

United States Department of the Interior  
National Park Service

# National Register of Historic Places Registration Form

This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in National Register Bulletin, *How to Complete the National Register of Historic Places Registration Form*. If any item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classification, materials, and areas of significance, enter only categories and subcategories from the instructions.

## 1. Name of Property

Historic name: Calfee Training School

Other names/site number: DHR #125-0034

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: 1 Corbin-Harmon Drive

City or town: Pulaski State: VA County: Pulaski

Not For Publication:  N/A Vicinity:  N/A

## 3. State/Federal Agency Certification

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


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

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

national  statewide  local

Applicable National Register Criteria:

A  B  C  D

	<u>2/9/2022</u>
Signature of certifying official/Title:	Date
<u>Virginia Department of Historic Resources</u>	
<b>State or Federal agency/bureau or Tribal Government</b>	

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

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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>2</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>2</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.)

VACANT/NOT IN USE

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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; METAL: tin

### 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

Calfee Training School is in the Town of Pulaski, in Pulaski County, Virginia. It opened in 1939 after the original Calfee Training School was destroyed by a fire in 1938. The Calfee Training School was the only public school in the town of Pulaski built specifically to provide elementary education for black students during the segregation era. The school stands on the north side of Corbin-Harmon Drive. The school was originally a one-story brick building with eight classrooms and an auditorium. W.J. Dixon, architect of the State Department of Education's Division of School Buildings, provided the plans and specifications. The school was built by the Dublin, Virginia, construction firm of Trinkle and Dobyms with Public Works Administration (PWA) funds. The National Youth Administration provided additional labor to build the auditorium wing. The school was enlarged in 1951 with a small one-story addition at the rear northwest corner composed of a lunchroom and teachers' restroom. The original "T"-shaped building is faced in brick veneer, laid in Flemish variant bond, and features gable and hipped roofs. The balanced façade reflects the Colonial Revival style, comprising a center pavilion with a recessed entrance featuring a classical pediment and flanked by large banks of double-hung wood windows and projecting end pavilions. The one-story rear addition, built in 1951, continues the brick veneer in a five-course Flemish variant bond but is differentiated by its shed roof and metal hopper-style windows. The interior design and details are functional and demonstrate its historic function as a PWA elementary school. The building was renovated in 1990 as corporate offices with minor modifications in the lobby and surrounding classrooms as well as the replacement of window sash and doors. The building is currently vacant. The 2.66-acre site includes a side parking area, a ca. 1990 metal storage building, and a ca. 1981 brick pump station, both of which are non-contributing as they postdate the property's period of significance.

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## Narrative Description

Calfee Training School is located in Pulaski, an incorporated town in Pulaski County, Virginia. Situated two blocks west of the commercial downtown area, it is surrounded by a mainly residential neighborhood. The school stands on the north side of Corbin-Harmon Drive. The 2.66-acre lot includes the school at the south end, a paved parking lot along the west side, a ca. 1990 metal storage building at the east side, and a ca. 1981 brick pump station in the SE corner. The front of the school is set back approximately 25 feet from the public sidewalk, with a shallow front lawn planted with grass and shrubs. A short brick path approaches the front entrance to the building. A chain-link fence borders the north and west sides of the lot. The Tract Fork of Peak Creek runs along the west property line.

Calfee Training School was built in 1939 in the restrained Colonial Revival style as a one-story, brick building with a "T"-shaped footprint. The building stands on a concrete foundation. The central entrance pavilion features a side gable, and the projecting end pavilions feature hipped roofs. Two large, corbeled brick chimneys and parapets with cast stone coping flank the central pavilion. The linear rear wing intersects the central pavilion and comprises two separate sections with front gable roofs connected by a small flat-roofed hyphen. The front section accommodated classrooms while the rear, double-height section featured an auditorium. An interior brick chimney extends above the roof of the rear classroom wing. A small one-story addition appends the west elevation of the rear auditorium section.

The Colonial Revival style is reflected in the balanced front elevation with a central entrance pavilion flanked by banks of windows and two slightly projecting end pavilions. The exterior brick walls are laid in a common bond with a Flemish course of bricks to every three courses of stretcher bricks. A brick soldier-course extends along the water table capping the concrete foundation. Simple wood cornices project below the roof lines of the original central and end pavilions.

A wood triangular pediment supported by a simple entablature and Doric pilasters surrounds the central front entry bay with paneled reveals framing the recessed double-leaf entrance. This entrance contains replacement flush metal divided ½-light double doors capped by a replacement 18-light wood transom. According to the 1939 plans, the original entrance contained paneled wood double doors capped by a four-light wood transom. Two secondary entrances on the rear (north) elevation of the central pavilion contain single-leaf metal divided ½-light replacement doors capped by replacement ten-light wood transoms. A secondary entrance on the rear (north) elevation of the rear classroom wing contains a flush single-leaf door. These three entrances are sheltered by gabled overhangs supported by large wood brackets. The hyphen connecting the two sections of the rear wing features a single-leaf entrance on each side containing a historic single-leaf six-panel wood door. Two single-leaf entrances on the rear (north) elevation of the auditorium section are also sheltered by overhangs supported by large wood brackets. One entrance contains a historic single-leaf 6-panel wood door capped by a historic three-light wood transom, while the other entrance and transom openings are covered with a plywood board. A non-historic freight opening on this elevation contains a non-historic metal roll-up door.

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There are 16 banks of four windows on the front section of the building—eight on the front elevation, four on the east side elevation and four on the west side elevation—with two pairs of double-hung wood replacement window sash. A course of soldier bricks and a concrete sill frame the opening of each window bank. On the west side elevation, an additional bank of windows contains an original set of paired 12/12 double-hung wood sash windows. The east and west side elevations of the rear classroom wing each feature two sets of paired 6/6 double-hung wood sash windows. The rear auditorium wing contains three window banks of three metal hopper windows on each side elevation, located in the clerestory. The arrangement of the building fenestration is formal and symmetrical, with the size, shape, and spatial arrangement of the original openings remaining unaltered, only the window units themselves have been replaced.

The design of the 1951 addition is compatible yet contemporary to the original school as it is subordinate in its small size, simple design, and siting at the rear. The addition incorporates a five-course Flemish variant bond, similar to the three-course Flemish-variant bond of the 1939 school. The brick soldier-course water table of the original school is continued on the addition, although the foundation of the addition is faced with brick. The addition features metal hopper windows on concrete sills. A flat awning shelters the entrance on the west side elevation. The 6-panel wood door in this entrance is covered with a plywood board.

The original 1939 school building has a T-shaped plan comprised of a single-loaded transverse corridor extending across the front section to either side of the front lobby with an intersecting double-loaded corridor extending from the lobby to the auditorium wing at the rear. Eight classrooms, a principal's office, two restrooms, and a furnace area are arranged around these corridors. Historic closets with wood bi-fold doors are intact in some of the classrooms. A hyphen connects the rear classroom wing with the auditorium at the north end of the building. The auditorium features a wood stage at the rear. The corridors are characterized by plaster walls and wood baseboards. The doorways along the corridors contain flush wood doors in metal casings. The former classrooms feature plaster perimeter walls and wood window trim. The hyphen contains painted brick walls. The wood floors throughout the building are covered with non-historic carpeting and vinyl tile. Dropped acoustical tile (ACT) ceilings have been added below the plaster ceilings throughout the building. The stairs to the stage in the auditorium are wood.

The 1951 addition appends the west elevation of the auditorium wing. This small addition is comprised of two rooms and a restroom that served as a lunchroom and teachers' restroom. The addition is in poor condition due to the deteriorated roof. Historic two-panel doors and some historic plaster walls remain intact. Plaster has been removed from several of the walls, exposing brick and concrete block. The tile floors and dropped ACT ceilings are in poor condition due to water damage from the deteriorated roof.

Interior modifications that postdate the closing of the segregated elementary school in 1966 do not contribute to the significance of the building as a school and are not considered to be historic. Most of the interior modifications date to 1990 when the building was converted to office space. Modifications include the installation of modern aluminum-frame storefront doors in the entryway

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and the alteration of the front four classrooms along the longitudinal corridor with the replacement of the 90° corners of the classroom along this corridor with angled walls containing glazed-block wood windows. Additional modifications include contemporary acoustical tile ceilings, gypsum wallboard and wallpaper, carpeted, parquet tile, and vinyl tile floors, removal of transoms above doors, replacement doors, limited new partition walls, and the installation of a second-floor storage area above the auditorium. These changes are minimal, and the majority are reversible. The changes 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.

There are no contributing secondary resources associated with the school. The metal storage building beside the school was constructed ca. 1990 and postdates the property's period of significance. The brick building with a flat concrete roof at the southeast corner was constructed ca. 1981 as a pump station and also postdates the property's period of significance.

### **Statement of Integrity**

With its relatively unaltered exterior, interior plan, and finishes that clearly reflect its original design and function, Calfee Training School retains the physical integrity necessary to convey its architectural and historic significance as a public elementary school built in 1939 with funding from the Public Works Administration for black students in Pulaski 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 on the north side of Corbin-Harmon Drive in a historically black neighborhood a few blocks west of the downtown commercial district in the town of Pulaski. The school site retains its setting with a small, landscaped area in front, gravel parking area on one side, and open area for play with primarily residential land uses continuing to characterize the surrounding community.

The 1939 brick building and 1951 rear addition also retain their overall design, materials, and workmanship. The restrained Colonial Revival features of the school remain intact with its character-defining red brick walls laid in a Flemish-variant bond, symmetrical facade, pedimented entryway, simple cornice, and balanced fenestration pattern. Although the original window sash and doors have been replaced, the size, shape, and spatial arrangement of the school's original fenestration have not been modified. The 1951 addition is contemporary yet compatible with the original building in its use of red brick veneer laid in a (slightly different) Flemish-variant bond combined with metal hopper-style windows. The interior plan and finishes also remain intact overall and clearly reflect the historic design and function of a public elementary school designed and built in 1939 according to standardized plans provided by the Department of Education.

With these elements intact, Calfee Training School retains its attributes of feeling and association as it continues to convey its historic function as a public school constructed in 1939 with funding from the Public Works Administration in an attempt to provide equal educational opportunities to black students in Pulaski County during the Jim Crow era of segregation.

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

1. Calfee Training School, 1939, contributing building
2. Metal Storage Building, ca. 1990, non-contributing building
3. Brick Pump Station, ca. 1981, 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**

1938-1966

**Significant Dates**

1951

**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)

Trinkle and Dobyys (contractors – 1939 building and 1951 addition)

National Youth Administration (builders – 1939 auditorium wing)

Smithey and Boynton (architect - 1951 addition)

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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 1939 with funding from the Public Works Administration as an elementary school for black students during the Jim Crow segregation era in the town of Pulaski, the Calfee 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, the Calfee 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. Funded by the Public Works Administration and built according to plans provided by the Virginia Board of Education School Building Service, Calfee Training School is an excellent example of efforts by the state and federal government to improve educational facilities and expand curriculum while maintaining a segregated public school system. The school is also eligible under Criterion A for its significance in African American Ethnic Heritage in Pulaski County as it represents the efforts of the black community to attain equality in education for students and teachers during the Jim Crow era of “separate but equal” segregation. Petitions filed by the teachers and parents demanding improved teacher salaries and school facilities reflected the 1930s equalization strategy of the NAACP Legal Defense Fund. The fight over the plans for the new Calfee Training School resulted in the addition of an auditorium wing but the loss of secondary education and the school principal as the county decided to replace Chauncey Harmon and send high school students to the Christiansburg Institute in Montgomery County. The Calfee Training School is also locally significant under Criterion C in the area of Architecture as a good example of a one-story consolidated school funded by the Public Works Administration according to standardized plans provided by the Board of Education School Building Service. Designed in the Colonial-Revival style, the school also illustrates the preference in Virginia to utilize this traditional style for educational buildings during the first half of the 20<sup>th</sup> century. The period of significance for the Calfee Training School begins in 1938, with the commencement of its initial plans for construction and the subsequent efforts by the black community to expand and improve the plans for the proposed new school and ends in 1966 when the Pulaski County school system became fully integrated and Calfee Training School closed. The school reopened in 1968 as Pulaski Primary School for white and black kindergarten students. The significant date of 1951 coincides with construction of the school’s rear addition, which included two rooms and a restroom.

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

The concept of free public schools in Virginia was first supported by the General Assembly in 1810 with the establishment of the Literary Fund and the subsequent passage of the Public School Act of 1829. As these legislative actions did not make public schools compulsory or institute a local tax requirement for their financial support, they did not have an immediate statewide impact on public education.<sup>1</sup> However, they are significant in the history of public education in Virginia

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– particularly the Literary Fund which continues to operate today – as they “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>2</sup> By 1861, there was a superintendent and a board of school commissioners in every county in Virginia.<sup>3</sup> This concept of public schools, however, did not extend to blacks as Virginia laws prior to the Civil War prohibited the education of both free and enslaved blacks.

Pulaski County, formed in 1839 from Montgomery and Wythe counties, was typical of Southwest Virginia with subsistence farming dominating the economy. While the plantation system so prevalent in the Tidewater region of Virginia did not characterize Pulaski County with its reliance on enslaved labor, the county did have a significant number of enslaved African American workers during the antebellum period. In 1840, the census recorded the total county population as 3,739 with 971 (26%) black persons, including seventeen who were free. At the time, there were seven “common” schools in the county providing primary education to white students only. By 1860, the county population had increased to 5,416 with 29% enslaved.<sup>4</sup>

The first school for free blacks in Virginia was formed near Hampton in 1861, just before the beginning of the Civil War.<sup>5</sup> After the war, Congress established the Freedman’s Bureau in 1865 to aid the South in the transition from enslavement to freedom of blacks. Operating until 1872, part of the bureau’s responsibility was to oversee approximately 3,000 schools across the South for those freed from enslavement. One such school was founded in 1866 in nearby Montgomery County by Captain Charles Schaeffer, who served as Commissioner of the Freedmen’s Bureau for the New River region. Established five years before the public school system in Montgomery County and originally known as the Hill School, it would expand in the late 1890s to become the Christiansburg Industrial Institute and serve black students from the surrounding region (including Pulaski County).<sup>6</sup> Schaeffer also helped to establish black churches throughout the region, including churches in the communities of New River, Dublin, Bell Spring, Pulaski, and Rich Hill in Pulaski County. A white teacher from the North also came to the county seat of Newbern during this time to provide formal teaching to black students in Pulaski for the first time.<sup>7</sup>

### ***“Separate but Equal” Public Education in Virginia and Pulaski County***

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 1869. 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 provisions for compulsory school attendance.<sup>8</sup> In spite of the progressive Republican leadership during Reconstruction, the public schools were segregated from the beginning on the prevalent theory that this arrangement would diminish racial tension.<sup>9</sup> In 1896, segregated schools and all other public accommodations were legally sanctioned by the US 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

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discontent with the inferior and limited job opportunities, such as field hands or domestic workers, that the dominant white population allowed them.<sup>10</sup>

During the initial 1870-1871 term of the new school system in Virginia, approximately 38% of eligible white students and 24% of black students in the commonwealth attended public schools for the first time. In Pulaski County, there were a total of sixteen one- and two-room schools, with thirteen of these serving 634 white students (averaging 48 students per school) and only three schools serving the 184 black students (averaging 61 students per school). Despite this disparity in facilities, the attendance rate was much higher for the black students with 131 (71%) attending daily while the attendance for white students averaged only 334 (52%).<sup>11</sup> By 1880, the total number of public schools in the county had increased to 32 elementary schools with high school education found only at the private academies.<sup>12</sup>

During the last quarter of the 19<sup>th</sup> century, the population of Pulaski County increased from 8,755 in 1880 to 14,609 in 1900 as the arrival of the railroad and industries brought new employment opportunities to the area.<sup>13</sup> The Altuna Coal Company built a railroad into the nearby coalfields followed by the opening of the Bertha Zinc Works in 1884 at Martin's Tank, which would become incorporated as Pulaski City in 1886. By 1884, the Pulaski Iron Company owned the zinc mine with 210 employees in 1888. The Dora Furnace – later to become part of Virginia Iron, Coal and Coke Company – opened in 1890. While the percentage of black persons in the county decreased slightly from 28% in 1880 to 22% in 1900, this is due to the overall growth in population during the industrial boom. The number of black residents actually increased during this period from 2,452 to 3,237 with the new employment opportunities for black workers provided by the railroad and the numerous industrial operations. This influx of workers spurred the development of several black communities in Pulaski County – including Christian Hill, Dude Hill, Needmore, Big Railroad, Dora Mountain, Randolph Avenue, and the company housing for blacks at the Pulaski Iron Furnace, which became known as “P.I.”<sup>14</sup>

Pulaski City, the future Town of Pulaski, began to develop during this time as the commercial center of the county with twelve mining companies and the same number of land development companies locating their offices in town by 1900.<sup>15</sup> There were two schools in town at this point, one for white students and one for black students. The school for white students, designed by the Lynchburg architectural firm of W.P. Tinsley and Company and constructed in 1890 at a cost of \$12,500, consisted of a two-and-a-half-story, brick facility on Randolph Street that included eight classrooms. By contrast, black students in town first attended school in 1880 in a former house in the Big Railroad section. By 1888, a second school for blacks opened in town in a frame building owned by the Episcopal Church on Water Street.<sup>16</sup> One-room black schools also opened in 1888 in the nearby communities of Christian Hill and Needmore.<sup>17</sup>

Pulaski City became the new county seat in 1894 after a fire destroyed the courthouse in Newbern in 1893. The short-lived voting power of black county residents during Reconstruction was evident in the contentious 1894 referendum on the new location for the courthouse. It is reported that black voters in Pulaski City held a rally the night before the referendum and demonstrated their unanimous support to relocate the courthouse to Pulaski City rather than the older towns in the

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county, such as Dublin, Newbern, and Snowville.<sup>18</sup> School facilities for black students in the new county seat improved at this time with the consolidation of three smaller schools into a new, four-room brick school for the Pulaski District. The Town Council voted to contribute \$500 towards the construction of the Pulaski Graded School on West Main Street.<sup>19</sup> Construction of the new school was completed in late 1894 and the school opened for classes in January 1895.<sup>20</sup> In spite of this new school, education in Pulaski County continued to be segregated and unequal. In 1901, there were 2,398 white students attending sixty schools in the county (averaging 40 students per school) and 672 black students attending twelve schools (averaging 56 students per school).<sup>21</sup>

The beginning of the 20<sup>th</sup> century, however, initiated a period in which the rights of blacks in Virginia would be severely curtailed through the ratification of the Constitution of 1902. It has been said that the “elimination of the African American vote to the maximum degree possible was the intention of from the outset” of the convention.<sup>22</sup> In addition to introducing the poll tax to disenfranchise black voters, the new constitution established legal segregation. In particular, Section 140 of the 1902 Constitution stated that “White and colored children shall not be taught in the same school.”<sup>23</sup>

### ***Social Reform and Improvements to Black Education in the Rural South***

In the aftermath of the 1902 Constitution, blacks in Virginia realized they would have to rely on themselves to supplement the minimal public support provided by the General Assembly in order to improve their situation. During the early 1900s, there were two organizations committed to advancing educational opportunities for black students and teachers in Virginia. The School Improvement League worked to improve school facilities for blacks while the Virginia Teachers Association focused on supporting professional development for teachers. In 1909, the two organizations joined forces and, subsequently, became part of the newly formed Negro Organization Society in 1912. Under the leadership of John Gandy, T.C. Walker, and Robert Russa Moton, the Negro Organization Society sought to make improvements in the lives of black Virginians in the areas of farming, education, health, and home. With a particular emphasis on education, the Society solicited private donations to supplement public funding for school construction and improvements and advocated for longer school terms. By 1916, the organization had raised \$133,191 and succeeded in extending the school term to six months.<sup>24</sup>

Fortunately, a number of philanthropic organizations also emerged to improve life in the rural South as part of the general progressive movement during the early 20<sup>th</sup> century.<sup>25</sup> Several of these organizations focused on education – particularly the disparities in public funding and general support for black education during the Jim Crow era of segregated schools, which were separate but definitely not equal. The Southern Education Board formed in 1901 as a result of a series of conferences held by educators and clergymen to discuss the general idea of improving the system of public schools in the South.<sup>26</sup> In 1903, John D. Rockefeller established the General Education Board Inc. for “the promotion of education within the United States of America without distinction of race, sex or creed.”<sup>27</sup> Rockefeller initially funded the General Education Board with a gift of \$1 million followed by subsequent gifts of \$10 million in 1905, \$32 million in 1907 and an additional \$10 million in 1909. The board advocated to create the position of State Superintendent of Negro

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Schools in Virginia in 1910. By 1940, the board reportedly had invested \$85 million in education in the south.<sup>28</sup>

Educational reform efforts often focused on extending instruction to the high school level. Unfortunately, this reform effort was generally limited to white students with only 21 black high schools in the South by 1916. In Virginia, there were only 74 high schools in 1906, including one for white students in the town of Pulaski. Following the passage of the 1906 Mann Act, which provided funding and regulations for a state system of high schools, the number of high schools in Virginia increased significantly. By 1918, there were 522 high schools in Virginia, including 183 that were fully accredited; however, only three of the accredited high schools existed in the state for black students.<sup>29</sup>

The John F. Slater Fund was one of the first educational foundations in the United States exclusively devoted to black education.<sup>30</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>31</sup> However, it was not until 1911 that the fund began concentrating on the establishment and development of public secondary school facilities.<sup>32</sup> The Slater Fund ascribed to the County Training School approach which, unlike fully accredited high schools, were secondary schools for black students based on the industrial or vocational school model experienced by Booker T. Washington at the Hampton Normal Institute and continued by him at Tuskegee Institute. Supported financially by the John F. Slater Fund, these schools were established for the purposes of offering academic coursework as well as industrialized training in the fields of farming, home economics, and teaching. The Slater Fund sponsored these black secondary schools with the understanding that funding would be discontinued once the school became organized and public school boards could fully sustain them.<sup>33</sup> In 1915, there were five county training schools for blacks in Virginia with the number increasing to 68 by 1933, including the Calfee Training School in Pulaski.<sup>34</sup>

Anna T. Jeanes, a wealthy Quaker from Philadelphia, established the Negro Rural School Fund in 1907 with a \$1 million endowment. The purpose of the fund was to enhance black education, both academic and vocational, in the rural South through the sponsorship of black teachers and supervisor positions. This fund differed from others in that it provided teacher and administrative support rather than the construction of new facilities.<sup>35</sup> Pulaski County benefitted from these services with Mrs. Mary White Buford, former principal of the Calfee Graded School (1911-1918), serving as the Jeanes Supervisor for the county beginning in 1918.

The Julius Rosenwald Fund was organized in 1917 specifically to improve educational facilities (primarily elementary schools) for blacks in the South. The school building program initiated a basic level of standards by requiring, among other things, that the local black community and the locality contribute at least one-third of the cost, that school sites consist of at least two acres to provide room for outdoor play, and that the school term be a minimum of five months. By 1932, the Rosenwald Fund had assisted with the construction of more than 5,000 schools in fifteen southern states. In Virginia, 381 “Rosenwald Schools” were constructed, including the Rich Hill School (1917-1920) and the New River School (1922-1923) in Pulaski County.<sup>36</sup>

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### ***Growth in Pulaski and School Improvements***

In spite of the closing of the Dora Furnace and the Bertha Zinc Works, Pulaski County successfully transitioned from an economy based on mineral extraction to one of furniture manufacturing in the years following World War I. The Pulaski Foundry and Machine Company opened in 1916. The Coleman-Vaughan Furniture Company moved to Pulaski in 1923 with 125 jobs. The Pulaski Furniture Corporation and the Pulaski Mirror Company soon followed as well as a Hosiery Mill and thread factory.<sup>37</sup> While the overall county population increased by 19% during the 1920s with an additional 4,000 white residents, the black population decreased from 2,930 in 1920 (17%) to 2,248 (11%) in 1930.<sup>38</sup>

As the overall population of Pulaski County increased, so did the number of students and the Pulaski County School Board (PCSB) made plans to consolidate and improve school facilities. The PCSB budgeted \$33,563 in 1915 and \$26,969 in 1916 for school construction and improvements.<sup>39</sup> Projects included the construction of a new elementary school for white students and a four-room addition to the Pulaski Graded School for black students. The improvements to the black school also provided “sanitary toilets” for the first time; however, the school still lacked a cafeteria or library. Mrs. Santa Cruz, who taught domestic science, made soup in her classroom, and sold it for five cents a bowl to students who did not bring their lunch to school.<sup>40</sup> The Rich Hill School for blacks was built soon after with support from the Rosenwald Fund. The Rosenwald School Building records indicate this one-room school was built during the 1917-1920 budget years at a cost of \$1,250 with \$400 contributed by the black community, \$250 in Rosenwald funds, and only \$625 from PCSB.<sup>41</sup>

Secondary school education for blacks in the town of Pulaski was first offered between 1918 and 1920 with the addition of two grade levels to the Pulaski Graded School under the leadership of principal Anna B. Norman, known as the “Mother of the High School Department.”<sup>42</sup> In 1921, the name of the school changed to the Calfee Training School, in honor of Lee Calfee who had donated the land for the school. Additionally, the change in the name from a “graded” to “training” school reflected the addition of the high school department and, more than likely, also the receipt of funding from the Slater Foundation as it served as the primary supporter of the county training school movement.<sup>43</sup>

In 1922, the *County Unit Act* went into effect for Virginia schools. Thus, the multiple school districts operating in Pulaski County were merged into a singular district and schools were consolidated. At that time, there were a total of 42 schools for white students in the county, including 27 one-room schools and seven two-room schools. In addition to the Pulaski Training School, black students attended four one-room schools and one two-room school in the county.<sup>44</sup> The most significant change resulting from the unit plan was the consolidation of existing one- and two-room schools scattered throughout the county into larger, centrally located schools with improved plans based on standardized designs from the School Building Service of the Department of Education. Other changes included the initiation of a transportation system and expanded institutional programs as well as the uniformity of school terms.<sup>45</sup> As part of its efforts to comply



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with the *County Unit Act* and to ease overcrowding in the Pulaski District schools, the PCSB applied for Literary Funds from the General Assembly and passed a \$75,000 bond in 1923 to construct and furnish a new 20-room Jefferson Elementary School for whites in South Pulaski.<sup>46</sup> In contrast, the PCSB applied for Rosenwald funds to construct the New River School in 1922-1923. The total cost of this two-room black school was \$4,800 with \$100 contributed by the black community, \$700 in Rosenwald funds, and \$4,000 from PCSB.<sup>47</sup>

As with many education reforms in Virginia and the South at this time, improvements were initially made to white schools and only trickled down to black schools as the segregated and unequal status quo persisted. This was confirmed in 1928 by the *Report to the Educational Commission of Virginia of a Survey of the Public Educational System of the State*. Also referred to as the “O’Shea Report” for Dr. M.V. O’Shea of the University of Wisconsin who directed the study, the report identified significant deficiencies in education in rural areas of Virginia, particularly for black students and their teachers. Specifically, the report recommended improvements to school facilities and the educational curriculum as well as teachers’ training and salaries. With only nineteen high schools for black students in Virginia in 1926, including only eight that were accredited, O’Shea commented that:

This leaves the great mass of colored people almost without standard high school facilities. And it makes effective training for leadership, so sadly needed by this isolated group, both difficult and unduly expensive. For they must send their children away to boarding schools for advanced elementary and high school training, which they should receive free of cost at their homes.<sup>48</sup>

The O’Shea report, however, continued to support the “training school” approach that focused more on vocational training than academic and higher education for black students.<sup>49</sup>

The disparities in spending on white and black schools in Pulaski, average number of students per teacher and school, the limited secondary curriculum, and the renaming of the Pulaski Graded School to the Calfee Training School align with the findings in the 1928 O’Shea Report. An interview with Edna C. Gardner, who taught in three different one-room black schools between 1918 and 1933 (before joining the faculty at the Calfee Training School in 1934), provides insight into the conditions of black schools in Pulaski County. Ms. Gardner was paid a salary of \$38 for a six-month term in 1918 with an additional \$1.50 a month for cleaning the school and laying the fire during the winter months. At the Allisonia school, she taught grades one through six in a single room with students ranging in age from five to nineteen. There was no indoor plumbing or toilets and the students walked to school as no transportation was provided.<sup>50</sup> Conditions were similar at the Needmore School, a one-room school located in a church just outside of town in North Pulaski. The one teacher employed at this school reported for the 1924-1925 term that she taught a total of fifty-two students ranging in age from six to fifteen years. The school term lasted 134 days with an average attendance of thirty-nine students a day. As no transportation was provided, students walked between six and fourteen miles each way to school.<sup>51</sup>

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In 1933, Calfee Training School had an enrollment of 224 students and offered two years of high school education.<sup>52</sup> The first class of students completing four years of high school instruction graduated in 1935; however, Calfee Training School was not an accredited high school. Dr. P.C. Corbin, a prominent doctor in the black community, led efforts by the Calfee School Patrons League in 1936-1937 to advocate for an accredited high school for black students in Pulaski County. The closest option at the time was Christiansburg Institute in Montgomery County and no transportation was provided. The PCSB decided to expand the high school curriculum at Calfee Training School in 1937 by hiring Chauncey Harmon to teach mathematics and reading.<sup>53</sup> Harmon grew up on nearby Magazine Street and attended Calfee Training School through the ninth grade (1920-1929). With limited options for an accredited high school education in Virginia, Harmon attended high school at Tuskegee Institute in Alabama, where he also received his Bachelor of Science degree in business administration in 1935. After returning to Pulaski, Harmon taught in an adult literacy program in the county sponsored by the newly established Works Progress Administration (WPA) from 1935 to 1937. To supplement his income, Harmon also worked odd jobs and helped his parents with their hotel and barbershop businesses.<sup>54</sup> With the coveted position at Calfee Training School, Harmon began making \$55 a month.<sup>55</sup>

In 1937, Calfee Training School had eight classrooms and eight teachers (including the principal) for the education of approximately 250 students ranging from the first through the twelfth grade. The school, originally built in 1894 and expanded in 1915, was in poor condition with no separate rooms for the cafeteria or library. With no auditorium or gymnasium, school plays and other assemblies were held at the First Baptist Church on Magazine Street and athletic competitions played on opponents' courts and fields.<sup>56</sup> Textbooks and supplies were usually second hand and in short supply. This lack of funding was confirmed in a report by the county treasurer that the 1936-1937 spending per student at Calfee was \$21.48 compared to \$31.04 at the white high school.<sup>57</sup> Another example of this disparity was the provision of hot lunches through a WPA program to the white high school students beginning in 1935 while these lunches were not offered to the students at Calfee until 1937.<sup>58</sup> While the accommodations at Calfee Training School were lacking, the school benefitted from a stable and committed faculty as well as an active student body. The first publication of the school yearbook, *The Purple and Gold*, provides insight into student activities and accomplishments in 1937-1938. In addition to the yearbook club, four other clubs sponsored plays, art shows, assemblies, fundraisers, and school outings. In spite of not having a gymnasium, athletic teams also competed for the first time that year in basketball, volleyball and softball.<sup>59</sup>

The PCSB began construction on Pico Terrace Elementary School (white) in late 1936 to replace East Pulaski Elementary School. The new two-story, brick building cost approximately \$82,000 with funding provided by the Literary Fund and the federal Public Works Administration. The twelve-room school opened with an enrollment of 450 white students in October 1937.<sup>60</sup>

### ***The Public Works Administration and School Improvement Plans***

The early 1930s did not provide any improvements to public education in Pulaski County due to reduced tax revenues resulting from the Great Depression. As an industrial town, the local economy was severely impacted with several industries closing and others laying off or

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furloughing employees due to reduced production. While the overall county population remained relatively the same, the black population continued to decline by 195 residents, representing a decrease from 11% to just 7%.<sup>61</sup> Teachers' salaries and school budgets reached an all-time low in 1933-1934 before being reinstated in 1937.<sup>62</sup> In 1936, the economy began to rebound as Appalachian Electric Power announced plans to begin construction in 1937 of the \$10 million dam and power plant project that would create Claytor Lake.

Nationally, new school construction came to a halt during the Great Depression due to lack of financial resources. To stimulate the economy and provide the associated employment opportunities, Congress passed the Economic Recovery and Construction Act in 1932 to provide financial assistance to local, state, and federal government agencies with funding for public infrastructure projects. To administer the funds, the Public Works Administration (PWA) was created in 1933. PWA funded various projects throughout the country such as schools, courthouses, dams, bridges, subways, hospitals, and sewage treatment plants. Between 1933 and 1939, 70% of all school construction in the country was completed with the assistance of PWA funds.<sup>63</sup> Through March 1939, the PWA subsidized 7,282 educational projects amounting to \$1,161,118,000 in total funds. Over 40% of PWA allotments were made to building and improving educational facilities across the country, "indicating to some extent what the communities of the Nation have considered to be their prime need in the matter of public works."<sup>64</sup>

From 1933-1937 the much-needed improvements to black elementary and secondary schools, in particular, was supported by the PWA with a total of approximately 225 new schools constructed, improvements to approximately 115 existing schools and the construction of 64 associated buildings, such as auditoriums, cafeterias, dormitories, and housing for teachers.<sup>65</sup> The estimated cost of this building program totaled \$15,861,221, with \$8,814,211 going towards elementary schools such as the Calfee Training School. These schools for black students were only constructed in states in the South which still had separate facilities for white and black students. Virginia was one of those states which experienced the greatest rise in benefits to black students in the form of more new and improved school buildings for black students, and thus an increased level of participation and attendance.<sup>66</sup> The cost of these new buildings and building improvements for State Superintendent of Instruction Sidney Hall accredited the school construction boom in Virginia, which totaled nearly \$10 million by 1938, directly to the availability of PWA funds.<sup>67</sup>

Beginning in 1935, Pulaski County started making plans for school improvements to take advantage of the PWA funds. In addition to several additions to one- and two-room schools throughout the county, the PCSB began construction on Pico Terrace Elementary School (white) in late 1936 to replace East Pulaski Elementary School. The new two-story, brick building cost approximately \$82,000 with funding provided by the Literary Fund and the federal PWA school construction program. The twelve-room school opened in October 1937 with an enrollment of 450 white students.<sup>68</sup> As early as 1936, the PCSB recognized the inadequate conditions at Calfee Training School, particularly the lack of an auditorium, and introduced several proposals over the next couple of years. Improvement options proposed ranged from an auditorium addition to the current school building; the construction of a new four-room school across the street to function in conjunction with the existing school; and, an entirely new eleven-room school across the street

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that would include an auditorium.<sup>69</sup> The 1938-1939 budget provided for a school construction and improvement plan with the following projects proposed: at Pulaski High School (white), a new gymnasium (\$45,000), heating and sanitary improvements (\$15,000) and a new four-room home economics cottage (\$10,000); at Dublin High School (white), a three-room addition (\$12,000) and heating and sanitary improvements (\$10,000); and, at Calfee Training School (black), a new eight-room building on a new site across the street (\$34,045). The plan also included remodeling the current Calfee Training School building for use as an auditorium and additional classrooms for home economics and manual training. The county received \$56,250 (45%) in PWA funding and planned to finance the balance with a loan from the state Literary Fund.<sup>70</sup>

While plans for the above improvements were underway, the disparities in school facilities for whites and blacks in Pulaski suffered an even greater divide as the Calfee Training School caught fire on November 11, 1938.<sup>71</sup> This tragic loss not only temporarily left the black students without a school building in town or any provision for secondary education in Pulaski, but also ignited a public debate over the equality of school facilities and teachers' salaries in the county.

### ***Plans for a New Calfee Training School and the Fight for Equality***

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 legally-segregated schools.<sup>72</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>73</sup> Following a recent successful salary equalization court case in Montgomery County, Maryland, Thurgood Marshall spoke to the Virginia State Teachers Association (VSTA) at its Jubilee Conference at Hampton Institute in November 1937. As assistant special counsel to the NAACP, Marshall explained to the members of the statewide black teachers' organization that the NAACP intended to begin a similar equalization effort in Virginia and North Carolina. The VSTA unanimously passed a resolution to provide financial support to this effort.<sup>74</sup> Field Secretary E. Frederic Morrow described the event in the January 1938 issue of the NAACP publication *The Crisis* as "1000 Negro public servants registering an open, courageous, and intelligent protest against the rising tide of white oppression and discrimination."<sup>75</sup>

Chauncey Harmon, who had attended the 1937 VSTA Jubilee Conference, was inspired by the NAACP efforts and submitted his name as a candidate for the Virginia equalization case during the summer of 1938 following his first year teaching high school classes at Calfee Training School.<sup>76</sup> Harmon continued to communicate with the leadership of the VSTA and the Virginia Conference of the NAACP through the events of the 1938-1939 school year. Statewide, the topic of equality in education remained on the forefront of activism within the black community. Beginning in August 1938, the *Richmond Afro-American* and the *Norfolk Journal and Guide* ran a series of articles pointing out the disparities in funding and facilities provided for the education of whites versus blacks. Editorials in these well-known newspapers even went as far as to compare the treatment of blacks in the South to that of Jews in Europe and drew parallels between the Southern white gentleman and Mussolini and Hitler.<sup>77</sup>

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In Pulaski County, the inequality between white and black school facilities became even more evident with the 1938-1939 school construction and improvement plan, particularly in the plans to replace Calfee Training School. In spite of the fact that the total proposed budget for the new site and building for the black school was more than \$10,000 less than the cost of the gymnasium alone at the Pulaski High School (white), the PCSB decided only to build the new eight-room Calfee Training School as planned without compensating for the loss of the former school building that was planned to be renovated for an auditorium as well as home economics and manual training classes. The PCSB was adamant that the budget only allowed for the construction of the eight-room new school and, since the former school was destroyed by fire, there would be no additional provision for the auditorium and training classes.

Leaders in the black community decided to take advantage of this situation to address the racial disparity in education in Pulaski and to advocate for improved facilities. Dr. P.C. Corbin, a black doctor who had gained the trust and respect of the white community during the influenza epidemic, served in leadership roles in both the Calfee Parent Teacher Association and the local NAACP chapter. As a strong advocate for black education in Pulaski, Dr. Corbin wrote a letter to the *Pulaski Southwest Times* on November 15, 1938 commenting on the dilapidated condition of the Calfee Training School prior to the fire and pointing out that there had been a long history in the county of inadequate funding of facilities for black students.<sup>78</sup> That same day, the newspaper uncharacteristically took a stand on the issue and ran an editorial that called for the PCSB to provide a new school that “will be adequate for all needs” and to “do their utmost to provide for the best interests of the colored people.”<sup>79</sup> Chauncey Harmon, who had been promoted to principal of Calfee Training School in 1938, followed the next day with an open letter to the editor of the newspaper that expressed his frustrations with the decisions (and lack of action) regarding Calfee Training School on the part of the PCSB. In his November 20, 1938 letter, which appeared on the front page with the title “Principal of Colored School Appeals to Pulaski Citizens in Effort to Reopen Classes,” Harmon airs his frustrations in identifying temporary facilities for the remainder of the school year and the lack of accommodations in the proposed new school plans. He also points to the disparity between the funding for facilities at white and black schools as evidence of the general lack of support from the PCSB for black students and their teachers.<sup>80</sup>

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<p><b>OPEN FORUM</b></p> <p><b>EXPRESSES THANKS</b></p> <p>Editor, The Southwest Times:</p> <p>This term I have done quite a bit of visiting throughout the city and county and have contacted people of both races who have voluntarily pledged their cooperation and expressed their interest in helping me develop my school. In view of the approaching end of my first term as principal and the new plans for our school in the future, I feel it my duty to express my personal thanks and appreciation to the school board, The Southwest Times and its staff, Mrs. Tracy Walker, the several churches and their clubs, the music club, the Rotary club, and all personal sympathizers and cooperators of both races who have given me such excellent cooperation with the intention of helping me make this, my first term as principal, a successful one. The new school program is an excellent one and I want to express by personal thanks and appreciation to all who have interested themselves in my affairs that I might make my first term of principal a worthwhile and beneficial one.</p> <p>The new Calfee training school is now under construction, intended to be ready to enter in September. With its adequate class room space of eight rooms, its convertible auditorium and gymnasium, its teaching staff and its vast playground space, there is every reason to believe and expect it to eventually rank among the best elementary schools of the state. This new school plan will be a great help and credit to this community, city and county, and I am convinced that many worthwhile changes of improvement and development can and will be seen in our community in the future. Let me urge you and invite you to visit our new location from time to time and inspect the structures as they go up. Everything is ideal.</p> <p>All of our high school pupils will be transported to Christiansburg Industrial Institute, Cambria, beginning in September, a school which offers a full course of home economics, manual arts, agriculture and extra-curricular activities. This is a very excellent oppor-</p>	<p>tunity for our high school pupils, one of which the colored citizens are very proud.</p> <p>I am convinced that there is much yet to be done, but without the cooperation of the school board, the teachers and the citizens, what has been done would have been impossible. I cannot fully express my personal thanks, appreciation and gratitude as I would like to for the help which has been given me but in a simple and sincere way I do want to say "thank you" to all who have interested themselves in my school situation and I pledge to you my full cooperation in any way that I might be of service in any way in this community.</p> <p>Sincerely and thankfully yours, Chauncey Harmon, Principal.</p> <p><b>Date With Danger</b></p> <p>(Continued From Page Three)</p> <p>Franklin?"</p> <p>The phone buzzed on Tom's desk. "This is Mary Franklin calling from Rhineland 4-7254," came Marv's agitated voice before Tom could say "Hello." "A man named Nick Hatt has just come into this apartment. Send the police—" Her voice stopped suddenly, terminated by a shriek. Ladd heard the receiver crash to the floor.</p> <p>(To Be Continued)</p> <p><b>WORRY CITY</b></p> <p>LARAMIE, Wyo. (UP) — City officials are going to "do something" for truckers who transport explosives and combustible liquids. Plans for a special parking lot were drawn shortly after a truck containing 1,100 gallons of compressed gas blew up in a nearby garage and shook the windows of the city hall.</p> <p>Japan faces a steel shortage.</p> <p><b>SPECIAL!</b></p> <p><b>SUITS AND PLAIN DRESSES</b></p> <p>Cleaned and Pressed</p>
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Image 1: Chauncey Harmon, "Open Forum Letter to the Editor," *Pulaski Southwest Times*. November 15, 1938, 4.

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The newspaper appeals to the public were successful as numerous civic clubs and organizations within both the white and black communities of Pulaski took notice. Resolutions in support of adequate facilities for the Calfee Training School were passed by the Pulaski Rotary Club, the Pulaski Baptist Church, the Women's Auxiliary of Christ Church, the Ladies' Aid of Jefferson Avenue Christian Church, the Women's Missionary Society of the First Methodist Church, the Junior Women's Club, and the Senior Women's Club with copies of the resolutions sent to the PCSB, the County School Superintendent, and the Superintendent of Instruction at the Department of Education in Richmond.<sup>81</sup> The public outcry, prompted by the letters to the editor, got the attention of the PCSB as accommodations for students to continue the 1938-1939 school year in temporary facilities in a lodge hall and two churches in the black community were announced by County School Superintendent Haynes H. Bruce on November 29. At the time, Bruce also reiterated that the plans for a new eight-room school building, which were underway prior to the fire, were almost complete and would not be changed.<sup>82</sup> Harmon and Corbin successfully used the media to keep the issue in the public arena with regional and statewide coverage in *The Roanoke Times* and the *Norfolk Journal and Guide*.<sup>83</sup> The public pressure must have caused the PCSB to reconsider their plans as the Superintendent's Office announced on December 11 that "It is now the purpose of the board to take the insurance money received from the building, which was destroyed by fire, which amounts to \$5,200, use the brick from the old building and build an auditorium and two class rooms with the aid of the national youth administration. This is in addition to the new 8-room building."<sup>84</sup>

In February 1939, the *Pulaski Southwest Times* reported that the architectural plans for the new Calfee Training School and the Pulaski High School gymnasium had been completed and that construction bids would be opened on March 1. The newspaper described the plans for Calfee as follows:

Plans for the Calfee training school building outline eight class rooms in a one story building, furnace and fuel rooms, toilets, a principal's office and a hall running the length of a "T" shaped structure. Also to be constructed are two additional class rooms and an auditorium through the NYA (National Youth Administration). The building is to be erected on the north side of Second street west, on property recently acquired by the school board and will have a front and two side entrances on the T shaft. Class rooms will measure approximately 24x30 feet each. Construction details call for select common brick with a metal roof.<sup>85</sup>

The new school was planned to accommodate 320 students in the first through twelfth grades. The \$39,650 estimated construction cost included \$31,000 in PWA funds as well as \$5,200 in insurance proceeds from the former school building destroyed by fire. Any funds left over after construction would be used to equip the new school building. The bid to construct the new Calfee Training School was awarded on March 1, 1939, to the Dublin firm of Trinkle and Dobyns in the amount of \$34,750. The construction of the much-contested rear wing for the gymnasium and training classrooms would be accomplished with the assistance of the National Youth Administration (NYA) using the bricks from the former school. Construction was scheduled to begin immediately and be completed within 180 days.<sup>86</sup>

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The NYA was established by Executive Order 7086 in June 1935 within the structure of the PWA. According to a report on the program written by the Federal Security Agency and War Manpower Commission, the objectives of the program were to “provide opportunities to needy young men and women for the continuance of their education and to gain needed work experience.”<sup>87</sup> The NYA offered part-time employment for young people who were in school and in need of financial aid to continue their education and for young people who were not in school and unemployed.<sup>88</sup> NYA workers participated in a variety of public works projects, including, but not limited to, construction and repair of buildings, automotive repairs, healthcare, reforestation, and library services.<sup>89</sup> The NYA program ended in 1943. Throughout its lifespan, the NYA employed 2,134,000 in the student work program and 2,677,000 men and women in the out-of-school program.<sup>90</sup> The program spent a total of \$662,300,000 over 8 years, of which, \$169,500,000 went to wages for youth in the student program, and \$467,700,000 went to wages for youth in the out-of-school program.<sup>91</sup>

Although Harmon and the black citizens of Pulaski were successful in their fight to add an auditorium and training classrooms to the plans for the new Calfee Training School, they were not satisfied. After unsuccessful attempts to involve government officials – including: Thomas Walker (Consultant and Advisor on Negro Affairs), Fred Alexander (State Supervisor of Negro Education), and Arthur D. Wright (Director of the Southern Education Fund) – Harmon turned to the legal strategy of the NAACP to achieve their goals of equality in education for blacks.<sup>92</sup> The *Richmond Afro-American* and the *Norfolk Journal and Guide* both reported on February 11, 1939 that J. Thomas Hewin Jr., attorney with the Virginia Conference of the NAACP, was filing equalization suits in the counties of Surrey, Middlesex, Pulaski and Alleghany. The article goes on to state that “Pulaski County has gone one step further by petitioning its board and asking for equalization of teachers’ salaries and equalization of colored schools.”<sup>93</sup> Beyond the fact that black students in the town of Pulaski had no permanent school to attend in 1938-1939, Pulaski County had a long history of racial inequality in education. An analysis of school funding in Virginia reported that a minimum level of education in Virginia in 1938-1939 cost \$36.00 per student, while Pulaski County spent an average of only \$18.61 to educate each black student.<sup>94</sup> While the gap in annual teachers’ salaries in Pulaski County for this same school term was not as wide as that found statewide, with county pay averaging \$733 for white teachers and \$513 for black teachers compared to the state average of \$912 and \$598, (respectively); there was still a significant gap between the races and the county salaries, in general, were less than the state average.<sup>95</sup> Perhaps most significantly, the school terms were not equal with white students attending school 180 days during the 1938-1939 term while black students attended only 168 days.<sup>96</sup> For the students at Calfee Training School, the 1938-1939 school year would be even shorter due to the time it took the PCSB to find temporary quarters for school following the fire.

A 1939 study commissioned by Governor James H. Price and prepared by the Department of Education provides additional information on the disparities in public high schools in Virginia for the 1937–1938 term. In a section devoted to African-American education, the report noted low school enrollment within the black population statewide. Only 26% of high school–age black students were listed as enrolled in school and just slightly more than 50% of those enrolled attended



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school on a regular basis. The study reported that there were 109 black high schools offering some level of secondary education in Virginia with only 54 of those being accredited. The emphasis continued to be on a more practical education for students with a suggested curriculum consisting of “English, social studies, practical mathematics, biology, homemaking education including maid service, and industrial education including wood working and hotel service.”<sup>97</sup> Noticeably missing were classes in more advanced mathematics or sciences. In order to improve high school education for blacks in Virginia, the report aligned with the NAACP equalization goals as it recommended higher salaries for teachers, the provision of transportation, improved facilities, as well as better teaching materials and equipment.<sup>98</sup>

During the winter of 1939, Harmon and Corbin worked with NAACP attorney Hewin to file equalization petitions with the PCSB. Harmon, high school teacher and principal of Calfee Training School, served as the petitioner for an equal school facility while Willis P. Gravely, high school teacher at Calfee, petitioned for equal salaries as he was a certified teacher.<sup>99</sup> Although copies of the petitions themselves are not in the PCSB records, the *Norfolk Journal and Guide* reported that in Gravely’s petition he asserts that he is paid less than the schedule set up for white teachers of the same training and qualifications as he has, and asks that the school board adopt and enforce a new salary schedule for high school teachers with the same qualifications without any distinction being made as to race or color of teachers in the school system of Pulaski County.”<sup>100</sup> In addition to Gravely’s petition, the *Pulaski Southwest Times* reported that Harmon’s petition, which was

signed by approximately 200 people, charged present negro school facilities are inadequate; that the school board does not provide any health service for negro students; no transportation provided; no manual or domestic arts classes provided; no free library; no auditorium; no recreational facilities provided and the charges ended with one of discrimination against colored students in not being placed on a parity with white pupils.<sup>101</sup>

The PCSB informed Hewin and the petitioners that they had decided at the March 1 meeting to send all county high school students to Christiansburg Institute in Montgomery County rather than provide an accredited high school education in Pulaski County. A new school bus would be purchased to provide transportation to Christiansburg Institute for the county students.<sup>102</sup> Both the *Richmond Agro-American* and the *Norfolk Journal and Guide* reported that the petitions were successful, noting that “residents of Pulaski made history last week by being the first in the State to march on the school board and succeed in getting a well-equipped elementary school, free transportation, and tuition for their children of high school age.”<sup>103</sup> Smith goes on to report that the petition from Gravely for equal salaries was tabled by the PCSB. In a 1995 interview, Gravely stated that the PCSB never followed up with him regarding his petition for equality in teacher salaries.<sup>104</sup>

On May 1, 1939, Chauncey Harmon wrote a letter to the editor of the *Pulaski Southwest Times* thanking members of the community for their support during his first year as principal of Calfee Training School. Regarding the new school under construction, he stated the following: “With its

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adequate class room space of eight rooms, its convertible auditorium and gymnasium, its teaching staff and its vast playground space there is every reason to believe and expect it to eventually rank among the best elementary schools of the state.”<sup>105</sup>

Harmon also commented on the arrangement for high school students to attend Christiansburg Institute, noting that:

All of our high school pupils will be transported to Christiansburg Industrial institute, Cambria, beginning in September, a school which offers a full course of home economies, manual arts, agriculture and extra-curricular activities. This is a very excellent opportunity for our high school pupils, one of which the colored citizens are very proud.<sup>106</sup>

In spite of his gracious support of the decisions of the PCSB regarding Calfee Training School, Harmon was not listed in the teacher appointments announced by the PCSB at the May 24 meeting. At the time, none of the former Calfee teachers, all of whom had supported the petitions, were reappointed either. At the June 27 meeting, however, the PCSB reappointed the former Calfee teachers, with the exception of Harmon and Gravely, whose positions as high school teachers were eliminated with the decision not to continue the high school department at Calfee. Ulysses Broadneaux, also a graduate of Tuskegee Institute, was appointed the new principal of Calfee Training School. While Gravely’s petition for equal pay was dismissed, the PCSB increased the salary for black teachers to \$65 a month, which narrowed the gap between salaries for white and black teachers to approximately \$5 a month.<sup>107</sup>

Progress on the construction of the new Calfee Training School was followed closely. The newspaper reported that the foundation would be completed by the end of March.<sup>108</sup> Construction by the NYA of the auditorium wing was underway by the end of May and was scheduled to be completed by the first of October. The newspaper reported that the auditorium addition, which will also serve as a gymnasium, “will be 66x34 and will tie directly on to the building now under construction. A stage 32 feet wide and 15 feet long is provided along with the auditorium proper which will be 50x32 and seat between 350 and 400 persons.”<sup>109</sup> In mid-June, the newspaper described the exterior brick walls of the school building as fully constructed with the girders in place for the roof to be completed by July. Interior work underway included plastering of interior walls and the laying of the subfloor for the auditorium.<sup>110</sup> The total cost of the new Calfee Training School was \$39,273.30, including \$3,054 for the land, \$34,833.54 in construction costs, \$1,269.40 for equipment, and \$116.36 in interest.<sup>111</sup> Notably, the two rear training classrooms, designed to be part of the rear auditorium wing, were never built.

The new Calfee Training School opened in September 1939 with an enrollment of 235 students in the first through eighth grades with most of the former teachers returning. Plans by the faculty and PTA were soon underway for a formal dedication. At the first PTA meeting, Principal Broadneaux presented his plans for a school band.<sup>112</sup>

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Meanwhile, approximately 100 Pulaski County high school students were required to ride the bus the 30 miles each way to Christiansburg Institute in Montgomery County. While Christiansburg Institute was a fully accredited high school and offered amenities such as science labs and a library that were not available at Calfee Training School, it was often difficult for the Pulaski students to take advantage of these opportunities as they had to catch the bus home immediately after school. Dr. P.C. Corbin, who had advocated for the Calfee Training School to become a fully accredited high school as early as 1936, initially sent his youngest son Mahatma to the Christiansburg Institute. Once Dr. Corbin realized the challenges of attending high school in Christiansburg, he renewed his efforts to establish a high school in Pulaski by calling attention to the inherent inequality of attending high school in a neighboring county. Dr. Corbin contacted Oliver Hill and Spotswood Robinson of the NAACP to file an equalization suit on behalf of his son Mahatma Corbin and the students of Pulaski County.<sup>113</sup>

Hill argued *Corbin et al v County School Board of Pulaski County, Virginia* before Judge Albert Barksdale in the US District Court, Western District in Roanoke in October 1948. Hill alleged that the PCSB was "pursuing a policy, practice, and usage of denying Negro children of Pulaski County, Virginia, on account of their race and color, educational opportunities, facilities, and advantages substantially equal to those afforded white children similarly situated" and, therefore denied them equal protection under the Fourteenth Amendment.<sup>114</sup> Judge Barksdale ruled in favor of the county based partially on the fact that, by the time of his decision on May 2, 1949, the Friends Freedmen's Association had sold the Christiansburg Institute to Pulaski and Montgomery counties along with the City of Radford. He claimed that disqualifying Christiansburg Institute as an equal opportunity for education due to its distance would negate the state system of consolidated schools.<sup>115</sup> Barksdale also determined there was no discrimination on the elementary school level because, in addition to the fact that Calfee Training School is new and well-equipped, there were many smaller schools for white students throughout the county that were in similar or worse condition than the black schools. Therefore, the inadequate facilities for blacks were not based on racial discrimination.<sup>116</sup> Hill appealed the decision to the Fourth Circuit of the US Court of Appeals. The three-judge panel dismissed the complaint regarding compulsory attendance as it found there was no discrimination and remanded the issue of discrimination in elementary schools based on the finding that each school must be considered individually. On the issue of discrimination at the high school level, the judges reversed Barksdale's ruling citing that "per pupil expenditures, curricular offerings, the long bus ride and its accompanying hardships, and facilities for science, home economics, and athletics" clearly provided examples of inequalities between the white and black high schools. Judge Dobie went on to state that "whenever the forbidden racial discrimination rears its head, a solemn duty to strike it down is imposed upon the courts."<sup>117</sup> As one of eleven equalization cases filed by the NAACP, *Corbin et al v County School Board of Pulaski County, Virginia* represents a critical step in the NAACP legal strategy before shifting the focus from equalization to desegregation of schools.

### ***School Desegregation and the Closing of Calfee School (1966)***

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

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equalization of facilities and teachers' salaries.<sup>118</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 US Supreme Court in 1952.

In the years leading up to the 1954 *Brown v. Board of Education* landmark decision, 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 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. The purpose of the fund was to address the backlog of school building needs after World War II as well as the disparities in black schools.<sup>119</sup> That same year, Pulaski County began a \$2.5 million county-wide school building construction and improvement program. As part of the improvement plans, a one-story rear addition was proposed for the Calfee Training School to provide a lunchroom, teachers' restroom, and a stoker. The Dublin firm Trinkle and Dobyms, contractor for the 1939 school building, submitted the low bid of \$12,100 for the addition on November 21, 1950, with an anticipated construction period of seven months. On January 26, 1951, it was announced that Pulaski County would receive \$94,135<sup>120</sup> from the Battle Fund to assist in funding the school projects.<sup>121</sup>

The 1954 landmark decision in *Brown v. Board of Education* ruled that segregated schools were inherently unequal and, therefore, violated the Fourteenth 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.

During the period of Massive Resistance, the black school population in Pulaski County continued to increase and burden the limited facilities. The 1954-1955 school term recorded elementary school enrollment as 384 black and 5,054 white students in the county system. and 118 black and 1,614 white students attending high schools. Facilities for the black students were limited to the eight-room Calfee Training School, the three-classroom William Gresham School in New River, and the one-room Rich Hill School in Allisonia. The black high school students had to ride a bus thirty miles each way to attend Christiansburg Institute in Montgomery County. In 1955, Calfee Training School had an enrollment of 360 students for its eight-room building, which was planned to accommodate 320 students. Christiansburg Institute also saw a rise in the number of Pulaski students attending with 121 black high school students from the county enrolled.<sup>122</sup> Prior to a plan for full integration, schools in Virginia operated under the 1956 Stanley Plan and the 1958 Perrow Plan in which parents had to apply for their children to attend a different school. However, these plans were typically administered by local and state officials or boards that resisted integration, thereby allowing segregation to persist.<sup>123</sup>

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In August 1960, federal judge Roby C. Thompson ordered ten school districts in Virginia, including Pulaski County, to recognize the assignments of the Pupil Placement Board and allow black students to attend white schools for the first time. A total of fourteen black students from the town of Pulaski had applied to attend the all-white Pulaski High School. Pulaski County School Superintendent Critzer reported that the first day of school integration went smoothly without incident.<sup>124</sup> In 1965, the county operated under a Freedom of Choice plan which made a minimal effort to desegregate by allowing students to choose the school they wanted to attend but not mandating it.<sup>125</sup> However, the Federal Department of Health, Education and Welfare discontinued the Freedom of Choice plan in 1966, saying it was not effective, and required that the Pulaski Schools become completely integrated. With full integration, the former black schools of Christiansburg Institute, William Gresham Elementary School, and Calfee Training School closed in 1966 and put an end to the dual school system that had operated since the inception of public schools in the 1870s.<sup>126</sup> Within two years, the 1968 Supreme Court decision in *Green v. County School Board of New Kent County* required all school systems to demonstrate concrete progress in desegregating public schools.<sup>127</sup>

It was not long, however, before the Calfee School reopened in 1968 to house the kindergarten classes of Jefferson Elementary School. The former Calfee Training School was renamed Pulaski Primary School to operate as a kindergarten with eighty students, four teachers, and two aides.<sup>128</sup> The program expanded for the 1971-1972 school term to include all kindergarten students from the Jefferson, Northwood, and Claremont attendance zones with buses providing transportation.<sup>129</sup> Beginning in 1975, the former school building operated as the Pulaski County Child Development Center sponsored by the Department of Social Services.<sup>130</sup>

### ***Calfee School and the African-American Community***

Throughout its lifespan, the Calfee Training School not only served as an elementary school for black pupils, but also as a community center for the surrounding neighborhood and other black communities in town. According to various newspaper articles and regular announcements in the "Colored News" column by Ethel Carter in the *Pulaski Southwest Times*, numerous events, student performances, fund drives, and meetings took place on a regular basis at Calfee Training School. Beginning as early as March 1940, adult classes offered to the community included instruction in nursing, mathematics, reading, and sewing with as many as 45 adults enrolled.<sup>131</sup> Fundraising events held at the school included a drive to "aid the fight against infant paralysis" and events sponsored by the schools' Merchandise Club to raise money for playground equipment. The school also provided hot lunches to children and musical instruction with support from the Community Fund.<sup>132</sup> The impact of World War II was evident in an original "playlet" titled "Air Raid Precaution" performed by the sixth and seventh graders. The school also served as a distribution center for sugar ration cards before and after school hours during wartime.<sup>133</sup> In 1944, the school hosted an organizational meeting of veterans from World War I and II to form an American Legion Post for Colored Veterans of Pulaski and vicinity.<sup>134</sup> Perhaps the most enduring tradition for the school and larger black community of Pulaski was the annual May Day when students and their families from schools all over the county came to Calfee for games and festivities.<sup>135</sup>

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In 1990, the former Calfee Training School was renovated as offices for the Magnox Corporation and was not accessible to the public for the first time. Since then, community members in Pulaski have come together to renovate the historic Calfee Training School into a community and cultural center that will house a childcare program, a museum commemorating local African American history, a community kitchen, multiple event and office spaces, a computer lab, two natural outdoor play spaces and a half basketball court. This renovation of the school and its use as a community center will return the school to its original function and role within the black community of Pulaski as a place to learn and build community.

### **Criterion C: Architecture**

Calfee Training School was constructed in 1939 and is a good example of a one-story elementary 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 after the original Calfee Training School, a two-story, eight-room brick building built in 1894 for black students, was destroyed by a fire in 1938. The 1894 school was located on the south side of West Main Street, facing the existing school building.

The cost of the school was financed by a combination of Works Progress Administration funds, insurance money from the fire at the original Calfee Training School, and a loan from the State Literary Fund. The State Board of Education's Division of School Buildings supplied plans for the new school in February 1939. 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>136</sup> The plans for the 8-classroom, T-shaped building are "983." The plans for the auditorium wing are "983-A."

The State's Division of School Buildings design for the Calfee Training School reflects the Colonial Revival style, which was often used for schools in Virginia in the first half of the 20<sup>th</sup> century. The style emerged in the late 19<sup>th</sup> century from a renewed interest in America's colonial past, sparked by the Centennial Exposition of 1876 in Philadelphia, which celebrated the 100<sup>th</sup> 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 the first half of the 20<sup>th</sup> 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-

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hung sash windows, embellished entrances, and classical ornament. Calfee Training School—with its symmetrical facade of red brick with a pedimented 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 and brick soldier course water table.

Only one other school was built in Pulaski County during the same period as Calfee Training School, Pico Terrace Elementary (1937). Built for white students to replace East Pulaski School, construction was also funded through loans from the Works Progress Administration and the State Literary Fund. The two-story, twelve-classroom, school reflects the Colonial Revival style, with its red brick construction, white detailing, and its overall symmetry and massing. However, Pico Terrace Elementary, now Pulaski Middle School, is more sophisticated in style with its white wood cupola, slate roof, jack arches with keystone, modillioned cornice, and brick quoins, illustrating the difference in school construction for white and black students. The historic Pico Terrace Elementary was remodeled in 2020 with a streamlined, contemporary façade and an open-floor plan. Thus, Calfee Training School remains as the only intact public school constructed in the 1930s in Pulaski County and the only remaining school in the town of Pulaski constructed for black students. School building construction halted in the early 1940s as World War II intensified.

On the interior, the plan and finishes exhibit typical school design as promoted by the State Division of School Building during the period. The 1939 interior plan for Calfee Training School shows a T-shaped plan comprised of a single-loaded transverse corridor extending across the front section to either side of the front lobby with an intersecting double-loaded corridor extending from the lobby to the auditorium wing at the rear. Eight classrooms, a principal's office, two restrooms, and a furnace area are arranged around these corridors. Closets are located in each classroom. Specified corridor and classroom finishes were typical of Division of School Buildings schools designed in the 1930s and included wood floors, plaster walls with Keene's cement wainscot, wood baseboards and trim, and plaster ceilings. Along the corridors, doors were shown with eight solid panels around one center light surmounted by transoms. Blackboards and display boards are shown on classroom walls.

A separate set of plans shows the hyphen connecting the rear classroom wing with the auditorium flanked by a classroom on each side. The two classrooms were never built. The auditorium features a wood stage at the rear (north) end with a proscenium opening. Specified finishes in the auditorium and classrooms include wood floors, plaster walls with Keene's cement wainscot with a wood cap, and wood baseboards. The ceilings in the classrooms were designated as plaster, while the ceiling in the auditorium was acoustical board on plaster. Specified finishes in the hyphen include concrete floors, brick walls, and a stucco ceiling. Doors were shown with eight solid panels around one center lite, surmounted by transoms, except the doors to the stage in the auditorium were shown to be two panels surmounted by transoms. The plan suggests intentions of a future expansion of two classrooms, behind the two classrooms that were never built, with dashed lines around "future classrooms."

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The Dublin-based firm of Trinkle and Dobyns was awarded the construction contract for \$34,754. Work was completed in 1939. Laborers with the National Youth Administration helped construct the rear auditorium wing as well.

In November 1950, plans were developed for an addition comprising a lunchroom, teachers' restroom, and stoker to the Calfee Training School as part of a county-wide building improvement agenda. The addition was designed by Smithey and Boynton, a Roanoke-based architecture and engineering firm, as part of the school building program, which planned projects for new buildings and additions or renovations at existing buildings for approximately fourteen different schools in Pulaski County. Trinkle and Dobyns constructed this addition as well. The addition was completed in 1951.

Calfee Training School remained in operation until the integration of Bedford County schools in 1966. Since integration, the building has served as a desegregated kindergarten, the Pulaski County Child Development Center, and as corporate offices.

Calfee Training School survives as a good example of an early 20<sup>th</sup> century consolidated school 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. For 27 years it operated as 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 generally intact.



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

**Primary location of additional data:**

- State Historic Preservation Office
- Other State agency
- Federal agency
- Local government
- University
- Other
- Name of repository: Virginia Department of Historic Resources, Richmond, Virginia

Calfee Training School  
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**Historic Resources Survey Number (if assigned):** DHR #125-0034

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## 10. Geographical Data

### Acreage of Property 2.66

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: 37.048566 | Longitude: -80.786781 |
| 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 boundaries of the nominated property include the 2.66-acre parcel as shown on the attached map entitled "Tax Parcel Map" corresponding with Pulaski County tax parcel number 072-14-1 (Obtained August 30, 2021, from Pulaski County GIS).

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

The boundary for the nominated property contains the former Calfee Training School's historic setting and all known associated historic resources.

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## 11. Form Prepared By

name/title: Alison Blanton and Kate Kronau

Calfee Training School  
Name of Property

Pulaski County, VA  
County and State

organization: Hill Studio  
street & number: 120 Campbell Avenue SW  
city or town: Roanoke state: VA zip code: 24011  
e-mail: ablanton@hillstudio.com/kkronau@hillstudio.com  
telephone: (540) 342-5263  
date: September 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: Calfee Training School  
City or Vicinity: Pulaski  
County: Pulaski State: Virginia  
Photographer: Kate Kronau  
Date Photographed: June 2021

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

- 1 of 19. Front (south) elevation, view north
- 2 of 19. Front (south) and east side elevations, view northwest
- 3 of 19. Front (south) and west side elevations, view northeast
- 4 of 19. Front entrance, view north

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- 5 of 19. East side elevation, view northwest
- 6 of 19. Rear (north) and west side elevations, view southeast
- 7 of 19. West side elevation, view southeast
- 8 of 19. Entry in 1939 school, view south
- 9 of 19. Longitudinal corridor in 1939 school, view north
- 10 of 19. Classroom in 1939 school, view southeast
- 11 of 19. Transverse corridor in 1939 school, view east
- 12 of 19. Classroom in 1939 school, view northeast
- 13 of 19. Principals' office in 1939 school, view west
- 14 of 19. Hyphen in 1939 school, view west
- 15 of 19. Auditorium in 1939 school, view north
- 16 of 19. Stage in auditorium in 1939 school, view southeast
- 17 of 19. Lunchroom in 1951 addition, view northwest
- 18 of 19. Non-contributing metal storage building, view southeast
- 19 of 19. Non-contributing brick pump station, view northeast

### **Historic Images**

- 1 of 1. Chauncey Harmon, "Open Forum Letter to the Editor," *Pulaski Southwest Times*, November 15, 1938, p. 4.

**Paperwork Reduction Act Statement:** This information is being collected for applications to the National Register of Historic Places to nominate properties for listing or determine eligibility for listing, to list properties, and to amend existing listings. Response to this request is required to obtain a benefit in accordance with the National Historic Preservation Act, as amended (16 U.S.C.460 et seq.).

**Estimated Burden Statement:** Public reporting burden for this form is estimated to average 100 hours per response including time for reviewing instructions, gathering and maintaining data, and completing and reviewing the form. Direct comments regarding this burden estimate or any aspect of this form to the Office of Planning and Performance Management, U.S. Dept. of the Interior, 1849 C. Street, NW, Washington, DC.

### **ENDNOTES**

- <sup>1</sup> N. Wayne Tripp, "Chauncey Depew Harmon, Senior: A Case Study in Leadership for Educational Opportunity and Equality in Pulaski, Virginia," (PhD Dissertation, Virginia Polytechnic Institute and State University, 1995), p. 68-70.
- <sup>2</sup> Margaret B. Gunter and Margaret L. Watson, "A History of Public Education in Virginia" (Commonwealth of Virginia Department of Education, 2003), p. 4.
- <sup>3</sup> Tripp, "Chauncey Depew Harmon, Senior," p. 72.
- <sup>4</sup> Ibid, p. 13.
- <sup>5</sup> Oscar Trent Bonner, "A Survey of Negro Education in Bedford County" (Master's Thesis, University of Virginia, 1939), p. 6.

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<sup>6</sup> Caroline M. Bott, "National Register of Historic Places Nomination: Edgar A. Long Building," (Washington, DC: U.S. Department of the Interior, National Park Service, September 2001), Section 8, p. 8.

<sup>7</sup> Tripp, "Chauncey Depew Harmon, Senior," p. 30.

<sup>8</sup> "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>9</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>10</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), p. 27.

<sup>11</sup> State Board of Education, *First Annual Report of the Superintendent of Public Instruction, 1871* (Richmond: Superintendent of Public Printing, 1871), p. 169.

<sup>12</sup> Tripp, "Chauncey Depew Harmon, Senior," p. 111.

<sup>13</sup> U.S. Census Bureau, "1900 Census: Volume 1. Population, Part 1," "Washington, DC: Government Printing Office, 1901), Accessed August 12, 2021, <https://www2.census.gov/library/publications/decennial/1900/volume-1/volume-1-p10.pdf>.

<sup>14</sup> Tripp, "Chauncey Depew Harmon, Senior," p. 31.

<sup>15</sup> *Ibid*, p. 16.

<sup>16</sup> Heather Fearnbach, "National Register of Historic Places Nomination: Claremont Elementary School," (Washington, DC: U.S. Department of the Interior, National Park Service, January 2021), Section 8, p. 14.

<sup>17</sup> Tripp, "Chauncey Depew Harmon, Senior," p. 115.

<sup>18</sup> *Ibid*, p. 17.

<sup>19</sup> "In Town Hall with Town Manager Noland," *Pulaski Southwest Times*, July 26, 1962, p. 1.

<sup>20</sup> Tripp, "Chauncey Depew Harmon, Senior," p. 117.

<sup>21</sup> Fearnbach, Section 8, p. 14.

<sup>22</sup> V. Dabney, *Virginia: the new dominion*, (Garden City: NY: Doubleday and Company, 1971), p. 436, quoted in Tripp, "Chauncey Depew Harmon, Senior," p. 97.

<sup>23</sup> 1902 Constitution of Virginia quoted in Tripp, "Chauncey Depew Harmon, Senior," p. 20.

<sup>24</sup> Tripp, "Chauncey Depew Harmon, Senior," p. 101.

<sup>25</sup> Salvatore et al, "Racial Desegregation," p. 39.

<sup>26</sup> Tripp, "Chauncey Depew Harmon, Senior," p. 87.

<sup>27</sup> U.W. Leavell, *Philanthropy in Negro education*, (Westport, CT: Negro Universities Press, 1930, reprinted 1970), p. 66, quoted in Tripp, "Chauncey Depew Harmon, Senior," p. 88.

<sup>28</sup> *Ibid*, p. 89.

<sup>29</sup> *Ibid*, p. 104.

<sup>30</sup> Edward E. Redcay, *County Training Schools and Public Secondary Education for Negroes in the South* (Washington, DC: The John F. Slater Fund, 1935), p. vii-viii.

<sup>31</sup> Redcay, *County Training Schools*, p. 25.

<sup>32</sup> *Ibid*, p. 5.

<sup>33</sup> *Ibid*, p. 31.

<sup>34</sup> Tripp, "Chauncey Depew Harmon, Senior," p. 108.

<sup>35</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>36</sup> Bryan Clark Green, "National Register of Historic Places Multiple Property Documentation: Rosenwald Schools in Virginia," (Washington, DC: U.S. Department of the Interior, National Park Service, August 2004), Section 7, p. 189.

<sup>37</sup> Tripp, "Chauncey Depew Harmon, Senior," p. 23.

<sup>38</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 August 12, 2021, <https://www2.census.gov/library/publications/decennial/1920/volume-3/41084484v3ch09.pdf>; U.S. Census Bureau, "1930 Census: Volume 3. Population, Reports by States," (Washington, DC: Government Printing Office, 1932),



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Accessed August 12, 2021, <https://www2.census.gov/library/publications/decennial/1930/population-volume-3/10612982v3p2ch10.pdf>.

<sup>39</sup> Fearnbach, Section 8, p. 14.

<sup>40</sup> Tripp, "Chauncey Depew Harmon, Senior," p. 123.

<sup>41</sup> Green, Section 7, p. 189.

<sup>42</sup> Tripp, "Chauncey Depew Harmon, Senior," p. 118.

<sup>43</sup> Ibid, p. 118-119.

<sup>44</sup> Fearnbach, Section 8, p. 15.

<sup>45</sup> Annie S. Pollard, *Bedford Black History, 250 Years*, 2<sup>nd</sup> ed. (Bedford, VA: The Bedford Museum & Genealogical Library, 2015), p. 136.

<sup>46</sup> Fearnbach, Section 8, p. 14.

<sup>47</sup> Green, Section 7, p. 189.

<sup>48</sup> M. V. O'Shea, Public education in Virginia; report to the educational commission of Virginia of a survey of the public educational system of the state, (Richmond, VA: Commonwealth of Virginia, State Department of Education), p. 287, quoted in Tripp, "Chauncey Depew Harmon, Senior," p. 130.

<sup>49</sup> Tripp, "Chauncey Depew Harmon, Senior," p. 105-106.

<sup>50</sup> Ibid, p. 116-117.

<sup>51</sup> Ibid, p. 117.

<sup>52</sup> Ibid, p. 108.

<sup>53</sup> Ibid, p. 168.

<sup>54</sup> Ibid, p. 160.

<sup>55</sup> Ibid, p. 167.

<sup>56</sup> Ibid, p. 183.

<sup>57</sup> Ibid, p. 171

<sup>58</sup> "WPA Hot Lunch Projects Offer Real Help." *Pulaski Southwest Times*. December 19, 1937, p. 5.

<sup>59</sup> Tripp, "Chauncey Depew Harmon, Senior," p. 172, 175.

<sup>60</sup> Fearnbach, Section 8, p. 15.

<sup>61</sup> U.S. Census Bureau, "1940 Census: Volume 2. Population, Characteristics of the Population," (Washington, DC: Government Printing Office, 1943), Accessed August 12, 2021, <https://www2.census.gov/library/publications/decennial/1940/population-volume-2/33973538v2p7ch3.pdf>.

<sup>62</sup> Tripp, "Chauncey Depew Harmon, Senior," p. 24-25.

<sup>63</sup> Public Works Administration, *America Builds: the Record of PWA*, (Washington, DC: US Government Printing Office, 1939), p. 8.

<sup>64</sup> Public Works Administration, *America Builds*, p. 128.

<sup>65</sup> Robert C. Weaver, "The Public Works Administration School Building-Aid Program and Separate Negro Schools," [*The Journal of Negro Education* 7, no. 3 (July 1938)], p. 366.

<sup>66</sup> Weaver, "The Public Works Administration," p. 373.

<sup>67</sup> "Public School Building in State Totals Nearly \$10,000,000," *The Roanoke Times*, November 14, 1938, referenced in Tripp, "Chauncey Depew Harmon, Senior," p. 223.

<sup>68</sup> Fearnbach, Section 8, p. 15.

<sup>69</sup> Tripp, "Chauncey Depew Harmon, Senior," p. 225.

<sup>70</sup> "Calfee School Plan Is Aired," *Pulaski Southwest Times*, December 11, 1938, p. 1-2.

<sup>71</sup> "Calfee School Destroyed by Fire," *Pulaski Southwest Times*, November 11, 1938, p. 1.

<sup>72</sup> Salvatore et al, "Racial Desegregation," p. 57.

<sup>73</sup> Ibid, p. 59.

<sup>74</sup> Tripp, "Chauncey Depew Harmon, Senior," p. 194-195.

<sup>75</sup> E.F. Morrow, "Virginia teachers in revolt," *The Crisis*, 1938, 6, quoted in Tripp, "Chauncey Depew Harmon, Senior," p. 196.

<sup>76</sup> Tripp, "Chauncey Depew Harmon, Senior," p. 196-198.

<sup>77</sup> Ibid, p. 250.

<sup>78</sup> Chauncey Harmon, "Open Forum Letter to the Editor," *Pulaski Southwest Times*, 15 November 1938, p. 4.

<sup>79</sup> "New Colored School," *Pulaski Southwest Times*, November 15, 1938, p. 4.

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- <sup>80</sup> "Principal of Colored School Appeals to Pulaski Citizens in Effort to Reopen Classes," *Pulaski Southwest Times*, November 20, 1938, p. 1-2.
- <sup>81</sup> "Clubs, Church Groups Asking Prompt Action," *Pulaski Southwest Times*, November 22, 1938, p. 1; "Women's Club Holds Meeting at Clubhouse," *Pulaski Southwest Times*, November 29, 1939, p. 5.
- <sup>82</sup> "Colored Pupils to Start School on Tomorrow," *Pulaski Southwest Times*, November 29, 1938, p. 1.
- <sup>83</sup> Tripp, "Chauncey Depew Harmon, Senior," p. 236
- <sup>84</sup> "Calfee School Plan is Aired," p. 1-2.
- <sup>85</sup> "Calfee School and PHS Gym Prints Arrive," *Pulaski Southwest Times*, February 15, 1939, p. 2.
- <sup>86</sup> "Board Awards Two Contracts," *Pulaski Southwest Times*, March 1, 1939, p. 1.
- <sup>87</sup> Federal Security Agency, *Final Report of the National Youth Administration*, p. 233.
- <sup>88</sup> *Ibid*, p. 24.
- <sup>89</sup> *Ibid*, p. 60.
- <sup>90</sup> *Ibid*, p. 82, 109.
- <sup>91</sup> Federal Security Agency, *Final Report of the National Youth Administration*, p. 234.
- <sup>92</sup> Tripp, "Chauncey Depew Harmon, Senior," p. 238-240.
- <sup>93</sup> "Surrey [sic], Pulaski, Middlesex, and Alleghany Begin Action," *Richmond Afro-American*, February 11, 1939, and "Move to Secure Better Schools on Wide Front," *Norfolk Journal and Guide*, February 11, 1939 quoted in Tripp, "Chauncey Depew Harmon, Senior," p. 242-243.
- <sup>94</sup> Tripp, "Chauncey Depew Harmon, Senior," p. 252.
- <sup>95</sup> *Ibid*, p. 249.
- <sup>96</sup> "No Term Exams," *The Southwest Times*, September 12, 1938, p. 1, referenced in Tripp, "Chauncey Depew Harmon, Senior," p. 214.
- <sup>97</sup> S. B. Hall, Public schools in Virginia: bulletin of the state board of education, (Richmond, VA: Commonwealth of Virginia, State Department of Education, 1940), 40, referenced in Tripp, "Chauncey Depew Harmon, Senior," p. 187.
- <sup>98</sup> Tripp, "Chauncey Depew Harmon, Senior," p. 187.
- <sup>99</sup> *Ibid*, p. 245.
- <sup>100</sup> "Move to Secure Better Schools on Wide Front," *Norfolk Journal and Guide*, February 11, 1939, p. 1, quoted in Tripp, "Chauncey Depew Harmon, Senior," p. 243.
- <sup>101</sup> "School Budget to be Offered During Parley," *Pulaski Southwest Times*, March 15, 1939, p. 8; "Eleven Negroes Petition," *Pulaski Southwest Times*, March 16, 1939, p. 8.
- <sup>102</sup> Pulaski County School Board, Minutes, March 1, 1939, p. 298 quoted in Tripp, "Chauncey Depew Harmon, Senior," p. 256-257.
- <sup>103</sup> Robert J. Smith, "Pulaski Scores in Fight for Schools," *Richmond Afro-American*, March 25, 1938, p. 1-2, quoted in Tripp, "Chauncey Depew Harmon, Senior," p. 262.
- <sup>104</sup> Tripp, "Chauncey Depew Harmon, Senior," p. 263.
- <sup>105</sup> Chauncey Harmon, "Open Forum Letter to the Editor," *Pulaski Southwest Times*, May 1, 1939, p. 4.
- <sup>106</sup> *Ibid*.
- <sup>107</sup> Pulaski County School Board, Meeting Minutes, May 24, 1939, and June 27, 1939, referenced in Tripp, "Chauncey Depew Harmon, Senior," p. 270-271.
- <sup>108</sup> "Town Topics," *Pulaski Southwest Times*, March 24, 1939, p. 2.
- <sup>109</sup> "Work is Started on New Addition to Calfee School," *Pulaski Southwest Times*, May 21, 1939, p. 1.
- <sup>110</sup> "Work on Cottage Delayed by Lack of New Material," *Pulaski Southwest Times*, June 11, 1939, p. 2.
- <sup>111</sup> "Annual Settlement of School Accounts Completed Between County's Treasurer, Officials," *Pulaski Southwest Times*, July 14, 1940, p. 2.
- <sup>112</sup> Ethel Carter, "Colored Talk," *Pulaski Southwest Times*, September 15, 22, and 29, 1939.
- <sup>113</sup> Tripp, "Chauncey Depew Harmon, Senior," p. 282-284.
- <sup>114</sup> *Corbin et al v County School Board of Pulaski County, Virginia*, May 2, 1949, quoted in Tripp, "Chauncey Depew Harmon, Senior," p. 283.
- <sup>115</sup> Tripp, "Chauncey Depew Harmon, Senior," p. 283-284.
- <sup>116</sup> "Negro Group Loses Appeal to Barksdale," *Pulaski Southwest Times*, May 2, 1949, p. 1.
- <sup>117</sup> *Corbin et al. v. County School Board of Pulaski County, Virginia*, November 14, 1949, quoted Tripp, "Chauncey Depew Harmon, Senior," p. 285-286.

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- <sup>118</sup> Salvatore et al, "Racial Desegregation," p. 75.  
<sup>119</sup> Gunter and Watson, "A History of Public Education," p. 19-20.  
<sup>120</sup> "Dublin Company Submits Low Bid on Calfee School," *Pulaski Southwest Times*, November 21, 1950, p. 1.  
<sup>121</sup> "Pulaski County to Receive Governor's School Construction Fund from State," *Pulaski Southwest Times*, November 26, 1950, p. 1.  
<sup>122</sup> "High Schools Report Jump in Enrollment," *Pulaski Southwest Times*, September 4, 1955, p. 1.  
<sup>123</sup> James H. Hershman Jr., "Massive Resistance," *Encyclopedia Virginia*, Virginia Foundation for the Humanities, 2011, Accessed March 4, 2021. <https://www.encyclopediavirginia.org>.  
<sup>124</sup> "Pulaski County to Start Integration," *The News Journal*, August 17, 1960, 1 and "County Schools Mix Without Incidence," *The News Journal*, September 7, 1966, p. 1.  
<sup>125</sup> Pollard, *Bedford Black History*, p. 284.  
<sup>126</sup> "Schools Open August 31<sup>st</sup>," *Pulaski Southwest Times*, August 21, 1966, p. 1.  
<sup>127</sup> "Education in Virginia."  
<sup>128</sup> J.R. Schrader, Jr., "School Bells to Ring in Just 3 More Weeks," *Pulaski Southwest Times*, August 7, 1968, p. 1 and "Junior Club Holds Dinner Mrs. Carl Hanks Speaks," *Pulaski Southwest Times*, November 24, 1968, p. 8.  
<sup>129</sup> "School Sign-Up Set in Pulaski," *Pulaski Southwest Times*, April 8, 1971, p. 8.  
<sup>130</sup> Joyce K. Taylor, "County free school faces enrollment problems," *New River Newspapers*, November 25, 1979, p. 6-8.  
<sup>131</sup> Ethel Carter, "Colored News," *Pulaski Southwest Times*, March 1, 1940, 2, and January 30, 1942, p. 5.  
<sup>132</sup> Ethel Carter, "Colored News," *Pulaski Southwest Times*, October 21, 1947, p. 1.  
<sup>133</sup> Ethel Carter, "Colored News," *Pulaski Southwest Times*, January 30, 1942, 5 and May 1, 1942, p. 2.  
<sup>134</sup> Ethel Carter, "Colored News," *Pulaski Southwest Times*, February 24, 1944, p. 6.  
<sup>135</sup> Ethel Carter, "Colored News," *Pulaski Southwest Times*, May 6, 1945, p. 8.  
<sup>136</sup> J.L. Blair Buck, *The Development of Public Schools in Virginia, 1607-1952*, (Richmond, VA: State Board of Education, 1952), p. 347-48.

STANDARD DETAILS  
 THE FOLLOWING STANDARD DETAILS SHALL BE MADE A PART OF  
 THE CONTRACT DRAWINGS:

INTERIOR DOORS	NO 7A **	WOOD MOULDINGS	NO 20 **
EXTERIOR DOORS	NO 7B **	DOUBLE HUNG WINDOWS	NO 2X **
STEEL SASH	NO 3C **	DOUBLE HUNG WINDOWS	NO 2XB **
WARDROBE DETAILS	NO 10-11 **	BUCKBOARD DETAILS	NO 15 **
BULLETIN BOARD	NO 16 **	KEY CABINET	NO 15 **
VENT GRILLE	NO 27 **	STEEL SASH	NO 30 **

BENCH MARK - NAIL IN BASE  
 OF 4" LOGST. TREE.  
 ELEVATION 100.0

Additional Documentation  
 - 1939 Drawings  
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 Pulaski County, VA  
 DHR No. 125-0034



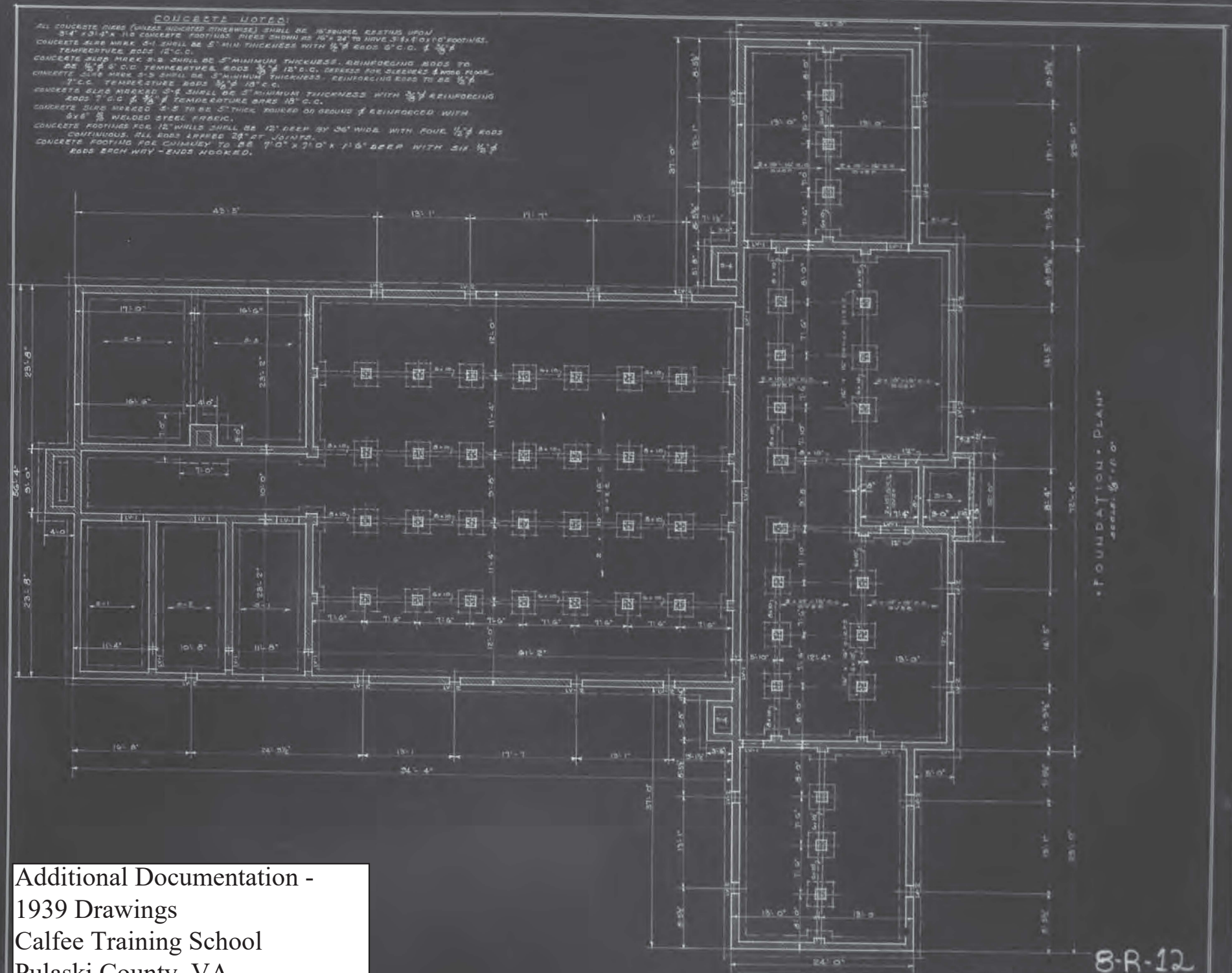
B-R-12

CONTENTS 255,000 CU. FT.

PLANS FOR	PLAN NO.	DIVISION OF SCHOOL BUILDINGS	SHEET NO.
CALFEE TRAINING SCHOOL	983	STATE ACCT. OF EDUCATION	1
PULASKI CO., VIRGINIA		RICHMOND, VIRGINIA	

**CONCRETE NOTES:**

ALL CONCRETE SLABS (UNLESS INDICATED OTHERWISE) SHALL BE 15" THICK, RESTING UPON 3" x 12" x 16" CONCRETE FOOTINGS. SIDES SHOWN AS 16" x 24" TO HAVE 3" x 12" x 16" FOOTINGS.  
 CONCRETE SLAB MARK 3-1 SHALL BE 5" MIN. THICKNESS WITH 1/2" #4 BARS @ 12" C.C. & 1/4" #4 TEMPERATURE BARS @ 12" C.C.  
 CONCRETE SLAB MARK 3-2 SHALL BE 5" MINIMUM THICKNESS. REINFORCING BARS TO BE 1/2" #4 @ 12" C.C. TEMPERATURE BARS 3/8" #4 @ 12" C.C. DEPTHS FOR SLEEPERS & WOOD FLOOR.  
 CONCRETE SLAB MARK 3-3 SHALL BE 5" MINIMUM THICKNESS. REINFORCING BARS TO BE 1/2" #4 @ 12" C.C. TEMPERATURE BARS 3/8" #4 @ 12" C.C.  
 CONCRETE SLAB MARK 3-4 SHALL BE 5" MINIMUM THICKNESS WITH 3/8" #4 REINFORCING BARS @ 12" C.C. & 1/4" #4 TEMPERATURE BARS @ 12" C.C.  
 CONCRETE SLAB MARK 3-5 SHALL BE 5" THICK. JOINTS OR BEAMS TO BE REINFORCED WITH 3/8" #4 WELDED STEEL FABRIC.  
 CONCRETE FOOTINGS FOR 12" WALLS SHALL BE 12" DEEP BY 36" WIDE WITH FOUR 1/2" #4 BARS CONTINUOUS. ALL BARS LAPPED 24" AT JOINTS.  
 CONCRETE FOOTING FOR CHIMNEY TO BE 7'0" x 7'0" x 16" DEEP WITH SIX 1/2" #4 BARS EACH WAY - ENDS HOOKED.



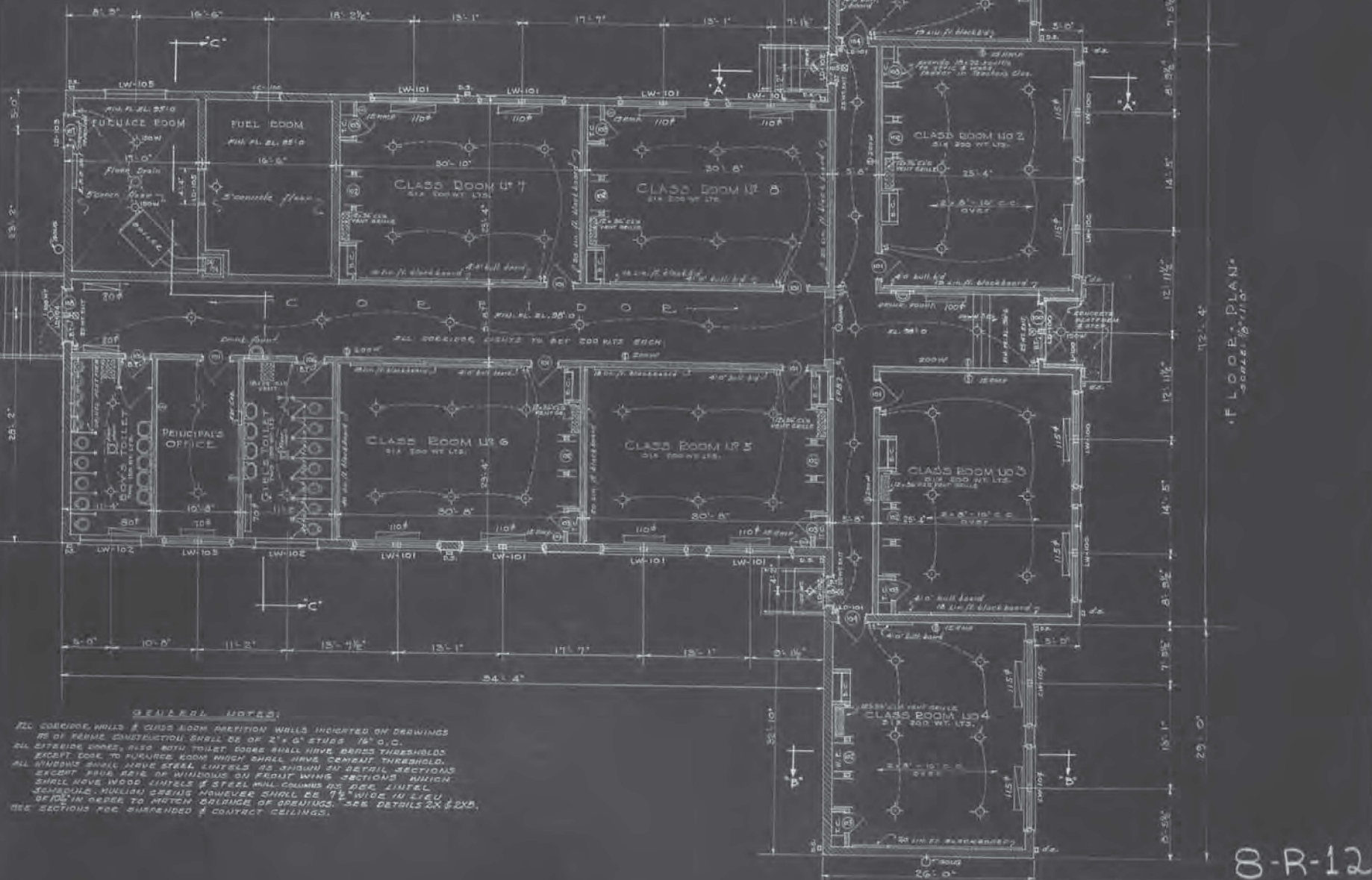
FOUNDATION PLAN  
SCALE: 1/8" = 1'-0"

8-R-12

Additional Documentation -  
 1939 Drawings  
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 Pulaski County, VA  
 DHR No. 125-0034

DRAWN BY CALLEE TRAINING SCHOOL PULASKI CO. VA	REV. NO. 983	APPROVED BY STATE DEPT. OF EDUCATION RE-CHARGED	SHEET NO. 2
--	-----------------	---	----------------

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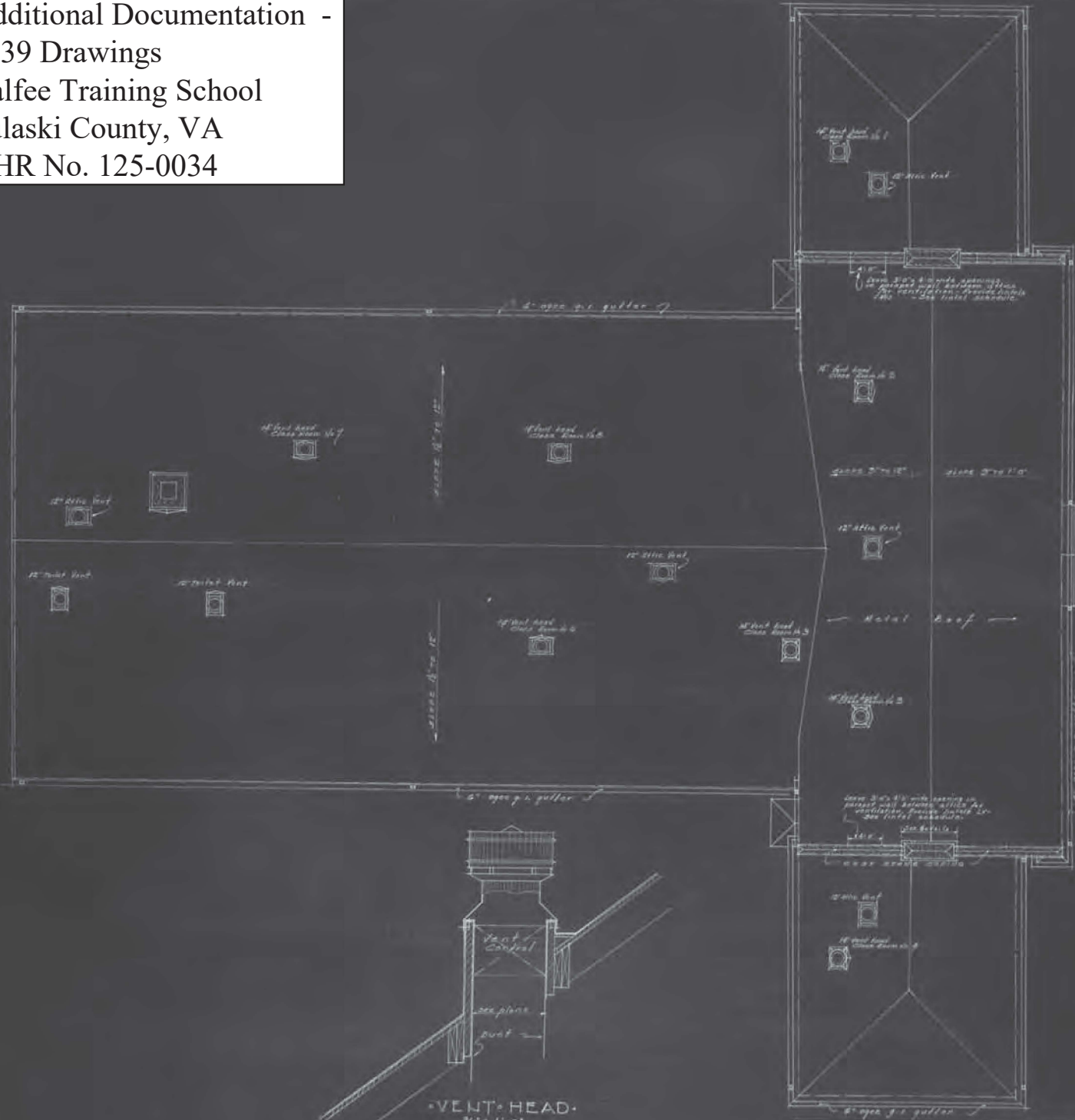
GENERAL NOTES:

ALL CORRIDOR WALLS & CLASS ROOM PARTITION WALLS INDICATED ON DRAWINGS AS OF FRAME CONSTRUCTION SHALL BE OF 2" x 6" STUDS 16" O.C. ALL EXTERIOR WALLS, ALSO BOTH TOILET ROOMS SHALL HAVE BRASS THRESHOLDS EXCEPT DOOR TO FUEL ROOM WHICH SHALL HAVE CONCRETE THRESHOLD. ALL WINDOWS SHALL HAVE STEEL SILLIES AS SHOWN IN DETAIL SECTIONS EXCEPT AREA OF WINDOWS ON FRONT WING SECTIONS WHICH SHALL HAVE WOOD SILLIES & STEEL WALL COLUMNS AS PER DETAIL SECTIONS. HUNGLED CEILING HOWEVER SHALL BE 7'6" WIDE IN VIEW BEYOND NEED TO MATCH BALANCE OF OPENINGS. SEE DETAILS 2X & 2VA, SEE SECTIONS FOR SHAPENED & CONTRACT CEILINGS.

FLOOR PLAN  
 SCALE 1/8" = 1'-0"

8-R-12

Additional Documentation -  
 1939 Drawings  
 Calfee Training School  
 Pulaski County, VA  
 DHR No. 125-0034



8-R-12

Additional Documentation -  
 1939 Drawings  
 Calfee Training School  
 Pulaski County, VA  
 DHR No. 125-0034



FRONT ELEVATION  
 SCALE: 1/8" = 1'-0"



RIGHT ELEVATION  
 SCALE: 3/8" = 1'-0"

8-R-12

DRAWN BY P.O.E. CALFEE TRAINING SCHOOL PULASKI CO. VIRGINIA	PERM. NO. <b>983</b>	DIVISION OF SCHOOL BUILDINGS STATE DEPT. OF EDUCATION RICHMOND VIRGINIA	SHEET NO. <b>5</b>
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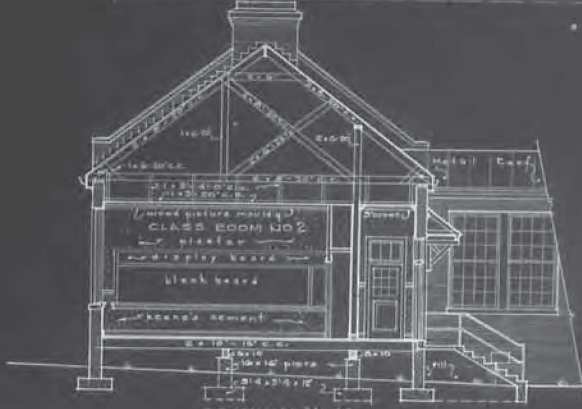
Additional Documentation -  
 1939 Drawings  
 Calfee Training School  
 Pulaski County, VA  
 DHR No. 125-0034



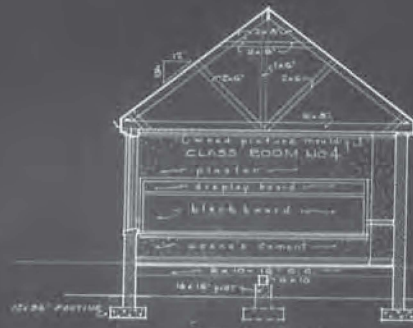
• REAR • ELEVATION •



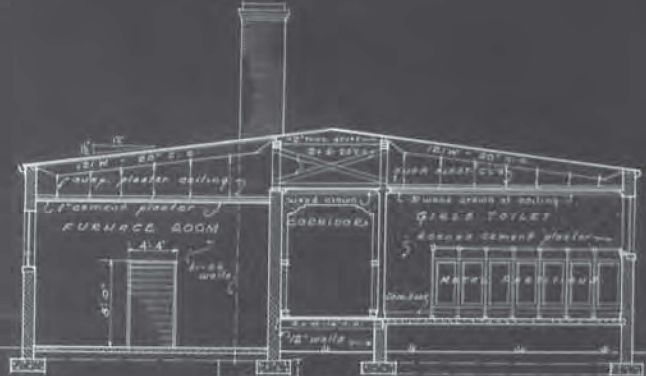
• LEFT • ELEVATION •



SECTION A-A  
 SCALE: 1/8" = 1'-0"



SECTION B-B  
 SCALE: 3/4" = 1'-0"



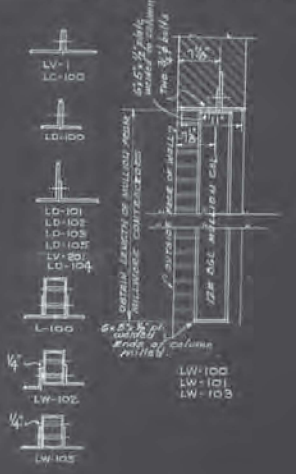
SECTION C-C  
 SCALE: 3/4" = 1'-0"

8-R-12

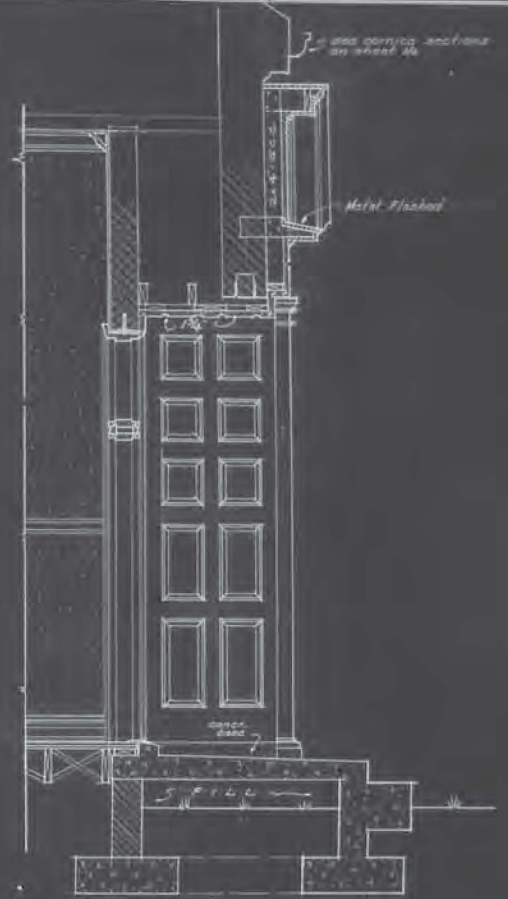
DRAWING NO. CALFEE TRAINING SCHOOL PULASKI CO VA	PLAN NO. 983	DIVISION OF ARCHITECTURE BUILDINGS STATE DEPT OF EDUCATION RICHMOND VIRGINIA	SHEET NO. 6
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LINTEL SCHEDULE

MARK	SIZE	REMARKS
LV-1	TWO L <sub>3</sub> 6" x 4" x 3/8" x 4' 4"	3/4" RIVETS 18" C.C.
LV-2	18" x 12" CAST IRON VENT	WITH INTEGRAL LINTEL
LD-100	TWO L <sub>3</sub> 5" x 3 1/2" x 3/8" x 5' 2"	3/4" RIVETS 18" C.C.
LD-101	TWO L <sub>3</sub> 7 1/2" x 3/8" x 4' 0"	3/4" RIVETS 18" C.C.
LD-102	TWO L <sub>3</sub> 7 1/2" x 3/8" x 5' 0"	3/4" RIVETS 18" C.C.
LD-103	TWO L <sub>3</sub> 7 1/2" x 3/8" x 5' 2"	3/4" RIVETS 18" C.C.
LD-104	TWO L <sub>3</sub> 7 1/2" x 3/8" x 8' 2"	3/4" RIVETS 18" C.C.
LD-105	TWO L <sub>3</sub> 7 1/2" x 3/8" x 5' 0"	3/4" RIVETS 18" C.C.
L-100	TWO L <sub>3</sub> 7" x 3 1/2" x 3/8" x 5' 4" TWO L <sub>3</sub> 4" x 3 1/2" x 3/8" x 5' 4"	3/4" BOLTS & PIPE SEBS. 18" C.C. 3/4" RIVETS 18" C.C.
LW-100	TWO 7 1/2" x 3 1/2" x 1/2" x 12" x 5' 4" ONE SOL. 12" MULL. COL. & PLATES	3/4" RIVETS 18" C.C. MULL. COL. TO HAVE PARTS WELDED ON. SEE DETAIL.
LW-101	TWO 7 1/2" x 3 1/2" x 1/2" x 12" x 5' 4" ONE SOL. 12" MULL. COLUMN & PLATES	"OFF TO"
LW-102	TWO L <sub>3</sub> 6" x 3 1/2" x 3/8" x 7' 0" x 10"	3/4" BOLTS & PIPE SEBS. 18" C.C. 3/4" RIVETS & 1/4" WISHERS-SEE DETAIL
LW-103	TWO 7 1/2" x 3 1/2" x 1/2" x 12" x 5' 4" ONE SOL. 12" MULL. COLUMN & PLATES	3/4" RIVETS 18" C.C. MULL. COLUMNS TO HAVE PARTS WELDED ON. SEE DETAIL.
LW-104	WOOD LINTEL-ONE SOL. 12" MULL. COL. WITH PLATES AT BOTH ENDS. TOP PLATE PUNCHED FOR ATTACHMENT TO WOOD. SEE DETAIL NO. 2 X 10.	
LV-201	TWO L <sub>3</sub> 7 1/2" x 3/8" x 5' 4"	3/4" RIVETS 18" C.C.
LC-100	TWO 8 1/2" x 3/8" L <sub>3</sub> x 9' 0"	3/4" RIVETS 18" C.C.
LW-105	TWO 7" x 3 1/2" x 3/8" x 5' 4" TWO 3 1/2" x 3 1/2" x 3/8" x 5' 4"	3/4" BOLTS & PIPE SEBS. 18" C.C. 3/4" WISHERS 18" C.C.



\*HALF ELEVATION\*



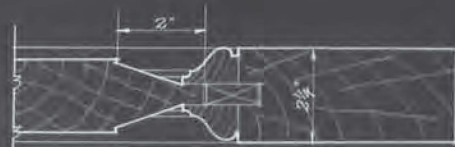
\*SECTION\*

FINISH SCHEDULE

CONDITION	FLOOR	BASE	WAINSCOT	W.C. CTR	WALLS	CEILING	REMARKS
CLASS ROOMS	WOOD	WOOD	KENES' CEM.	WOOD	PLASTER	PLASTER	WOOD picture moulding
TOILETS	CONCR.	CEMENT			KENES' CEM. plaster	plaster	5" wood crown mould at ceiling.
OFFICE	WOOD	WOOD	KENES' CEM.	WOOD	plaster	plaster	wood picture moulding.
CORRIDORS	WOOD	WOOD	KENES' CEM.	WOOD	plaster	plaster	5" wood crown mould at ceiling.
FURNACE & FUEL ROOM	CONCR.				brick	con. plaster	unfinished.

DOOR SCHEDULE

ID	SIZE	TYPE	REMARKS	FRAME TRANSOM	ATTN.
100	2'-3" x 7'-0" x 2 1/2"	WOOD	6 pane coloring - transom. etc. - see entrance detail.		see entrance detail.
101	3'-0" x 7'-0" x 1 3/4"	WOOD	6 pane. 6 lts abs. center light clear - one pan. - 24" transom.	F-1	T-1
102	6'-2'-0" x 1 1/8"	WOOD	see wardrobe detail no 10-11		
103	2'-4" x 1 1/8"	WOOD	see wardrobe detail no 10-11		
104	3'-0" x 7'-0" x 1 3/4"	WOOD	6 pane. 6 lts abs. center light clear - one pan. - 24" transom.	F-3	T-2
105	3'-4" x 7'-0" x 2 1/4"	WOOD	6 pane. 6 lts abs. center light clear - one pan. - 24" transom.	F-2	T-2
106	3'-0" x 7'-0" x 1 3/4"	WOOD	2 panels - 24" transom.	F-1	T-1
107	3'-6" x 5'-0" x 1 3/4"	KALAMIN	6 lts. wire glass - one panel - kalamain frame.		use stock kalamain frame.
108	2'-3" x 7'-0" x 2 1/4"	WOOD	6 lts. polished wire glass - one panel - 24" transom.	F-2	T-2 M-1



\*SECT. THRU FRONT OF ENTRANCE DOOR.\*  
\*FRONT ENTRANCE DETAILS.\*



\*DOOR FRAME DETAILS.\*  
SCALE: 3" = 1'-0"

Additional Documentation -  
1939 Drawings  
Calfee Training School  
Pulaski County, VA  
DHR No. 125-0034

8-R-12



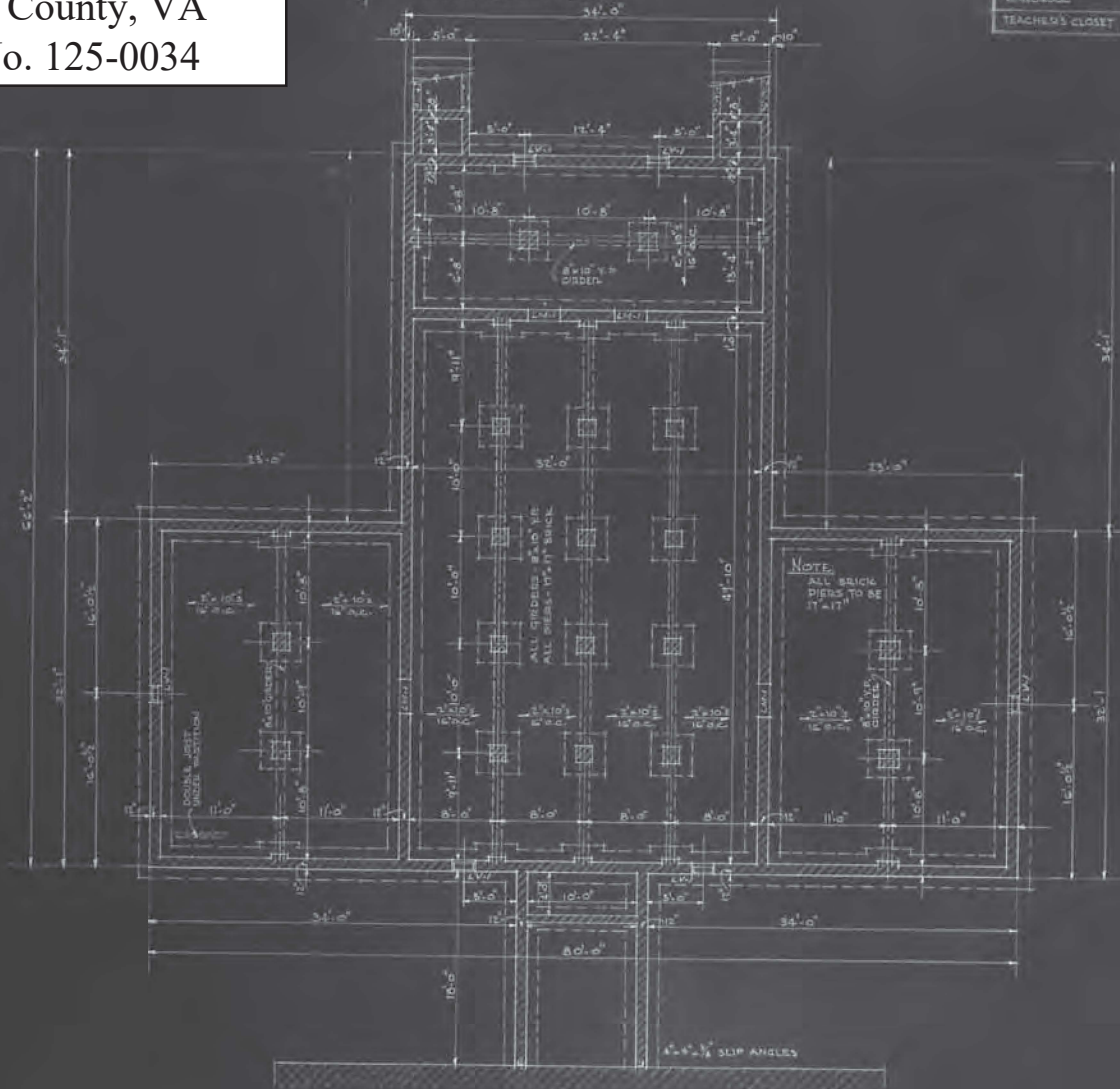
Additional  
Documentation -  
1939 Drawings  
Calfee Training School  
Pulaski County, VA  
DHR No. 125-0034

ELECTRICAL SYMBOLS

-  CEILING OUTLET
-  EXIT LIGHT
-  DOUBLE CONVENIENCE OUTLET
-  GPOG (TO BE CONTROLLED FROM SAME POINT AS GPOG IN MAIN BUILDING)
-  LOCAL SWITCH
-  THREE WAY SWITCH
-  ELECTRIC PANELBOARD

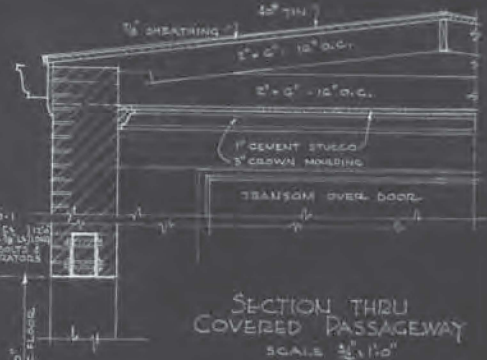
FINISH SCHEDULE

LOCATION	FLOOR	BASE	WAINSCOT	WIND CAP	WALLS	CEILING	REMARKS
COVERED PASSAGE	CONCRETE	—	—	—	BRICE	STUCCO	CROWN MOULD
AUDITORIUM	WOOD	WOOD	KEENE'S CEMENT	WOOD	PLASTER	ACUSTICAL BOARD ON PLASTER	ORNICE - SEE DETAIL
STAGE							
CLASS ROOM							PICTURE MOULD
LIBRARY			KEENE'S CEMENT	WOOD	PLASTER	PLASTER	PICTURE MOULD
WARDROBE					KEENE'S CEMENT	KEENE'S CEMENT	SEE DETAIL - SHEET 10-11
TEACHER'S CLOSET	WOOD	WOOD	—	—	PLASTER	PLASTER	SEE DETAIL - SHEET 10-11



CALFEE TRAINING SCHOOL

FOUNDATION PLAN  
SCALE: 1/8" = 1'-0"



SECTION THRU COVERED PASSAGWAY  
SCALE: 3/8" = 1'-0"

THIS SET CONSISTS OF SHEETS 1 THRU 5 AND THE FOLLOWING STANDARDS:

NO.	DETAIL	NO.	DETAIL
2K	DOUBLE HUNG WINDOW	3	EXTERIOR CONC. STEPS
9 C	STEEL SASH	15	BLACKBOARD
18	BOOKCASES	16	BULLETIN BOARD
10-11	WARDROBE & TEACHERS CLO.	21	VENT GRILLE
20	WOOD MOULDINGS		
7A	EXTERIOR DOORS		
7B	INTERIOR DOORS		

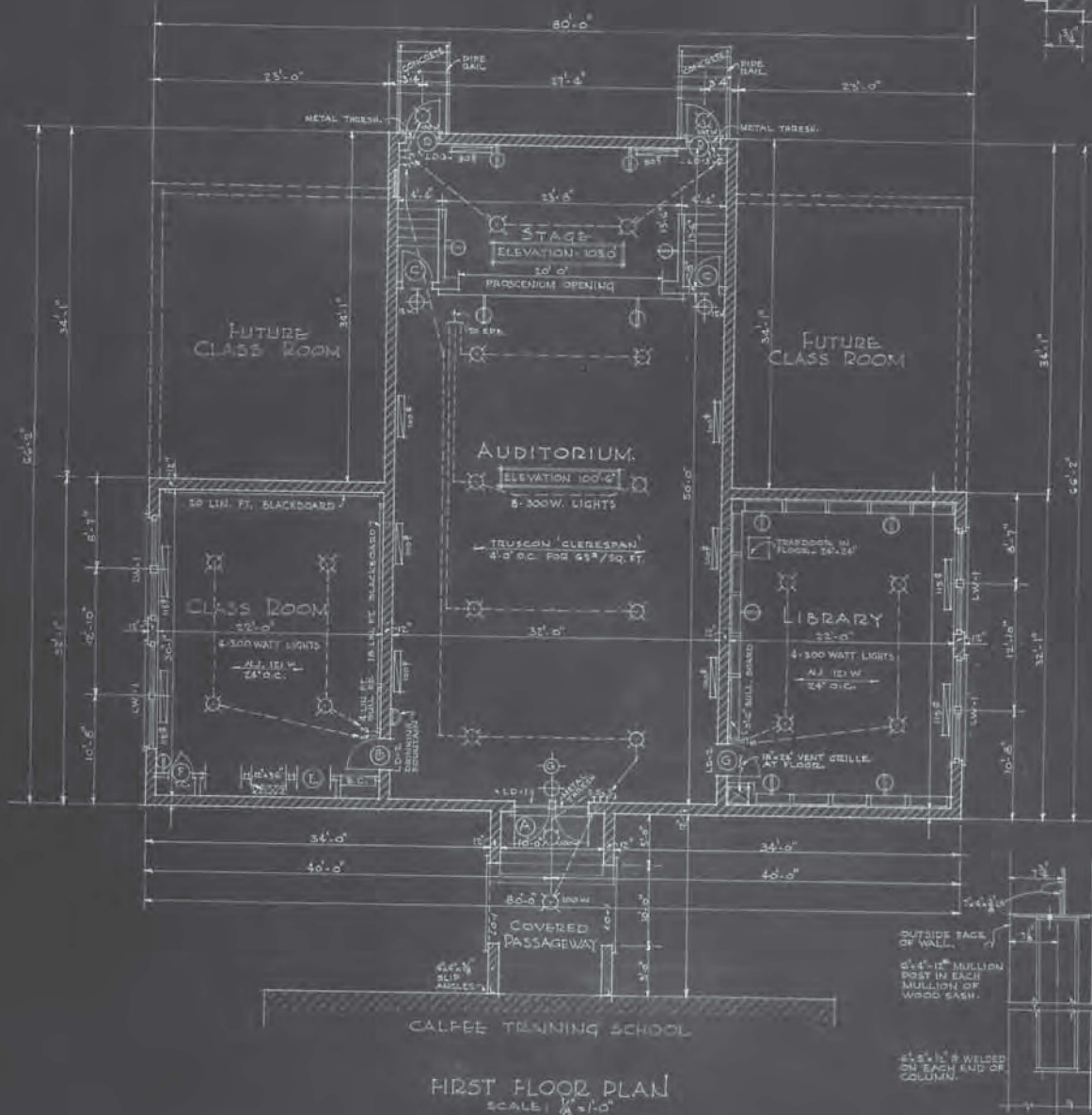
8-R-12

CUBIC CONTENTS - 94,900 CU. FT.

ADDITION TO CALFEE TRAINING SCHOOL  
PULASKI COUNTY VIRGINIA

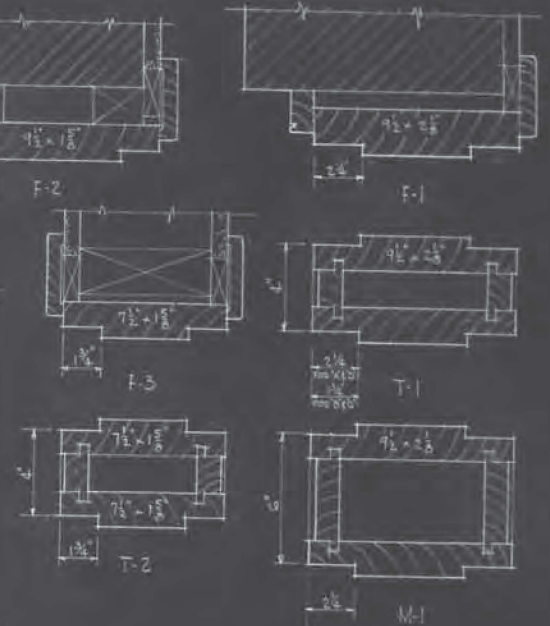
PLAN NO. <b>983</b> FEB. 1939	DIVISION OF SCHOOL BUILDINGS STATE DEPARTMENT OF EDUCATION RICHMOND VIRGINIA	SHEET NO. <b>1</b>
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Additional Documentation -  
 1939 Drawings  
 Calfee Training School  
 Pulaski County, VA  
 DHR No. 125-0034



FIRST FLOOR PLAN  
 SCALE: 1/8" = 1'-0"

CLASS ROOMS NOT BUILT (GWS)

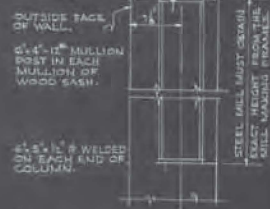


LINTEL SCHEDULE

MARK	SIZE	DESCRIPTION	SWITCH
LD-1	2'-0" x 7'-0" x 9'-0"	BACK TO BACK - 3/8" BIVETS - 24" O.C.	3-1
LD-2	2'-0" x 7'-0" x 9'-0"	- do -	3-2
LD-3	2'-0" x 7'-0" x 9'-0"	- do -	3-3
LW-1	2'-0" x 7'-0" x 9'-0"	- do -	3-4
LW-2	2'-0" x 7'-0" x 9'-0"	SEE DETAIL - SHEET NO. 2.	3-5
LW-3	2'-0" x 7'-0" x 9'-0"	BACK TO BACK WITH 3/8" BIVETS BETWEEN 3/4" O.C.	3-6
LW-4	2'-0" x 7'-0" x 9'-0"	BACK TO BACK - 3/8" BIVETS - 24" O.C.	3-7
LW-5	2'-0" x 7'-0" x 9'-0"	CAST IRON VENT GRILLE WITH INTERGRAL LINTEL.	3-8
LO-1	2'-0" x 7'-0" x 9'-0"	SEE DETAIL - SHEET NO. 4.	3-9

DOOR SCHEDULE

MARK	SIZE	DESCRIPTION	FRAME	TRIM	SWITCH
(A)	2'-0" x 7'-0" x 9'-0"	8 LIGHTS CLEAR WIRE GLASS AND ONE PANEL - 2'-0" TRANSON	F1	T1	M1
(B)	2'-0" x 7'-0" x 9'-0"	8 LIGHTS - 4-400 WATT & 4-100 WATT AND ONE PANEL - 2'-0" TRANSON	F2	T2	-
(C)	2'-0" x 7'-0" x 9'-0"	2 PANELS - 2'-0" TRANSON	F3	T3	-
(D)	2'-0" x 7'-0" x 9'-0"	8 LIGHTS CLEAR WIRE GLASS AND ONE PANEL - 2'-0" TRANSON	F4	T4	-
(E)	2'-0" x 7'-0" x 9'-0"	SEE DETAIL - SHEET 10-11	-	-	-
(F)	2'-0" x 7'-0" x 9'-0"	SEE DETAIL - SHEET 10-11	-	-	-
(G)	2'-0" x 7'-0" x 9'-0"	8 LIGHTS ALL REGULAR AND ONE PANEL - 2'-0" TRANSON	F5	T5	-



MULLION POST DETAIL  
 SCALE: 1" = 1'-0"

ADDITION TO CALFEE TRAINING SCHOOL  
 PULASKI COUNTY  
 VIRGINIA

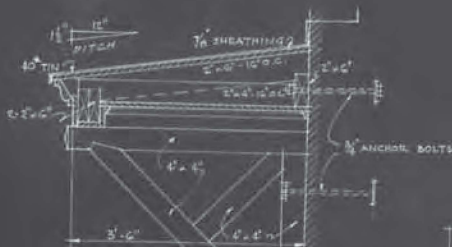
PLAN NO. 983A  
 FEB. 1939

DIVISION OF SCHOOL BUILDINGS  
 STATE DEPARTMENT OF EDUCATION  
 RICHMOND  
 VIRGINIA

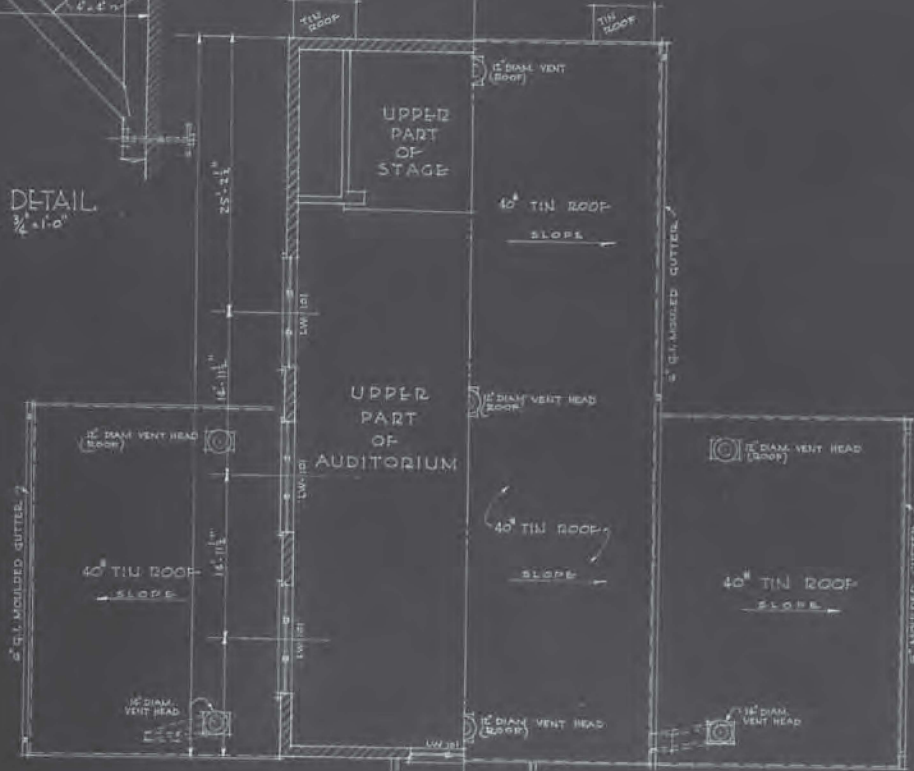
SHEET NO. 2.

8-R-12

Additional Documentation -  
 1939 Drawings  
 Calfee Training School  
 Pulaski County, VA  
 DHR No. 125-0034



HOOD DETAIL  
 SCALE  $\frac{3}{4} = 1'-0"$



HALF CLERESTORY PLAN  
 SCALE  $\frac{1}{8} = 1'-0"$

HALF ROOF PLAN  
 SCALE  $\frac{1}{8} = 1'-0"$

CALFEE TRAINING SCHOOL

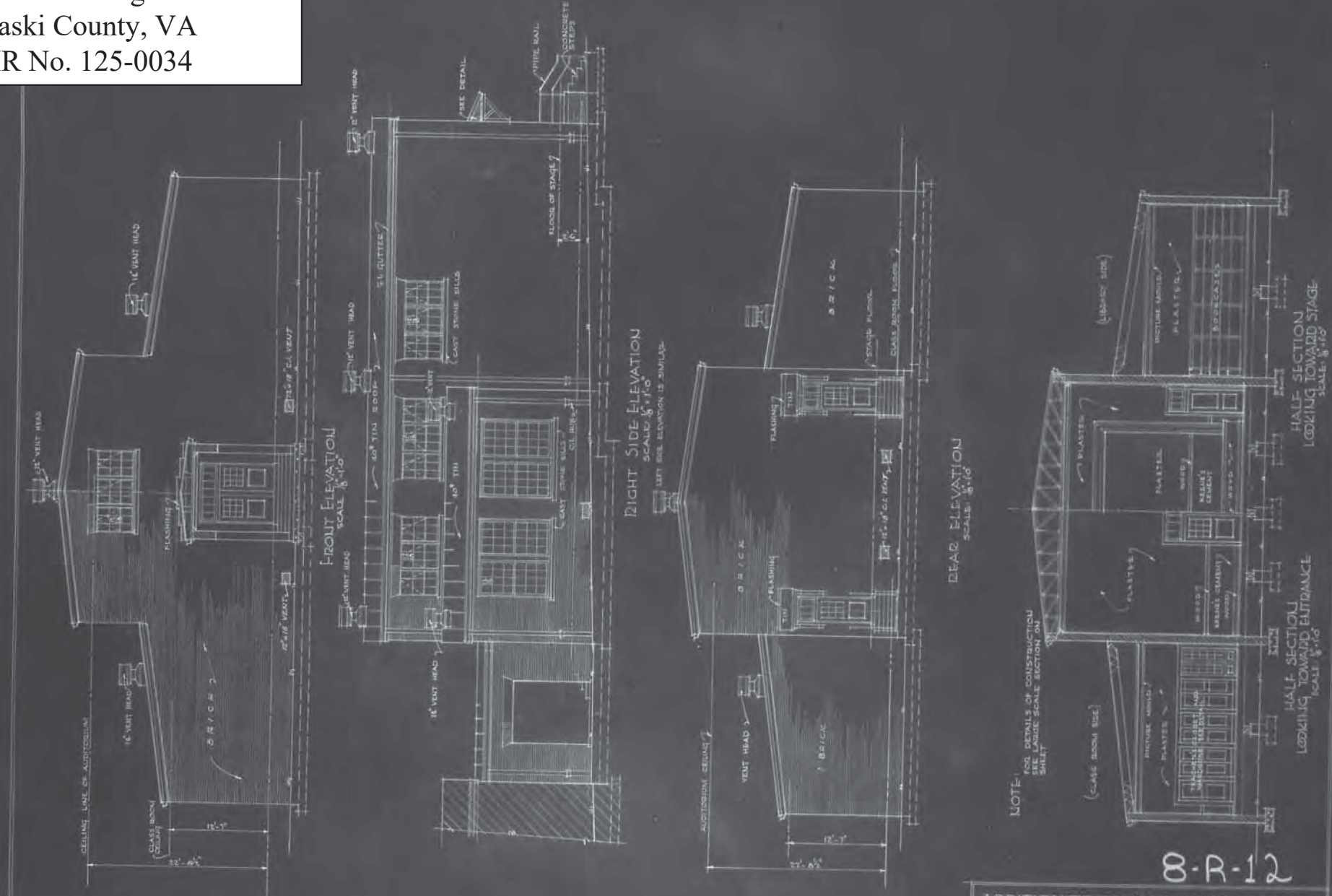


LONGITUDINAL SECTION  
 SCALE  $\frac{1}{8} = 1'-0"$

8-R-12

ADDITION TO CALFEE TRAINING SCHOOL PULASKI COUNTY VIRGINIA		
PLAN NO. 9634 FEB. 1939	DIVISION OF SCHOOL BUILDINGS STATE DEPARTMENT OF EDUCATION RICHMOND VIRGINIA	SHEET 3.

Additional Documentation -  
 1939 Drawings  
 Calfee Training School  
 Pulaski County, VA  
 DHR No. 125-0034

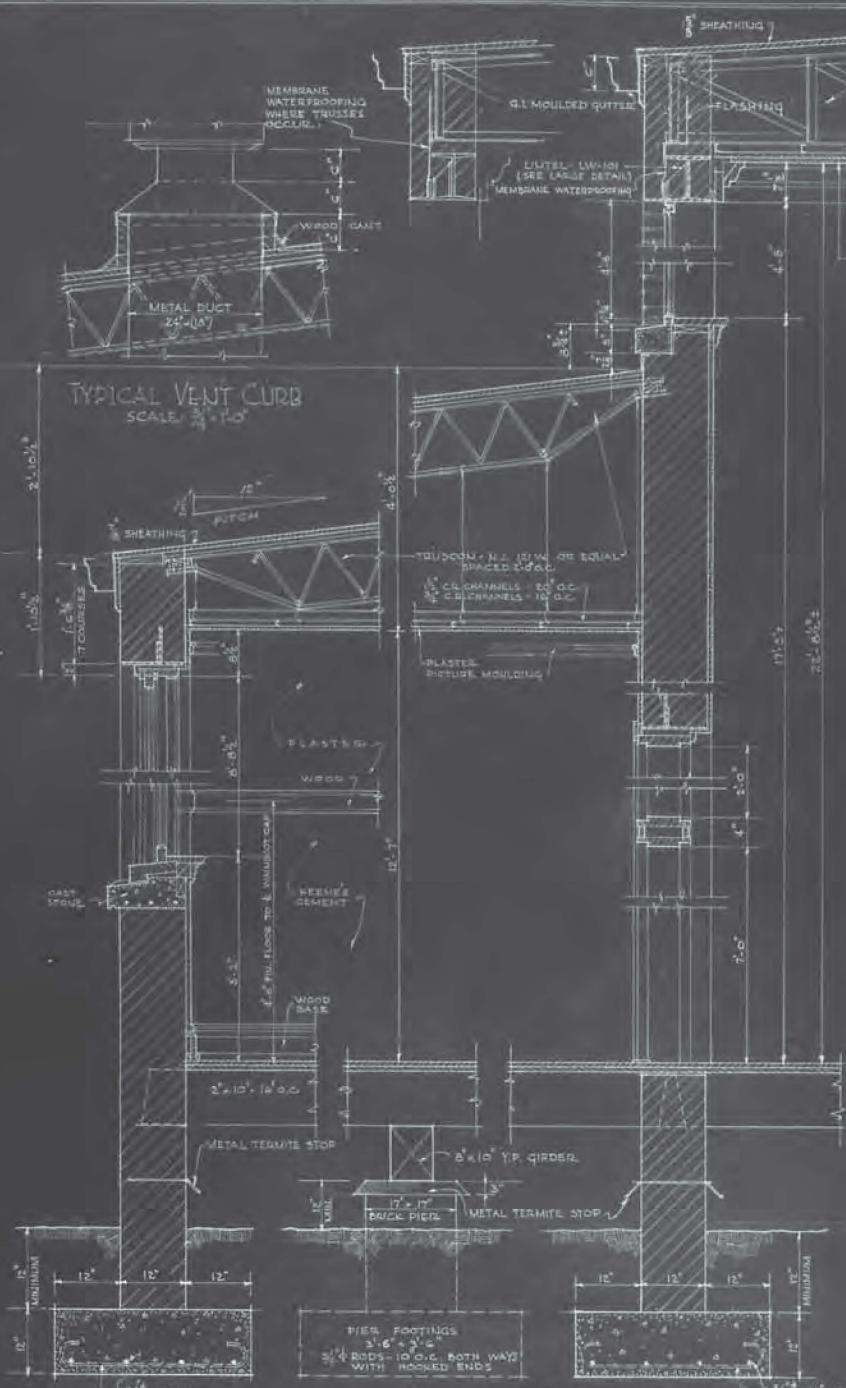


NOTE:  
 FOR DETAILS OF CONSTRUCTION  
 SEE LARGE SCALE SECTION ON  
 SHEET

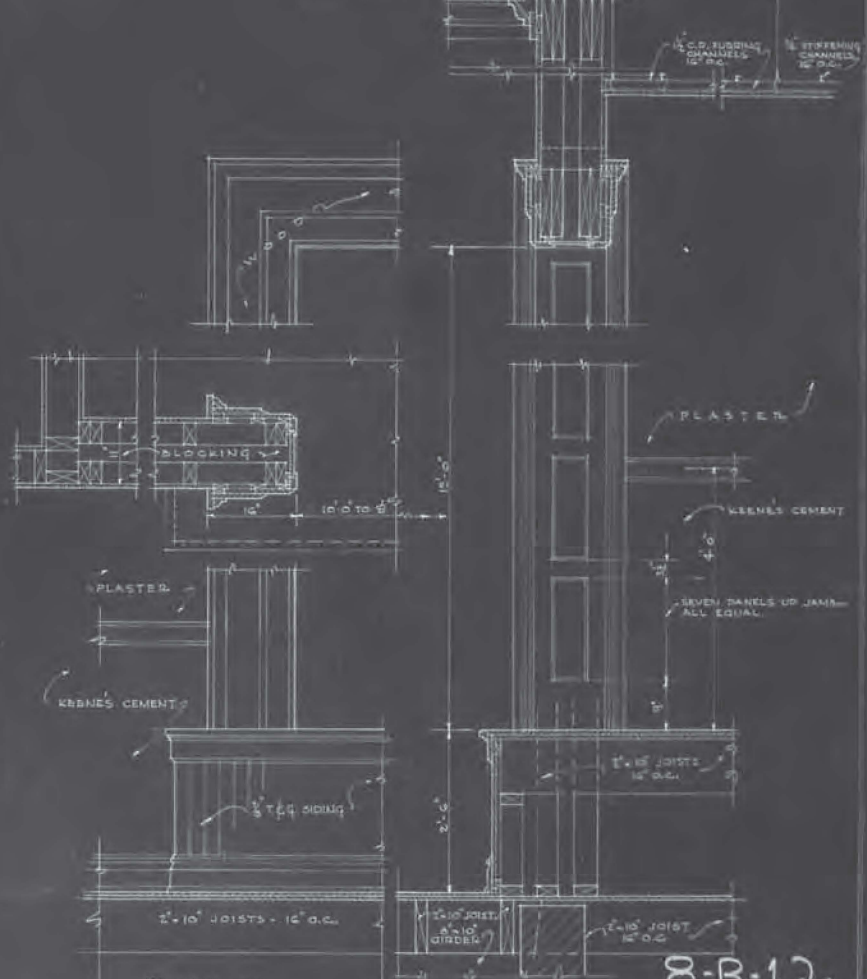
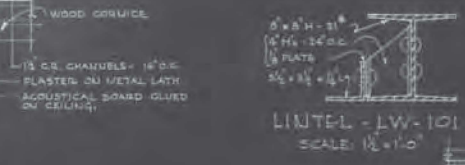
8-R-12

ADDITION TO CALFEE TRAINING SCHOOL PULASKI COUNTY VIRGINIA		
PLAN NO. 9834	DIVISION OF SCHOOL BUILDINGS STATE DEPARTMENT OF EDUCATION RICHMOND	SHEET NO. 4
FEB. 1934		VIRGINIA

Additional Documentation  
 - 1939 Drawings  
 Calfee Training School  
 Pulaski County, VA  
 DHR No. 125-0034



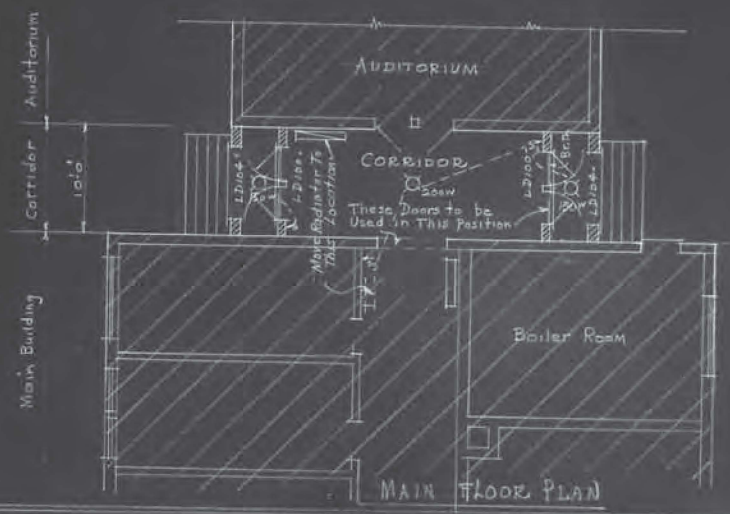
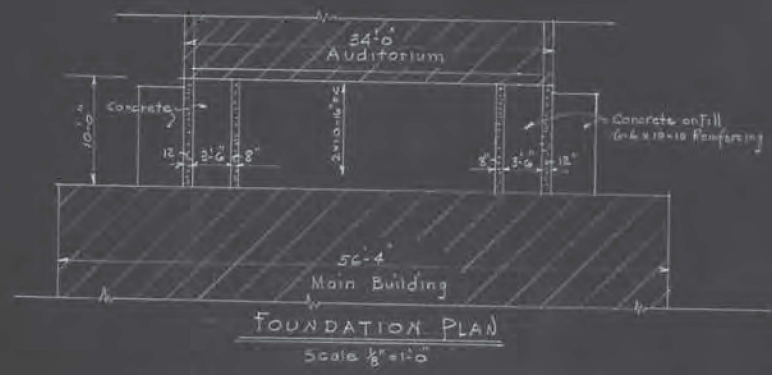
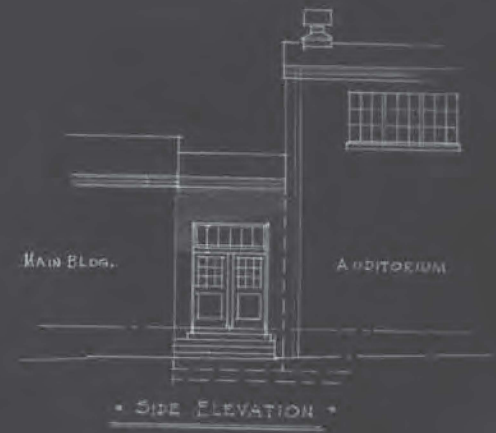
TYPICAL WALL SECTION  
 SCALE: 3/4" = 1'-0"



8-R-12  
 ADDITION TO CALFEE TRAINING SCHOOL  
 PULASKI COUNTY VIRGINIA  
 PLAN NO. 983A DIVISION OF SCHOOL BUILDINGS STATE DEPARTMENT OF EDUCATION RICHMOND VIRGINIA  
 FEB 1932 SHEET NO. 5



Additional Documentation -  
 1939 Drawings  
 Calfee Training School  
 Pulaski County, VA  
 DHR No. 125-0034



8-R-12

This sheet is intended to cover the link between the Main Building and Auditorium.

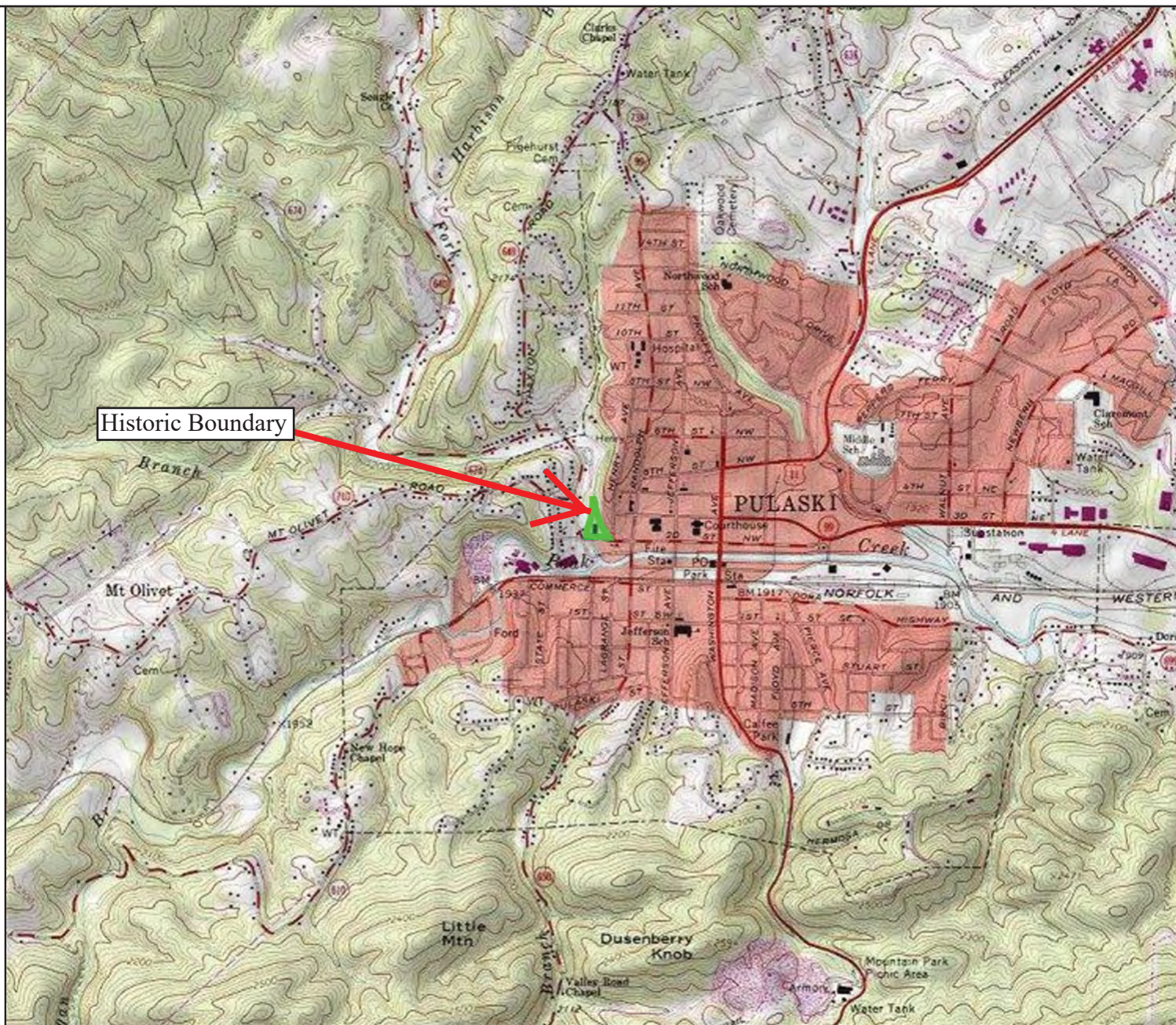
ADDITION TO CALFEE TRAINING SCHOOL PULASKI COUNTY, VIRGINIA		
PLAN No. 939A APR. 1939	DIVISION OF SCHOOL BUILDINGS STATE DEPT. OF EDUCATION RICHMOND, VIRGINIA	6

## TOPOGRAPHIC MAP

Calfee Training School

Pulaski County, VA

DHR No. 125-0034



Historic Boundary



Feet

0 600 1200 1800 2400

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

**Title:**

**Date: 2/15/2022**

*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 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.*

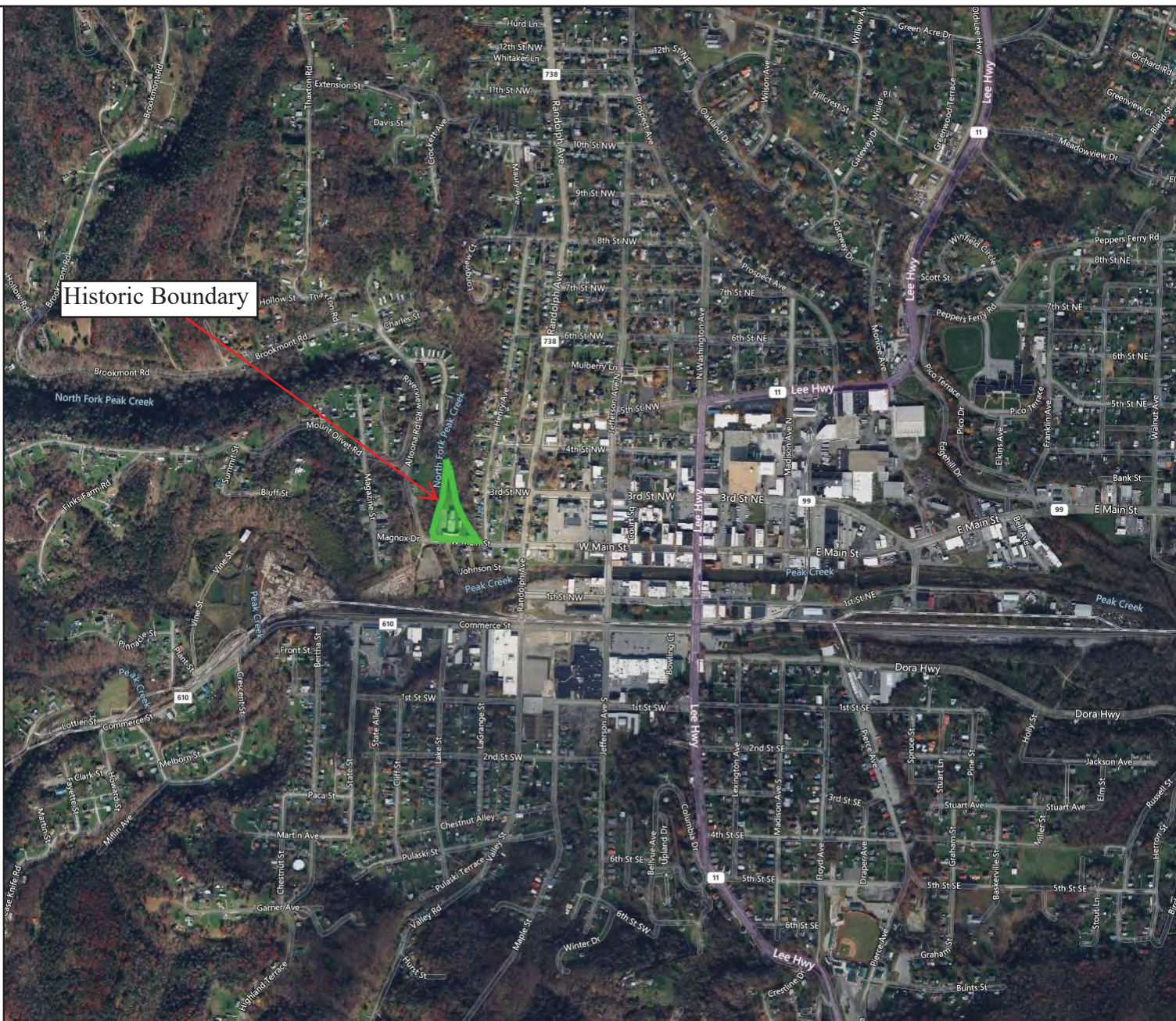


AERIAL VIEW- VICINITY

Calfee Training School

Pulaski County, VA

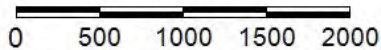
DHR No. 125-0034



Historic Boundary



Feet



1:18,056 / 1"=1,505 Feet

Title:

Date: 2/15/2022

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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## Legend

### LOCATION MAP

Calfee Training School (125-0034)

1 Corbin-Harmon Drive  
Pulaski, Pulaski County, VA

Latitude: 37.048566

Longitude: -80.786781

 NRHP Boundary

DHR #125-0034

VGIN Most Recent Aerials  
Map created in VCRIS



Feet

0 50 100 150 200

1:2,257 / 1"=188 Feet



**Title:** NRHP Location Map

**Date:** 8/30/2021

*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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Calfee Training School  
Pulaski County, Virginia  
1 Corbin-Harmon Drive  
Pulaski, VA 24301  
DHR File Number: 125-0034  
Date Obtained: 8/30/2021

# SKETCH MAP/ PHOTO KEY

0 25 50 100 150 Feet



### List of Resources

1. Calfee Training School, 1939, contributing building
2. Metal Storage Building, ca. 1990, non-contributing building
3. Brick Pump Station, ca. 1981, non-contributing building

### Historic Boundary



320

Altoona Rd

③

Corbin-Harmon Dr

Johnson St

④

⑱

⑤

⑦

⑥

1

2

non-contributing

contributing

non-3  
contributing

⑲

②

323

143

Beapel Pl

Henry Ave

339

329

319

309

263

251

239

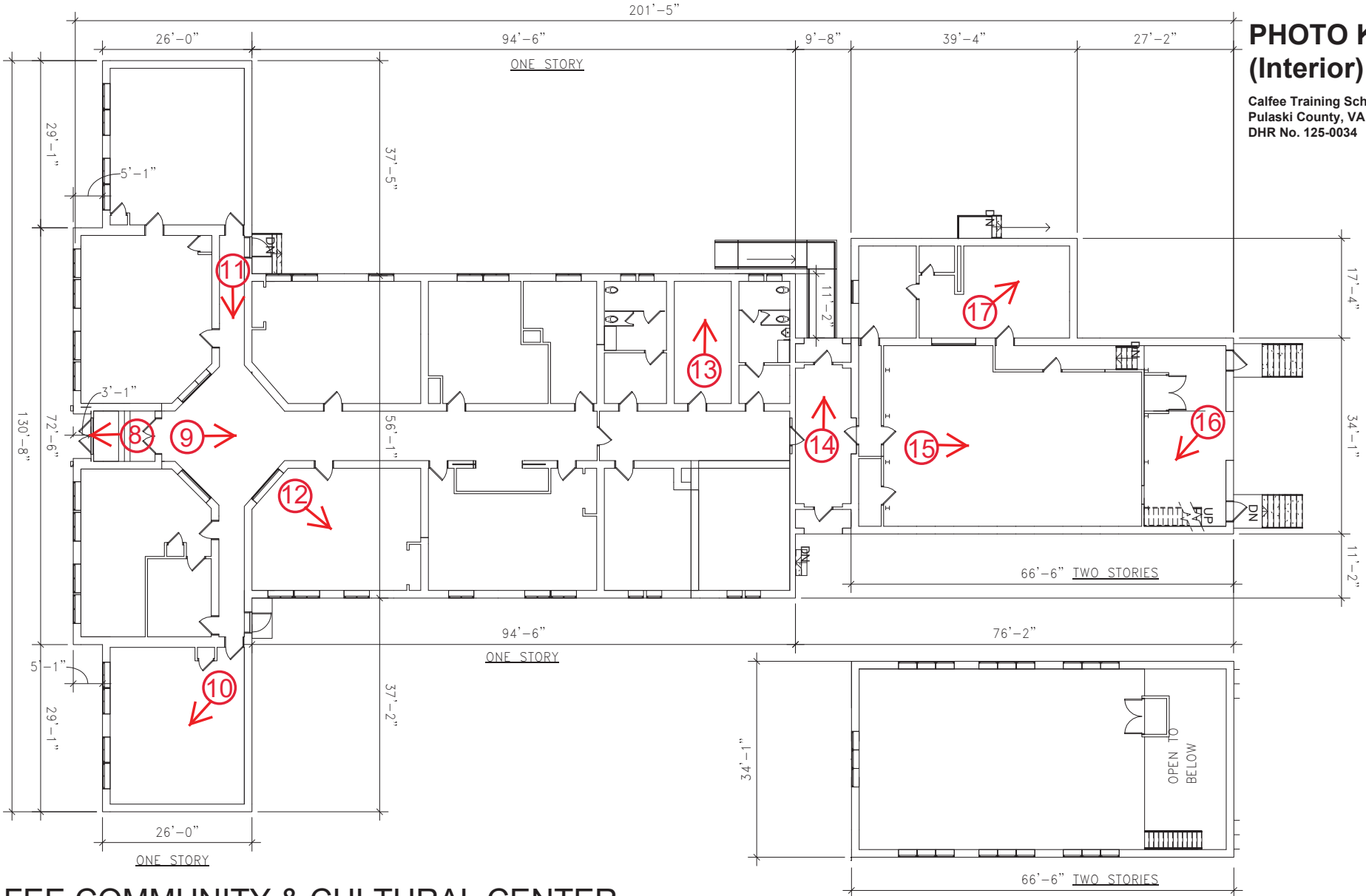
227

215

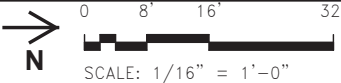
303

# PHOTO KEY (Interior)

Calfee Training School  
Pulaski County, VA  
DHR No. 125-0034

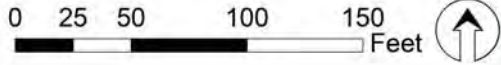


## CALFEE COMMUNITY & CULTURAL CENTER



Calfee Training School  
Pulaski County, Virginia  
1 Corbin-Harmon Drive  
Pulaski, VA 24301  
DHR File Number: 125-0034  
Date Obtained: 8/30/2021

# TAX PARCEL MAP



Obtained August 30, 2021, from Pulaski County GIS

