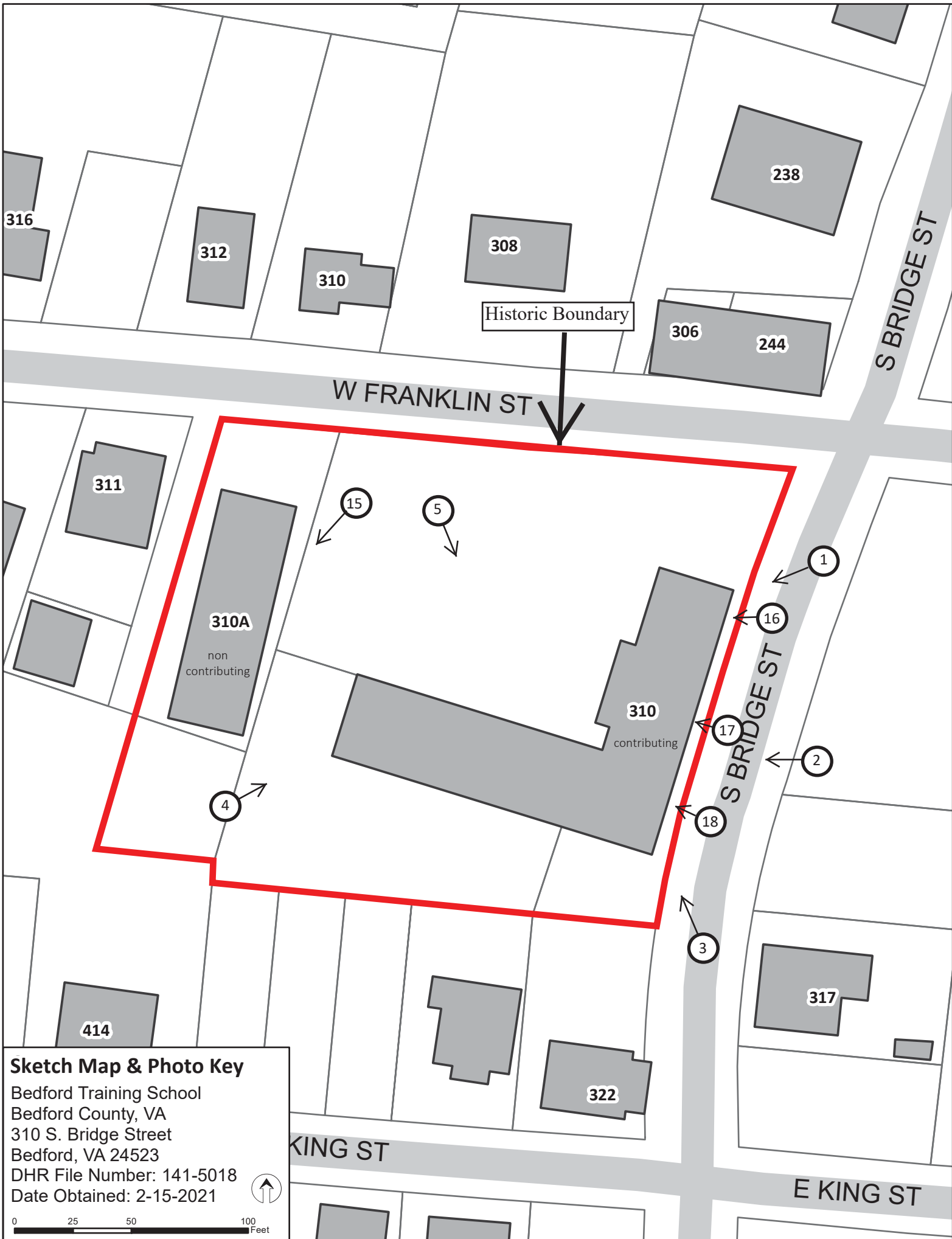
0 25 50 75 100  
1:1,500 / 1"=125 Feet

**Title:** NRHP Location Map

**Date:** 2/12/2021

*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.*

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**Sketch Map & Photo Key**

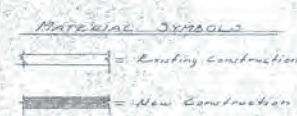
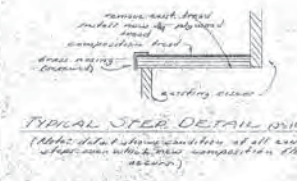
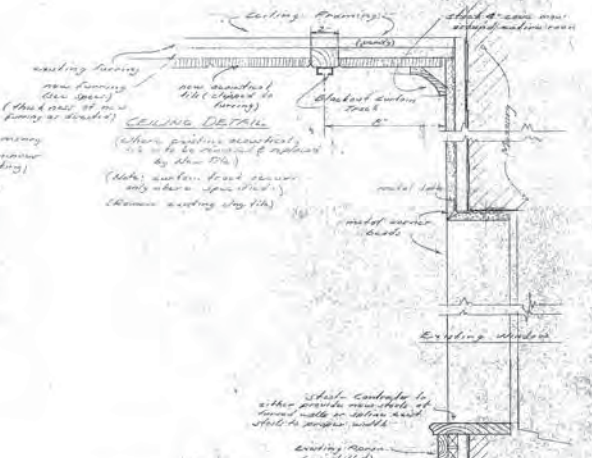
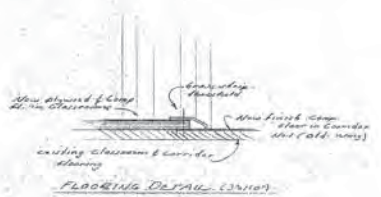
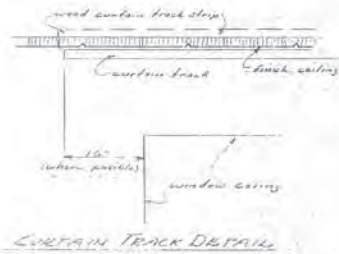
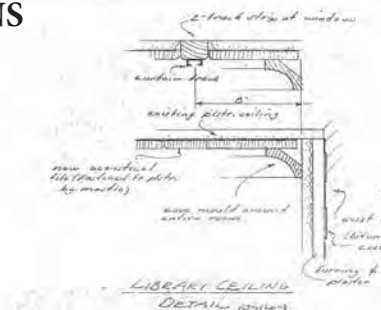
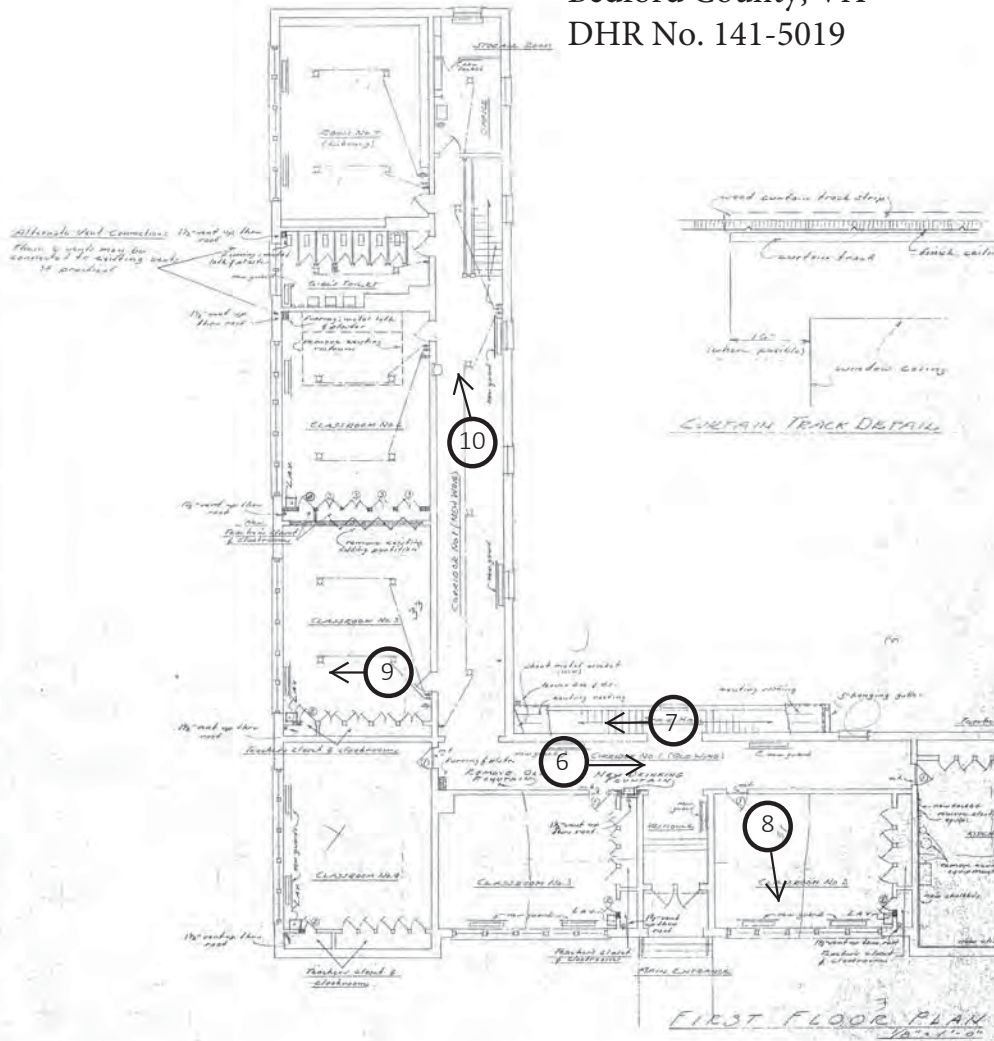
Bedford Training School  
 Bedford County, VA  
 310 S. Bridge Street  
 Bedford, VA 24523  
 DHR File Number: 141-5018  
 Date Obtained: 2-15-2021





# PHOTO KEY/ FLOOR PLANS

Bedford Training School  
 Bedford County, VA  
 DHR No. 141-5019



FIRST FLOOR PLAN  
 10'-0" x 6'-0"

CONTRACT NO. 15-816

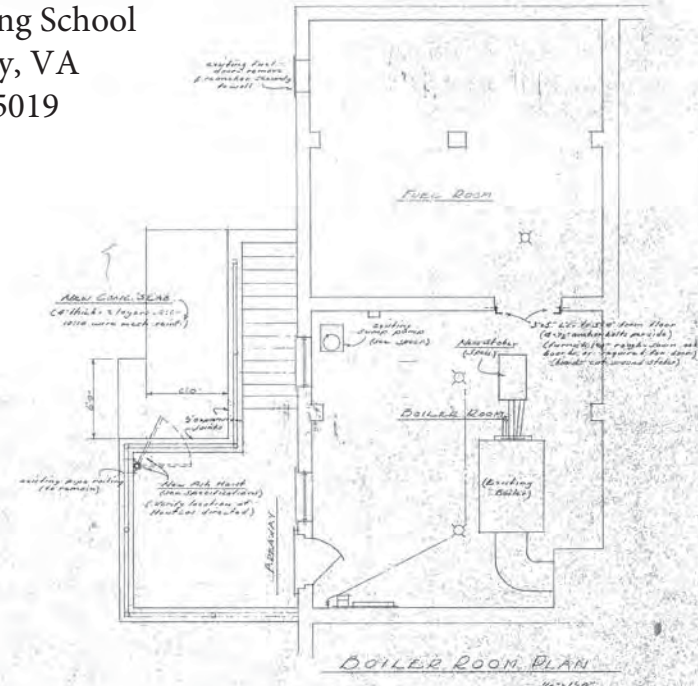
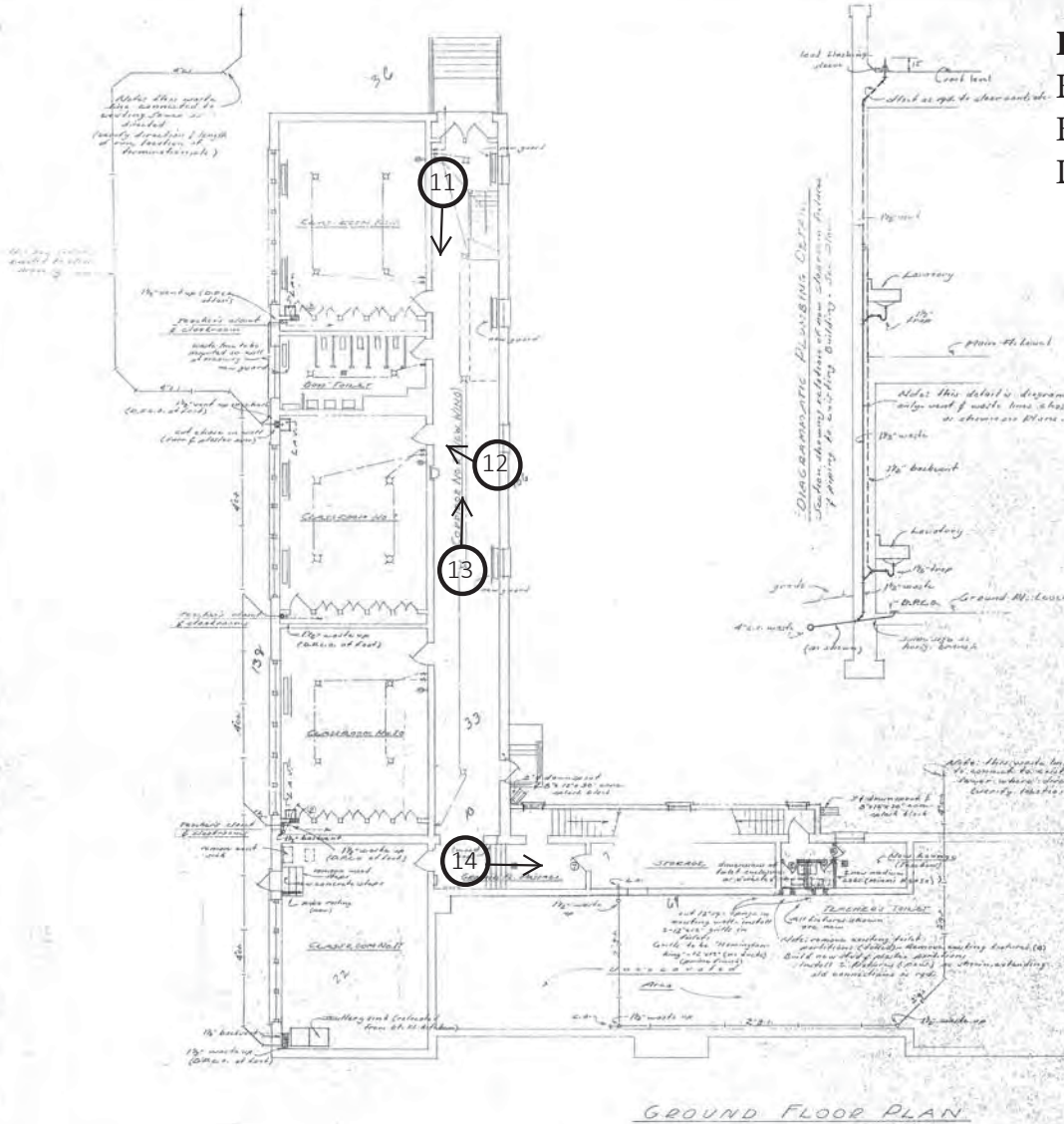
**RENOVATION**  
**BEDFORD TRAINING**  
**SCHOOL**

DATE: 10/1/50  
 ARCHITECT: GARLAND H. GAY  
 PROJECT: Allied Arts Building  
 LOCATION: Lynchburg, Virginia



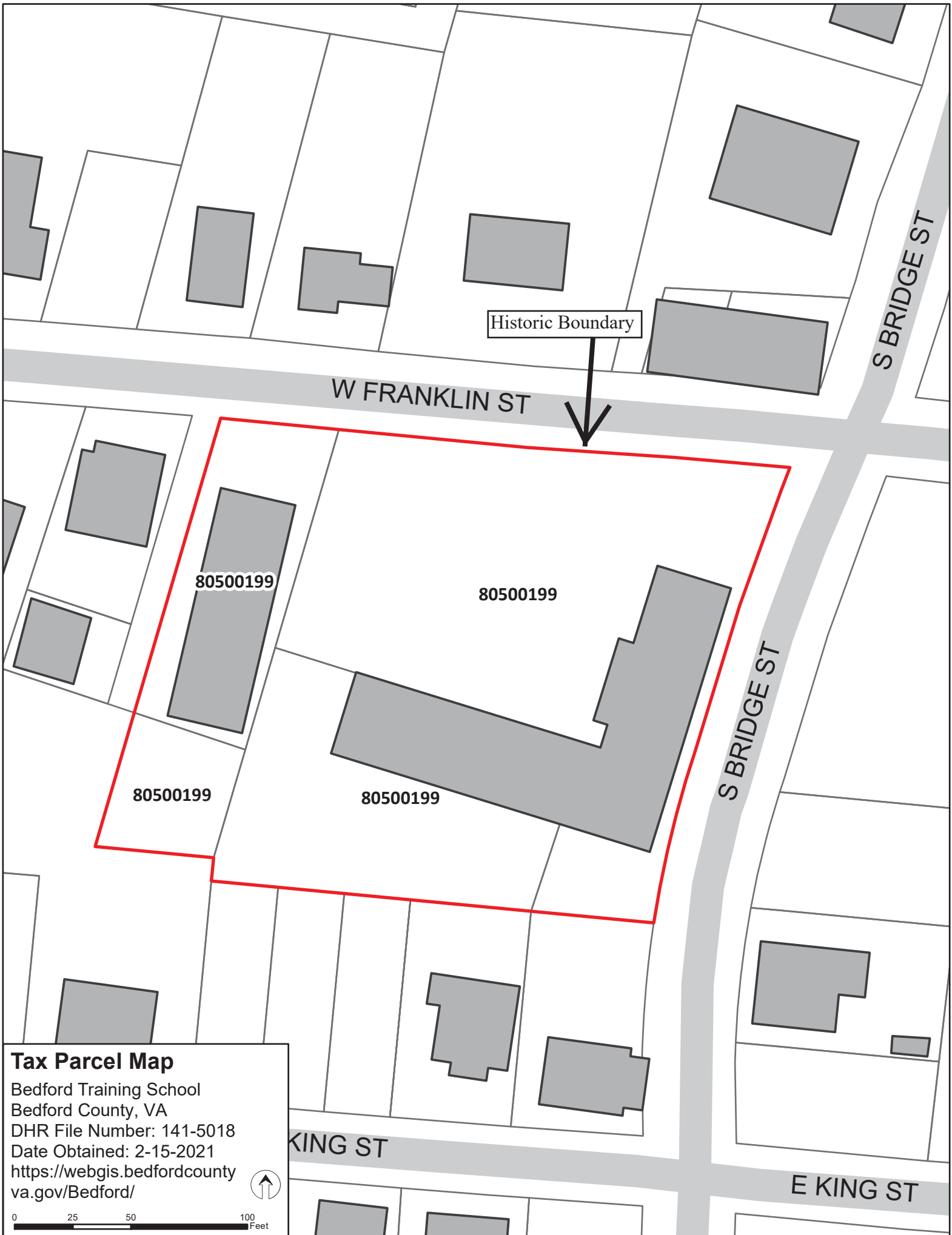
# PHOTO KEY/ FLOOR PLANS

Bedford Training School  
 Bedford County, VA  
 DHR No. 141-5019



Contract No. 15510		
RENOVATION BEDFORD TRAINING SCHOOL		
Bedford, VA 24101	GARLAND M. GAY ARCHITECT Allied Arts Building Lynchburg, Virginia	Sheet No. 2





**Tax Parcel Map**

Bedford Training School  
Bedford County, VA  
DHR File Number: 141-5018  
Date Obtained: 2-15-2021  
<https://webgis.bedfordcounty.va.gov/Bedford/>



0 25 50 100 Feet