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Virginia's Creeping Desegregation: Force of the Inevitable

James Rorty here surveys the progress of school desegregation throughout the state that has been in the forefront of the...

JUL, 1956 • BY JAMES RORTY

A northerner traveling in the South soon learns not to embarrass his hosts by supposing that they really believe their popular social mythologies any more than we do in the North. During a trip of some fifteen hundred miles from the Potomac to well below the Appomattox and back, I was unable to find one intelligent Virginian who attached much weight to the idea that “mongrelization” would inevitably follow desegregation of the public schools. Even intransigent segregationists acknowledged the elementary anthropological facts: such mixture of the races as has occurred thus far was largely a product of the plantation slavery system; and the glacial spread of miscegenation was not perceptibly accelerated in the North by the relatively free mingling of the races in the schools and elsewhere, or greatly inhibited in the South by the adoption, about the turn of the century, of the tightly segregated dual society of Jim Crow.

The fear of “mongrelization” is largely confined to the common white man—referred to in Virginia as “the lower strata of whites”—and is a serious factor in the situation only to the extent that it has been exploited by demagogic politicians and fundamentalist pamphleteers.¹

Equally rhetorical and disingenuous is the attribution of a venerable antiquity and solid permanence to Virginia's "traditional" dual society. In the first place, as I noted in my previous article ("Desegregation: Prince Edward County, Va.," May), the "tradition" is only about fifty years old. In Virginia, it dates from the adoption of the state's 1902 constitution, which effectively disfranchised the Negroes and was followed by the passage of a multitude of previously unheard of segregative laws and local ordinances.

In the second place, most Virginians—and this includes the common man, both white and black—are aware that segregation was decaying at the center and fraying at the edges long before the Supreme Court's decision of May 17, 1954. They apprehend, with reason, that with the possible exception of a few rural enclaves on the South Side, Virginia's dual society will be gone with the wind in a decade or two.

Interposition, in Virginia as in the Deep South, is a political holding action which can only delay the march of integration. Inevitably, desegregation will continue its creeping progress, fed by and in turn feeding the social, economic, and political forces which contribute to what C. Vann Woodward has called the South's Second Reconstruction (in "The 'New Reconstruction' in the South," *Commentary*, June).

Regardless of what happens in the courts, desegregation will filter slowly inland from the Tidewater cities of Portsmouth, Norfolk, and Newport News, where the pattern of race relations among civilians has already been profoundly affected by the integration of white and Negro personnel in a number of Federal military installations.

In all these cities, and in the Virginia suburbs of Washington, more and more Negroes are voting, and Negroes are even beginning to be elected to minor public offices. The increasing prosperity of Negro industrial workers is also a factor; white businessmen become increasingly interested in cultivating the Negro market.

The desegregation of the educational system will move down gradually from the professional schools and colleges into the junior colleges and specialized high schools; and the entire educational system is bound to feel the influence of the Catholic parochial schools, which decided to desegregate even before the Supreme Court decision was announced. This influence will be reinforced by the pressure of Protestant and Jewish religious leaders, the majority of whom have urged compliance with the order of the Court.

All of these actual and existing integrative trends and influences—the increasing enrollment of Negro students in formerly segregated colleges and universities, the example of the Catholic parochial schools, the growing Negro vote, and the coastal cities with their integrated Federal installations—are manifest on the surface for any traveler to see. Conservative Virginians don't like them, but many of them are bowing reluctantly to what they consider inevitable. Forced to decide whether or not he would oppose a program of gradual desegregation proposed by the president of a formerly all-white theological seminary, a conservative community leader said: "Desegregation is against what I have always believed. But I can tell the way the wind is blowing, and I'm going to vote for it."

At Thomas Jefferson's University of Virginia in Charlottesville, the wind was blowing steadily in the direction of integration when I was there. Twenty Negroes, graduates and undergraduates, were enrolled and in residence on the campus; another thirty-eight were enrolled in extension classes throughout the state. The Medical College of Virginia at Richmond has twelve, including both graduates and undergraduates, and about thirty in its affiliated nursing school.

Even ardent segregationists, of whom there are a number on the faculty, agreed that at the University of Virginia, as elsewhere, the enrollment of Negro students in the graduate schools has been accomplished without difficulty and that it would continue at an increasing rate without alienating appreciably the university's friends and supporters.²

Of the nine publicly supported colleges and universities in the state, including the University of Virginia, that were formerly exclusively for whites, four now have Negro students. The College of William and Mary at Williamsburg and its Norfolk division have one graduate student and six undergraduates. Virginia Polytechnic Institute at Blacksburg has four Negro undergraduates.

Thus far Hampton Institute, formerly all-Negro, is the only privately supported college where integration has been established and is operating successfully. Since the war, Hampton has received over a hundred white exchange students from American and foreign universities. In addition, a white student entered Hampton from a local high school and a white Texan transferred to Hampton from the University of Virginia.

White students at Hampton are of both sexes and mingle freely with Negro students in the lounges and cafeterias, as do the white members of the Hampton faculty. For several years, white and Negro students, sometimes in mixed couples, have been patronizing local movie theaters, with only rare and minor incidents, one of which resulted in a court trial which I attended. A white exchange student from California appeared as the complainant. With a Negro girl, also a student at Hampton, he had attended a movie in the near-by town of Phoebus, sitting in the balcony that is ordinarily reserved for Negroes. After the performance they were waiting at a bus stop when an intoxicated white man approached them, used abusive language, and ended by slugging the white student. A white police officer intervened and arrested the drunk.

The trial was attended by a dozen Hampton students, including Negroes and whites of both sexes. It lasted less than fifteen minutes. The attacker pleaded *nolo contendere* to the charge of assault and battery and was fined \$15 and costs. Somewhat patronizingly, the complainant's Negro lawyer commended the white defense counsel for advising his client to choose the path of discretion in his plea. While the defendant was paying the court clerk, the complainant left the courtroom quietly with the Negro girl on his arm. The courtroom was less than half filled; judge, lawyers, court attendants, and audience all behaved with exemplary correctness.

All this, I protested to a Negro journalist, was not at all what Northerners have been taught to expect. He explained that Phoebus was Southern only with respect to geography. A substantial proportion of the town's white residents are retired army and navy people, most of them born and brought up outside the South. In addition, Phoebus, like the near-by cities of

Hampton, Newport News, Norfolk, and Portsmouth, has been influenced by the desegregation of the military installations that have given employment to thousands of civilian workers, both white and colored, many of whom are Catholic.

The influence of official Catholic policy, which extends beyond the areas of urban Catholic concentration, is not to be minimized, despite the South's traditional anti-Catholicism. Some of Virginia's first families, whose ancestors helped to found the Jamestown settlement, are Catholic. Today, out of the state's total population of 2,060,000, some 130,000 are Catholics. Its 74 parochial schools, with an enrollment of 26,000 pupils, are concentrated chiefly in greater Richmond, in the Virginia suburbs of Washington, and in the Tidewater cities, especially Norfolk and Newport News.

By order of Archbishop Peter L. Ireton, dated two weeks before the Supreme Court's May 17, 1954 decision, the parochial schools throughout Virginia have been proceeding for the past two years with a program of desegregation the results of which have thus far, as usual, refuted the segregationists' predictions of violence and disaster. In September of 1954, fourteen Negro children entered three parochial high schools; a year later, sixty-six were enrolled, from the kindergarten to the ninth grade, in eighteen schools. Only six parochial schools, in all-Negro districts, with an enrollment of 1,800 children, are still exclusively Negro.

Monsignor J. Louis Flaherty, Superintendent of Schools of the Virginia Diocese, reports that thus far integration has given rise to no problems of discipline, health, or sanitation. There have been minor difficulties: fourteen white children were withdrawn

by their mothers—most of them army wives—because of integration; transfers were arranged in some of these cases. As the result of an incident, Negro boys and girls dance only with fellow-Negroes at school functions. Basketball games had to be cancelled when public school teams objected to the presence of Negro players on the parochial school teams, and there was also trouble finding non-segregated eating places when the team was on the road.

The failure rate of the Negroes who have entered white schools averages only slightly higher than that of the whites. According to Mgr. Flaherty, integration will proceed gradually but systematically, starting with the lower grades, until the entire parochial school system is integrated.

Alone among the faiths, the Catholic Church was in a position to manifest by deeds, in its own school system, the conviction it shares with the Protestant churches that segregation is un-Christian. Ever since the Supreme Court's 1954 decision, however, the majority of Virginia's Protestant clergymen, along with practically all the rabbis, have been bucking the political tide that swept the majority of their congregations into the segregationist camp. Despite the scolding of the segregationist press, and sometimes in defiance of warnings from their own congregations, preachers, priests, and rabbis in a score of Virginia cities insisted on speaking out for integration. At the higher levels of church authority, Presbyterians, Baptists, Methodists, and Episcopalians united in urging compliance with the Supreme Court's order.

On the eve of the adoption, by a two to one vote, of the state constitutional amendment authorizing the use of tax funds for the support of private schools, State Senator Dalton said: "The

politicians have lined up almost solidly for the amendment and the preachers almost solidly against it. If I am to choose between those lined up with the preachers or with the politicians, I'll take my stand with the preachers." More and more politicians, it may be safely predicted, will be found taking their stand with the preachers when, as, and where Negroes begin to vote in sufficient numbers. Already, the county and city breakdown of the vote for and against the constitutional amendment suggests that some day, with little help from the whites,³ the Negroes will be able to vote an end to Virginia's dual society.

Resistance to the Supreme Court's order, as it happened, centered in the twenty agricultural counties of Virginia's South Side, where Negroes equal or exceed whites in numbers, but rarely vote. In fact, the referendum vote also provided a rough measure of the degree to which Negro voters are permitted to exercise their suffrage.

The city of Hampton has 22 per cent of Negroes in its school population; Charlottesville, seat of the University of Virginia, has about the same—23 per cent. In both cities the vote on the constitutional amendment was relatively close: 5,135 to 3,427 in Hampton, and 2,820 to 1,477 in Charlottesville, as against 2,835 to 350 in half-Negro Prince Edward County, with its two all-white colleges, Longwood and Hampden-Sydney. Without attaching too much significance to these figures, it would at least seem that where racial integration has been in operation at the college level, it has not had the effect of either nourishing segregationist sentiment or intensifying racial tension. What is even more apparent, of course, is that Negroes vote in Charlottesville and especially in Hampton, whereas they

obviously don't in Prince Edward County and in other South Side counties where the vote for the amendment was equally overwhelming.

Only about 15 per cent of the people of Virginia live in counties where the Negro population is as high as 40 per cent of the total; and of the state's population as a whole, Negroes form only 24.8 per cent. That is only 3 per cent more than in Maryland, where integration is proceeding rather smoothly. Both Richmond, with 43 per cent of Negroes in the school population, and Norfolk, with 39 per cent, have fewer Negroes than Baltimore, with 49 per cent. In three southwestern Virginia counties and one Washington suburb (Falls Church) there are so few Negroes that they are obliged to attend private schools or are transported to jointly operated schools in neighboring areas, their tuition being paid by the governing bodies of their home localities.

In all these areas integration could have been started immediately, or "with deliberate speed," in 1954 or 1955, and some of Virginia's educators said so publicly. In fact, before the state legislature's Gray Commission rendered its report, detailed plans had been prepared for the admission of Negroes to white schools in Richmond, Norfolk, Waynesboro, Arlington, and elsewhere.

If integration is practicable in Norfolk, with 39 per cent of Negroes in its school population, why isn't it practicable in Albemarle County, in central Virginia, with only 21 per cent? "It just isn't," replied Dr. E. J. Oglesby, professor of mathematics at the University of Virginia, who had served on the Albemarle

County school board, "not in this part of the world, in the foreseeable future." This was also the conclusion of Dr. Paul Cale, the Albemarle County school superintendent.

The Negroes of Albemarle County, pointed out Dr. Cale, are scattered all over the county, whereas in cities like Norfolk and Baltimore they are concentrated in colored residential districts. Even a token attempt at integration would generate dangerous conflicts in connection with bus transportation. There would also be insuperable administrative difficulties. White parents would not permit their children to receive instruction from inferior Negro teachers—and they *were* inferior, Dr. Cale said. Citing instances of misconduct by Negro school principals, he declared that an M.A. from Columbia didn't necessarily make a Negro teacher either professionally competent or trustworthy. (But the same judgment might be applied to white teachers; certainly Negro principals and teachers have no monopoly on either personal misbehavior or professional incompetence.) If integration were to be enforced, the white parents—said Dr. Cale—would withdraw their children and stop paying school taxes; then, unless Federal money was funneled in, it would be necessary to close the schools. In 1950, four years before the Supreme Court decision, Albemarle County had built a comprehensive high school for Negroes which had cost more per pupil than the white high school, and the county's future building program embodied genuine equality for white and colored; now, however, the board had paid off its architects and suspended all construction.

"What did the Negroes expect to happen next?" asked Dr. Cale. "What did they want?" He had been trying to find out. But where formerly his Negro principals had been willing to talk frankly with him, now they refused to confer except publicly, in the presence of their entire staffs.

A similar blackout of human and professional relations prevails in most of the South Side counties. While integration waits to be born, the "separate but equal" education of the Negroes marks time.

Greensville County, deep in Virginia's South Side, has 62 per cent of Negroes and voted 2,189 to 385 for the amendment. Emporia, the drab little county seat, is segregated in every conceivable manner, including the WPA mural in the post office in which all the Negroes—and none of the whites—wear overalls; also in the columns of the Emporia *Independent Messenger*, owned and edited by Cary P. Flythe. Mr. Flythe fired his Negro reporter—and lost some of his Negro circulation—after the reporter had objected to one of the editor's more violently segregationist columns. Mr. Flythe is also chairman of the school board which, following the Supreme Court decision, announced its "unalterable opposition to desegregation" and ordered Negro teachers not to discuss or permit discussion of the subject in their classes.

Since Emporia's NAACP chapter has an active membership of over 200 and several times that many sympathizers, it is obvious that Greensville County's 385 votes against the amendment did not represent the actual sentiment of the community. Nor does the poll tax, which the Byrd machine stubbornly refuses to

repeal, account for more than a part of the discrepancy. In Virginia's one-party system there are many ways short of actual coercion to discourage Negroes from voting. Before he can register, a potential voter must answer from memory about a dozen fairly complicated questions, and the white primary official is rarely challenged when he tells a Negro that he has failed this test.

It is an event when a Negro serves on a grand or petit jury. This happened in 1950, for the first time in thirty years in Greenville County. Yet there was a time, within the memory of people now living, when Negroes served regularly on Greenville County juries, both grand and petit, and when Negroes voted as a matter of course. In that earlier period there occurred the celebrated lynching of Cotton and Brady, which well illustrates the relative emancipation of South Side Negroes before the turn of the century and the clamping down of Jim Crow laws.

Cotton was a Negro, Brady a white man. Both were notorious bandits, who were captured and imprisoned by a posse after a particularly sanguinary foray. A white mob broke into the jail and lynched Cotton, the Negro, after which the Negro leaders were cordially invited to lynch Brady, the white man. Their reply was: "Not us. You've lynched Cotton. Now you go ahead and lynch Brady." Which they proceeded to do.

In Greenville and other South Side counties, the Negro leaders date the decline of their political and social status from the adoption of the 1902 Virginia constitution under the guiding genius of the late Senator Carter Glass. The effect of the new constitution was to centralize authority at the state level, to

narrow the electoral base, to reduce the number of county and local elective offices, and to solidify the power of an upper- and middle-class white minority.

One of the counties of Virginia's Eastern Shore, up which I drove from the South Side on my way North, had a Negro school population of 58 per cent; it had voted ten to one for the constitutional amendment. The school superintendent assured me that the Negro pupils were running from three to five years behind the whites in grade. As for the Negro teachers, he had perhaps four who were up to the average of the white teachers. Their advanced degrees meant nothing, he said, and this would continue to be the case so long as a Northern all-Negro teachers college like Wilberforce, in Ohio, despite its loss of accreditation three years ago, could continue to pour mass-produced Negro A.B.'s and M.A.'s into the South. At an educational conference, he had offered to swap jobs with a Yankee colleague who had wanted to know why his county didn't integrate, betting that in two years the Northerner would be as intransigent a segregationist as he was. He would prefer not to be quoted directly, concluded this superintendent, but "if you and your friends up North want another war you know where you can have one."

The next county I came to on the Eastern Shore had only 38 per cent of Negroes in the school population and had voted only two to one for the amendment. Its school superintendent told a somewhat different story. He considered his Negro staff to be excellent. Over half of them were trained at Hampton Institute; a few came from Princess Anne, the Maryland state college for Negroes just across the county line. Yes, the Negro pupils were

retarded, but there were obvious reasons for that. The county, like most of Virginia's Eastern Shore, is one long, black, and highly mechanized truck garden. To grow and process the crops some 20,000 migrant laborers, mostly Negroes, are needed every year to supplement the permanent labor force, also largely Negro. At the height of the picking season the children of all ages come late to school and leave early, with the tacit approval of the school boards. Under such circumstances it was not surprising that the Negro children are below par educationally and with respect to health; this was particularly true of the migrants. Last year it cost the county \$20,000 to pay for the hospitalization of migratory laborers.

School integration, he thought, would be one of the ultimate fruits of Negro progress. But, as he had told his assembled staff at a meeting called to discuss the Supreme Court's decree, he did not think that that fruit was yet ripe for harvesting. Three quarters of the people in the county took this view, he believed. If it were necessary to begin integration immediately, however, he thought it had best start with the high school age, by which time the Negro students had acquired social habits that made them less objectionable to the white children and their parents.

Everywhere in Virginia, but especially on the South Side, ardent segregationists assure you that except for "hard-core" NAACP activists—"led by Northern Communistic agitators"⁴—the Negroes themselves don't want integration. Doubtless, there are some Negroes who for reasons of personal and group survival continue even now to tell the local white folks what the latter want to hear. But they weren't talking that way to a Northern journalist. Sometimes they refused to talk at all, but more often they jeered

at the idea that there existed any authentic Negro segregationist sentiment in Virginia, or even any substantial number of Negroes who felt that the NAACP was pushing too hard.

The fact is, of course, that Virginia's ruling white oligarchy chose to defy the Supreme Court order without in any way consulting the Negroes and their recognized state and local leaders.

Early in 1953, over a year before the Supreme Court desegregation order, President Alonzo G. Moron of Hampton Institute vainly urged Governor John F. Battle to appoint a committee of leading white and Negro citizens of the state to advise himself and the legislature as to the course of action the state should take in preparation for either a favorable or an unfavorable decision on the segregation cases then pending before the court⁵ A year later, in February 1954, President Morón, accompanied by a mixed group of white and Negro educators and editors, called on Governor Battle's successor, Governor Thomas E. Stanley, and made a similar suggestion. But despite promises that either he or the legislature would take action along this line, Governor Stanley did nothing until August 28, 1954, when he by-passed both white and Negro educational leaders by appointing an all-white commission of the state legislature, under the chairmanship of Garland Gray, who had declared two months before his election from the South Side county of Sussex that the Supreme Court decision was "political and monstrous."

The Gray Commission took over a year to prepare its report. Finally, in November of last year, it made recommendations; they were designed, not to prohibit integration, but to enable the resisting South Side counties to evade the Supreme Court order, while permitting the urban, northern, and northwestern

counties to comply. The two principal recommendations, if adopted, would have authorized (1) the assignment of pupils to schools on the basis of "health and welfare" rather than race; and (2) the payment of tuition grants to private schools. The second recommendation required an amendment of the state constitution, which was approved in a popular referendum on January 9 and adopted March 5 by the constitutional convention.

Meanwhile, however, the more intransigent segregationists had been provided with a rallying cry in the concept of "interposition," first developed by William Old, a Chesterfield County lawyer whose ideological services have recently been rewarded by his appointment as circuit court judge. The pamphlet in which Judge Old projected the first serious attempt to apply this doctrine (which had been adumbrated in the speeches of Madison, Jefferson, and Calhoun) was issued in a first edition of one thousand copies. Probably it would have caused little stir had not a copy fallen into the hands of James Jackson Kilpatrick, editor of the Richmond *News-Leader*, who had already established himself as perhaps the ablest spokesman for the segregationist cause. In a series of widely reprinted editorials, Mr. Kilpatrick applied his rhetorical amplifier to Mr. Old's modest lucubrations. The effects were greater, it would seem, than the editor himself had anticipated.

On June 1, 1955, the *News-Leader* had applauded Prince Edward County's instant response to the Supreme Court's implementing order, which was to refuse to adopt a school budget for 1955-56 and, instead, to set about raising a popular subscription for the operation of private schools—for whites only. Mr. Kilpatrick's editorial concluded: "When the Court proposes

that its social revolution be imposed upon the South 'as soon as practicable,' there are those of us who would respond that 'as soon as practicable' means 'never at all'."

In the same editorial, however, Mr. Kilpatrick had said that the Gray Commission should make it possible for any locality that wishes to integrate its schools to do so. "There may be quite a few counties in Southwest and Valley Virginia, where Negro population is small, that will wish to do so."

As expected, the Gray Commission recommended local option in the matter of desegregation. But by the time the legislature met to consider implementing these proposals, the cloud of "interposition," at first no bigger than Judge Old's hand, had swollen until it overshadowed the political landscape. Assuming that the Gray Commission's recommendations were to be taken seriously, the school board of Arlington County, across the Potomac from Washington, D. C, where Negroes constitute 6 per cent of the county's school enrollment, had adopted a plan to integrate county schools and to hold a \$9,400,000 bond referendum on school construction. But by this time the majority of the segregationists had adopted the "no, never, nowhere" position of the Defenders; Chairman Gray himself was one of the first to renege on his own Commission's recommendations. Declaring that he viewed Arlington's action with "much concern," Senator Gray added his "hope that no steps will be taken anywhere in Virginia to implement integration until the state's policy is finally determined by the governor and the duly elected representatives of the people of this commonwealth."

Arlington was not left long in doubt concerning the mood of the Governor and the legislature. In February the legislature gave overwhelming approval to an interposition resolution, following which it passed a bill stripping Arlington of its power to elect a school board and putting it on a par with other Virginia communities where school boards are appointed by the elected town boards. During the same month Arlington's plans for integration received another setback when, in a close referendum, the voters turned down the proposed \$9,400,000 bond issue for school construction.

The inflamed segregationist zeal of the legislature's majority was further manifested in a resolution introduced in the House, but permitted to die in the Senate, which would have declared that "it is the sense of the legislature that for the school year beginning September 1956 the public schools throughout Virginia shall continue to operate on a segregated basis. . . ."

Passage of this resolution, said the Richmond *Times-Dispatch*, would have been a "breach of faith." Although such considerations may have played some part in its defeat, the determining factor was probably the legislature's realization that, if passed, the resolution could have been used to prove to the courts that Virginia was not moving with the "deliberate speed" required for compliance with the Supreme Court decision. Actually, all the legislature had to do, to prevent any effective action anywhere toward desegregating the public schools, was to do nothing, and this, under the guidance of Governor Stanley, it managed to accomplish.

Thus, instead of joining the Border states, as so many optimistic Northerners, including this writer, were rash enough to predict, Virginia entered the election year of 1956 facing South and

behaving as if it were possible to march backward in time, into the never-again land of its slowly disintegrating dual society. Prisoners of this anachronistic political hegira are all of the state's Negroes and a substantial minority, if not majority, of its whites, who live in communities where Jim Crow is beginning to look inconvenient and expensive as well as unwholesome, so that its preservation does not seem desirable even if it were possible.

They will not remain prisoners long. Practically all of the decisive economic and social forces in Virginia—the industries of its Tide-water cities, the pull of its Northern markets, the influence of its desegregated military installations—are facing North. Virginia has gained at most a year of grace before desegregation begins. But it has saved its Southern face, which was perhaps what its politicians needed most to do, before getting down to the unfinished business of racial emancipation, to which it is committed no less than the rest of the nation.

¹The fear of racial intermixture is real to the point of pathology among the poor white farmers and lower-middle-class villagers in the South Side counties of Virginia where the Negroes constitute the majority of the population.

²In an article in the *Saturday Evening Post* of February 19, 1956 entitled optimistically "Southerners Will *Like* Integration" (most of them won't in the foreseeable future), Mrs. Sarah Patton Boyle, wife of a University of Virginia professor, described the friendly reception accorded Negro students by the white student body. The article elicited a flood of letters; somewhat to Mrs. Boyle's surprise, over half of her Virginia correspondents were congratulatory, as were a third of those who wrote from the

Deep South. Only about a fourth of the letters were from Negroes, all of whom applauded the article. A small percentage of the letters elaborated, more or less obscenely, the theme of "mongrelization" that runs through the pamphlet literature now being distributed by a dozen anti-Negro and anti-Semitic propaganda organizations. One writer assured Mrs. Boyle that "the Jews are behind all this agitation for breaking down segregation. Like jackals, they sneak around behind the scenes and get fools or knaves to do their dirty work. Mongrelization—that is what the Jews want—for Gentiles. Get the Gentiles mixed up with the lackadaisical Negro strain."

³The Virginia Council on Human Relations is the only integrated inter-denominational organization in Virginia working in behalf of school desegregation.

⁴The pamphlet literature distributed by the Defenders of State Sovereignty and Individual Rights and other segregationist organizations features the charge that the NAACP and other Negro and bi-racial organizations advocating desegregation of the schools are Communist-inspired and directed. In actual fact, the NAACP's leaders are actively and uncompromisingly anti-Communist.

⁵Last February, Professors B. J. Chandler and Douglas S. Ward of the University of Virginia's School of Education presented "A Plan for the Preservation of the Virginia Public School System"; it called for the establishment by the General Assembly of a bi-racial state advisory council instructed to work out, with the help of bi-racial groups in the county and local school divisions, a program of desegregation designed both to satisfy the community and meet the "deliberate speed" requirements of the district courts.

February 27, 2019

Superintendent Paul H. Cale: Years From 1954 - 1969

Dear Ladies and Gentlemen,

On April 2, 1954, an article appeared in the Staunton News Leader entitled, "Albemarle County Has Wealth, Inclination For Good Schools". The reporter writes, "Fortunate are the parents of school children in Albemarle County. They live in one of Virginia's most pleasant countrysides and in a county which has the wealth - and, of late, the inclination - to provide good schools. Nevertheless, Albemarle ranks low in 'local effort' in the eyes of the State Department of Education. This means the amount of money it devotes to schools in proportion to total taxable wealth is low in comparison with the average Virginia county. It was 73rd down the list last year". Even with this low "local effort" (compared to the other 100 school systems in Virginia), an above average amount of the tax levy goes to schools. "We have a friendly Board of Supervisors", said earnest, youthful, Paul H. Cale, the county's superintendent of schools for the past six years. The money has produced results. The county was fourth from the top in average elementary school teachers' salaries paid in 1952-53; it was 11th from the top in high school teacher salaries." So, in his first six years on the job, Superintendent Cale not only successfully lobbied the citizens and elected officials of Albemarle County for funds to build two brand new, state of the art, high schools (Burley and Albemarle High Schools) plus large upgrades to several elementary schools, he was able to improve the quality of teachers and instruction by increasing salaries in excess of 50%.

On May 17, 1954, the United States Supreme Court ruled in the landmark school desegregation case, *Brown v. Board of Education*, that "separate, but equal" facilities were inherently unequal. It would be impossible in this letter to go into great detail about this decision. The unanimous ruling marked a turning point in the history of race relations in the United States. It is considered as one of the top three Landmark Court Cases that changed America during the 20th century (Alverina University Online). Therefore, I encourage all of you to refer to three online sources for more information on how the state of Virginia responded to this ruling, almost 65 years ago. Sources are: The University of Virginia's "Digital Resources of United States History (SOL Guide) - Virginia's Massive Resistance" to School Desegregation; Encyclopedia Virginia - "Desegregation in Public Schools"; and Wikipedia - "Massive Resistance". Much of the information listed below comes from these sources.

TIME LINE

May 17, 1954 - The U.S. Supreme Court rules in *Brown v. Board of Education of Topeka, Kansas* that segregation in schools is unconstitutional, BUT FAILS TO EXPLAIN HOW QUICKLY AND IN WHAT MANNER DESEGREGATION IS TO BE ACHIEVED. The decision leads to the Massive Resistance movement in Virginia.

May 31, 1955 - The U.S. Supreme Court issues a vague ruling outlining the implementation of desegregation to occur WITH ALL DELIBERATE SPEED, a ruling now commonly known as *Brown II*.

November 1955 - Virginia state senator Garland Gray introduces the Gray Plan, which proposes the selective repeal of the compulsory school attendance law in an effort to slow desegregation in Virginia.

1956 - Harry F. Byrd Jr. pushes for the school-closing laws that lead to the closing of schools ordered to integrate.

March 1956 - U.S. Senator Harry F. Byrd, Sr. helps to author the "Southern Manifesto," which calls for opposition to the Supreme Court's *Brown v. Board of Education* decision.

August 27, 1956 - Governor Thomas B. Stanley announces a package of Massive Resistance legislation that will become known as the Stanley Plan. Among other things, the plan gives the governor the power to close any schools facing a federal desegregation order.

September 4, 1958 - Governor J. Lindsay Almond Jr. DIVESTS SUPERINTENDENTS OF VIRGINIA SCHOOLS OF THEIR AUTHORITY TO DESEGREGATE THEIR SCHOOLS; HE ALSO ADVISES THAT IF THEY GO AGAINST HIS ORDER THEY WILL BE FOUND IN VIOLATION OF VIRGINIA LAWS.

September 15, 1958 - Governor J. Lindsay Almond Jr. closes Warren County High School, the first school held in violation of his statewide mandate against desegregation.

September 19, 1958 - Governor J. Lindsay Almond Jr. CLOSES LANE HIGH SCHOOL AND VENABLE ELEMENTARY SCHOOL IN CHARLOTTESVILLE TO PREVENT DESEGREGATION.

September 27, 1958 - Governor J. Lindsay Almond Jr. orders white secondary schools in Norfolk to close to prevent desegregation.

January 19, 1959 - Both Virginia Supreme Court of Appeals and the U.S. District Court overturn the decision of Governor J. Lindsay Almond Jr. to close schools in Front Royal, CHARLOTTESVILLE, and Norfolk.

February 2, 1959 - With Governor J. Lindsay Almond Jr.'s barrier to desegregation broken by Virginia's Supreme Court of Appeals, seventeen black students in Norfolk and four in Arlington County peacefully enroll in white schools. PUBLIC SCHOOLS IN CHARLOTTESVILLE REOPENED IN FEBRUARY, HOWEVER, AFRICAN-AMERICAN STUDENTS WERE STILL PREVENTED IN ENROLLING IN THE ALL-WHITE SCHOOLS.

September 1959 - Though Massive Resistance has already ended, the Prince Edward County School Board closes its public schools to resist desegregation. ON SEPTEMBER 5, 1959, U.S. DISTRICT JUDGE JOHN PAUL ORDERED ADMISSION OF 12 BLACK STUDENTS TO VENABLE ELEMENTARY (10) AND LANE HIGH SCHOOL (2).

1960 - Governor J. Lindsay Almond Jr. retreats from his hard-line stance and allows all Virginia schools to passively resist desegregation through token integration.

1961 - Benjamin Muse writes *Virginia's Massive Resistance* in an effort to persuade other southern states not to resist desegregation.

September 16, 1963 - The 1,500 black students of Prince Edward County, mostly unschooled for four years, are invited to return to formal classes through the assistance of the new, privately organized Prince Edward Free School Association, which leases four of the closed public school facilities for one year with the support of federal officials and private funds.

May 25, 1964 - After Prince Edward County's public schools have been closed for the previous five years, the U.S. Supreme Court in *Griffin v. School Board of Prince Edward County* rules that the county has violated the students' right to an education and orders the Prince Edward County schools to reopen.

July 2, 1964 - The Civil Rights Act becomes law, allowing the U.S. Department of Health, Education, and Welfare to threaten southern localities with the loss of federal funding if they do not integrate their schools.

May 27, 1968 - The U.S. Supreme Court rules in *Charles C. Green et al. v. County School Board of New Kent County, Virginia*, that the New Kent School Board has to "convert promptly to a (school) system without a 'white' school, and a 'Negro' school, but just schools." The ruling quickens the pace of desegregation in Virginia.

When the "Brown" decision was announced, the leading white politicians, and many of the general public, resisted the change and fought to maintain Virginia's system of segregated education through legislative actions and school closings. The situation was dramatic and complex, and the African American population of the state was by no means united as to the proper response. Black teachers and principals became nervous about their jobs with the closing of segregated schools. Given the tortured history of race relations in the South, they knew that whites would not tolerate a situation in which black teachers, especially black male teachers, taught white children, and white girls in particular. The black community thus welcomed the "Brown" ruling with a degree of ambivalence. (Encyclopedia Virginia)

The role of a Virginia school superintendent from 1954 up until 1970 was an extreme challenge. Many did not make it and were either forced to leave or gave up and moved on to other, less stressful jobs. Three superintendents served during this period for the Charlottesville

City School System. Fendall R. Ellis left in 1963 after 16 years, the last eight years being quite turbulent. He was named in three lawsuits that were filed against the Charlottesville School Board by black parents who wanted their children admitted to previously all white schools. Two schools were closed in 1958, rather than be integrated. He resigned in 1963, supposedly from "burn-out", and took a job with the State Department of Education. The next superintendent, George C. Tramontin, lasted three years and was asked to resign by the Virginia Education Association for dismally low staff morale. A local black newspaper (Charlottesville-Albemarle Tribune) reported that he was forced to leave for pushing integration. The third superintendent, Edward R. Rushton, left in 1972 after five years for reasons unknown. There was still some racial unrest at Lane High School during the year that he left which was 13 years after the first black students were admitted to the school.

Superintendent Cale maintained a very cordial relationship with all three of these "next door" school officials. He and Superintendent Ellis worked closely together for many years on the vision, building, and administration of Burley High School. Nevertheless, the Albemarle County School System had a smoother road from a segregated to a fully integrated school system than what the city of Charlottesville experienced. The leaders for desegregation in both the city and county during this time period, complained that the process was taking too long. On the other hand, those in the position of leadership that opposed desegregation, continued to set up roadblocks to that process. Referring back to the Time Line above, school systems in the state of Virginia were not allowed to desegregate until 1959. Even then, the state put up roadblocks to passively resist desegregation through token integration. Finally on July 2, 1964, The Civil Rights Act becomes law and the U.S. Department of Health, Education and Welfare (H.E.W) was empowered to threaten school systems with the loss of federal funding if schools were not integrated in a more timely manner.

So what did happen in Albemarle County that caused a more civil response to this incredible change in its school system. Many citizens expressed then, and years later, that it was due to the leadership of Superintendent Cale (I will provide some examples of what people wrote about his service in my final letter next month).

The following list of bullet points are some of the things that he did to facilitate this transition:

*From the very beginning of his tenure as superintendent, he recruited black leaders to be a part of his School Improvement Committee.

*His first project was the building of Burley High School. He tackled the biggest facilities need in the county and for the first time in the educational history of Albemarle County, black girls and boys had a superior school building than white girls and boys attended.

*He was "hands on" in the planning and administration of Burley High School. He introduced a practical nursing program at Burley in cooperation with The University of Virginia Hospital.

This was only the second high school practical nursing program in the entire country (Daily Progress, 1952). He attended many Burley High School functions and even took my sister, brother, and myself to several Burley Bear's football games.

*Because he listened and then delivered as best he could on the needs of all students, he earned the trust of most black and white citizens.

*After the *Brown v. Board of Education* decision in 1954, he knew that the future building programs that he had proposed would need to be delayed until the picture was more clear on if and when desegregation would happen. Some members of the School Board were interested in building new schools only if the system remained segregated.

*He then stated that he would do everything possible to keep schools open and that became his number one goal during this time of massive resistance. My sister and I remember an incident that points to this concern. Our annual vacation was to a cinder block, concrete floor, fishing cottage on the banks of the Chowan River in northeastern North Carolina. It was located on the farm of my dad's younger sister Grace. We remember Aunt Grace running back to the cottage telling Dad that his office had called and he needed to come back right away as the School Board was getting ready to meet about closing down some schools. We immediately packed up and cut our family vacation short. This happened in early August of 1958. The following month, the Charlottesville School Board closed Lane High School and Venable Elementary School rather than allow black students to attend.

*Because of the trust he had developed with the citizens of Albemarle County during his first eight years as superintendent, he was able to mediate between the "massive resisters" (some being on the School Board and the Board of Supervisors) and the vocal members of the black community as well as leaders in the National Association for the Advancement of Colored People. He was able to convince the majority of these citizens that any actions that resulted in schools being closed would be most harmful to the students who could not afford or be allowed to attend the "private academies" that would soon open. Rock Hill Academy (high school) and Robert E. Lee Elementary School opened in Charlottesville in 1959. He pleaded that patience and reasonable discourse would keep the county schools open for all children until the judicial and legislative bodies (both state and federal) worked out the details.

*At the time when integration in Albemarle County began (1963), he instructed his principals to be totally "color blind" to the needs of all children. The preparation and guidance that he provided for the school staffs resulted in a very smooth transition with literally no unpleasant incidents reported, unlike some other nearby school systems. In 2016, I personally had several conversations with the first black student to enroll in my class (sophomore - 1963) at Albemarle High School. My talks with her were before and during our 50th High School Reunion. She admitted to me and others that she didn't want to be at Albemarle High School but wanted to stay at Burley High School where almost all of her friends were still attending. However, her parents and pastor told her, and her younger brother, that they needed to be leaders - and

brave leaders they were! She told us that she didn't really reach out to many people during that first year at Albemarle High School as she was angry that she had to be uprooted from her former school. Nevertheless, she said that her teachers, the guidance department and administrative staff could not have been nicer and more accommodating to her. She never felt threatened by other students and eventually became more open and outgoing.

*In July, 1962, the Albemarle County School Board passed a regulation for Albemarle High School that if the school was integrated, all social and athletic activities would be discontinued. This ban would also apply to the black students from Albemarle County that were attending Burley High School at this same time. I remember talking with my father about this possibility, and he assured me that he would do whatever he could to see that this ban did not happen. He was a strong believer in extracurricular activities and SO WAS I! The following summer, just before the first black students were to be admitted to Albemarle High School, the Board of Supervisors asked the School Board to rescind this ban. Four of the six School Board members refused and they were dismissed. The new School Board did rescind that resolution. I am certain that my father let the Board of Supervisors know that he, as well as most school patrons, was not in favor of this desegregation delaying ban. If he had not done so, he too would have been fired! (July 6, July 11, and August 16, 1963 Daily Progress).

*From 1963 until the fall of 1967 when all Albemarle County Schools were fully integrated, Superintendent Cale met often with officials and lawyers from H.E.W. in order to be certain that all federal guidelines were being followed. I have approximately ten news articles from the Daily Progress with the updates from these meetings. It was an ever changing scenario but progress was made.

*In the early 1960's, Superintendent Cale realized that Jr. High Schools would need to be built in order to deal with the overcrowding at Albemarle High School, and especially if Burley High School ceased to operate as a black high school. Little progress was made until the above mentioned dismissal of the four School Board members in 1963. One of those individuals that was dismissed, ran for the Board of Supervisors that fall and surprisingly became chairman of the Board. He continued his fight against desegregation by voicing his disapproval of a newly proposed school building program that the entire new School Board and the majority of the Board of Supervisors supported. Fortunately, Superintendent Cale campaigned hard for these new facilities and was successful. The first two Albemarle County Jr. High Schools (Jack Jouett and Henley) opened in 1966, just in time, as Burley High School held its last graduation in 1967. Also, that same year, Scottsville High School was discontinued and those high school students were assigned to Albemarle High School. Woodbrook and Brownsville Elementary schools also opened in 1966.

*With the pending full integration of schools set to begin in September, 1967, Superintendent Cale, along with his staff and principals, began to work very hard on making this complete transition run smoothly. In 1966, schools in the western part of the county were fully integrated. Now, 37% of all black students in the county were attending desegregated schools (Daily

Progress, September 1966). As mentioned earlier, principals were again instructed by the Superintendent to be "totally color blind" in working with the new students and now teachers that were transferred from all black facilities to these newly desegregated schools. Black teachers did not lose their jobs as some had feared. Likewise, during this same school year, principals and some students from the schools that would receive new students in the fall of 1967, visited these schools to increase the understanding between students and faculty. For example, Principal Ben Hurt of Albemarle High School visited Burley and Scottsville High Schools with some Albemarle student leaders to address questions and concerns from those students. In May of 1967, many of those students from Burley and Scottsville High Schools attended classes at Albemarle High to help orient these students to what would be their new school. Zelda Murray, the much admired secretary at Burley High School, was brought over to Albemarle High School where she assumed her position at the front desk so she would be the first person a student saw when they entered the school office. As a result of these and other thoughtful actions, the assimilation of over 220 new students from Burley High and 92 new students from Scottsville High into Albemarle High proceeded without any unfortunate incidents. I believe the same could be stated for all of the schools of Albemarle County during this momentous time.

*In September 1967, upon completion of the desegregation of Albemarle County Schools, Superintendent Cale asked the School Board to request from the State Department of Education, that they send a survey team to the county for the purpose of determining the needs of the county school system over the next 10 years. Headed by Director of the Division of Special Services for the State Department of Education, Fendall R. Ellis, former Superintendent of Charlottesville City Schools, the team carried on a survey of Albemarle's school building needs, projected enrollment and studied transportation and vocational education. In February 1968, Mr. Ellis presented the report to the full School Board in an open to the public meeting that included two Supervisors, members of the Citizens for Superior Albemarle Schools and a number of school officials. The report recommended a new 1200 student high school, a new 850 student middle school and a 20 classroom elementary school to be constructed in the Charlottesville area. Other recommendations included: make classrooms available for kindergarten as soon as possible; recommended that Albemarle County and the City of Charlottesville join in providing a vocational education center to serve both school divisions; consider changing from the present 1-6, 7-9, 10-12 grade organization to a K-5, 6-8, 9-12 plan; and even with these changes, additional classrooms would be needed at Brownsville or Crozet, Red Hill, Stone Robinson and several other schools. (Daily Progress, February 17, 1968/ The actual report: A Survey of School Building Needs).

*With a plan for the future presented and being acted upon, Superintendent Cale announced at the October 14, 1968 School Board meeting that he would not be a candidate for re-election by the School Board when his term expired on June 30, 1969. He would be turning 60 about two weeks before that date and he believed that "now is the time for the county to have new and younger leadership." Cale's announcement proved something of a shock to the two principals attending the meeting. School Board members and those in the central administration had

known something about the plan for several months, but they too, were overcome by the decision. (The Daily Progress, October 15, 1968)

I ask again if you would please respond to me that you have received and read this email. I will be sending you one last letter in March.

Yours truly,
Paul H. Cale, Jr.
Hilton Head Island, SC

October 26, 2018

Dear Ms. Jones, Ms. Mallek, Dr. Haas and Dr. Acuff,

I have been debating who I should communicate with concerning the unfortunate Daily Progress news article that was emailed to me last Thursday morning. I was totally shocked to see the headline "Cale School Namesake Made Racist Comments." Ironically, my older sister Suzanne, from Winter Park, FL, was visiting me at my home in Hilton Head Island, SC, when a cousin living in Charlottesville emailed us the article. Needless to say, there have been some sleepless nights for us trying to decide how we should react to what we and many others consider one of the cheapest, most inaccurate, and poorly researched public reprimands we have ever witnessed.

Should we ask for a meeting with the school board, seek legal counsel or solicit support from the citizens of Albemarle County who knew, worked with, and loved our father. After serious consideration, we have decided, for now, to do what Dad would do, that is, to avoid a confrontation at all cost and educate the accusers and others. He always loved to teach.

So why have we selected the four of you to be our students? You are all highly educated, admired public servants and very talented in your fields of work.

Ms. Jones, you are the only one of the group that really knows us and us, you. You graciously welcomed us to Cale Elementary in 2009, when we asked to have a birthday party for the students on what would have been Dad's 100th birthday. We, my siblings Suzanne, Bill and I, bought the ice cream and had hoped to tell the children a little bit about the man for whom their school was named. The children treated us with songs, several performances, and many examples of their art and writings. Then again, about 18 months ago, the three of us, plus my wife, Jan, visited the school and you gave us a tour of the new addition to the school where we sat in a few classes and met some of your outstanding staff. I told you then that Dad would have been very pleased with the diverse group of students and the creative ways of instruction we saw. We were in Charlottesville that weekend for Dad's induction into the Albemarle High School Alumni Hall of Fame. It was my brother Bill's last trip to Albemarle County as he passed away this past May from his eight year battle against multiple myeloma. I am just glad he wasn't around to see last week's gut wrenching portrayal of our father. You and I have talked briefly about Dad's superintendency but we felt you might need to have the real story of Paul H. Cale so that you could let your students, both past and current, your staff and community, that he was a very decent man and a superb school administrator during the most divisive time of the 20th century, especially in the segregated South. I am truly sorry that you are having to deal with this controversy with all the other very important tasks you have as an elementary school principal. As I mentioned to you last year, my daughter is an elementary school principal in Fairfax County at a 650 student school that consists of 43 different nationalities. The burdens that are placed on our public school systems is daunting, but by looking back since the end of

World War II, the progress that has been made is incredible and I have hope that the future is still bright for public education.

Ms. Mallek, your name was given to me by a cousin who lives in your district. He described you as a solid, calming and balanced influence on the Board of Supervisors, so it makes sense that they elected you as Chair of the Board. My mother was born in Brown's Cove and her family moved to Crozet when she was a year old (1911). Her father was a well respected businessman and one of the founders of the Crozet Baptist Church. Mother and Dad lived their entire married life in Crozet where they were called "pillars" of the community by many. They bought a house on St. George Avenue in 1947 and stayed in it until Dad's death in 1987 (The current owners of the house have a sign out front that says, "Cale Residence, Circa 1912"). Mother then sold the house in 1989 and moved to Winter Park, FL, where my sister lived. Upon Mother's death in 2002, she returned to Crozet, and was buried next to Dad in the Rock Gate Cemetery. You may hear from some older members of your community that will be upset by what occurred last week. I thought you may benefit from knowing the history.

Dr. Haas, you and I met in 2011 when you were principal at Albemarle High School. I had been asked to come back to Albemarle to introduce Mr. Ben Hurt who was being honored at the first "A Night to Remember" program. I was pleased when I read that you had been selected to succeed Dr. Pam Moran upon her retirement. I applaud the wisdom of the School Board in hiring from within. Your experience in the system as a principal, followed by a short term as an assistant superintendent, should result in continued positive success. Dad's entire career was in Albemarle County. He was a teacher and coach for 4 years at Red Hill, followed by 11 years as a principal at Greenwood, before going to the central office as the assistant superintendent. He held that job for about one year before being named superintendent at the age of 38 years. Several years ago, Dr. Moran and I had a long conversation about Dad's years as superintendent. She was very aware of the trials and tribulations, as well as the successes, of that era. I remember her telling me that she had seen the pictures that Dad had taken of the 50+ Albemarle County schools in 1947 when he was appointed superintendent. She indicated that it was hard to believe how deplorable the facility conditions were at that time. Obviously, you were included on this list because of your position, as well as being assigned to start a review process for the future naming of schools.

Dr. Acuff, I had never heard of you before last week. Likewise, I am sure you had not heard of me until today. Your biography under the "Meet the Board Members" section on the Albemarle.org website is beyond impressive. Obviously, your actions and words at the Albemarle School Board meeting on October 18th have caused extreme angst for the extended family and friends of Paul H. Cale. The sensationalist, virtue signaling, writing style of Mr. Hammel made it sound as if you had exposed a major criminal. I am most troubled by the admittedly limited research that had been completed before you felt the need to go public with your discovery. You took a few sentences that were at best the author's paraphrase, from an article written over 60 years ago, to try and define a man whose body of work covered 22 years. With the help of his school boards, staff and the reasonable people of Albemarle County (there

were a few), he brought the facilities of the school system from the dark ages into the 20th century; kept all the schools open (unlike the neighboring Charlottesville School System) during the "Massive Resistance" strategy designed by US Senator Harry F. Byrd, Sr. of Virginia; and did not retire until the Albemarle County School System was totally integrated. To the best of his ability, he always put the best interest of all the students, both children of color and white, as his number one priority.

I apologize for taking so much of your time with this correspondence. Never the less, I look at this unfortunate happening as an opportunity to educate those of you who were not alive or didn't live in segregated Albemarle County or anywhere else in the South during this chaotic time frame and to try and describe what it was like to be the Superintendent of Schools during this time of complete culture change. I will use as references newspaper and magazine articles that my mother saved. Every article that mentioned Dad, she cut out and put on "scrapbook" paper. My sister and I had recently started going through these articles as we had promised Ms. Jones that we would put a notebook together about our father for Cale Elementary. She kept all the articles that praised him; those that were critical of his decisions, and those that were just reporting the news. She did not have the article that Dr. Acuff found. I am quite certain that Dad never saw that article. I guess that putting together a scrapbook of these articles may not be necessary any longer, but it is important to us that you have the whole story and not come to any conclusions about this man based on such limited evidence.

I hope you will respond to me so that I know you have received this email. I will then follow up with all of you with emails that I am beginning to put together,

Yours truly,

Paul H. Cale, Jr.
Hilton Head Island, SC

Dear Ladies and Gentlemen,

As promised, this email is the first of several that I will be sending you over the next few weeks. Let me be very clear, we are quite aware of the continued unrest in the Charlottesville/Albemarle County community following the very unfortunate events of August 2017. My sister, brother and I spent many hours visiting dad's office on the second floor of what was then called the County Office Building. His office overlooked Courthouse Square as well as the park area of the Robert E. Lee statue. We were very shocked and saddened by the Unite The Right rally and the murder of Ms. Heather Heyer. It was hard to believe that this type of demonstration could be happening in a place that our entire family loved and were proud to say was home.

Listed below are the three paragraphs that Mr. Lorenzo Dickerson discovered and showed Dr. Acuff on October 16, 2018. Forty-eight hours later they presented parts of the above paragraphs to the school board and press and described them as racist comments made by former superintendent and Paul H. Cale Elementary School namesake. Dr. Acuff continued by saying, though early in the process, what they had uncovered so far seemed to suggest Cale had a history of racist rhetoric (reported by Tyler Hammel, Daily Progress).

If integration is practicable in Norfolk, with 39 per cent of Negroes in its school population, why isn't it practicable in Albemarle County, in central Virginia, with only 21 per cent? "It just isn't," replied Dr. E. J. Oglesby, professor of mathematics at the University of Virginia, who had served on the Albemarle County school board, "not in this part of the world, in the foreseeable future." This was also the conclusion of Dr. Paul Cale, the Albemarle County school superintendent.

The Negroes of Albemarle County, pointed out Dr. Cale, are scattered all over the county, whereas in cities like Norfolk and Baltimore they are concentrated in colored residential districts. Even a token attempt at integration would generate dangerous conflicts in connection with bus transportation. There would also be insuperable administrative difficulties. White parents would not permit their children to receive instruction from inferior Negro teachers—and they *were* inferior, Dr. Cale said. Citing instances of misconduct by Negro school principals, he declared that an M.A. from Columbia didn't necessarily make a Negro teacher either professionally competent or trustworthy. (But the same judgment might be applied to white teachers; certainly Negro principals and teachers have no monopoly on either personal misbehavior or professional incompetence.) If integration were to be enforced, the white parents—said Dr. Cale—would withdraw their children and stop paying school taxes; then, unless Federal money was funneled in, it would be necessary to close the schools. In 1950, four years before the Supreme Court decision, Albemarle County had built a comprehensive high school for Negroes which had cost more per pupil than the white high school, and

the county's future building program embodied genuine equality for white and colored; now, however, the board had paid off its architects and suspended all construction.

"What did the Negroes expect to happen next?" asked Dr. Cale. "What did they want?" He had been trying to find out. But where formerly his Negro principals had been willing to talk frankly with him, now they refused to confer except publicly, in the presence of their entire staffs.

I would like to share my thoughts about this article and some obvious errors in what was written by the author of the article and then reported by Mr. Hammel.

The author James Rorty (March 30, 1890 - February 26, 1973), was a 20th century American radical writer and poet, as well as a political activist who addressed controversial topics that included "McCarthyism", "Jim Crow", American industries, advertising, and nutrition, and was perhaps best known as a founding editor of "The New Masses magazine (Wikipedia). He was born in Middletown, NY, educated at Tufts College and New York University. He lived a few years in San Francisco, but most of his adult life he lived networking in New York City. "The New Masses" (1921 - 1948) was an American Marxist magazine closely associated with the Communist Party, USA. The paragraphs above were a small part of an article written in Commentary magazine in July, 1956, and entitled, "Virginia's Creeping Desegregation: Force of the Inevitable." Mr. Rorty, who apparently had never been to the South, was trying to figure out how certain areas of Virginia seemed to be making more progress towards desegregation than other areas of the state. He was mostly critical of the rural areas of southern Virginia. He pointed out that some cities, such as Norfolk, were leaders in the process, mainly due to social advances made by the nearby military bases since World War II. IRONICALLY, the Norfolk school system offered Dad their superintendent's job at about this same time. If they had felt that he was opposed to desegregation, that offer would never have happened. He declined the job even though it would have meant an increase in salary of over 20%. Mother and Dad loved Albemarle County and I believe that he didn't feel it was right for him to leave at this critical time of change.

Now I would like to address the paragraphs in the article and the conclusions drawn by Mr. Dickerson and Dr. Acuff which I believe were at least misleading, if not totally inaccurate.

Mr. Rorty uses direct quotes throughout his article and identifies them by quotation marks. For example, Dr. E.J. Oglesby's remarks in the first paragraph must have been direct quotes. However, the only direct quotes attributed to my father were the short sentences in paragraph three. Neither of these are controversial and were not addressed by Dr. Acuff.

Obviously, Mr. Rorty asked Dad why wasn't desegregation moving along faster in Albemarle County Schools like it was in Norfolk where there were 39% of "Negroes" in its school population as compared to 23% in Albemarle County. We don't know if this conversation was in person or by phone. You would think that they talked for longer than the approximately one minute that he writes about in his article. Why doesn't he use quotation marks? Maybe Dad

wasn't really in agreement with the words of Dr. Oglesby. Mr. Rorty identifies Dad as Dr. Cale, the five times he uses his name in the article. My father's highest degree was a Master of Education /Administration from the University of Virginia. I have personally heard him correct someone who called him "Dr." Cale. He was a modest man and Mr. Cale, not Superintendent Cale, was the name he encouraged people to call him. So did Mr. Rorty misread his notes and apply words to "Dr." Cale that were the words of Dr. Oglesby? He definitely paraphrased those words and was not comfortable in portraying them as direct quotes. So, let's not be so hasty in surmising what Dad actually said or that he was in total agreement with Dr. Oglesby. I do believe that Dad did try to answer Mr. Rorty's question about the progress of desegregation in Albemarle County. I feel certain he talked about the logistical problems that were listed in the article and probably more. I am sure he talked about white parents telling him that they would not permit their children to be taught by a Negro teacher. Both my sister and I heard him talk about the pressure that certain prominent citizens of Albemarle County, including members of the school board and Board of Supervisors, were putting on him to try to prevent desegregation. Many thought the movement was going too fast, while a few others, like Mr. Rorty, thought that the process was way too slow. The key goal for Dad, at this time, was to keep all the schools open for all of the children. He had a plan/process that he followed to its successful conclusion. I will address this process in a future email. Now let me deal with the description of the term inferior Negro teachers. Again, Mr. Rorty's words were not Dad's exact words as he, Mr. Rorty, would have used quotation marks. Again, more importantly, we don't have the entire conversation.

Let me provide you with some facts about desegregation in Higher Education in Virginia in the 20th century (provided by Encyclopedia Virginia).

1. When the US Supreme Court ruled that separate but equal "public accommodations for black and whites were constitutional (1896), the court established a sturdy legal basis for segregation." This ruling encouraged the Jim Crow era of legalized discrimination against blacks in the south.
2. "Educational opportunities for blacks were vastly inferior to whites, and segregation in higher education was entrenched in Virginia through World War Two (1941-1945)." This sentence is a direct quote.
3. It was not until 1937 that a black college in Virginia could boast having faculty members with doctoral degrees. It was that year that Virginia State College for Negroes in Petersburg could offer a few advanced degree programs in education. It was about this same time when the Virginia General Assembly enacted a new law that would provide financial assistance to black Virginians, in order for them to go out of state to take courses for which there was no in-state equivalent to the courses available to white Virginians. This act resulted in many of the more gifted and ambitious black students to leave the state for obtaining graduate degrees in northern universities. This program exasperated the already short supply of properly educated black teachers in the state, as many of them who left for these out of state schools, never returned. Jobs and pay were more attractive in more progressive states.
4. During the 1950's and 1960's, the first black students entered various graduate programs at the University of Virginia and the College of William and Mary, followed by

VPI. Later still a few black students were allowed to enroll in undergraduate programs at most historically white colleges and universities.

5. However, admittance into programs did not mean an immediate end to unfair and unequal treatment on campus. It was not until 1972 that black students could enroll in any curriculum, live and eat in campus facilities, play varsity sports, promote black student programs, and form black student unions at "all" Virginia Public institutions of Higher Education.

Therefore, if Dad actually said that Negro teachers were inferior, it was definitely not because he thought there was an innate difference between blacks and whites. Obviously, segregation during the decades of the Jim Crow era, prevented black boys and girls from receiving the quality of education that white boys and girls received. That trend also continued in the four black colleges of Virginia until after World War II. The pool of black college graduates in Virginia who were trained to be teachers was small and almost non-existent for black graduates with advanced degrees in education until the 1960s. Dad hired all the teachers for Albemarle County Schools from 1947 until approximately 1961 when he started to share that responsibility with the assistant superintendent. Therefore, he was well aware of the limited opportunities and training that most of his black teacher applicants had received and often relied on character references and judgement to make hiring decisions. Likewise, it bothered him personally when he would hire a teacher and that person didn't perform at the level needed and required. The fallacy of "separate but equal" was never more evident than in these situations. So he responded to his frustration with inadequate training for many black college students who aspired to be teachers by doing what he could on the local level. He first devoted his efforts to improve the facilities for all students, then he campaigned for higher salaries to attract more qualified teachers and then he continued to work through the process towards the goal of total desegregation in Albemarle County Schools. He did not retire until after that goal was met in 1968 - 69, four years before the same could be said about all traditional white colleges and universities in the state of Virginia.

In conclusion, let me make some comments concerning a response that I received from Dr Acuff. She wrote, "I'm not sure how African American educators at Cale Elementary School or any of our educators feel about the assertions in the article that African American teachers "are inferior". Today, I just met with one of my good friends for lunch. He is a 61 year old black man who worked with my company for several years, attends the same church that I do and we play golf together when we can find time. He and his two older siblings were the first black children to attend Thunderbolt Elementary School in Chatham County, Georgia, when they were allowed to do so under the "freedom of choice" plan (approximately 1965 - 66). He said that he went to first grade at a Catholic school and then his mother petitioned the school board for her children to attend the local white elementary school. He said that he has always assumed that his mother sent them to that school because it was a better facility and had better trained teachers. He added that in the 1950's his aunt was able to teach school with a two year associate degree and didn't complete her four year degree in education until some years later. He also stated to me that in 1956 in the south, if someone made the statement that black teachers were inferior to white teachers, that in most cases, that was probably a true statement. He continued that if my father did make such a statement, he looked at it as trying to raise awareness of a situation that

needed to be corrected. I believe he did try the best he could to improve the education experience for all the students of Albemarle County and because of his 22 years as superintendent and those that followed him, the truth of that statement has not been valid for many years.

Again, please let me know that you received this email. I will send out another email in a few weeks.

Sincerely,

Paul H. Cale, Jr.
November 14, 2018

Dear Dr. Acuff, Dr. Haas, Ms. Jones, Ms. Mallek,

December 19, 2018

I will attempt to make my following letters shorter as I realize that you are busy people and quite frankly, I am not sure that all of you are even reading my correspondences. At the end of each letter, I have written the following simple request, "I hope you will respond to me so that I know you have received this email". Dr. Haas, you have immediately emailed me back upon receipt of each letter. Dr. Acuff, I had to email my first letter three times to you before you responded, and I have yet to hear from you after my second email, sent November 14, 2018. Maybe my expectations are too high, but I find this lack of courtesy very disappointing. Therefore, I felt a need to get the real story about Paul H. Cale out to the public. Several local news and media sources have approached me in search of the true story. I have begun to work with them and will continue to do so for the immediate future.

This letter is a brief summary of the first 6 ½ years of my father's job as superintendent. Mr. R. Claude Graham was superintendent of Albemarle County Schools from 1937-1947. He worked hard for school improvement, but was quite discouraged when a bond issue was defeated in late 1946. The entire county school board resigned except for Joe Henley, Sr. and Robert Turner. Mr. Graham then resigned in April of 1947 to join the Virginia State Department of Education. He left largely because of the condition of the schools and the apathy of the citizens of Albemarle County towards education. Paul H. Cale, who had been the assistant superintendent for less than one year, was appointed Superintendent of Albemarle County Schools on June 1, 1947. His annual salary was under \$5,000. Adjusted for inflation, this amount equals about \$57,000, or what a teacher with a Master of Education degree, would make today, after 13 years of experience in Albemarle County (from www.albemarle.org/payscales).

Superintendent Cale inherited the following: 52 schools (9 of which were combination elementary and high school) with more than half of the schools having one teacher and some of these teachers having to teach 7 grades; 44 of the buildings were heated by pot belly stoves; 42 of the schools had outside toilets; no school had a cafeteria; there was one school with a science laboratory, one with a library, but without a full-time librarian; there were zero industrial arts, art, chorus, drama or band, classes; less than \$250,000 of local tax money had been spent on the 52 buildings over the previous 60 years; the teacher salary schedule ranged from \$900 to \$1400 per year; Albemarle County was one of the 24 school divisions in the state (there were 100) with only 11 grades instead of 12. So what did the new superintendent do?

1. Formed a Citizens Advisory Committee of 54 individuals from every part of the county, to work with the superintendent and school board for school improvement.
2. He had professional pictures taken of each school building to show the deplorable conditions of the entire system. I believe these pictures are still being kept at the school board office.
3. He asked the State Board of Education to appoint a survey committee to make recommendations for improvement. This report was presented in 1948. In 1949, the

State Board of Education informed Albemarle County that most of the county high schools could lose accreditation by 1952 due to limited curriculums in these small schools.

4. With this information, the new superintendent convinced the School Board to build Burley High School since black schools and programs were most deplorable. This decision was six years before the US Supreme Court ruled that segregated schools were unlawful.
5. Superintendent Cale, along with School Board Chairman Henley, covered the county over the next several months in numerous meetings with facts, figures, slides and a new plan beginning with the new black high school shared by Albemarle County and the city of Charlottesville. I have over 20 articles from The Daily Progress reporting about these meetings from Crozet to Scottsville.
6. In spite of the defeat of the 1946 bond issue for school improvement for all the county, despite advice from many local leaders that another school bond issue would fail, especially if it involved only one school and a black one, a bond issue vote for Burley High School was passed in 1949 by a two to one margin.
7. In the fall of 1951, Burley High School opened for all of the black high school students in Albemarle County and the city of Charlottesville. Many state educators described this new structure as one of the finest school buildings in the state.
8. Just weeks after the passage of the bond issue, it was announced that the county had received the deed to a 218 acre site for a new consolidated white high school located on Hydraulic Road, just outside the Charlottesville city limits. Superintendent Cale stated, "The School Board and I deeply appreciate the gift of the Woodward property as a high school site and the fine spirit which prompted the donors. Though we are not at liberty to publish the names of the husband and wife who purchased this property and gave it to the Albemarle County School Board, we can say that they are patrons of one of our schools and are enthusiastic supporters of better educational opportunities for the youth of our county." (The Daily Progress, November, 1949).
9. Albemarle High School was opened in September, 1953, consolidating six small high schools which had struggled for years with enrollments of from 70 to 200, and very limited curriculums. In the August 19, 1953 New Leader (Staunton, VA), the headline read, "New Albemarle County High School called "One of the Best in the Nation for Rural Students."

I have a copy of a letter written on November 17, 1975, by Frederick W. Scott, owner of Bundoran Farm in North Garden. Mr. Scott was the anonymous donor, over 25 years earlier, of the land for Albemarle High School. In this letter he is writing to the 1975 Albemarle County School Board requesting that the new high school in western Albemarle be named for my father. Parts of this letter are below.

"We had great admiration for both Joe Henley, the chairman of the school board and for Paul Cale, the Superintendent of the County Schools who were being successful in improving greatly the quality of the County Schools. We bought all the Woodward property and gave it to the

School Board, in honor of Joe Henley and Paul Cale. The School Board was very pleased to have this fine property and invited us to name the proposed school. We declined that generous offer and the School Board named it Albemarle High School.

The foresight of Messrs. Henley and Cale shown in acquiring that large acreage in 1949 has enabled the County to build Jack Jouett Junior High School and Mary Carr Greer Elementary School on this same property.

Mrs. Scott and I think it is high time to honor more permanently Mr. Cale by giving his name to the new west side high school. Mr. Henley has been honored by the naming of a school in his honor."

Yours truly,
Frederick Scott

So the threat of accreditation loss was averted and plans began to be formed on upgrading the elementary schools in the county. Over the next 15 years of dad's leadership of the Albemarle County School System, 8 new schools were built and at least 11 schools had major alterations/upgrades or additions completed. Remarkably, after the bond issue in 1948, there was never a need for another one to finance any future building programs, including Albemarle High School. The primary methods of financing used for these projects came from local funds and borrowing from state retirement funds.

I will conclude with one final newspaper quote, this time from The Evening Star in Washington D. C.. On February 27, 1950 in an article entitled, Albemarle Plan Expected to Give County One of Best School Systems in Country". The staff reporter wrote:

J. T. Henley, Crozet orchardist and chairman of the county school board, lays the credit at Mr. Cale's door step.

"We have a superintendent with the brains to plan and the ability to carry out his program," he said. "He knows how to work with people and get things done".

I am asking you once again to respond to me that you have received this email. I will be sending you the next letter in January.

Yours truly,
Paul H. Cale, Jr.
Hilton Head Island, SC

ANTI-RACISM

The Albemarle County School Board (“Board”) and the Albemarle County Public Schools (“Division”) reject all forms of racism as destructive to the Division’s mission, vision, values, and goals. The Board is committed to the following principles:

1. Establishing and sustaining a school community that shares the collective responsibility to address, eliminate, and prevent actions, decisions, and outcomes that result from and perpetuate racism.
2. Eliminating inequitable practices and cultivating the unique gifts, talents, and interests of every child to end the predictive value of social or cultural factors, such as race, class, or gender, on student success (ACPS Equity & Access Initiative: A Call to Action, 2017).
3. Respecting and championing the diversity and life experiences of all community members to support the school division’s mission, vision, values, goals, and objectives.
4. Acknowledging that racism is often compounded by other forms of discrimination, including, but not limited to, those protective classes referenced in policy AC, *Nondiscrimination*.

Purpose

Personal and institutional racism have historically existed and continues to exist in the Division. Combating racism in our schools is a legal and moral imperative.

In this Division, there are significant disparities between racial groups in student academic performance, achievement, and participation in academic programs. These include disparities in graduation rates, gifted identification, course participation, special education identification, standardized test scores, and suspension rates. Disparities also exist between the racial demographics of the students in the Division and the staff the Division hires.

These equity gaps exist because of inequitable access to opportunities that have significant intergenerational effects and perpetuate economic, social, and educational inequity. However, racial inequities were created over time and can be eliminated. Similarly, personal prejudice is learned and can be unlearned. Educators play a vital role in reducing racism and inequity by recognizing the manifestations of racism, creating culturally inclusive learning and working environments, and dismantling educational systems that directly or indirectly perpetuate racism and privilege through teaching, policy, and practice.

The purpose of this policy is to eliminate all forms of racism from the Division in conjunction with related Board policies.

Definitions adapted from the *Government Alliance on Race and Equity* at www.racialequityalliance.org)

Anti-racism: the practice of identifying, challenging, and changing the values, structures, and behaviors that perpetuate systemic racism.

Individual racism: pre-judgment, bias, or discrimination by an individual based on race. Individual racism includes both privately held beliefs, conscious and unconscious, and external behaviors and actions towards others.

Institutional racism: occurs within institutions and organizations, such as schools, that adopt and maintain policies, practices, and procedures that often unintentionally produce inequitable outcomes for people of color and advantages for white people.

Structural (or systemic) racism: encompasses the history and current reality of institutional racism across all institutions and society. It refers to the history, culture, ideology, and interactions of institutions and policies that perpetuate a system of inequity that is detrimental to communities of color.

Adopted: February 28, 2019

Cross Refs: AC, *Nondiscrimination*
 GB, *Equal Employment Opportunity*
 IGAK, *Equity Education*
 INB, *Teaching about Controversial Issues*
 JB, *Equal Educational Opportunities*
 JFC, *Student Conduct*
 JFHA, *Prohibition against Harassment and Retaliation*

ANTI-RACISM POLICY REGULATIONS

These regulations are designed to dismantle the individual, institutional, and structural racism that exists in the Division. The Board directs the following action:

Policy Communication

1. Each school shall post a public statement against racism in a location visible to students, staff, and visitors entering the school. The Division will also post a public statement in high traffic locations at its main offices and on the Division website. The public statement shall read: “Albemarle County Public Schools is committed to establishing and sustaining an equitable community that achieves the School Division’s equity mission to end the predictive value of race and ensure each individual student’s and staff’s success. The Albemarle County School Board and School Division reject all forms of racism as destructive to their mission, vision, values, and goals.”
2. The Board shall establish an organization or committee of students in the Division to promote equity and diversity and to serve as leaders and spokespersons within their schools and the Division.
3. This policy shall be included in student handbooks provided to students and families.
4. This policy shall be translated into other languages and be made available for families.

Leadership and Administration

The Board shall address systemic racism as follows:

1. Develop and conduct a systemic Equity Needs Assessment for the Division to identify processes and practices that cause or contribute to inequitable outcomes. The Assessment shall also include an inventory of what equity-related data is currently collected by the Division. Following the assessment, strategies will be developed and implemented to address the identified issues.
2. To address disparities in course participation (including AP/honors participation):
 - a. All school staff making class recommendations shall provide a written electronic explanation for the recommendation to students and/or families.
 - b. School counselors shall be responsible for educating students and families as equitable partners in the selection process and course sequencing.
 - c. Middle and high schools will offer opportunities for supplementary coursework, such as summer bridge programs or tutoring during or after school, to students interested in moving to higher level courses.

3. The Board shall implement alternative discipline processes, such as restorative justice, to reduce racial disparities in discipline and suspension.

a. To ensure consistency in student discipline, each school shall collect and, at least annually, report data on all disciplinary actions. The data shall include the student's race/ethnicity, gender, socio-economic status, special education, and English Language Learner status, as well as a written explanation of the behavior leading to discipline and the specific corrective action taken.

b. When school administrators determine a student has committed a racist act, the student will be provided the opportunity to learn about the impact of their actions on others through such practices as restorative justice, mediation, role play or other explicit policies or training resources.

Curriculum and Instruction

1. Curriculum and instructional materials for all grades shall reflect cultural and racial diversity and include a range of perspectives and experiences, particularly those of historically underrepresented groups of color.

2. All curriculum materials shall be examined for racial bias by the Division's Department of Student Learning. Where materials reflect racial bias, teachers utilizing the materials will acknowledge the bias and communicate it to students and parents.

3. The Board and Division shall implement an anti-racist curriculum and provide educational resources for students at every grade level.

4. Student in-class and extra-curricular programs and activities shall be designed to provide opportunities for cross-cultural and cross-racial interactions to foster respect for cultural and racial diversity. The Board shall support interschool activities that will allow students to experience the diversity within the Division.

Training

1. All Board and Division staff shall be trained in this anti-racism policy.

2. All teachers and administrators shall be trained in cultural awareness and/or culturally responsive teaching practices. Culturally responsive teaching practices shall be incorporated into Board approved appraisal systems, including the teacher appraisal system and the administrator performance appraisal.

3. All Division staff shall be trained about racism and about how racism produces inequitable practices and outcomes.

Policy Enforcement

1. Staff shall collect, review, and provide an annual report to the School Board on data regarding racial disparities in areas including, but not limited to, student achievement, enrollment, suspension/discipline, graduation rates, and gifted identification. The report shall also include evidence of growth in each area outlined by the anti-racism policy (i.e., communication, leadership and administration, curriculum and instruction). The written reports shall also be made available to the public, to the student diversity committee, and to school equity teams.
2. The assistant superintendent for school and community empowerment shall be responsible for implementation and evaluation of Division strategies for implementation. Adequate resources shall be appropriated.
3. The Division shall ensure there are various, including anonymous, means for students and staff to report racism and other forms of discrimination.

BUILDING AND NAMING FACILITIES

I. BUILDING NEW SCHOOLS AND NEW ADMINISTRATIVE BUILDINGS

A. Key Elements

These procedures will be followed for all Capital Improvement Plan projects that involve the building of a new school, new administrative building, or major renovations to an existing school or administrative building. The School Board (hereinafter "School Board" or "Board") will identify the key elements that should exist in the facility, which include, but are not limited to, the following:

1. The level of instruction or type of program to be accommodated by the new facility;
2. The likely number of students/staff/community members to be served by the facility;
3. The budgetary limits established for the project;
4. The land that has been purchased for the facility and how it can best be used to support the facility; and
5. Pertinent local, state, or federal laws/regulations governing the building of such a facility.

B. Design Committee

The Superintendent/designee will be responsible for forming a committee to work with the architect in the design of the building. For new schools, the members of the committee will be representative of the diversity of Albemarle County and will also include representatives of teachers, principals, and support services staff that can advise on the best instructional design for the building. The design committee, after it has established its priorities for building design, will submit these priorities to the Superintendent for review prior to beginning the actual schematic design phase. The Superintendent will establish with the Board its expectations for involvement in the approval of the design for the facility, i.e., whether more than one option for the design is to be brought for discussion prior to the committee's consideration of actual building designs.

C. School Board Approval

The School Board will approve the schematic design for the facility and the design development before approval to proceed to the construction document phase. The Board may hold a public hearing on the schematic design if the facility involves a regional interest such as a school located within a specific community area. The Board will also provide the Board of Supervisors information about the design for the facility.

II. NAMING OR RENAMING SCHOOLS

A. General Provisions

The School Board reserves the sole control and authority over the naming of any school and the right to rename a school at any time if the name is deemed by the Board to be inconsistent with the current Board adopted vision, mission, goals, and values. It is the intent of the Board to involve students, teachers, and interested citizens that reflect the diversity of the Albemarle County Public Schools' community in the process of naming or renaming schools.

The Board shall name schools in recognition of:

1. The geographic area in which the school is located.
2. Individuals, living or deceased, who have made outstanding contributions to the local community, or contributions of state, national, or worldwide significance in light of the Board's adopted vision, mission, goals, values, and the greater Albemarle community's values and contemporary view on history.
3. Any other entity, quality, or person the Board deems worthy of recognition.

The renaming of existing schools shall occur only after thorough study.

B. Naming of New Schools

To the extent practicable, when opening a new school, the Board should follow the procedures established in section D. Should a recommendation to name a new school after an individual be made, the Board shall require the preparation of a brief on the life and achievements of the individual after whom the school is recommended to be named. Albemarle County Public Schools, at its discretion, may elect to contract with an outside entity to assist in conducting such review.

The Board shall use the brief to determine whether the individual, on the whole, has made outstanding contributions to the community or made contributions of state, national or worldwide significance in light of the Board's adopted vision, mission, goals, and values.

C. Review of Existing Names

The Superintendent or designee shall conduct a review to determine whether the school should be renamed if:

1. A petition requesting that a review be conducted is signed by the parents or guardians of at least seventy-five percent of the students enrolled in the school and at least five (5) years have passed since the school has last undergone a name change or review;
2. A petition requesting that a review be conducted is signed by at least

seventy-five percent of the students enrolled in the school and at least five (5) years have passed since the school has last undergone a name change or review;

3. The Board directs that a review be conducted; or
4. The Superintendent decides that a review is necessary for any reason.

D. Procedures for the Renaming of a School Facility

Upon direction from the School Board, the Superintendent or designee shall form an advisory committee to conduct a review of whether the school should be renamed.

The advisory committee shall include, at minimum, the following representatives:

- A committee leader designated by the Superintendent; the Superintendent's designee need not be a School Division employee;
- The current school principal;
- A minimum of three (3) parents who currently have students in attendance at the school. In the case of middle or high schools, the committee shall include at least one (1) parent from each feeder school;
- A minimum of three (3) teachers/staff currently working in the school;
- A minimum of two (2) student representatives if the school is a high school;
- A minimum of two (2) community members who do not currently have children attending the school, but reside within the school attendance boundary; and
- A minimum of one (1) central staff member who will serve as the committee organizer.
- When practicable, the committee may also include school alumni.

When forming the advisory committee, the Superintendent/designee, in conjunction with the Office of Community Engagement, will work to ensure that, in addition to meeting the above criteria, that the committee reflects the diversity of Albemarle County.

Prior to the first meeting of the advisory committee, the School Division shall provide support by researching and preparing a brief on the life and achievements of the current person after whom the school is named, or a brief on the history of the immediate area if the school is named for a geographic area. The School Division, at its discretion, may elect to contract with an outside entity to assist in conducting such review.

If a school is named after an individual, the committee shall examine whether the individual, on the whole, has made outstanding contributions to the community or made contributions of state, national, or worldwide significance in light of the Board's adopted vision, mission, goals, and values. To the extent practicable, efforts shall be made to inform relatives of the individual after whom the school is named of the proposed change.

Relatives shall be offered an opportunity to express opinions, if any, about the renaming of the school.

If a school is named after a geographic area, the committee review shall examine whether the name has become outdated given changes in the geographic area.

The committee will meet as needed with a goal of presenting its findings to the Superintendent or designee within three (3) months of the first committee meeting. During this three-month period, the committee will conduct at least one (1) community meeting to provide an update on their work and to solicit feedback.

Based on the findings of the committee, as well as any additional information that the Superintendent or designee deems appropriate, the Superintendent or designee shall bring a recommendation to the School Board regarding whether the name shall be kept or the Board should vote to rename the school. If the Superintendent or designee recommends that the Board vote to rename the school, the Superintendent or designee shall also provide information regarding the location, cost, and construction timeline for designing and erecting new signage.

In the event that the Board votes to rename the school, the current name shall continue in use until the Board determines a new name pursuant to the process below.

Following a Board decision to rename a school, the advisory committee shall develop recommendations for a new school name. As a part of this process, the committee shall hold two (2) community meetings. The first shall be to solicit potential names, the second to receive feedback on the potential names the committee is considering. For the advisory committee to be able to recommend a name to the Board, at least three-fourths of the committee must vote to recommend the name.

The advisory committee shall bring forward any name recommendations within three (3) months of the Board decision to discontinue the name of the school. If no such recommendation is forthcoming, the Superintendent shall submit recommendations and no committee recommendations shall be considered.

If a review of an existing name is underway, the Superintendent will not act on another petition for review of a school name until:

1. Any preceding naming process has been completed, and
2. The Superintendent has reviewed the effectiveness and implications of the procedures detailed in the regulations, and
3. A proposal to revise or let stand the relevant policy and regulations are included as part of a report to the Board.

III. NAMING FACILITIES OTHER THAN ENTIRE SCHOOLS

A. General Provisions

This regulation provides the procedure for action on a nomination to name any facility other than an entire school, unless the School Board has approved the use of this procedure for the naming of a specific school. In addition, this regulation governs funded naming right proposals for the naming of intangible things, such as scholarships and endowments. This regulation does not apply to naming portions of facilities or fixtures within facilities, such as dedicated benches, lobby areas and trees, if their individual values do not exceed \$1,000. In such instances, principals should solicit appropriate input from their school communities and select names that are consistent with the division's vision, mission, goals and values.

The School Board retains the sole discretion and authority to name or rename all Board-owned properties, facilities and portions of facilities, such as gymnasiums, playing fields, media centers and science labs. Names of all Board-owned properties, facilities and portions of facilities, such as gymnasiums, playing fields, media centers and science labs shall be consistent with the values espoused in the current Board adopted vision, mission, goals, and values. The School Board reserves the right to decline any recommendation, request or donation which does not contribute toward the Division's adopted vision, mission, goals, and values. In all cases, the School Board retains control and ownership over the areas of named facilities and any named programs, funds or services. Naming rights will not convey any input or control over Division programs, activities, services, policies or employees. In all decisions regarding naming rights, the Superintendent and School Board will act in the best interest of the School Division, and in accordance with its policies, vision, mission, goals, and values.

The School Board reserves the sole control and authority over the naming of any facility and the right to rename a facility at any time if the name is deemed by the Board to be inconsistent with the current Board adopted mission, vision, goals, and values.

Following the procedure outlined below, the Board shall name facilities in recognition of:

1. Individuals, living or deceased, who have made outstanding contributions to the local community or contributions of state, national, or worldwide significance in light of the Board's stated vision, mission, goals, and values.
2. The geographic area in which the facility is located.
3. Any other person or entity the Board deems worthy of recognition.

B. Procedure for Nominating, Considering, and Approving All Proposals

The procedures in this section will be used for all naming rights proposals, whether they are honorary or funded.

1. Nomination Procedure

Interested groups or individuals must submit a written nomination to the Superintendent. The nomination should identify the facility (or intangible thing) to be named and provide other relevant information, including any connection between the individual and the school.

Upon receipt of the nomination, the Superintendent will consult with the School Board Chair to determine whether the School Board should consider the nomination directly or after committee consideration. In addition, the Superintendent/designee will consult with the principal(s) of the school(s) where the proposed naming would occur.

Division employees with knowledge about the potential for a funded naming right proposal must notify the Superintendent's office. Any preliminary discussions occurring prior to an official nomination should be held with the Superintendent/designee and the principal of the school and be treated confidentially.

2. Committee Consideration

If the School Board Chair and Superintendent determine that a committee should be convened, the Superintendent/designee will create an ad hoc committee and appoint its members. The committee membership will include an administrator from the school, a representative of each school-affiliated organization affected by the naming, a representative from the community, as appropriate, and any other person recommended by the school administrator. The Superintendent/designee will charge the committee to review the naming proposal and recommend whether it should be accepted and, if so, the duration of the naming. The committee may also recommend alternative names or locations, or recommend against naming.

3. School Board Consideration

After receiving recommendations from the committee, if one has been convened, the Superintendent shall determine whether to recommend approval of the naming rights nomination to the School Board. The School Board will consider the Superintendent's recommendation in the form of a resolution at a regular Board business meeting that provides for public comment. The original nomination and any committee recommendations will be submitted. At the discretion of the School Board Chair and Superintendent, representatives of the nominating party and/or the committee may be permitted to make a presentation.

The School Board shall base its decision on whether the proposal serves the best interest of the Division and is consistent with the Division's policies, vision, mission, goals, and values. For all funded naming right proposals involving capital improvement contributions, the Board shall also consider the criteria provided in Section D(1), on pages 5-6.

4. Gift Agreement

The Superintendent/designee shall ensure that a draft gift agreement has been developed in accordance with this regulation (see Section D(3)), prior to submitting any funded naming rights proposal to the School Board.

C. Honorary Naming

Exceptional contributions to a school or to the Division may be recognized by naming an appropriate school facility in honor of an individual not actively serving the Albemarle County Public Schools. The area named should be substantively related to the area in which the individual has contributed or be otherwise appropriate. If the name of a living individual is under consideration, it shall be with the consent of this individual. The School Board retains the authority to rename a facility, to transfer names to different facilities, and to discontinue naming.

D. Funded Naming

The School Board accepts private contributions from individuals and businesses in order to support its goals and objectives. This regulation will be used whenever private donors seek naming right recognition for their contributions.

The Board authorizes two kinds of funded naming rights: (1) the naming of new or renovated facilities, called "capital improvement contributions;" and (2) the naming of existing facilities or intangible things, such as scholarships and programs, called "non-capital contributions." Absent a vote by the Board that a facility will be named for a permanent duration, all funded naming rights will be for a limited duration as prescribed by the applicable gift agreement.

The Board has the final authority to accept or refuse any contribution, capital improvement project, or other proposal from private donors. The Board also retains the authority to rename a facility, to transfer names to different facilities, and to discontinue naming, subject to any specific provisions contained in an applicable gift agreement.

1. Capital Improvement Contributions – For New Facilities & Renovations

The School Board may grant individuals and businesses naming rights for new facilities and major additions or renovations to existing facilities in recognition of substantial monetary donations.

The following shall be considered by the Superintendent/designee and the School Board when considering all capital improvements naming right proposals:

- a. Whether the improvement is consistent with the School Board's identified priorities for projects, including those identified for private fund-raising;
- b. Whether the improvement benefits the school and/or the division;
- c. A calculation of anticipated consequences of the improvement, including the future financial liability in annual operating costs;

- d. Whether the improvement would foster or exacerbate inequality among schools, including exploration of whether other schools would want a similar feature; the desirability and comparison of "extras" among schools; and maintaining the attractiveness and appeal of all division schools; and
- e. Whether the contribution will fund the improvement fully and if so, whether permanent naming rights are to be offered in exchange for funding.

2. Non-Capital Contributions - For Existing Facilities & Intangible Things

The School Board may also grant individuals and businesses naming rights for substantial monetary donations made for purposes other than designated capital improvements. These purposes must be consistent with the Board's vision, mission, goals, and values.. Examples include, but are not limited to: general operations funding, scholarships, endowments, faculty positions, programs, services and equipment.

3. Gift Agreement Required for All Funded Naming Right Proposals

For all funded naming right contributions, the Superintendent will ensure that a gift agreement ("agreement") is signed by the donor and the Superintendent on behalf of the Division. The agreement shall be based on the donor's proposal and include, at a minimum, the following elements:

- a. The facility or intangible thing to be named;
- b. The proposed name;
- c. The amount of funding provided and the schedule for payment, if donations will be made in more than one installment;
- d. The duration of the naming, which shall be for a limited period unless authorized to be permanent by a vote of the School Board;
- e. The conditions, if any, under which the naming may be discontinued, such as the closure of a facility or critical changes to the use of a facility;
- f. A statement that the School Board retains full control and maintenance of the facility, all programs which occur within the facility and, if applicable, the named intangible thing;
- g. A statement that all facility improvements (including in-kind contributions) financed with private contributions, become the property of Albemarle County Public Schools;
- h. A statement that any privileges to be granted to the donor concerning the facility or

any Division program are limited to those specifically listed in the agreement; and

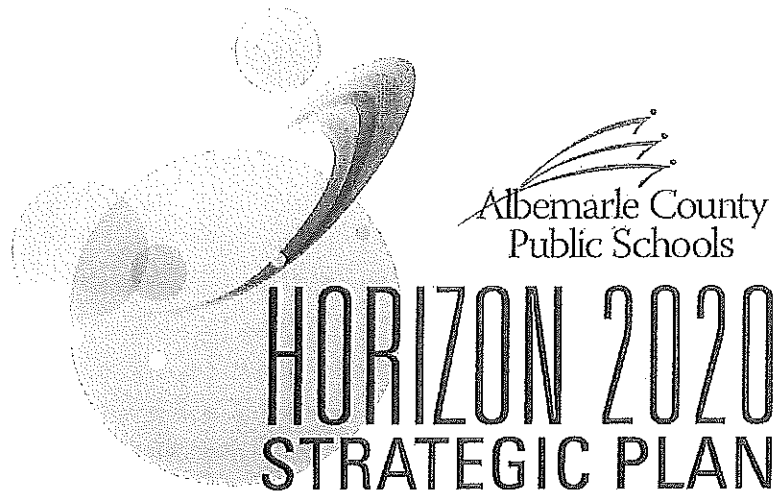
- i. A statement that the School Board reserves the right to terminate or amend a gift agreement under exigent circumstances, including donor wrong-doing or criminal conviction, changes to corporate existence in the regular course of business, or other circumstances caused by the donor which in the judgment of the School Board will harm the reputation or mission of Albemarle County Public Schools.

All gift agreements must be approved as to form by the School Board Attorney.

Adopted: August 9, 1993

Amended: August 23, 2001; March 12, 2009; January 8, 2015; January 24, 2019

Reviewed: May 14, 2015



Division Strategic Plan

Albemarle County Public Schools
2013 – 2020

"Unleashing Each Student's Potential"

Table of Contents

Overview	3
Expectations	4
Vision, Mission & Core Values	4
One Student-Centered Goal	5
Objectives.....	6
Implementing Horizon 2020	7
Strategic Planning Process.....	7
Strategic Improvement Plans	7
Measuring Progress.....	8
Key Contacts	9

Overview

Every important journey begins with a destination in mind and starts with a clear view of the horizon ahead. The ***Horizon 2020*** strategic plan for Albemarle County Public Schools (ACPS) is designed to ***unleash each student's potential*** and equip them for success both now and in the future. To do this, we aim to foster deep learning experiences that develop essential competencies like communication, collaboration, creativity, critical thinking and problem-solving. We seek to inspire the natural curiosity of our students, not through compliance and testing, but by cultivating engaging learning environments, hands-on learning experiences, and real-world learning opportunities. These are important to us and our larger community as evidenced by feedback in our recent strategic plan review entitled "Expanding Our Horizons".

As we reflect on our strategic direction, we imagine what the world will be like when our entering kindergarten students graduate and what skills they will need to thrive in the future. For Albemarle County Public Schools, our destination is a place where every graduate leaves our schools prepared for a lifetime of learning in a rapidly changing world. Successful navigation of the route requires unity of purpose among those making the journey and dedication to following an established plan. The Albemarle County Public Schools Strategic Plan guides us toward the horizon.

"Today's learners must have every chance to walk through that door of opportunity as graduates who are ready to contribute positively to their community, prepared for post-secondary education, and competent to enter the workforce."

--- Superintendent Pamela R. Moran, Ed.D. (January 2012)

Expectations

Vision, Mission & Core Values

Our Vision

All learners believe in their power to embrace learning, to excel, and to own their future.

Our Mission

The core purpose of Albemarle County Public Schools is to establish a community of learners and learning, through relationships, relevance, and rigor, one student at a time.

Our Core Values

Excellence

We believe in meaningful learning that stretches people to the frontiers and boundaries of their abilities.

Young People

We believe young people deserve the best we have to offer. Each individual child is capable and has the right to safety, mutual respect, and learning.

Community

We believe in our collective responsibility to work together in a cooperative effort to achieve common goals by building communities of practice, establishing a high quality learning community, and listening to the community.

Respect

We believe in treating all individuals with honor and dignity.

One Student-Centered Goal

Our primary focus is on teaching and measuring the lifelong-learner competencies our students need to thrive as 21st century learners, producers and citizens. All ACPS students will be:

- Academically accomplished;*
- Effective communicators and collaborators who are confident in themselves and respectful of others;
- Globally aware, independent, responsible learners and citizens;
- Critical and creative thinkers, innovators and problem solvers;
- Technologically capable; and
- Ready to own their future.

Lifelong learning places emphasis on results. To develop the skills and habits associated with lifelong learning, students must:

- Learn beyond the simple recall of facts;
- Understand the connections to and implications of what they learn;
- Retain what they learn; and
- Be able to apply what they learn in new contexts.

ACPS has adopted a single Strategic goal:

All Albemarle County Public Schools students will graduate having actively mastered the lifelong-learning skills they need to succeed as 21st century learners, workers and citizens.

The Albemarle County School Board developed five objectives to support this goal and set specific priorities geared to move progress toward achieving the one student-centered goal.

**Defined as broader than just core subjects*

Historian and Thomas Report's

Building Namesake Biographical Research

For the Albemarle County School Board

Researchers: Shelley Viola Murphy, Jean L. Cooper, April Burns

Summary

The time frame of 1922 to 2002 covers when the Albemarle schools in question opened and acquired the names of individuals that were researched. We gathered as much as time would permit. Our goal was not to determine or make any recommendations on the personal lives of the individuals. History tells us that during turbulent times through the 1950s through 1960s there was chaos throughout the country, and Albemarle County wasn't any different. The views and discussions continue to demonstrate the differences of beliefs, the deep hate, and the ugliness of the turbulent times that we are still experiencing today. We researched what we could to provide evidence showing the mood of the times as well as the brief genealogy of the individual.

Overview

What follows are some brief facts about the people for whom the individual Albemarle Schools are named. The Research team followed an outline to make sure each individual would be viewed the same regardless who they were or where they came from. Our outline consisted of getting basics on the individual. This basic information included a brief genealogical search for parents, and information on the birth, death, marriage, military, children, occupations, etc. of the individual. Our intent was to offer an introduction to the individual and to their life. If the individual is a person of color, they will be referenced as a Black, Colored, or Negro, etc., based on whatever is noted on the first document(s) obtained. Some highlights will be noted during the individual's career within their community and occupation. In addition, we will provide any information on the person's historical significance, contributions, accomplishments, or controversies that we obtained evidence for. Each outline will begin with the year the school was opened and named after the individual, the individual's full name, and birth and death information followed by the findings. A separate document will be submitted which include references/citations and documents associated with this report.

The research team used the well-known databases Ancestry.com, Familysearch.org, the Library of Virginia, and other resources to research births, deaths, wills, etc. It's the typical genealogical research strategy used to gather information about an individual. In addition, searches were made using the Internet for profiles and articles that might deliver additional information on the individuals.

We reviewed local newspapers such as the *Charlottesville Tribune*, the *Charlottesville Daily Progress*, and the *Richmond Times-Dispatch*, plus electronic newspaper databases Chronicling

America.loc.gov and VirginiaChronicle.com from the 1950s to about 1970 to document public statements of these individuals. The sources were at UVA Special Collections, Alderman Library, the Library of Virginia, the Library of Congress, Newspapers.com, and Fulton History newspaper collections.

1922

Meriwether Lewis, White (18 August 1774–11 October 1809)

A well-known explorer, soldier, politician, and public administrator. He served President Thomas Jefferson, who assigned him to investigate the Louisiana Territory (i.e., the Lewis and Clark Expedition). It is believed that he was born near the Ivy area. His parents were Lt. William Lewis of Locust Hill and Lucy Thornton Meriwether. They were of Welsh and English ancestry. Lewis had five siblings: Reuben, Jane, Lucinda, and half-siblings John Hastings and Mary Garland Marks. He grew up on a plantation less than a mile from the site of the Meriwether Lewis School. When his father died in 1779, Meriwether Lewis was the primary heir to the estate, which included the Locust Hill Plantation and 24 slaves.¹ There was no indication on his views on slavery. His mother remarried Captain John Marks, who moved the family to Georgia. Lewis returned to Virginia to obtain an education and graduated from Liberty Hall (what is now known as Washington and Lee University) in 1793.

Meriwether Lewis did not marry or have any children. He died of gunshot wounds near Nashville, Tennessee, and it is uncertain whether he committed suicide or was murdered. Nothing appeared in *Chronicling America* (1789-1810).

A review on this individual found no quotes, actions, or articles that would be problematic.

1936

Broadus Wood, White (18 November 1864–22 October 1932)

Broadus Wood was born in Earlysville, Virginia, and was the son of Ira Garrett and Sallie B. (Shotwell) Wood. He was a farmer and is buried in the Wood family cemetery in Earlysville. He had four sisters (Lubenia Brown, Ella, Laura T., and Sallie Bettie) He married Emma Agnes Elliott (1872-1948). They had 3 children, but only 2 survived to adulthood. He donated a parcel of land in 1906 to build Broadus Wood School, which was originally named the Earlysville High School. The first building was destroyed by fire in 1935, then was rebuilt and renamed Broadus Wood School. It became an elementary school in 1953, when children were shifted to the new Albemarle County High School.

A review on this individual found no quotes or articles that would be problematic.

1951

Jackson Price Burley, Black, (February 22, 1865–July 1, 1945)

Jackson P. Burley was born in Stoney Point, Albemarle County, VA. He was the son of George and Lucy Woodson Burley, who had been enslaved. His first wife was Willie Goodloe; they were the parents of one daughter, Harriett Beecher Burley. Following his first wife's death in

¹ Hunter, Frances. "Meriwether Lewis as Slaveowner." *Frances Hunter's American Heroes Blog* [website] Dec. 12, 2011. <https://franceshunter.wordpress.com/2011/12/12/meriwether-lewis-as-slaveowner/>

1913, Burley remarried to Maggie Lena Payne, and they had two children, Frederick and Grace Burley.²

Burley bought a farm at the age of 19, and paid for it by the time he was 23. He then studied at the Hampton Institute for three years. He spent a year in Cuba, traveling with civil engineers. He taught for a year in Albemarle County, then returned to Hampton, graduating in the class of 1895. From that time until his retirement he taught in the Albemarle County schools.

Burley said in an article from the *New Journal and Guide* (Norfolk, VA), January 14, 1933, "I have learned from years of experience that if anyone wishes to succeed in good times, he must stick to it during hard times." He attributed his success to qualities instilled in him by his parents. He credits "their teachings of the dignity of labor and the necessity of being honest, truthful, and reliable for whatever success I have attained. These principles I value as the most precious gems of life." From 1919 until his retirement in 1937, Burley taught at the Albemarle Training School as a teacher of vocational agriculture.³

He died on July 1, 1945 and was buried in Oakwood Cemetery, in Charlottesville.

In 1949, the Charlottesville School Board combined Jefferson High School, Esmont High School, and Albemarle Training School into a single high school for the black students of the area. The City of Charlottesville purchased a seventeen-acre tract of land on Rose Hill Drive which had previously been owned by Burley, and constructed a new school there, which they named after Jackson P. Burley.⁴

A review of the *Richmond Times-Dispatch* from 1930-1950, and the Norfolk *New Journal and Guide* for 1930-1950, produces no quotes from him that seem problematic.

² Information from 1870-1930 U.S. Census of Virginia, and from birth and marriage certificates available from the Library of Virginia.

³ "'To Succeed In Good Times, Stick To It In Hard Times,' Says Pioneer Va. Teacher." *New Journal and Guide* (Norfolk, Va.) Jan. 14, 1933, p. A4.

⁴ Virginia Foundation for the Humanities. "Jackson P. Burley School." [website]
<http://www.aahistoricsitesva.org/items/show/220>

To Succeed In Good Times, Stick To It In Hard Times, Says Pioneer Va. Teacher
New Journal and Guide (1916-2003); Jan 14, 1933;
ProQuest Historical Newspapers: Norfolk Journal and Guide
pg. A4

To Succeed In Good Times, Stick To It In Hard Times, Says Pioneer Va. Teacher



J. P. Burley (shown), is now serving his fifteenth consecutive year as a teacher of vocational agriculture at the Albemarle County Training School at Charlottesville, Va. He is probably the oldest Negro Smith-Hughes agriculture teacher in the South. "I have learned from years of experience that if anyone wishes

to succeed in good times, he must stick to it during hard times," says Mr. Burley.

He was born and reared in Albemarle County, his present home, of parents who had been slaves. He credits "their teachings of the dignity of labor and the necessity of being honest, truthful, and reliable for whatever success I have attained. These principles I value as the most precious gems of life." His parents died when he was 15 and he had to make his own way. At 19 he bought a farm and paid for it when he was 22.

After this he entered Hampton Institute, studied there three years, then went to Cuba for a year traveling with civil engineers. Afterwards he taught for one year in his home county and then returned to Hampton, graduating in the class of 1895. Since then he has been teaching and farming in Albemarle County. He was appointed to his present position in 1919 and has a class of 60 boys doing supervised practice work, and through them he reaches many farmers in the county.

Mr. Burley has been married twice. His first wife died in 1913. His present wife is also a graduate of Hampton Institute. He has two children, a boy and a girl, who attend Jefferson High School of Charlottesville.

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1960

Virginia Lee Murray, Black, (27 June 1897-27 December 1959)

Virginia L. Murray was an Albemarle county educator. Her parents were James Edward Murray and Lydia (Carr) Murray. Virginia L. Murray was born in Albemarle County in 1897. She was one of 13 children -- 10 boys and 3 girls -- who were all raised primarily by their father, due to the untimely death of their mother. Virginia Murray received her elementary education in Albemarle County, but graduated from high school in Gloucester High School in Capahosic, VA. In 1927 she graduated from Howard University, and in 1953, at the age of 56, she received her Master's degree from New York University. She never married.

In 1928, Ms. Murray began her teaching career in a one-room schoolhouse in Cobham, Virginia, under the direction of Maggie Burley. She served as demonstration teacher until 1931, when she

was appointed Supervisor of Elementary Education. She was the first black supervisor ever appointed in Albemarle County. It was because of her excellence in improving the quality of teacher and pupil education that she was honored by naming the elementary school in Ivy after her.

According to her nephew, Ms. Murray was an outgoing and loving person. It was said that you could not spend five minutes around her without learning something. No job was too small to gain her attention -- she was known to help till the 17 acres of their family farm and fix broken pumps when necessary. She was active until the age of sixty when she became ill. She subsequently died in 1959, one year before the elementary school in Ivy was constructed that was to bear her name.

A review on this individual found no quotes or articles that would seem problematic.

1961

Mary L. Stone, White (18 Aug 1873–6 Oct 1940)

Stone-Robinson Elementary was founded in 1961 through the combination of two existing schools, Overton School and Cismont School. After much discussion, the school was named Stone-Robinson after Mary L. Stone, matriarch of the family upon whose land Overton was situated, and the Rev. Francis L. Robinson, Sr., an Episcopal minister who had served in Keswick for many years and who had recently died.

Mary Adams (Leonard) Stone and her husband, Charles Augustus Stone (16 Jan 1867–25 Feb 1941) owned Morven Farm from 1926 to 1941. Mary L. Stone was deeply involved in the Virginia Garden Club and opened the formal gardens of Morven to visitors during the first Virginia Garden Week in 1933. Morven has remained open to the public for every Virginia Garden Week since. The Formal Gardens, largely unchanged from this era, now represent one of the few intact gardens from the 1930s.⁵ The Stones were extremely well off, and owned several farms on the East Coast, including Morven. They are buried in Locust Valley Cemetery, Nassau Co., NY.

After reviewing the *Richmond Times-Dispatch* from 1930-1970, we surmise that while Mary Stone was involved in community activities, she was not particularly involved in Albemarle County School affairs, and we found no quotes from her that would seem problematic.

1961

Rev. Francis Leslie Robinson, Sr., White (8 May 1874–17 April 1960)

He was born in England and moved to Virginia in 1890. He lived at Clover Fields, home of the Randolphs. Robinson, Sr. married Mabel Graeme Farrish, and they had one son, Francis Leslie Robinson, Jr. The Reverend had a long career as an Episcopal minister, spending the last 33

⁵ "Morven History and Gardens." <http://www.uvafoundation.com/history-and-gardens>

years of his career as the Rector of Grace Episcopal Church, Keswick (1910 to 1943). He was the Rector Emeritus from 1943 to his death in 1960. He is buried at Grace Episcopal Church.

We reviewed the *Richmond Times-Dispatch* from 1930 through 1970 and found no quotes from these individuals that seem problematic. We have started reviewing the *Daily Progress*, but have only covered from 1950 to 1955, and again found nothing that seems problematic. Robinson seems to have had no particular involvement in the schools, but we believe he was locally well-known and liked, and since he had died the year before the school was built, his name was chosen for the school. The school remained segregated until 1966.

A review of resources about this individual found no quotes or articles that seem problematic.

1966

Joseph Temple Henley, White (1 April 1901–15 November 1960)

Joseph T. Henley was a farmer-orchardist in the Crozet area. He began Henley's Orchard in Crozet, in 1932, and expanded his orchards over the next 28 years.⁶ He was active on the Albemarle County School Board and in local politics. He was Chairman of the Albemarle School Board from 1946 to 1960.⁷ In 1951, J. T. Henley announced that he would run in the Democratic primary against Senator E. O. McCue, Jr. of Charlottesville.⁸ Henley lost by several hundred votes. He died in 1960 as a result of a farm accident, in which a tractor he was riding overturned on him.

We reviewed the *Richmond Times-Dispatch* from 1950 through 1970 and found no quotes from him that seem problematic. Currently we are reviewing the *Daily Progress*, but have only covered from 1950 to 1955, and again found nothing that seems problematic.

1966

Jack Jouett, White, (7 December 1754–1 March 1822)

John "Jack" Jouett, Jr. was born in Albemarle County, Virginia. His father was John Jouett, Sr. and his mother was Mourning Harris. They were slave owners according to the Albemarle County tax lists for 1789,⁹ and the U.S. Census of Kentucky in 1820.¹⁰ He was a farmer, military officer, and a politician. During the Revolutionary War, Jouett served as captain in the 16th Virginia militia and became famous for his "all night ride" of 40 miles from the Cuckoo Tavern in Louisa County to Charlottesville, to warn Governor Thomas Jefferson, Patrick Henry, and others in the state legislature that a British unit was coming to try to capture them. He is also known as the "Paul Revere of the South." After the war ended, Jouett moved to Kentucky,

⁶ History of Henley's Orchard. <https://www.henleysorchard.com/history>

⁷ "Service Set Today for J. T. Henley." *Richmond Times-Dispatch*, Nov. 17, 1960, p.44.

⁸ "Brisk Contest is Shaping Up in 26th District." *Richmond Times-Dispatch*, June 1, 1951, p. A3.

⁹ 1789 Virginia Tax Lists, Albemarle County. *Binn's Genealogy* [website].

<http://www.binnsgenealogy.com/VirginiaTaxListCensuses/Albemarle/1789PersonalB/11.jpg>

¹⁰ "United States Census, 1820," database with images, FamilySearch (<https://familysearch.org/ark:/61903/1:1:XHL5-1D2> : accessed 19 May 2019), John Jouett, Owingsville, Bath, Kentucky, United States; citing p. 202, NARA microfilm publication M33, (Washington D.C.: National Archives and Records Administration, n.d.), roll 16; FHL microfilm 186,176.

serving three terms in the Virginia House of Representatives before Kentucky became a state. He died in Bath County, Kentucky, at the age of 67.

The school was named in honor of his Revolutionary War service, in 1966. Both Jouett and his father, John Sr., were among the 202 Albemarle citizens who had signed the Albemarle Declaration, a document renouncing King George III. The Superintendent of Albemarle County Schools at the time was Paul H. Cale.

A review on this individual found no quotes or articles by or about this man that seem problematic.

1979

Mary Louise Carr Greer, Black, (8 November 1884–10 December 1973)

She was the daughter of Hugh Carr and Texie M. Hawkins, from Albemarle County, VA. In the 1900 census it is noted that she is one of six children, and that she can read and write. Her father had been a slave of the Wingfield family. She attended the Union Ridge School which became the Albemarle Training School. She is buried in the family cemetery at the Ivy Creek Natural Area.

She married Conly G. Greer (30 March 1883–30 April 1956) in 1913. He was born in Crumpler, Ashe County, North Carolina. They had one child, a daughter, Louise Evangeline, who also worked in the education field. Mary Greer completed her college education at Virginia State University and became a faculty member at the Albemarle Training School. She became Albemarle County's first black agent of the Virginia Agricultural Extension Division.

During her tenure, she initiated a formal four-year high school curriculum and pushed for the merging of the Albemarle Training School with the Charlottesville-Albemarle school system. A year after her retirement in 1950, ATS merged with the newly opened Jackson P. Burley comprehensive high school in Charlottesville. In 1974, Albemarle County memorialized her dedication to education with the opening of the Mary Carr Greer Elementary School on Lambs Road.

A review on this individual found no quotes or articles that seem problematic.

1974

Leslie Hughes Walton, White, (2 May 1906–11 July 1970)

Leslie was born in Fork Union, Fluvanna County, died in Crozet, and was buried in the Fork Union Cemetery. His father was Reverend Leslie Harvey Walton (minister and leader of the Baptist Church), who was born in Delaware, and his mother was Harriet "Hattie" Marshall (Hughes) Walton. He was married on 17 August 1940, to Lady Boggs. He registered for WWII when he was 34 years old.

Walton taught at Greenwood School early in his career, was the principal of Scottsville High School, and served as Superintendent of the Albemarle County School Board from 1969 to

1970.¹¹ A scholarship was established in his name at CATECH, which awards \$1,500 to a CATECH student based on their grades.¹²

A review on this individual found no quotes or articles that seem problematic.

1992

Guy Byer Agnor, Jr., White (30 November 1929–30 May 1996)

Guy Byer Agnor, Jr. was born in Lexington, VA. His parents were Guy Byer Agnor and Ruth Johnson Lackey. He received a BA from VMI as an army ROTC student in 1951, and was the VMI Army ROTC Distinguished Military Student from 1949-1951. He served in the Army as a Captain for four years and taught at VMI until he was appointed the City Manager of Lexington, Virginia; he served in this position from 1966-1972.

He was married three times. His first wife was Nannette Ruckman Webb (8/18/1930–10/18/1966), who died in an auto accident. They were married on 3/29/1952. His second wife was Pauline M. Webb. (They divorced because of a 2-year separation due to military service). Their marriage dates: 6/17/67 to 6/1970. The third wife was a woman named Margaret, last name unknown. Guy and Margaret had five daughters, Nannette Litz, Carter Bryan, Mary Beth Holly, Sheila Trail, and Susan Ali Agnor.

His obituary states that Agnor, Jr. was a member of the First United Methodist Church in Charlottesville. The Chamber of Commerce awarded him the Paul Goodloe McIntire Award. He was honored by Albemarle County after his retirement with the co-naming of Agnor-Hurt Elementary School on his behalf.

He worked on the Master Planning Study for Charlottesville (CHO) airport. He served the Charlottesville community as the Charlottesville Public Works Director from 1972-1976. He was in charge of the Avon St. landfill. He then served as Albemarle County Executive from 1976-1990, overseeing the planning of a new Regional airport.

He is buried at the Stonewall Jackson Cemetery in his home town of Lexington, VA.

A review of this individual found no quotes or articles that seem problematic.

1992

Benjamin F. Hurt, White (27 October 1918–11 August 2018)

Mr. Hurt was a native of Farmville, Virginia, and was a resident of Albemarle County since he graduated from college. He was an Albemarle County teacher and a teacher at Greenwood High School during the desegregation and Jim Crow era. He is most well-known for being Albemarle High School's second and longest-serving principal from 1954 to 1984. His parents were James Moses Hurt, and his mother was Ethel Mae Hubbard. He died in Crozet, Virginia, on August 11, 2018.

¹¹ *Memories of Greenwood School*. Crozet, VA: Meeks Enterprises, 1984, p. 49.

¹² "Apply For CATEC Scholarships: Deadline March 29." <https://www.catec.org/apply-catec-scholarships-deadline-march-29/>

He graduated from Hampden-Sydney with a degree in Latin and earned his Master's degree in education from the University of Virginia. He served four years in the U.S. Army in Northern Africa and Italy during World War II.

As a lifelong educator, Ben F. Hurt served as principal of Albemarle High School from 1954-1984. Prior to that, he served as a teacher, coach, and principal at Greenwood High School. Agnor-Hurt Elementary School bears his name as does the drive leading to Albemarle High School. During his many years as an educator, he enjoyed getting to know every one of his students by name.

He was a member of Crozet Baptist Church, serving as a Deacon, Sunday School teacher, and on a variety of committees over the course of 70 years. He was also a member of the Crozet Lions Club, where he served for 70 years. He was elected to the Virginia High School League Hall of Fame.

A review on this individual found no quotes or articles that seem problematic.

1994

Mortimer Yates Sutherland, Jr., White (6 Aug. 1912–24 Jan. 2005)

Mortimer Yates Sutherland, Jr. was the son of Mortimer Yates Sutherland, Sr., and his wife, Ethel May White. He was the only son, but he had four sisters: Annie E., Frances A., Helen M., and Ethel W. Sutherland. He grew up in Samuel Miller District, Albemarle County, VA. As far as can be ascertained, M. Y. Sutherland, Jr. never married.

Sutherland, who earned a bachelor's degree at the University in 1934 and a master's degree in 1935, died in January 2005, at age 92. A lifelong resident of North Garden in southern Albemarle County, he was a teacher and principal before becoming a member of the Albemarle County School Board and later a member of the Board of Supervisors.

Sutherland taught at Scottsville High School from 1937 to 1944. He then transferred to Meriwether Lewis High School, where he became principal, taught math and history, and coached baseball, basketball, and boxing. He retired in 1946 and was elected to the Albemarle County School Board in 1954. The following year, he was elected to the Board of Supervisors and served two terms. In 1993, the county named the new Mortimer Y. Sutherland Middle School in his honor, recognizing his service as an educator and community leader.¹³

In 1963, the Albemarle County Board of Supervisors passed a motion instructing the Albemarle County School Board to approve a policy against racially mixed athletics in the Albemarle County Schools. When the County School Board defied the Board of Supervisors by not

¹³ "University of Virginia Receives \$6 Million Gift for Financial Aid; Nursing Scholarship Included in Bequest from Late Alumnus." *UVA Today*, June 20, 2006. <https://news.virginia.edu/content/university-virginia-receives-6-million-gift-financial-aid-nursing-scholarship-included>

approving this policy for the schools, the County Board of Supervisors passed another motion to dismiss the entire Albemarle County School Board for refusing to follow an order of the Board of Supervisors. M. Y. Sutherland was the only member of the County Board of Supervisors who voted 'no' on this second motion.¹⁴ Except for two members, the Albemarle County School Board was dismissed at this time.

In his will, Sutherland Jr. donated \$6 million for scholarships to students of the U.Va. School of Nursing, in honor of his sister, Helen Sutherland Berkeley, who died in 1991. She was an RN, and was the first nursing supervisor of the University eye clinic. She was married to University archivist Francis L. Berkeley Jr.¹⁵

We reviewed of the *Richmond Times-Dispatch* from 1950 through 1970, and found no quotes from him that seem problematic. A review of the *Daily Progress* has begun, but have only covered from 1950 to 1955, and again found nothing that seems problematic.

2002

James Edward Baker, Negro, (15 August 1932–7 December 2005)

He was born in Buffalo Erie, NY. His parents were Nathan Baker (born in Georgia) and Lucille (Life) Baker. Per the 1940 federal population census, he had three sisters (Almeta, Virginia, and Evelyn). He came to Charlottesville in 1971 after a long career (1956-1983) in the Army with two tours of duty in Vietnam and a tour in Japan. He was appointed to the Albemarle County School Board, serving 1984-1987. His first wife died and he returned to New York to become the Vice President of Erie County Community College. He married Marie Coles Caldwell about 1987, and returned to Albemarle County in 1991. He is buried in Arlington National Cemetery.

Mr. Baker was appointed as an at-large member of the Albemarle School Board from 1984-87. As a member of the first elected School Board from 1995-1999, he continued to serve for 2 years as School Board Chairman.

His interest focused on quality of instruction, teacher recruiting, and professional development for teachers. Mr. Baker introduced a mentoring program for new teachers. His name is associated with the African American Teaching Fellows program with a fundraising annual dinner called the John Baker Legacy Dinner.

A review on this individual found no quotes or articles that seem problematic.

Daily Progress--Quote from his wife: "He wanted to help everyone in the community move forward and realize their potential."--Marie Coles Baker

<https://www.cvilletomorrow.org/articles/john-baker-legacy-dinner-2015>.

"I remember Mr. Baker as being warm and welcoming and treating each public housing resident as if they were all star students," Holly Edwards said. "He introduced them to the importance of

¹⁴ Garrette, Marvin. "Entire School Board Fired in Albemarle." *Richmond Times-Dispatch*, July 7, 1963, p. A1+

¹⁵ "University of Virginia Receives \$6 Million Gift for Financial Aid; Nursing Scholarship Included in Bequest from Late Alumnus." *UVA Today*, June 20, 2006. <https://news.virginia.edu/content/university-virginia-receives-6-million-gift-financial-aid-nursing-scholarship-included>

public speaking ... and long before it became a national mantra, he knew that 'Black Lives Matter.'" <https://www.cvilletomorrow.org/articles/john-baker-legacy-dinner-2015>

2002

James Robert Butler, Negro (15 November 1914–9 March 2003)

According to his marriage certificate, James Robert Butler was born in Woodville, Rappahannock County, VA.¹⁶ At the age of 5, per the 1920 federal population census, he is noted as living in Rappahannock County. His father was John H. Butler and his mother was Minnie E. Butler. James married Nellie King Mitchell on 14 June 1947 in Prince George, VA. As of 1930, he had 4 siblings (Irene E., Alice J., Howard H., and Lewis S. Butler). James and Nellie lived in Albemarle County for over 40 years. They were known as leaders in education and public affairs, voter registration, civic engagement, and active in their church community. James served in World War II as a Sergeant in the US Army, registering at the age of 26. He is buried at Shiloh Baptist Church in Woodville, Virginia.

In 1981, Mr. Butler became the first African American in Albemarle County, to be elected to the Albemarle County Board of Supervisors. He was known for establishing fair and equitable teacher salaries. He was an advocate for quality education, and voter rights and voter registration.

According to a reference on the school site, Mr. Butler "worked tirelessly to ensure that the Supervisors would represent all members of the Albemarle community." Mr. Butler was involved with the establishment of the Charlottesville-Albemarle Technical Education Center. He served as the first African-American Executive Director of an Extension Service office in Virginia.

Mrs. Nellie M. Butler was a teacher in technical education and served her community as a Girl Scout leader and a 4-H advisor. She also taught at Piedmont Technical Education Center in Culpeper for over 25 years. Nellie passed away on December 28, 2015.

A review on this individual found no quotes or articles that seem to be problematic.

¹⁶ James Robert Butler and Nellie King Mitchell Marriage Certificate. County of Prince George, Virginia certificate #18742.

PAUL H. CALE AND THE DESEGREGATION OF ALBEMARLE COUNTY PUBLIC SCHOOLS

Rev. Dr. Roy S. Thomas, III

JULY 30, 2019

In the multiplicity of news media reports about the renaming of the Paul H. Cale Elementary School, almost all reporters and individuals quoted have said that they did not know Mr. Cale. I knew him intimately. I was his neighbor and friend; we shared many meals and fished together; several times I went with him to fish in the black waters of Chowan County, North Carolina, where he was raised; and I was Paul's pastor from 1978 until his death in 1987.

To Paul, character was everything, and education was paramount. Throughout his 38 years as a teacher, coach, principal, and superintendent for Albemarle County Public Schools, he declared: "What you *say* teaches some, what you *do* teaches more, what you *are* teaches most." He believed that character was the first prerequisite for a teacher.

First and foremost, Paul was an educator. His son and daughter were also teachers; two of his grandchildren are teachers; another grandchild is a principal. He served as president of the Virginia Association of School Administrators and as a member of the Committee on Raising the Level of Public Education in Virginia (whose final report about concrete ways to reduce the growing gap between the state's best and worst public schools was called "a milestone in the history of Virginia's public education"¹).

Paul led Albemarle County's public schools through consolidation, integration, and the implementation of expanded curricula, programs, and services. What he did for Albemarle County schools is undeniable. Under his leadership as Superintendent of Albemarle County Public Schools from 1947 to 1969:

- The 52 schools he inherited (44 had no central heat, 42 had no indoor plumbing; none had a cafeteria; only one had a library, only one had a science lab) were consolidated into 18 fully equipped modern buildings.²
- The following schools were built: Albemarle, Burley, Brownsville, Henley, Jack Jouett, Murray, Rose Hill, Stone Robinson, Woodbrook, and Yancey.³
- In 1969, Paul's plan for a joint vocational technical education center--today's Charlottesville Albemarle Technical Education Center (CATEC)--was approved by the school board.⁴
- Paul led a segregated county school system to full integration without a single school closure or major incident.

In addition, the following programs and services were begun under Paul's leadership:

- Special education⁵
- Driver training⁶
- Free and reduced price lunches⁷
- Guidance counselors and a school psychologist⁸

- Head Start⁹
- Libraries and librarians in every school¹⁰
- Vocational training¹¹
- Educational television (Albemarle was the first school system in Virginia to install a television translator)¹²
- Foreign Exchange Student Program¹³
- Sex education¹⁴
- Night classes for adults¹⁵

Paul led Albemarle County schools through the emotionally charged, crucial process of desegregation. He faced tremendous pressures to resist and prevent integration from the school board, the board of supervisors, prominent citizens, and parents. The Jefferson School African American Heritage Center's publication, *Pride Overcomes Prejudice*, summarizes the situation: "In the county [of Albemarle] political leaders were almost unanimously behind resistance [to school integration] in any form...leadership was divided between massive resistance and local option segregationists."¹⁶ Speaking at the dedication of the new Burley High School [for Negroes] on April 8, 1952, John S. Battle (Virginia's governor from 1950 to 1954) declared: "Segregation is a social arrangement for the betterment of relationships between different races living under a democracy as we see it."¹⁷

Paul worked at the pleasure of and under the authority and supervision of the Albemarle County School Board and was required to carry out their policies and decisions, many of which promoted segregation. He had to navigate the troubled waters of lawsuits, state laws, and local ordinances and policies enacted against integration. For example:

- On May 19, 1954 (two days after the Supreme Court's *Brown vs. Board of Education* decision declaring school segregation illegal), the Albemarle County Board of Supervisors voted to continue operating a segregated school system.¹⁸
- On September 23, 1954, the Albemarle County School Board officially resolved that "the integration of white and colored students in the public schools...is against the best interests and contrary to the wishes of the great majority of both the white and colored races, and...the compulsory attendance law should be amended to exempt from its operation any child whose parent or legal guardian objects to integration."¹⁹ Board member and University of Virginia professor, Dr. E. J. Oglesby, would later say, "The county will not build schools for integrated purposes. Negroes know whites will not operate integrated schools."²⁰
- On April 14, 1955, the school board received formal communications from the parent teacher associations of McIntire and Meriwether Lewis schools stating they were "unalterably opposed to the integration of white and Negro children in Virginia's schools."²¹

- On June 23, 1955, the Virginia Board of Education announced its decision to "continue a policy of public school segregation throughout the state of Virginia."²²
- In the summer of 1956, the Virginia General Assembly passed Massive Resistance legislation to prevent school integration.²³
- In September of 1958, Governor J. Lindsay Almond Jr. closed Charlottesville's Lane High School and Venable Elementary School to prevent their court-ordered desegregation. "This futile struggle split...into warring factions."²⁴
- In 1959, the General Assembly passed new legislation authorizing the payment of tuition grants--popularly called "scholarships"--to children wishing to attend private schools (thereby circumventing integration).²⁵
- In 1959, with the help of the state tuition grants, segregationists opened two private segregated schools in Charlottesville--Rock Hill Academy and Robert E. Lee Elementary School--for white students.²⁶
- In their 1962 budget, the Albemarle County School Board and Board of Supervisors included \$125,000 for tuition grants that white children could use to attend a private school if their school was integrated.²⁷
- By 1965, the Albemarle County School Board had developed a "freedom of choice" policy (a form of "passive resistance to integration") that allowed parents to choose the school their child attended.²⁸ As Leon Dure, a retired southern newspaper editor living near Charlottesville, rationalized: "[We] do not feel the need for a law forbidding blacks and whites from association, but at the same time [we do]...not think governmental authority should be used to force interracial association."²⁹

In a 1956 article in *Commentary*, James Rorty wrote that integration plans for Albemarle County schools had moved forward more slowly than those in Norfolk schools. By 1955, Norfolk (where military installations were already legally integrated) had detailed plans for the admission of Negroes to white schools. Rorty reported that in his interview with Mr. Cale, Paul had explained that the practical realities of and widespread opposition to desegregation in Albemarle County had necessitated a slower pace.³⁰ Rorty's *paraphrases* (presented as *quotations* in most media since October 2018) of Paul's remarks are now being used to suggest that Paul H. Cale was a racist opposed to integration and thereby unworthy of having his name on a school. However, quite the opposite is true. Paul was not opposed to integration. He understood that in order to keep schools open during the extended battles over desegregation, integration had to move along a continuum of building trust among the factions (while waiting for more than a decade of lawsuits to be adjudicated in the courts).

Consider what was happening in central Virginia and throughout the Commonwealth (that is, the formidable realities Paul was facing) when Mr. Rorty interviewed Superintendent Cale:

- On January 9, 1956, Virginians voted 304,154 to 146,164 in a statewide referendum to call for a constitutional convention to amend the Commonwealth's constitution to allow

tuition grants to be paid by the state to private schools on behalf of children who refused to attend an integrated school.³¹

- On March 5, 1956, a constitutional convention of 40 delegates met in Richmond and unanimously amended Section 141 of the state constitution to legalize tuition grants to pupils attending private schools.³²
- In July 1956, a mass meeting was held at Lane High School, attended by a reported 1,200 persons, to demonstrate their opposition to desegregation. Petitions opposing desegregation, signed by 8,736 people, were presented at this rally.³³
- In a special session of the Virginia legislature that began August 27, 1956, the forces of Harry F. Byrd passed Massive Resistance legislation that (1) created a state School Placement Board with the authority to handle all Virginia pupils' school assignments and requests for transfers (thus, stripping the superintendent of his power to transfer students and integrate schools); (2) required the governor to close any school facing court-ordered integration; (3) cut off all state funds from any school district with an integrated school; (4) authorized the state to provide private-school tuition grants from public funds to parents in any district where the public schools were closed to prevent desegregation; and (5) placed legal restrictions on the National Association for the Advancement of Colored People and created two joint committees to investigate the NAACP, which had been filing desegregation lawsuits in Virginia.³⁴

Now ponder Paul H. Cale's actions and decisions on racial justice and desegregation during his years of service as Superintendent of Albemarle County Public Schools 1947-1969:

- The Norfolk School Board offered Paul their superintendent's job (with a 20% increase in salary) which he declined. They would not have offered him this position if he had been a racist opposed to integration. Mr. Cale's son, Paul H. Cale Jr., believes that his father felt that it was not right for him to leave Albemarle schools at this critical time of desegregation and dissension.³⁵
- From the beginning, Paul prioritized addressing the inadequate facilities and programs in the Negro schools. In his first school board meeting as superintendent in June 1947, he presented the deplorable condition of the Free Union colored school and asked permission to close the school and transfer the students. The board granted his request on the condition that the superintendent could "secure a station wagon or some other suitable means of transporting the approximate twelve students to the White Hall School."³⁶ Two months later, the school board authorized the superintendent to have running water put in the Crozet Negro school.³⁷
- Mr. Cale's first major school improvement project was the construction of Burley High School. In his second month as superintendent (seven years before *Brown v. Board of Education*), the school board authorized negotiations to purchase land for a Negro high school in the Rose Hill district.³⁸ In his article, Mr. Rorty admits: "In 1950, four years

before the Supreme Court decision, Albemarle County had built a comprehensive high school for Negroes which had cost more per pupil than the white high school, and the county's future building program embodied genuine equality for white and colored."³⁹

- In the 1951-52 school year, a training program for licensed practical nurses was begun at the new Burley High School (two years before it was implemented for white high school students).⁴⁰ It allowed scores of African American women (and some men) to become credentialed nurses and work in hospitals that had been largely segregated.⁴¹
- After the *Brown v. Board of Education* decision, Paul led the school board to establish a Citizens Advisory Committee composed of black and white members chosen by the parent teacher associations of all schools, Negro and white.⁴² Compare this to Virginia Governor Thomas E. Stanley's decision to appoint an all-white, all-male state commission to address desegregation.⁴³
- Lydia Hailstork, an African American teacher at Burley prior to desegregation, recalls: "The county began integrated teachers meetings early, I mean before integration came. We began to meet with the White teachers, with the staff."⁴⁴
- Based on recommendations from "Negro leadership in the school system [when the integration of county schools began, Mr. Cale]...got the principals at the schools to set the tone to be color blind, to treat everybody as individuals."⁴⁵
- When the court ruled that Albemarle schools would have to be integrated in 1963, the school board banned all dances, parties, clubs, sports, and other extracurricular activities that would involve social contacts between black and white students.⁴⁶ The chairman declared that the ban's "enforcement would continue to keep down the number of Negro applicants through the years to come."⁴⁷ Paul stood firmly opposed to this policy.⁴⁸ The Board of Supervisors eventually fired members of the school board, and the ban on sports and clubs was never implemented.⁴⁹
- When Burley High School closed and all the students were transferred to Albemarle High School, Paul brought Zelda Murray, the respected African American secretary at Burley, to Albemarle High's front desk so that she would be the first person the Burley students saw when they entered their new school.⁵⁰
- Mr. Cale hired A. L. Scott, Burley's last principal, as his Assistant Superintendent of Instruction.⁵¹
- Mr. Scott, an African American, wrote a letter [see attached copy of the July 25, 1975 letter] to the school board in which he stated: "This educator [Mr. Cale]...supervised the building of ten of its twenty schools, and piloted the educational enterprise from a dual to a unitary [integrated] system serving all the children of the County. A school named in his honor is a fitting accolade to service rendered."⁵²
- Paul supported the efforts of Crozet Baptist Church (where I was pastor 1978-2005) to build relationships with black churches and the African American community. At special

integrated worship services (rare in those days) that we sponsored, a number of African Americans would come over and greet Mr. Cale. They loved and respected him for what he had done for black and white children (and adults) in Albemarle County.

- One's descendants can reflect an individual's real character and influence. Paul's grandchild is married to an African American. Another grandchild is principal of a Northern Virginia school with 43 nationalities in the student body.

Paul's teachers knew his leadership and character best. In their bicentennial book, *Development of Public Schools in Albemarle County from the late 1700's to 1976*, the integrated Retired Teachers' Association of the County of Albemarle remembered their superintendent this way: "He transformed a scattering of single teacher schools into...larger, more modern facilities...an educational system for today. He piloted the schools through the stormy history of the period of school desegregation."⁵³

The Paul Cale I knew was no racist. He built relationships and trust within the white and black communities and mediated between the "massive resisters" and vocal black leaders to keep Albemarle County's schools open when other schools were closed. He did not retire until the school system was fully integrated.

Paul's primary commitment was to the needs, best interests, and quality education of his students. "He worked long hours to the detriment of his health in order to better the lives of everyone in his sphere."⁵⁴ It was his goal each year to visit every classroom in every school and give attention to children with special needs. He believed that "we are all God's children."

When he retired, *The Daily Progress* editor wrote: "Mr. Cale somewhere found the time to improve the instruction, to widen the curriculum, and to turn out students above the average academically and good citizens as well. In addition, he handled with skill, tact and unending patience, the trying times of desegregation and then the federally-enforced integration of Albemarle schools...the county was also fortunate to have had so dedicated and competent a leader during a period of such stern challenge to public school superintendents throughout the South."⁵⁵

The battle over desegregation was a (un)holy war. Segregationists believed that the mixing of the races violated the divine design. Integrationists and the courts demanded immediate desegregation. Superintendent Cale stood in the divide between the INTEGRATION NEVER and INTEGRATION NOW camps. He built relationships with both sides and led Albemarle County public schools to full integration without a single school closure or major incident.

In 2016 Williamsburg-James City County Public Schools renamed Rawls Byrd Elementary School that had been named after their long-time superintendent. Rawls Byrd was a vocal segregationist.⁵⁶ He said that he would "shut down the school before [he] saw a Negro attend a white school in Williamsburg-James City County."⁵⁷ Rawls Byrd visited the all-black faculty meeting at the African American Bruton Heights School and told them that if one of their students kept trying to attend one of the WJCC white schools, he would shut down Bruton

Heights and fire all the teachers. He refused to shake hands with black students graduating from Bruton Heights. He told one African American student applying to a white school that if he did not rescind his request, he would never graduate and that his father would never find work in town again.⁵⁸

Paul Cale was no Rawls Byrd. He was not a segregationist. He treated all students and staff with respect, and they respected him. Rawls Byrd had said that he would retire if his schools were ever forced to integrate, and he did. Mr. Cale led Albemarle schools through the stressful battles and realities of desegregation until they were finally and fully integrated--and remained as superintendent for two additional years.

Rosa Belle Moon Lee was a beloved African American teacher in Albemarle schools for many years. Her husband, Otis Lee, was the first principal of Murray Elementary School and later worked with Paul in the ACPS central office. The Lee family so respected Paul that in Mrs. Lee's obituary they included the fact that it was Mr. Cale who had hired her--first to teach at the all black Yancey Elementary School and then to teach at the integrated Stone Robinson Elementary School after Albemarle County began desegregating the public schools.⁵⁹ Prior to being hired by Mr. Cale, Mrs. Lee had held a school cafeteria job in Richmond, Virginia.

Also in 2016, Henrico County Public Schools renamed Harry F. Byrd Middle School that had been named after the former Virginia governor and United States senator who spearheaded the Massive Resistance movement against the integration of public schools.⁶⁰ Byrd co-authored and engineered the *Southern Manifesto*, signed by 110 southern United States congressmen, promising to resist school integration "by all legal means" and pledging that the South would follow a policy of "massive resistance" to *Brown*. Harry Flood Byrd and his forces were primarily responsible for the Massive Resistance legislation passed by the Virginia legislature to maintain segregation in Virginia.⁶¹

Paul Cale was no Harry Byrd. He fought to keep schools open, not close them! Paul was not a racist. He did not lead Massive Resistance against desegregation. He led Albemarle schools through Massive Resistance to full integration.

In the late 1960's, Curtis Tomlin was part of a group seeking to revive Crozet Park. He recalls, "As a group, we agreed to seek community-wide support and funding, and each of us took a group of names to contact for that purpose. One of the names I selected, on purpose, was that of Mr. Paul H. Cale. I called for an appointment and was graciously invited into his home on St. George Ave. Mr. Cale brought out his checkbook and while writing a check, he asked me if we intended to keep the park open to everyone, including the black community. My reply, simply, was 'We had not thought not to!' He smiled, thanked me and said, 'That's what I wanted to hear.'"⁶² [see attached copy of his January 3, 2019 letter to the *Crozet Gazette*]

Waldo Johnson was an African American veteran of World War II. He taught art at segregated Burley High School and later at integrated Albemarle High School. He sent Paul and Hallie Cale a golden wedding anniversary card. Inside the card was a handwritten letter [see

attached August 1, 1983 letter]. Mr. Johnson wrote, "One would believe that his [Paul's] most formidable task during that transitional era was to smoothly engineer the integration of schools...It is apparent today that he established vehicles of reasoning which fostered and encouraged cooperation between all constituents...He transformed that which should be changed, transcended that which could not, and endured the difficulties which were quite prevalent. Not any ordinary man could handle such an enormous task, but again Paul H. Cale is not an ordinary person."⁶³

Paul was one of the most widely respected and beloved persons I have ever known. I believe that Paul H. Cale is a most appropriate name for one of the county's most diverse schools. The mission of Albemarle County schools is "to establish a community of learners and learning, through relationships, relevance and rigor, one student at a time." Mr. Cale carried out that mission as a teacher, coach, principal, and superintendent in the Albemarle school system for 38 years. The core values of Albemarle schools are excellence, young people, community, and respect. Paul Cale embodied those values until his death. I was with him the day he died.

Judge a man by his life and legacy and the content of his character--not by paraphrases in a 1956 magazine.

Epilogue

I am a Charlottesville native and a graduate of the University of Virginia. I was a student in Charlottesville public schools from 1955 to 1967 (the desegregation era I have been describing in this treatise) and am now a resident of Albemarle County. From 1978 to 2005, I was the pastor of Crozet Baptist Church. I was Paul Cale's minister for nine years.

My motivation to begin this research was to defend the good name of Paul H. Cale (or to discover if he was someone other than the person I knew). In February of this year, I learned that Albemarle County Public Schools' plan to hire an historian to research the Cale/desegregation years had been abandoned.⁶⁴ Since then, I have devoted myself tirelessly to doing this research myself and now present to you my findings and interpretations.

Know that I support the new school naming policy and the work of the name review committee. I will also support the final decision on the renaming of Cale Elementary. I just hope it will not be based on a false narrative. Personally, I oppose all forms of racism and social injustice--interpersonal, legal, structural, and systemic. The Paul Cale I knew did too.

Albemarle County lies in the shadow of the capitol of the Confederacy. We still live with the emotive, racist scars of slavery, Civil War, Jim Crow, desegregation, and August 11-12, 2017 in Charlottesville, et cetera. The year 2019 marks the 400th anniversary of the first slave ship's arrival at Jamestown in August 1619. We ignore this traumatic event at our own peril. As W.E.B. Dubois wrote in his 1903 work, *The Souls of Black Folk*, "The nation has not yet found peace from its sins; the freedman has not yet found in freedom his promised land. Whatever good may have come in these years of change, the shadow of a deep disappointment rests upon the Negro people."⁶⁵

Feel free to contact me personally. Here is my contact information:

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Endnotes

¹ *The Daily Progress*, April 30, 1967.

² *The Daily Progress*, October 16, 1968.

³ *Development of Public Schools in Albemarle County from the Late 1700's to 1976: A Bicentennial Project of the Retired Teachers Association of the County of Albemarle*, 1976.

⁴ *Albemarle County School Board Minutes*, January 13, 1969, and August 11, 1969.

⁵ *Ibid.*, December 14, 1967.

⁶ *Ibid.*, August 13, 1953.

⁷ *Ibid.*, February 17, 1969.

⁸ *Ibid.*, December 14, 1967, and *Joint Committee for the Control of the Jackson P. Burley High School Minute Book No. 3*, March 8, 1962 and May 8, 1962.

⁹ *Albemarle County School Board Minutes*, March 10, 1966.

¹⁰ Lee, Otis. *A History of Public Instruction in Albemarle County, Virginia*, p. 24.

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¹³ *Ibid.*, September 16, 1963.

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²⁵ Lewis, Andrew B. "Emergency Mothers: Basement Schools and the Preservation of Public Education in Charlottesville," *The Moderates' Dilemma: Massive Resistance to School Desegregation in Virginia*, University of Virginia Press, 1998, p. 98.

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- ³⁴ Pratt, Robert A. *The Color of Their Skin: Education and Race in Richmond, Virginia 1954-89*, University Press of Virginia, pp. 6-7.
- ³⁵ Letter written by Paul H. Cale Jr., December 7, 2018.
- ³⁶ *Albemarle County School Board Minutes*, June 12, 1947.
- ³⁷ *Ibid.*, August 14, 1947.
- ³⁸ *Ibid.*, July 22, 1947.
- ³⁹ Rorty, James. "Virginia's Creeping Desegregation: Force of the Inevitable," *Commentary*, 1956, p. 51.
- ⁴⁰ *Albemarle County School Board Minutes*, May 12, 1949 and April 10, 1952, and *Joint Committee for the Control of the Jackson P. Burley High School Minute Book No. 1*, May 6, 1952.
- ⁴¹ *The Daily Progress*, March 30, 2019.
- ⁴² *Albemarle County School Board Minutes*, March 16, 1955.
- ⁴³ Rorty, James. "Virginia's Creeping Desegregation: Force of the Inevitable," *Commentary*, 1956, p. 53.
- ⁴⁴ *Jefferson School Oral History Project*, September 2004, p. 61.
- ⁴⁵ *Richmond Times-Dispatch*, June 8, 1969.
- ⁴⁶ *Albemarle County School Board Minutes*, July 12, 1962.
- ⁴⁷ *Ibid.*, July 1, 1963.
- ⁴⁸ Conversation with Paul H. Cale Jr., February 2019. Paul Jr. participated in the sports programs at Albemarle High School during this time and vividly remembers his conversations with his father about the ban.
- ⁴⁹ *Albemarle County Board of Supervisors Minutes*, June 20, 1963.
- ⁵⁰ Letter written by Paul H. Cale Jr., February 27, 2019.
- ⁵¹ *Albemarle County School Board Minutes*, June 10, 1968.
- ⁵² Letter written by A. L. Scott, July 25, 1975 [ATTACHED].
- ⁵³ *Development of Public Schools in Albemarle County from the Late 1700's to 1976: A Bicentennial Project of the Retired Teachers Association of the County of Albemarle*, Addendum, 1976.
- ⁵⁴ Letter written by Suzanne Cale Wood (Paul Cale's daughter), February 13, 2019.
- ⁵⁵ *The Daily Progress*, October 16, 1968.
- ⁵⁶ *Williamsburg Yorktown Daily*, August 2, 2016.
- ⁵⁷ *Ibid.*, April 20, 2016.
- ⁵⁸ *The Virginia Gazette*, March 29, 2016.
- ⁵⁹ *The Daily Progress*, Obituary for Rosa Belle Moon Lee, December 6, 2013.
- ⁶⁰ *Richmond Times-Dispatch*, March 1, 2016.
- ⁶¹ Pratt, Robert A. *The Color of Their Skin: Education and Race in Richmond, Virginia 1954-89*, University Press of Virginia, p. 7.
- ⁶² January 3, 2019 letter written by Curtis Tomlin to the editor of the *Crozet Gazette*.
- ⁶³ August 1, 1983 letter written by Waldo E. Johnson to Paul and Hallie Cale on the occasion of their golden wedding anniversary.
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Former students and teachers want Rawls Byrd Elementary renamed

by Ryan McKinnon

THE VIRGINIA GAZETTE

March 29, 2016

WILLIAMSBURG — When Lafayette Jones, a black high school junior, asked to attend the all-white James Blair High School in 1960, his father got a phone call.

It was Rawls Byrd, the superintendent of Williamsburg-James City County Schools, making it clear that if Jones did not rescind his request, his father — a carpenter — would never find work in town again.

Byrd also paid a visit to the all-black faculty meeting at Bruton Heights School that day and told the staff that if Jones kept trying to attend James Blair, he would shut down Bruton Heights and fire all the teachers.

“He made a lot of threats, and I think he would have made good on them,” Jones said.

And, Jones said, as a result of Byrd's attitude and behavior, Rawls Byrd Elementary School needs a new name.

Jones is organizing former students and teachers in an effort to persuade the current W-JCC School Board to change the name of the school. He said there were “quite a few” people involved in the movement, and roughly 10 people were coordinating a strategy to get the name changed.

Jones said the group will likely present their case during the public comment period at the School Board's April 12 meeting.

“This has been a subject of discussion among blacks in the area for quite a while, but no one has taken action yet,” Jones said. “It's something that I've wanted to do, and I'm not getting any younger.”

On March 10, the Henrico County School Board voted unanimously to change the name of Harry F. Byrd Middle School, which was named for the former state senator and governor whose leadership of the Massive Resistance movement stalled integration of schools.

Jones, who is now a 73-year-old retired Green Beret, said Henrico's actions have encouraged him to take up the cause of getting the name changed.

“Today's black kids should not be subjected to attending a school named after an individual who denied their parents and grandparents the opportunity for an education,” Jones said.

As historians have dug into the past, two different Rawls Byrds emerge.

The Rawls Byrd of public record was a man who helped shape Williamsburg-James City County Public Schools as they are known today.

In 1953, he oversaw the merger of the Williamsburg and James City County school systems, which was a controversial move at the time and one that many predicted would never work. He served as superintendent from 1928 to 1964.

Upon his retirement The Virginia Gazette painted a picture of his influence:

A July 10, 1964, editorial reads: "The story of Rawls Byrd is, in a very literal sense, the story of public schools in Williamsburg and James City County. ... it seems a shame he must retire."

Yet a different Rawls Byrd emerges for the black students and teachers who learned and worked under him.

Vivian Bland, 82, remembers meeting the superintendent as part of a government class project. The students had the chance to ask Byrd questions, so Bland asked him why Bruton Heights did not have any foreign language classes.

"Mr. (Rawls) Byrd's answer to me was, 'You learn to speak English correctly and maybe you can have a foreign language,' " Bland said.

Bland also said she remembers Rawls Byrd refusing to shake the hands of black students graduating from Bruton Heights.

"It may seem like small gestures, but it was just consistently trying to demean and not give a person their due justice," she said. "He made it known how he felt about us."

Brady Graham, 83, began teaching at Bruton Heights in 1959. He said he feared integration because of a speech Rawls Byrd made at a PTA meeting.

"I still remember Mr. Byrd coming to a PTA meeting at Bruton Heights and saying to the audience that he could visualize white teachers teaching blacks, but he could not visualize black teachers teaching whites," Graham said. "That was the assumption — that if they integrated, all the black teachers would be fired."

Graham also remembered Rawls Byrd's threats the day Jones applied for a transfer to James Blair. And he repeated a claim many from the era have made about Byrd, that he said he would retire before he would oversee an integrated school system.

A June 5, 1964, Virginia Gazette story reported that 10 years after the U.S. Supreme Court ruled against segregation, five black students had applied for admission into Matthew Whaley Elementary School and James Blair High School.

On June 23 of the same year, School Board chairman John E. Wray stepped down in protest over the integration. Rawls Byrd announced his retirement on July 7.

While Byrd's attitude toward race relations is not as documented as staunch segregationists such as Harry F. Byrd, historian Jodi Allen said the oral history of people who interacted with him should not be discounted.

Allen is a visiting assistant professor of history at the College of William and Mary, and the managing director of the Lemon Project — a project aimed at rectifying the college's oppression of blacks throughout slavery and Jim Crow eras.

Researchers for the Lemon Project interviewed several students and teachers who attended W-JCC schools during the segregation era, and Allen said the same picture keeps emerging.

"You can't trust any source in and of itself. They all have to be supported with evidence," Allen said. "The fact that everyone talks about him in the same way, I think we can say he had segregationist leanings."

Current School Board Vice Chairwoman Kyra Cook said she is not surprised to hear there is interest in getting the name changed, but she declined to comment on whether she thinks it is necessary. She said she has studied the issue as other localities have dealt with similar situations.

Cook said if name-change activists make compelling arguments during the public comment period at School Board meetings, the board could ask the superintendent's office to look into it and make a recommendation for the board to vote on.

One of the factors in changing the name is the cost of rebranding. In Henrico, school officials estimate it will spend roughly \$13,000 in replacing a sign, scoreboard signage, rug and stationery, all emblazoned with "Byrd."

W-JCC spokeswoman Betsy Overkamp-Smith said the district has not looked into the cost of a name change because the issue has not been formally brought to the board for discussion.

Former School Board member Joe Fuentes said he heard rumblings about the name at different points during his 10-year tenure, but there was never a clear effort to get it changed.

"I was always wondering if that was going to happen," he said. "I knew that day is going to come and someone is going to say, 'You really need to change that.'"

WILLIAMSBURG- In a 6 to nothing vote, the Williamsburg-James City County School Board voted to "begin the process" of changing the name of Rawls Byrd Elementary School on Tuesday night.

- Ryan McKinnon, THE VIRGINIA GAZETTE, May 26, 2016

July 20, 1975

What's In A Name

The twenty schools in Albemarle's public school system are known by the location in the County, or the schools are named for a person or persons of outstanding note who have made significant contributions.

The school board has the responsibility of naming the schools. At the last board meeting, a committee of board members was selected to submit a name for the proposed High School to be built in the western section of the County. It may be observed from the 1974-75 directory that ten of the twenty public schools in the County bear the names of persons. As the School Board Committee ponders the submission of a suitable name for the second County High School, it is proposed that they give careful consideration to the name: The Paul H. Cale High School.

This retired educator served the County for thirty-eight years. His tenure of service extended from September 1931 until June 1969.

Cale served as Teacher, Principal, Assistant Superintendent, and Superintendent from 1947 to June 1969 when he retired. During his years of service, this educator guided the school system, supervised the building of ten of its twenty schools, and piloted the educational enterprise from a dual to a unitary system serving all the children of the County. A school named in his honor is a fitting accolade to service rendered.

A. Scott

To the Crozet Gazette Editor: Paul Cale, Sr.

January 3, 2019

I am a subscriber to your paper and read it cover to cover each month in an attempt to keep abreast of the events and people of my hometown. I was born in Crozet in 1933 and lived there happily, only moving away in 1971 for an employment opportunity elsewhere. When my wife and I married, we looked for and found the location and home in which we hoped to raise our family, in Wayland Park, Crozet. Our prior home is easy to find as it is the only home in the original Wayland Park facing east, directly across from the home of Mr. and Mrs. Ben Hurt.

We were blessed to live in Wayland Park from July 1957 to February 1971. We brought our son and daughter to that home in 1957 and 1959 respectively; moving away was not an easy decision. Each of us has made what we term "pilgrimages" back to Crozet as our time and fortunes permitted. My wife and I relocated in 1980 to the Clearwater, Florida area, where I still reside. My wife, the former Peggy Sandridge, passed away here in 2014.

This background is by way of leading to the fact that I have been acquainted on a very personal level with Mr. and Mrs. Paul Cale, Sr., and their children, from my very early memoirs until the passing of Mr. and Mrs. Cale; I am still in occasional contact with their son, [Paul Jr.](#) I submit that I knew Mr. Cale, Sr., as a friend for many years and more closely as a neighbor, too, from 1957 to 1971.

In the late 60s, I was among a group who sought to revive Crozet Park when it had seemed to lose its way. As a group, we agreed to seek community-wide support and funding, and each of us took a group of names to contact for that purpose. One of the names I selected, on purpose, was that of Mr. Paul H. Cale. I called for an appointment and was graciously invited into his home on St. George Ave. I explained my purpose and both he and Mrs. Cale immediately jumped on the bandwagon. Mr. Cale brought out his checkbook and while writing a check, he asked me if we intended to keep the park open to everyone, including the black community. My reply, simply, was "We had not thought not to!" He smiled, thanked me and said, "That's what I wanted to hear."

That's the man that some reporter, who failed to do his homework, and the man that the chairperson of the Albemarle County School Board, Dr. Kate Acuff—taking that reporter's work as the truth—vilified publicly as a racist. How absurd! While this is shocking, I am further appalled that our local news people have not taken up arms, done the required study as a good reporter does, and called these people to task for the denigration of the finest man, not to mention, educator, Albemarle County has ever known! *Curtis Tomlin, Palm Harbor, Florida*

I recall meeting with Mr. Cole in 1956 and receiving a very informative and frank talk on teaching, as also the essential needs in the Albemarle - Charlottesville Joint Education System. In review many of his ideas and projections at that time established the foundations of the large and efficient Albemarle County Program of Education we have today.

One would believe that his most formidable task during that transitional era was to smoothly engineer the integration of schools not only student-wise but personnel, faculties and curriculum. To systematize all of this was over and beyond common everyday problems in education. It is apparent today that he established vehicles of reasoning which fostered and encouraged cooperation between all constituents to assure that communication was current and valid regarding the concerns of the many. He transformed that which should be changed, transcended that which

~~which~~ could not, and endured the
difficulties which were quite prevalent.
Not any ordinary man could handle
such an enormous task, but again
Paul H. Cale is not an ordinary person,

Waldo Johnson

WALDO JOHNSON

To him and his lovely Madam my
especial best wishes are sent with fondness.
This letter was mailed on 8-1-83.

John Gray

From: Matthew Haas
Sent: Thursday, August 8, 2019 5:16 PM
To: 'dsrooker@earthlink.net'; Ben Allen; Lori Ann Stoddart; 'scott.heysell@gmail.com'; 'pdmcartor@gmail.com'; 'laureneeddy@gmail.com'; 'ajustice@cstone.net'; 'cea4p@virginia.edu'; DeeDee Jones; John Gray; Bernard Hairston; 'dsrooker@earthlink.net'; Anna Balazs
Subject: FW: [EXTERNAL]Please change the name of Cale

FYI

Matt Haas

Albemarle County Public Schools



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From: Emily Mathon <emilymathon@gmail.com>
Sent: Thursday, August 8, 2019 1:42 PM
To: Matthew Haas <mhaas@k12albemarle.org>
Subject: [EXTERNAL]Please change the name of Cale

Dr. Haas,

I have been unable to attend the recent meetings regarding the name change of Cale Elementary. I have been following the testimonies and opinions shared by some community members as well as reviewed the direct words of the former superintendent, Cale. Based on everything that I have heard and read, I urge you to change the name of Cale Elementary School.

Of course his friends and family want to maintain the legacy of his name and would speak up to protect and preserve the name of the school. At this time in history, we need to focus on the impact of his words and actions, as shared by the vulnerable and courageous women, Ms. Fleming and Ms. Eubanks. We also need to hear both the intention and the impact of the words of one of the speakers who said "the south will rise again" in conclusion of one of the meetings, a clearly racist message.

You have been bold in your move to interpret the existing dress code to restrict the wearing of racist imagery in schools. I urge you to continue on this path and change the name of Cale Elementary. You know the impact of racism on the wellbeing of children of color, which is why you took a stand on the dress code. Please listen to the most vulnerable and stand up for the students of color and their families at Cale Elementary.

Thank you for your service,
Emily Mathon

John Gray

From: Matthew Haas
Sent: Thursday, August 8, 2019 5:24 PM
To: 'dsrooker@earthlink.net'; Ben Allen; Lori Ann Stoddart; 'scott.veysell@gmail.com'; 'pdmcartor@gmail.com'; 'laureneeddy@gmail.com'; 'ajustice@cstone.net'; 'cea4p@virginia.edu'; DeeDee Jones; John Gray; Bernard Hairston; 'dsrooker@earthlink.net'; Anna Balazs
Subject: FW: [EXTERNAL]re-naming of schools

FYI

Matt Haas

Albemarle County Public Schools



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From: Katherine Soderman <katesoderman@yahoo.com>
Sent: Thursday, August 8, 2019 12:21 PM
To: Matthew Haas <mhaas@k12albemarle.org>
Subject: [EXTERNAL]re-naming of schools

Dear Dr. Haas,

I am writing as an ACPs parent and community member. I have seen the reports about the potential re-naming of Cale Elementary, and all the praise his descendants have brought forward publicly. I realize there are various points of view, and that our history is complicated.

However, I think a few things should be clear: One, that there are some who find the name Cale Elementary to be another sign of white supremacy. Two, that those in power need to bend over backwards to listen to people of color and to eliminate whatever pieces of white supremacy that they can. And three, that ALL schools named after anyone in support of white supremacy should be re-named.

Everything doesn't have to be "either-or." Superintendent Cale doesn't have to have been a 100% horrible person in order to have the school re-named. We can acknowledge both the good and the harm that he did, and we can choose a better, more welcoming name for this school and the others in the county that need to be re-named.

Also, I can't believe I have to say this, but if a committee really needs to be formed to determine whether something is racist, that committee should be made up of predominantly black and brown-skinned people.