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**John D. Gray, M.S.Ed.
September 11, 2019**

Paul H. Cale Elementary School Naming Project

Per Albemarle County Public Schools policy FA-R (attached), Building and Naming Facilities, a review of the Paul K. Cale Elementary School was requested by the Albemarle County School Board. Dr. Matthew Haas was requested to form an Advisory Committee to study whether the name should remain the same or change to another name.

Introduction

During a presentation to the Albemarle County School Board by staff member, Lorenzo Dickerson, on Black History in Albemarle County Public Schools, it was discovered that former School Superintendent, Paul H. Cale, had allegedly been said to have made racist comments in a nationally published magazine called The Commentary (see attached). Due to concern over the possibility of these comments being made and having a school named after Mr. Cale, it was decided to implement a comprehensive review of Mr. Cale's tenure as superintendent per policy FA.

Discussion

Per policy FA, Superintendent Dr. Matthew Haas appointed Mr. Dennis Rooker as Chair of an Advisory Committee to investigate and recommend whether Paul H. Cale Elementary School should continue to hold that name or be changed to another name. Following the process outlined in policy FA, advertisements for Advisory Committee members published in the Daily Progress and posted externally and internally. Criteria was established for the Advisory Committee members, an application form developed (attached) and diversity of candidates was ensured by Dr. Hairston, per policy FA. A copy of School Board policy on Anti-Racism (ACC) was also provided. Additionally, an historian was contracted to provide background information on Mr. Cale and all of the other schools carrying a name of an individual(s) (report attached).

Numerous sources of information were provided to the Advisory Committee throughout the project. These sources include: letters written by relatives and friends of the Cale family, interview notes from meetings with members of the African American community, opinion letters from citizens, and several local organizations and research updates by the historian. All letters and contacts were sent to the committee as well as the Cale family in order to provide open communication during the evaluative process.

Discussion of Meeting Minutes

The first Advisory Committee meeting was held on May 28, 2019 in the Albemarle County Office Building at 401 McIntire Road, Charlottesville, VA. This meeting covered basic ground rules for the Advisory Committee, a welcome and charge by Superintendent Dr. Matthew Haas was presented. Two videos on the African American experience during Mr. Cale's tenure produced by Lorenzo Dickerson were presented to the committee.

A second meeting was held on June 19, 2019. This meeting was a public hearing held at Albemarle High School on Hydraulic Road in Charlottesville, Speakers voicing their support for Mr. Cale or experiences as an African American during this time period were heard by the Advisory Committee. Sixteen family and citizens spoke and 15 supported keeping the Cale name, One speaker did not express an opinion on the name change but relayed negative personal experiences he had during period of integration of County schools as an African American student.

The third meeting was held on July 30, 2019, in Lane Auditorium. This meeting was conducted to give the Cale family and other members of the community that had not been able to speak at the last meeting an opportunity to voice their opinions. Speakers other than Cale family members were defined on the agenda prior to this meeting. Policy FA specifically provided for the opportunity to let the Cale family to speak at this meeting. A one hour time limit was placed on the Cale family's presentation. Rev. Roy Thomas, family friend and author of a study (attached) on Mr. Cale, was also allowed to speak during this one hour session. Also presenting were two African American's that had direct dealings with Mr. Cale. Time was allowed for advisory committee members to ask questions of speakers. Finally, Superintendent Dr. Matthew Haas repeated his charge to the Advisory Committee going into the final meeting of this renaming process.

Materials for the Cale Advisory Committee

Materials were provided to the Cale Advisory Committee from a variety of sources (attached) including: Historian Report James Rorty article from the Commentary magazine Rev. Roy Thomas report and speech Videos from Lorenzo Dickerson.

Other materials included all letters received from Cale family, friends of Cale family, African American community, newspaper articles during the superintendence of Mr. Cale and interviews conducted with members of the African-American community.

A fourth meeting was held on September 11, 2019, for a vote by the Advisory Committee members for their recommendation to change or not change the name of Cale Elementary School. The outcome was provided to Superintendent Dr. Matthew Haas

Historian's Report

Dr. Shelley Murphy, local historian and consultant to UVA's genealogical research, conducted research on the background of Mr. Cale (see enclosed). Most documents were found in newspapers and featured events such as Mr. Cale's retirement. Dr. Murphy's report on Mr. Cale is attached to this report. As noted previously, there were few documents about the African American community during this period of Mr. Cale's superintendence. A review of the Albemarle County Public School Board minutes over a period of years revealed little insight into the Superintendent's recommendations or thoughts on integration or other controversial issues of that time.

Correspondence Received from Community

Twenty eight letters were received by the Cale family and friends and from the community in the course of this process. Twenty were in favor of keeping the name the same and eight were in favor of changing the name.

In between these meetings, there were numerous letters submitted to the advisory committee regarding Mr. Cale as well as the historian's research for review by the committee. Much of the information submitted to the advisory committee was forwarded to the Cales for their review. Of particular interest was a report submitted by Rev. Roy Thomas (see attached). Rev. Thomas was Mr. Cale's pastor, neighbor and close friend. He admits to being biased but gives a thorough review of Mr. Cale's life.

Interviews were conducted by telephone and in person with members of the African American community that were students or faculty during the era that Mr. Cale was Superintendent (1949-1967). These interviews provided insights into the observations, feelings and stories they were told by members of their families or friends. Due to the passage of time it was difficult to ascertain facts or persons able or willing to come forward. Age and illness made it difficult to obtain this information. Printed information on personal stories were almost non-existent in this pre-internet age.

Investigative Interview Summaries

Eight interviews (see enclosed) were conducted by Dr. Hairston and John Gray in an effort to find information that was not available in print but that were experiences of primarily African Americans during the time of integration. The typical age of persons interviewed was in their 80's or 90's. They included former teachers and students. These interviews were conducted in a manner to seek the truth and were either in person or by telephone.

Videos

Two videos were shown to the committee by Mr. Lorenzo Dickerson that depicted the era of segregation in the Albemarle County Public School system. Links to those videos are listed below:

Albemarle 26: <https://youtu.be/s8HHivodoro>

History is the Present:

<https://youtu.be/QUBWN6Wct1s>

Advisory Committee Recommendation to Superintendent

The Advisory Committee met on September 9, 2019, to discuss the information gathered over the past several months and to make a recommendation to the Superintendent to either keep the Cale Elementary name the same or rename it.

The recommendation to the Committee by a consensus vote was to change the name of Paul H. Cale Elementary School.

Members of the Advisory Committee and Chair Dennis Rooker were thanked by Dr. Haas for their work on the recommendation process. Members of the Advisory Committee are:

Mr. Ben Allen

Dr. Carlos Armengol

Ms. Anna Balazs

Ms. Lauren Eddy

Mr. John Gray, Project Coordinator

Dr. Bernard Hairston

Dr. Scott Heysell

Ms. DeeDee Jones

Ms. Alice Justice

Mr. Paul McArtor

Mr. Dennis Rooker, Chair

Ms. Lori Ann Stoddard

Summary

Albemarle County Public Schools policy FA, Building and Naming Facilities, was followed to ensure compliance with all facets of Section II. C- Review of Existing Names and D, (up to the point of a recommendation to the Superintendent).

The Advisory Committee was diligent throughout this process and is to be commended for their volunteer work on this Committee.

Rorty Article/Board Letters/Media/Video Link/Policies

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"

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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.

¹¹ *Albemarle County School Board Minutes*, May 13, 1952.

¹² *Ibid.*, December 14, 1967.

¹³ *Ibid.*, September 16, 1963.

¹⁴ *Albemarle County School Board Minutes*, May 13, 1965, and *Joint Committee for the Control of the Jackson P. Burley High School Minute Book No. 3*, June 15, 1965.

¹⁵ *Joint Committee for the Control of the Jackson P. Burley High School Minute Book No. 1*, December 6, 1955.

¹⁶ Gaston, Paul M., "1955-1962 Public School Desegregation: Charlottesville, Virginia," *Pride Overcomes Prejudice: A History of Charlottesville's African American School*, Jefferson School African American Heritage Center, p. 96.

¹⁷ *Joint Committee for the Control of the Jackson P. Burley High School Minute Book No. 1*, April 8, 1952.

¹⁸ *Albemarle County Board of Supervisors Minutes*, May 19, 1954.

¹⁹ *Albemarle County School Board Minutes*, September 22, 1954.

²⁰ Crowe, Dallas R. *Desegregation of Charlottesville, Virginia Public Schools, 1954-1969: A Case Study*, Ph.D. dissertation, University of Virginia, 1971, p. 80.

²¹ *Albemarle County School Board Minutes*, April 14, 1955.

²² Bryant, Florence C. *One Story About School Desegregation*, p. 18.

²³ Thorndike, Joseph J. "The Sometimes Sordid Level of Race and Segregation: James J. Kilpatrick and the Virginia Campaign against Brown," *The Moderates' Dilemma: Massive Resistance to School Desegregation in Virginia*, University of Virginia Press, 1998, p. 63.

²⁴ Moore, John Hammond, *Albemarle: Jefferson's County 1727-1976*, Albemarle County Historical Society, 1976, p. 435.

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.

²⁶ Moore, John Hammond. *Albemarle: Jefferson's County 1727-1976*, Albemarle County Historical Society, 1976, p. 436.

²⁷ *Albemarle County Board of Supervisors Minutes*, May 2, 1962.

²⁸ Daugherty, Brian J. *Keep on Keeping On: The NAACP and the Implementation of Brown v. Board of Education in Virginia*, University of Virginia Press, 2016, p. 118.

²⁹ Hershman, James J., Jr. "Massive Resistance Meets Its Match: The Emergence of a Pro-Public School Majority," *The Moderates' Dilemma: Massive Resistance to School Desegregation in Virginia*, University of Virginia Press, 1998, p. 133.

³⁰ Rorty, James. "Virginia's Creeping Desegregation: Force of the Inevitable," *Commentary*, 1956, p. 51.

³¹ Holton, Linwood. "A Former Governor's Reflections on Massive Resistance in Virginia," *Washington and Lee Law Review*, Volume 49, Issue 1 (1992). p. 18.

³² Pratt, Robert A. *The Color of Their Skin: Education and Race in Richmond, Virginia 1954-89*, University Press of Virginia, p. 6.

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- ³³ Crowe, Dallas R. *Desegregation of Charlottesville, Virginia Public Schools, 1954-1969: A Case Study*, Ph.D. dissertation, University of Virginia, 1971, p. 53.
- 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.
- ⁶⁴ *The Daily Progress*, February 17, 2019.
- ⁶⁵ Leonard, Bill J. "American Racism, 1619-2019: Exorcism of this Demon Is Needed--Now," *Christian Ethics Today*, Winter 2019, p. 20.

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.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]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.

Interview Meetings

Conversation with Marcha Howard - March 15, 2019

Describe what race relations were like during their time in the Albemarle System during the years of 1947-1969?

Ms. Marcha Howard (former student of Burley High, teacher and assistant principal and Principal at Burley Middle School) I was a student of Burley High in 1959, with Mr. Scott as principal. Several teachers came from Prince Edward County (during this period) because schools had closed. They brought some of their students with them. Burley at the time was an all-black and a strong high school. At the time, Burley was part city and part county (city and county would swap years to oversee), at one point students came from Greene county because there were no available schools for them. Burley High teacher interactions mimicked home life for black students. Once I graduated in 1964, it was still segregated.

Came back to teach in 1969 with Walton as superintendent. At the time (Jack Jouett Annex) there were only 2 black staff (one teacher and one custodial member). Minority students and teachers were kept spread out/dispersed throughout the county. Many high school teachers were placed at the middle school level.

When I returned to Burley as a teacher, there was new administration who kept integration on paper, no true tangible support from principals to support integration. It did not take long to realize that there would be no efforts of relationships between administration and black students/teachers. I became determined to take care my class with as little influence from administration as possible.

Conversation with Ms. Patrice Bowler Edwards - March 15, 2019

What happened to the teachers when Burley High School closed?

Ms. Edwards - They were transferred to other schools. Black teachers/students/families felt slighted.

How did you feel as a black person coming to school with the decisions made during 1947-1969?

Ms. Edwards - 1961 was my first year at Burley. My mother, Ms. Inez Bowler who was a teacher there, told me that I would have to stay at Burley and not go to Lane. My mother was told by school officials that since she (her mother) was a teacher at Burley, my going to Lane would make Burley look bad. My mother was called in by supervisors and told if you send your daughter to Lane, people would assume there was something wrong with Burley in the eyes of the black community; she felt her job was threatened at the time. The threat of her mother's job came from ACPS (someone high up in county school system). As a side note, at that same time, it was told to me that a judge feared for two black student's safety when Lane opened. As a result, they were placed in a building behind the Superintendent's office. (Olivia Ferguson & Johnny Martin were the names given as the students).

If the name of the school changes, how do you explain to students of Cale?

Ms. Edwards - "He could have made it better... If I were the parent of an African American child at that school, I would be upset"

The following are responses to questions posed during a small group session with several former African-American former ACPS students or employees during the period of 1947-1969.

May 15, 2019 - Present: Ms. Marcha Howard, Mr. Jimmy Hollands, Ms. Bowler, Mr. Logan (on telephone), Dr. Hairston, Dr. Nick King and John Gray

Describe what race relations were like during their time in the Albemarle System during the years of 1947-1969?

Marcha Howard (former student of Burley High, teacher and assistant principal and Principal at Burley Middle School):

Ms. Howard - I was a student of Burley High in 1959, with Mr. Scott as principal. Several teachers came from Prince Edward County (during this period) because schools had closed. They brought some of their students with them. Burley at the time was an all-black and a strong high school. At the time, Burley was part city and part county (city and county would swap years to oversee), at one point students came from Greene county because there were no available schools for them. Burley High teacher interactions mimicked home life for black students. Once she graduated in 1964, it was still segregated.

Came back to teach in 1969 with Walton as superintendent. At the time (Jack Jouett Annex) there were only 2 black staff (one teacher and one custodial member). Minority students and teachers were kept spread out/dispersed throughout the county. Many high school teachers were placed at the middle school level.

What happened to the teachers when Burley High School Closed?

Ms. Bowler (daughter): They were transferred to other schools. Black teachers, students and families felt slighted.

Mr. Logan - Asst. Superintendent (Tom Hurlbert) called Mr. Logan personally to let him know of his new assignment to JJMS. Quite a few teachers went to the city instead.

How did you feel as a black person coming to school with the decisions made during 1947-69?

Ms. Bowler (daughter) - 1961 (first year at Burley) It was announced to her by her mother, that she would have leave Lane High School to go to Burley. Her mother by school officials that since her mother was a teacher at Burley, her own daughter going to Lane would make Burley look bad. Her mother was called in by supervisors and told if you send your daughter to Lane, people would assume there was something wrong with Burley (in eyes of black community), she felt her job was threatened at the time. I was 12 at the time. The threat of her mother's job came from ACPS (someone high up in county school system).

A judge feared for two black student's safety when Lane opened. As a result, they were placed in a building behind Superintendent's office. (Olivia Ferguson & Johnny Martin were the names

given as the students). I believe she said her mother told her that she would be staying at Burley High because it would not represent Burley well, if she left for classes at Lane. (not positive, but Lauren kept notes. Comment from Bernard

Mr. Hollins - His mother was against him going to Lane so he went to Burley. You have been there to actually know what the environment was like - I felt we had the best of everything though our conditions were in fact more dire (ex: we were given used books/materials).

Ms. Howard - most of black student's support came from family and community, which seems to be lacking now. Community had more incentive back then to lean on each other and truly raise children as a village which continued into schooling

How did you feel as a child coming to school during the difficult times?

Mr. Logan had no issue at all with kids that he taught during the era of desegregation (in technical education).

When **Ms. Howard** returned to Burley as a teacher, there was new administration who kept integration on paper, no true tangible support from principals to support integration, It did not take long to realize that there would be no efforts of relationships between administration and black students/teachers. Ms. Howard became determined to take care of her class with as little influence from administration as possible.

Did you feel that you were treated differently than white students? If so, how?

Ms. Bowler (daughter) - her mother (a guidance counselor) had a student at AHS- there was one black valedictorian. Virginia Doffiemeyer (teacher) gave the student a C to prevent them from receiving the accolade. Ms. Bowler (daughter) said her mother (I. Bowler) checked with administration on exactly why she received the C, the grade was ultimately changed back to the high mark the student truly deserved.

Do references to that era seem appropriate to you for the name of a school?

Is changing the name of the school necessary?

Paul Cale seems to represent the era of desegregation and is alleged to have made racist statements against African Americans.

If we do change school name, how do you explain to students of Cale?

Ms. Bowler (daughter): "He could have made it better... If I were the parent of an African American child at that school, I would be upset"

What do you change the name to?

Mr. Logan - would be easy to name it after the county - stays neutral

Dr. Hairston - Original School Name was Southside

Mr. Hollins- Reference to RE Lee High School; how much money would this cost?

Would it really be worth it?

Ms. Howard: Would we be setting a precedent? Many people have skeletons in their closet. Also this was the time of segregation and racial strife, how much do we hold him accountable?

Any interactions with or your feelings toward Paul Cale?

1967 - During a meeting at Burley with teachers in which Cale spoke to all teachers (black) from Burley in auditorium (second-hand information): Gave message that the school was closing and will make transition provisions.

Ms. Bowler (daughter) - "Cale was a racist, my mother said many times that he was a racist" Believes Cale thought his racism was all fine. She was in fact surprised to see a school named after him. Ms. Bowler does believe that a name change is worth the effort, claims Cale was careless with his racism and "knows for a fact that Cale was part of the conversation with her mother, threatening her job if she did not send her to Burley middle.

Ms. Bowler (daughter) - according to her mother who was a teacher), Mr. Cale said, "I'm going to take care of my negra teachers".

Mr. Hollins confirms that Ms. Bowler (daughter)'s sister told the same story to him, only one teacher walked out, Louis Porter Johnson, out of offense to the statement.

Dr. Hairston - trend during this era to name schools after people so naming of Cale was most likely part of trend.

Mr. Hollins: "The problem is that Cale was a staunch racist.

Documentation of Meeting with **Mr. and Mrs. Eugene Williams** - March 27, 2019

Dr. Bernard Hairston and I met with Mr. and Mrs. Eugene Williams in their home in Charlottesville. It should be noted that both Mr. and Mrs. Williams are in their 90's and communication was necessarily non-verbal at times and required repeating in order to capture the meaning of the conversation. Notes from that meeting are documented here. Mr. and Mrs. Williams agreed to our request to use their names, if necessary, to substantiate any statements made during our conversation.

Mr. Williams was forthcoming about his involvement in the civil rights movement in the 1950's, 1960's and 1970's. At the time he was the local president and active member of the local NAACP chapter. He was a large part of a local movement that increased membership from 50 members to over 1,100 in a matter of three years. His work primarily involved the City of Charlottesville School system. He provided a dissertation on the history of Charlottesville City Schools, from 1951-69, that spoke to community and school reactions during this time period. He also was involved with the integration of the Madison County school system and showed us a newspaper clipping of his confrontation with the Superintendent at that time in order to afford African-American students the opportunity to attend the new white high school. Some Madison students were served by Albemarle County Schools. His influence was widespread as he was able to bring Roy Wilkins, Executive Secretary of the National Association of the NAACP and Thurgood Marshall, legal counsel to Charlottesville for the integration issues of that period. Mr. Wilkins spoke to the community at Burley High School.

Mr. Williams had some involvement with the Massive Resistance issues at Albemarle County Public Schools, He relayed that he had visited many African-American families to persuade them to come with him to an Albemarle County School Board meeting to combat the current

separate but equal stance of the Superintendent and the School Board. He stated that he had lined up 5 families from Crozet to attend the next School Board meeting that was scheduled for the next evening. The next day he heard back from those families that Mr. Otis Lee had visited them and that they now would not be attending the meeting. Soon afterward it was his belief that Mr. Cale had promoted Mr. Lee to the position of principal (for his involvement with blocking their attendance at the School Board meeting- Mr. Williams assertion). When asked about how Mr. Williams viewed Mr. Cale's leadership as Superintendent, he responded "Cale was the same as what was found throughout the "South". He added that Cale "began taking care of Negro's after the Charlottesville court ruled". Mr. Williams discussed the CCPS elementary schools serving Negro students in the 50s and city and county school high school students attended Burley High School and Albemarle Training Center as an example of the unique positions faced by City and County officials and parents. City schools exercised massive resistance, whereby, county schools faced less direct pressure to integrate as per Brown vs. Board of Education. These schools were operated by a joint city and county School Board. It was Mr. Williams feeling that Mr. Cale "could have been involved but didn't" as the Superintendent. Mrs. Williams was a teacher for Albemarle County Public Schools during the period when Mr. Cale was Superintendent. She was the first African-American teacher at Lane High School. She had applied, on her own, for a transfer and saw it as a way to help with her husband's civil rights work and it was something she believed was the right thing to do. She said she met Cale once but was neutral on her feelings toward him.

Our meeting lasted for 90 minutes and ended with our expressing gratitude for their hospitality and information that Mr. and Mrs. Williams provided.

Meeting with **Joan Burton, Dr. Bernard Hairston and Dr. Shelley Murphy** - May 9, 2019

Dr. Murphy, historian, brought a fellow historian and African-American, Joan Burton, that had children at Albemarle County Public Schools during the Massive Resistance. She recalled there was a great deal of pressure to integrate during this period, but it took a very long time to occur. She relayed there was a strong undercurrent during this time with talk of the KKK possibly in the area. She said "it was as bad with White Supremacy when it was determined that Albemarle County Schools and Burley were separate but equal". She further stated that she feared for her children's safety during this period. She felt the Baptist Church and the Charlottesville Tribune felt negatively about the school system. She said she met Mr. Cale one at Rose Hill. It was Ms. Burton's opinion that students have been prevented from learning about the mistakes of that era.

Meeting with **Ms. Teresa Walker-Price** - April 17, 2019 - Present: Dr. Bernard Hairston and John Gray

Dr. Hairston and John Gray met with Ms. Walker-Price in her home. Ms. Walker-Price was a teacher during the period of Massive Resistance and the integration period. She was one of two African-American teachers that were placed in Lane High School. She said she was accepted by the curious students about her. In particular, they wanted to know what it was like to be a black teacher and citizen during these times. They spent time every week asking questions that she was glad to answer for their better understanding. She did not feel welcome by the staff. She was on her own for the most part and felt isolated. She relayed a story about the teacher whose room was next to her classroom. Ms. Walker-Price would try to talk with her and the teacher would not speak with her. Ms. Walker-Price did not want that kind of stress and took a different approach. She approached the teacher and began

telling her a story and purposely held the teachers wrist while laughing about her story. The teacher recoiled at being touched by an African-American. The next day and everyday afterward the teacher would say hello rather than have another situation where she might be touched by Ms. Walker-Price.

We asked her if she ever met Mr. Cale. She said he walked by one day and didn't acknowledge her and then kept moving on to his destination. That was her only experience with Mr. Cale.

The following is a story that was relayed to me directly from **Ms. Berdell Fleming** on this date. 6/24/19

Background

Ms. Fleming was a 10th grade student at Burley High School in 1962. She graduated in 1964. Her mother, Ms. McCoy, was a French teacher at that same school during this time period. Ms. Fleming volunteered the following information.

Event

There was an assembly held in the auditorium that was led by Mr. Cale. When introduced he said "I'm glad to be here with all you negra students". All of the black children had a strong emotional reaction to this statement. My mother came up to me and other students and said "ignore that statement, it's not what you are called but how you react".

That evening I felt badly about how Mr. Cale had called us negras. My mother and I had a long talk that evening about that assembly and what he had said to us, as I was still upset about his language. I feel it was very inappropriate but it was a part of who he was during this time period. The first time I entered Cale Elementary school it was very upsetting to me that it was named "Cale" because it reminded me of his language during that assembly at Burley High School.

John Gray, Coordinator Advisory Committee

School Board Name Change Recommendation REVISED- June 5, 2019

I researched the Schoolboard minutes from January 1989 to June 12, 1989. During the first meeting of 1989 a statement was made by School Superintendent Mr. Overstreet. Board minutes state *"Several citizens suggested we rename to Paul H. Cale, the former Superintendent of Schools of Albemarle County Public Schools"*. Mr. Armstrong suggested that the question be left open for consideration. I researched every page of Board minutes up to the June 12, 1989 meeting and did not find any mention of renaming the school at all.

At the June 12, 1989 meeting, the following was stated for the record followed by a vote: *"Mr. Overstreet said at the January School Board meeting the Board invited interested parties to suggest names for the south side school. Previously several citizens had suggested the schools be named for Paul H. Cale who was Superintendent of Schools in Albemarle County for 22 years. No other suggestions have been made. On a motion by Mr. Finley, seconded by Mr. Haury, the Board voted unanimously to name the south side school the Paul H. Cale Elementary School"*.

I viewed several meeting minutes after this June 12 meeting and there were no comments about the name. I have not been able to find any other documentation to date that would shed light on the decision making process.

Note: It was originally stated that Mr. Armstrong made the motion to change the name of the south side school to Cale Elementary in the January 1989 school board meeting. Mr. Armstrong commented at that meeting that the issue should be brought up at a later date. Mr. Finley made the motion to change the name and it was seconded by Mr. Haury. Mr. Finley is deceased. Mr. Haury and I spoke and he said that there wasn't a particular reason that his name was chosen other than he was a superintendent for a long time and he was respected. He also said there were a number of properties that were being named during this period of expansion and not a great deal of thought was given to the name. In a follow up conversation with Mr. Armstrong, he stated he did not remember the issue of voting for the name change nor did he recall anything about Mr. Cale or any of his accomplishments. He was present for the vote which passed unanimously by the Board.

Source: Albemarle County School Board Minutes, 1989

Eubanks Statement - June 3, 2019

Mary Waltin Eubanks: Do I announce my name?

Dr. Hairston: You can if you want too, Ok.

Mary W. Eubanks: Hello, this is Mary Waltin Banks, Eubanks I am a residence of Esmont, On May 21, 1941, 5 O'clock in the evening 100 degree temperature, "Mama" said, anyway I never found any place in the United States better than this community. Mom sent me to Virginia State college "University" now to study what I wanted at the time was Elementary Education but in the 10th grade, I wanted to be a brain surgeon so much so that I was brave enough to write a letter to Paul Cale who was the Superintendent at the time asking that Latin be a subject for students to take at Jackson P. Burley High School to which I got a reply in writing from Mr. Cale that he was not going to hire any Black teachers who could teach Latin? He didn't feel there were any qualified Black teachers to teach Latin, and he was not going to pursue that avenue. Of course as a 10th grader in the 56-57 school year this was a big disappointment to me and my family. My grandmother Mary Monroe Scott and my mother and my aunt Mary Janet Scott asked for a face to face appointment with Mr. Cale which was granted and after he saw who my grandmother and mother were he said Oh no I'm not going to even think about putting Latin at Burley High School. I told him but Mr. Cale I want to be a doctor and many of the terms that are used in medicine have a Latin base. He said it doesn't make any difference I'm not going to hire a teacher because I don't think there is a qualified Black teacher in the State of Virginia who could teach Latin. Of course I left with my feelings hurt and trampling on them as we went back to the car. Later in my life after finishing Virginia State in Nov of 1964, I again approached him and asked that I be considered for a job at what was Benjamin Franklin Yancey School at that time and he said no, your family has been a thorn in my flesh ever since I came in this county and I am not going to give you a job. So, of course that's another disappointment but nevertheless I had several more interviews. While substituting at Jefferson Elementary school for several teachers there and at Yancey schools for teachers there. I was interviewed by Mr. JB M. Carter the Superintendent in Nelson County which promised to be very fulfilling and I was hired in Nelson having also been successfully approached and potentially hired in several other surrounding counties but my problem at that time was, I didn't have a car so Mr. Carter hired me. My aunt was teaching at Nelson Memorial High School she was my mode of transportation she would duck into shipman drop me off into Ryan Hall which was segregated at that time and

fly on up 29 to Nelson Memorial where she taught Chemistry, Physics and General Science to the High School students there. Well, as God would have it in 1978 after integrating Rockfish Valley Elementary School in Afton, Va., I was hired in Albemarle County and taught for several years at Yancey Elementary School started with 1st grade going being hired as a 4th grade teacher. Fannie Loudon the 5th grade teacher and I collaborated and switched classes. She taught the 4th grade Social Studies and I taught the 5th grade Science so that was the beginning of switching classes for those students that were well suited to do that at Walton Middle School. In 1990 I was promoted to teach at Walton Middle School and that's where I ended my tenure of teaching. When the subject of changing schools name and Paul Cale name was in that mix that was a wound that I thought I had healed with the help of God that burst open again and I had those same defeated kind of feelings to start with but then I puffed my chest up and said I am bigger than this. I can rise above this again until that subject came up but anyway I am glad the county is pursuing this path because I have been at the hateful end of Mr. Cales' thinking and I hope that the name "believe it or not" i hope that the name remains the same with some kind of documentation that even though he trampled on the progress of education by not being open minded enough to step outside of the box and hire qualified African American, black, colored, negro teachers whatever the terms is that suits your forte an Albemarle County education at that time would have been far more prominent than it did become until at its present situation. I don't think I was the only person who received the hatefulness of Paul Cale. I'm not going to name any names at this point but I do know of several other African American teachers who received the same kind of reception from Paul Cale.

Dr. Hairston: When you said he made the statement about there would be no qualified black teachers to teach Latin. What language did he use to describe negro teachers? Was it black, negro; or any other reference?

Mary Waltin Eubanks: Well the two common names at that time was colored or negro. The black, African American and other modern terms did not exist at that time. He said colored.

Dr. Hairston: He said colored.

Mary Waltin Eubanks: He said colored. Yes

Dr. Hairston: Do you know anything about a meeting that was held at Burley High School when the decision was made to integrate schools? He supposedly met with all the black teachers in the auditorium and basically made some statements that was considered offensive by some in the attendance.

Mary Waltin Eubanks: I do remember a meeting being at Burley but since I was in Elementary School, mom and grandmother and Janet did not attend that meeting but they gave input to parents that were involve since Burley open in 1951. I was in. 4th grade, maybe which did not peek my interest at the time, this was gonna be the school went to as an 8th grader. No my family did not participate at that time.

Dr. Hairston: Do you know other community members who are still living that may have had some experiences with Mr. Cale who might be open to sharing their stories?

Mary Waltin Eubanks: One would be Lorraine and Ben Page who helped to integrate Scottsville Elementary School and Nancy luck, if she would be willing / don't think either would

publicly express themselves maybe Lorraine cause she was a community person and still is that doesn't mind coming together to better the community.

Dr. Hairston: There is some information out there that school board members were racist, at least one school board chair, Mr. Ogelsby was described as a racist. Do you know how Mr. Cale as superintendent reacted, and how they worked together?

Mary Waltin Eubanks: No, like I said when he first came I was in the 4th grade but by the time I got to Burley I was very well aware of his thinking at that time, his way of racial thinking.

Dr. Hairston: How would you describe his thinking?

Mary Waltin Eubanks: It was not a good feeling, not a good attitude in the black community, just acceptable at that time.

Dr. Hairston: What sort of rapport did he have with the black principals and black teachers?

Mary Waltin Eubanks: In my opinion they were subservient if that's the term, they were less on the totem pole many requests of the blacks were denied but some of the ideas presented were put in the white schools, he did not want the African American, blacks, colored, negroes to progress.

Interview with **Mr. Edward Morton/John Gray/Dr. Bernard Hairston and Sissy Leatherwood** - 7/1/2019

Mr. Morton: I was there from 1956-1961 there was an assembly and Mr. Cale was speaking and said you all know I take good care of my "Negras" and we perked up; some said that he said I take good care of my Niggas and some said he said Negras they use to talk like that. You didn't know if he was saying "Niggas or Negras", you know what I am saying?

Dr. Hairston: I know exactly

Mr. Morton: That's all I knew, I had heard from others during that time that he had did favors for a lot of teachers when it came to they were in difficulties or it had something to do with their children, I've heard several good stories, have you talked with Lyria Hailstork?

Dr. Hairston: Not yet

Mr. Morton: She has some good stories to tell about him, she worked directly for him as a teacher. That is the only incident I had dealing with him that assembly and I'm not quite sure, to be honest, I wasn't paying a whole bunch of attention until that statement was made. Only one teacher got up and walked out Lois Porter everyone else stayed and listen to that dribble.

Dr. Hairston: Do you recall or How did you feel about that statement at that time? Do you recall any conversation about that statement that was made?

Mr. Morton: Some of us talked about that statement; In those days we minimized what was said about us rather than maximized it so. We sort of gave people the benefit of the doubt in those days even today we always giving people the benefit of the doubt. That's why everything is alright; we got celebrations 50 years of LGBT and that's all right, so everything is alright.

Dr. Hairston: Would you, I'm gonna ask this question sort of a 2 fold 2 separate questions. When you heard that story, would you have considered it a racist statement at that time? As of today would you consider that a racist statement?

Mr. Morton: At that time, I would consider it a normal statement and what || mean by that is in a society where you are minimized and I knew that "a society that minimized who we were and what we were" or what I was? It wasn't considered racist it was the norm, it was the accepted thing, the way it was. Today, naturally looking back, it was racist!

Data Gathered/Advisory Committee Communications



Albemarle High School Yearbook, 1955. The blackface performance by a student won second place at the high school talent show.



A photo from the 1963 Albemarle High School yearbook. An AHS Biology teacher welcomes [Gene Corrigan](#), UVA head coach of soccer and lacrosse, who gave a "comic monologue" at the "Booster Club Minstrel."

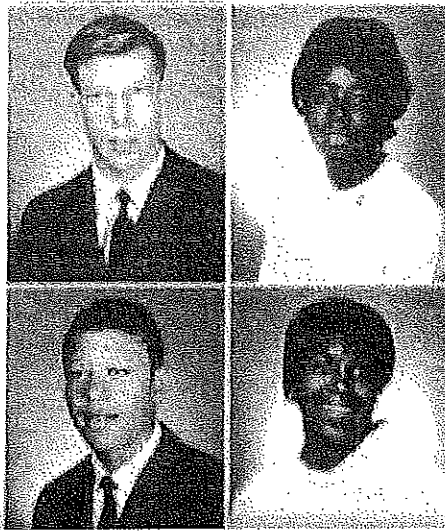
... Gene Corrigan, who is ready to perform ...

Mrs. Harry Burnett, Jr. and Mrs. G. A. Vogt sell tickets in the lobby for the Minstrel Show sponsored by the Booster Club.



The above photo, also from the 1963 yearbook, shows ticket sales for the Booster Club's "Minstrel Show." The show was a fundraiser to support the school's sports teams.





The above pictures are from the Albemarle High School yearbook in 1968. This is the year that more than 200 students from the formerly all-Black high school Burley came to Albemarle High School.

In Controversy Over Ban on Athletics and Extra-curricular Activities

Ibemarle Supervisors Fire School Board

AN DRUNS
Staff Reporter
rio Board of Super-
is School Board to

meeting which last-
a hour, and included
imments from many
to public in attend-
announced that a new
would be appointed
visors scheduled
Tuesday.

of the supervisors
to reappoint Walter
Charlottesville Dis-

trict and Thomas H. Jenkins
White Hall District, the only two
School Board members who fa-
vored reconsidering the cut-off
ban on athletics.

A majority of the supervisors
have also agreed to the appoint-
ment of Foyd Johnson as School
Board member from Scottsville
District and Roger Rinehart Jr.
from Ivy District. They will be
nominated by supervisors from
their districts R. Ashby Harris
and George C. Palmer.

Supervisor M. Y. Sutherland Jr.

of Samuel Miller District, the lone
dissenter in today's 4-1 vote to
discharge the six members of the
School Board, said after the meet-
ing that he would offer re-appoint-
ment to Mrs. R. A. Yancey.

She is one of the four who stood
behind the integration-triggered
cut-off on athletics and extra-
curricular activities. Mrs. Yan-
cey's reappointment hasn't been
assured support by any other su-
pervisor, however.

Supervisor Robert Yancey

missed today's meeting, as he is
in the hospital, and there is no
indication who would succeed

School Board Chairman E. J. Oglesby

as representative of the
Albemarle District.

Besides Mrs. Yancey and Ogles-

by, School Board members who
apparently, aren't to be re-ap-
pointed are Forrest E. Paulett of
Scottsville and Harry L. Garth of
Ivy District.

None of the School Board mem-
bers was present at today's meet-
ing. About 60 county citizens at-
tended, forcing a move from the
County Office Building board
room to the Albemarle County
Courthouse.

Early in the meeting, Suther-
land offered an unsuccessful
motion to retain the present
Board.

Little is accomplished when
tempers are running out of con-
trol, he said. "We are here to-
day to crucify four members of
the School Board. . . . During

School Board Chairman E. J. Oglesby, author of the cut-off
policy, couldn't be reached for
comment on today's dismissal of
the School Board by the super-
visors.

this time (their service) the
school system has made more
progress than at any time in its
history.

"Today, they are to receive
their reward for faithful and
dedicated service, which is dis-
missal. . . ."

He compared this with the
crucifixion of Christ, and noted
Christ's words on the occasion:
"Father, forgive them, for they
know not what they do. . . ."

Supervisor Harris said that
his vote in support of the in-
tegrity motion was in response to
many letters and telephone calls
he had received. "I'm going to
represent the majority as best I
can," Harris said.

Supervisor Edgar N. Garnett of
White Hall District declared that
"I don't feel that when I vote to-
day (to) dismiss the School
Board that I'm voting against
a person or the School Board.
I'm voting on an issue. . . . that
we cannot resolve any other
way."

Palmer said that the super-
visors had asked the School Board
members to change their policy
and to permit interscholastic
sports and certain other extra-
curricular activities and to put
any blame for the action on the
Board of Supervisors but they had
refused.

He said the supervisors tried to
persuade the School Board that
they must operate a "complete"
school system — not cut out

phases which are considered by
many to be essential parts of the
education program, but that the
School Board had disagreed.

The supervisors aren't trying
to run the school system, Palmer
said, but wants a complete school
system. When a new School Board
is appointed, he said, "They'll
run a complete school system
without any interference from this
board the supervisors."

Palmer made the motion to dis-
miss the School Board and Gar-
nett seconded it.

Board Chairman John W. Bill-
ly Williams, who presided at
today's session, declared that
within the last 72 hours he had
checked with the superintendent
of county schools, the assistant
superintendent, the director of in-
struction and the principal of
Albemarle High School, and had
assurances from all four that in
their opinion, athletics and some
other extra-curricular activities
should continue.

Among those who took issue

with the supervisors' today's meeting were
G. Liddy of Bellair,
what would happen
courts closed Burley,
and 300 or 400 Neg-
roes transferred to
High School.

R. E. Drift of Sea-
clared that he agreed
with the supervisors, and
the meeting asked by
justified continuing to
the County Board with
no longer a county re-
lions lives in the at-
Jan. 15.

Commonwealth's J.
Downing L. Smith and
no legal question about
authority to serve out
his term, which expires
1963.

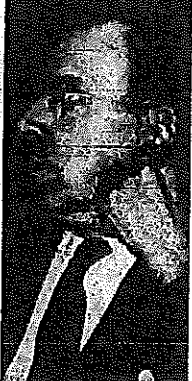
Mrs. Allen Haden of
ville and O. R. Rand
and others common-
would be difficult to
"willing" to serve out
(See Albemarle, 1)



OL BOARD CHAIRMAN E. J. OGLESBY
photograph of board as it was in 1946



MRS. R. A. YANCEY



FORREST, PAULETT



HARRY L. GARTH

Four Favoring Ban Had To Service Record of 37 Years

The four Albemarle School
Board members who refused to
reconsider a cut-off ban on in-
terscholastic athletics and other
extra-curricular activities have a
total service record of 37 years.

Almost half this is represented
by E. J. Oglesby, who has been
a board member since 1946 and
chairman since 1960. He is also
chairman of the State Pupil
Placement Board.

Forrest E. Paulett of Scott-
ville was named to the board in
1932. Mrs. R. A. Yancey of
Samuel Miller District was named
in 1957, and Harry L. Garth
of Ivy District joined the board
in 1960.

The School Board members who
voted for an unsuccessful motion
to reconsider the integration-
triggered cut-off policy — Walter
B. Salley of Charlottesville Dis-
trict and Thomas H. Jenkins of
White Hall District — are the
youngest in service on the board.
Salley was named in 1961 and
Jenkins was appointed last spring.
Oglesby's appointment to the
School Board came after the
resignation of four of the six
members in a controversy over
school construction just after
World War II. A countywide
bond issue referendum proposed
by the School Board was de-
feated, and they quit.

Oglesby was one of the replace-
ments, and one of the sponsors
for renewed efforts for school
building which resulted in con-
struction of six of the 10 schools
the county now operates and in
remodeling and expansion of the
others. Some 50 small schools
were replaced and closed in this
program.

Paulett and Oglesby have voted
together almost consistently
during their time on the School
Board together.

Mrs. Yancey, whose husband in

unopposed Democratic candidate
for the Samuel Miller District
seat on the Board of Supervisors,
has frequently taken issue with
Oglesby, particularly in matters
of geography.

A recent instance was a resolu-
tion endorsing a junior high school
system. Mrs. Yancey voted
against this resolution, even
though construction sites weren't
specified, on the grounds that ad-
ditional building should be on the
west side of the county rather
than at the Albemarle High School
site.

Oglesby emphasized the impor-
tance of the resolution as an aid
in solving problems at Durlay High
School — overcrowded all-Negro
school operated jointly with
Charlottesville.

Mrs. Yancey's hus-
band in his campaign or
that if he were electe
y would resign from
Board. A supervisor
selects the School Bo
who will represent

Supervisor M. Y. Su-
who is not seeking re-
when Yancey would
the Board of Supervi
of the dissension, wh
visors voted 4 to 2 t
ask the School Board
their policy.

Garth is the only
member whose posit
is open and direct
to his supervisor's p
athletic policy ques
He was appointed i
(See The Four, 1)

Albemarle School Board Fired by Supervisors

(Continued From Page 1)

Board after an action such as
this.

Among those supporting the su-
pervisors' action was the Rev.
Guy Shelton of Scottsville, who
said he didn't believe Bill spoke
for a majority of Scottsville area
residents.

"The majority that I've talked
with are in favor of continuing
extra-curricular activities," Shel-
ton said.

George Carr of Burdette Road
declared that "This integration
thing is with us. . . . We've got to
learn to live with it."

County Democratic Chairman
B. E. Mason, describing himself
as not taking sides in this issue,
asked what will happen to School
Board Members appointed now if
membership on the Board of Su-
pervisors changes in the coming
elections.

The supervisors and the School
Board conferred twice on this
matter before the supervisors

called today's special meeting to
consider "dissolution of the pres-
ent School Board. . . ."

Both meetings were closed to
the press and public, but the prin-
cipal item of business both times
was an effort on the part of the
supervisors to get the School
Board to modify its cut-off policy.

Much of the debate among county
residents has been over the pro-
posed abandonment of interscho-
lastic athletics.

The supervisors aired the mat-
ter at their regular June meeting
and drew more than 200 persons,
many of whom spoke either for or
against the policy.

The School Board vote at every
instance was 4 — in — 2 against
reconsidering the policy.

The supervisors took the posi-

tion that as elected officials of the
county, they were responsible to
the people in this matter, and that
public sentiment justified their
trying to get the School Board to
change its position. The School
Board is appointed by the Board
of Supervisors.

This is the first time in recent
history that an Albemarle County
School Board or any of its mem-
bers has been discharged. The
only other major attempt was in
1953 when the supervisor from
Oglesby's district sought his re-
ignation, but couldn't get a ma-
jority vote of the supervisors to
discharge Oglesby.

The Four

(Continued From Page 1)

George C. Palmer
but in the current
voted against rec-
cut-off policy while
a leader in calling
Board for reconsid

Paulett and his
H. Ashby Harris —
in apparent opposi-
tion, but Harris
meeting last month
and no personal
bitterness in this di-
among the four so
asked the School B
sider its policy.

The fact that both
at which the re-
School Board have
question have been
press and public
difficult to gauge
disagreement between
men on the two b

Board Members Refuse To Alter Cutoff Stand

The four members of the Albemarle School Board who voted against any reconsideration of athletic and social activities policy last week issued a statement today explaining their position.

The statement concludes with the declaration: "We cannot in good conscience alter our adopted policy." It states that "It was passed to prevent violence and bloodshed in the schools in the event of integration, and to discourage racial mixing of the races." The cutoff becomes effective whenever any one county public school is integrated. Albemarle High School and two elementary schools will probably be integrated in September.

The matter will be on the agenda of the Board of Supervisors Thursday, John W. Williams,

chairman of the board of supervisors, said last week that he and possibly as many as three other supervisors oppose the decision to make a complete cutoff.

Here is the statement, signed by School Board members Harry L. Garth, E. J. Oglesby, Mrs. R. A. Yancey and Forrest E. Paullett:

"Many supporters of our position have asked us to inform the people of the reasons for the adoption of the resolution eliminating all extracurricular social and athletic programs in the county schools. It was passed to prevent violence and bloodshed in the schools in the event of integration, and to discourage social mixing of the races."

"This resolution of July 12, 1962, after a month of thoughtful study and consideration, and after its unanimous approval at

an informal meeting of the Board of Supervisors, was passed unanimously by the School Board. This action was announced by (Supervisors) Chairman John W. Williams the day before its passage.

"No member of the Board of Supervisors or of the School Board stated at that time that he expected this resolution to be rescinded in the event of integration. No one appeared at any School Board meeting until now to question our policy."

"This precautionary action was deemed necessary a year ago. It is doubly important now in view of the evidence of increasing violence and strife, frequently ignited by outsiders."

"Washington, D.C., Danville, Lexington, N.C., and even Charlottesville have been caught in this nation-wide wave of racial riots and pressure. We cannot forget the shooting episode which took place at the Lane Athletic Field even before the current surge of civil disorder."

"Outdoors school-hour athletic contests have dangerous possibilities, with night events, games at a distance, and inadequate protection. The expectation that no problems would occur at the beginning does not change the fact that we have set a long-range policy to avoid the conditions which have invariably arisen in schools after integration has been in effect for several years, as it has been in Washington."

"The primary function of school system is to provide best educational opportunity the students, not to provide entertainment in which a small percentage of the student body participates for the amusement of the general public at the risk of racial disorder."

"Our intent is to avoid bringing the students into situations which would endanger their lives. We have tried in the past to run schools to the best advantage. In the light of conditions, we feel sure that the thinking people of both races want us to continue to make our best efforts to protect their children and give them the finest educational opportunity."

"The School Board is not responsible for the crisis which has arisen. It is (underlined) responsible for the orderly conduct of the schools and the safety of your children, and it is its duty to take every precaution possible to minimize the danger of rioting, strife and bloodshed."

"We intend to keep the standards of the schools high, with the emphasis on greater intellectual achievement. Within the framework of our physical education curriculum a strong intramural program will be stressed, with intramural sports closely supervised and directed by the school staff."

"We are convinced that this statement of the facts which prompted our decision, and our concern and responsibility as School Board members for the well-being and safety of your children, will bring recognition of the gravity of the situation. We cannot in good conscience alter our adopted policy."

Most Albemarle County School Facilities, Buildings Are Inadequate.

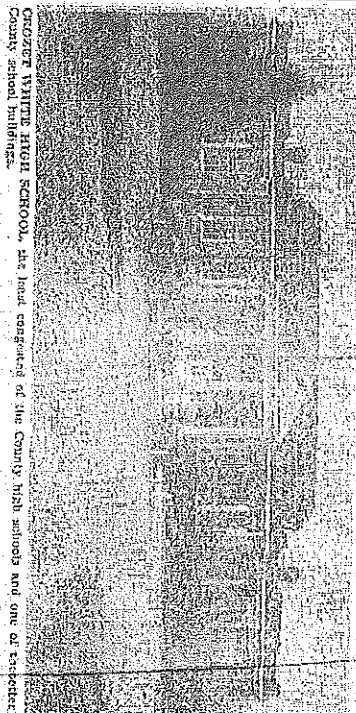
Survey Reveals Few Advantages In Rural Areas College Preparatory Courses Offered By Very Few Schools

Only one of the 28 elementary schools in the Albemarle County school system has central heating. Only three of the 28 schools have outside toilets. No school in the County has a library which does not double as a classroom most of the day. Three of the County high schools serving rural areas do not offer courses in agriculture. These facts and others listed below tend to show that the Albemarle County public school system is out-dated and in need of new construction. It is an immediate prospect except for the new Negro high school, for which a bond issue was approved at the November 8 election. The County Board of Education has approved the plan for the new Negro high school and only 17 have electricity. None of the Negro schools has running water and only four of the 17 are electrified.

The public Negro high school will make little difference in these figures since only students from the two Negro high schools will be moved to the new building. That for all of the 28 Negro elementary schools and for all but one of the County high schools, and both of the Negro high schools, is provided by old-fashioned kerosene stoves.

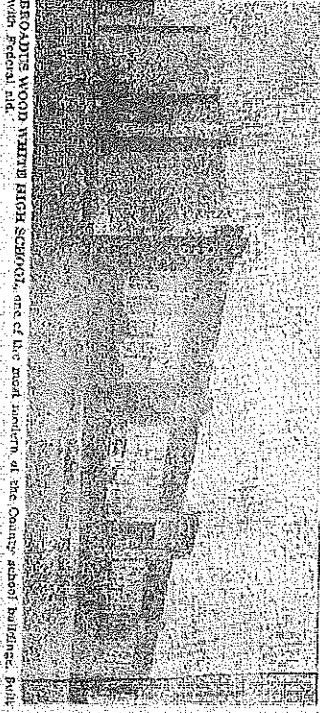
All of the seven white high schools have electrically running water, inside toilets and central heat, but only of them houses 335 students in space designed for about 100. The most has electric heating and the most has outside toilets and electrically run water. The other schools have no heating at all.

Least Crowded Of Albemarle High Schools



GREATER WHITE HIGH SCHOOL, the least crowded of the County high schools and one of the best.

New Broadus Wood School is One Of Best In County



BROADUS WOOD WHITE HIGH SCHOOL, one of the most modern of the County school buildings, built with Federal aid.

Temporary Building Used At Broadus Wood



Condition, Age, Cost Listed For County Schools Most Lack Modern Equipment; Some Classrooms Crowded

None of the eleven white elementary schools has a library, only one has central heat, and although all but three have electricity, only three have inside toilets. None has a separate reading room. None has a separate laboratory. None has a separate science room, and none has any facilities.

ALBEMARLE—Grades 1-8, 48 pupils in two rooms. Two-story frame building constructed in 1903 at a cost of \$15,000. Formerly used as five-classroom high school. Large, brightly lighted, and comfortable for present use. Has upstairs radiators, outside toilet, no central heat, running water or electricity.

BAZESVILLE—Grades 1-7, 81 pupils in three rooms. One-story frame building constructed in 1922 at a cost of \$10,000. Has no radiators, running water, central heat or electricity. Has outside toilet.

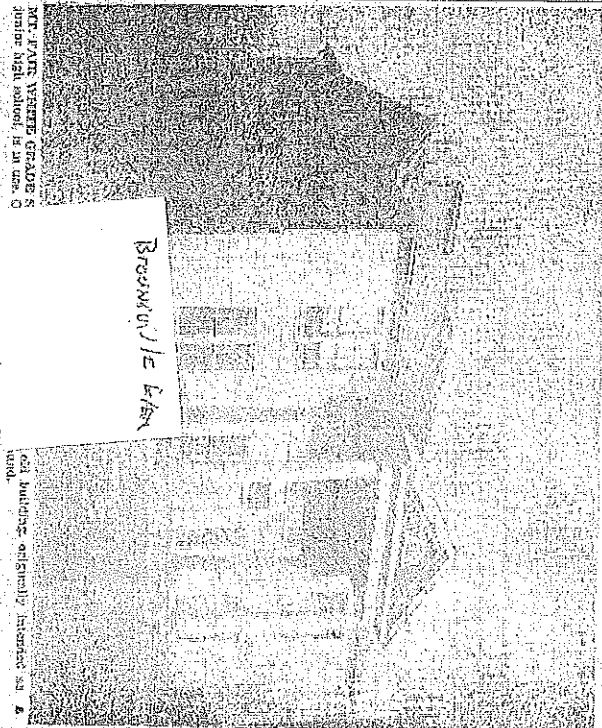
CLINTON—Grades 1-7, 114 pupils in four rooms. Two-story frame building constructed in 1907 at a cost of \$15,000. Has radiators and outside toilet. Has outside toilet or central heat. Has outside toilet.

COVINGTON—Grades 1-8, 80 pupils in two rooms. One-story frame building constructed in 1907 at a cost of \$15,000. Has radiators and outside toilet. Has outside toilet, stairs for heat.

EMMONS—Grades 1-7, 77 pupils in three rooms. One-story frame building constructed in 1922 at a cost of \$10,000. Has inside toilet, running water and electricity but no central heat, library or radiators. Formerly a high school.

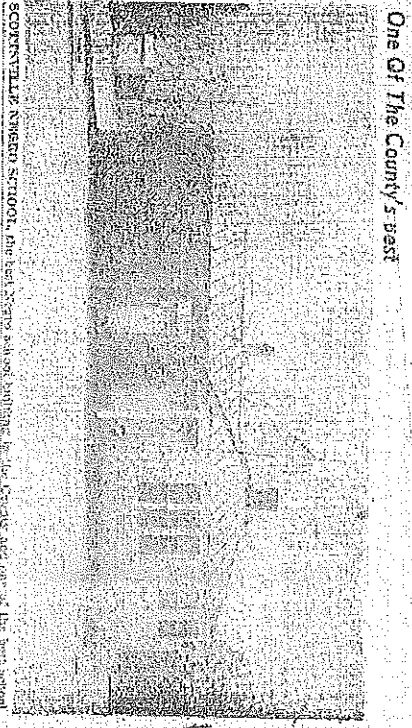
FREE ENGLISH—Grades 1-7, 122 pupils in five rooms. Two-story frame building constructed in 1920 at a cost of \$15,000. Has upstairs radiators, running water and electricity but no inside toilet or central heat. Formerly a high school.

Only One Room Is Used At Mt. Air



MT. AIR WHITE GRADE 5 junior high school, is in use. One of the County's best

Brownsville



SCOTTVILLE NEGRO SCHOOL, the best Negro school building in the County and one of the best schools.

Lack of adequate space prevents the installation of these vocational courses and leaves the students in a position where they often obtain no education, or college preparation, though less than 25 per cent of the County high school graduates go on to college.

Memphis High School.
 Building 2500 West Second Street holds
 home economics classes in a "farm-
 house" building which has been
 in use for the last six years, sharing
 a room with the sewing class.
 Melville High School, called the
 most modern in the county, offers
 melville home economics in agreeable
 four classes, though it serves a full
 year.

Science is the only subject in the county system which has adequate science laboratories. Only ten of the 37 county schools have auditoriums. Two of them are identifiable as gymnasiums, the only

Only Two In Class

Colle Says Teaching

three classes and enrollment of ten or less.

The two Negro high schools were constructed in 1912 and 1915 at a combined cost of \$7000. The seven white high schools with an average age of six years, were constructed at a total cost of \$350,000, of which \$100,000 of the school accounted for \$250,000, or almost half.

The per capita cost of the two colored high schools, dividing the total cost by the number of years' enrollment, made the original

Federal Grants.
Not more than half of this money came from federal taxes. April, 1900-1901 came from the Federal government during the Federal Works Program and a large portion, in some cases, half of the rest, was given by individuals or communities. Among the greatest beneficiaries of the county school system in the last 60 years.

so many of the smaller schools in the County, is a victim of a small population.

Since the spring of 1947 eleven one-room schools, four white and seven colored, have been abandoned due to population shifts and better transportation facilities.

The image is a high-contrast, black and white photograph of a textured surface, likely the cover or endpaper of an old book. The texture is grainy and uneven, with a prominent grid-like pattern of vertical and horizontal lines. A large, dark, irregular shape, possibly a stain or a piece of tape, is visible in the lower right corner. The overall appearance is aged and worn.

High School are still to come. In the meantime, the facilities shown are used.

Outdoor Washroom

At Esmond School

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SECRET. It is requested that you will find and place the material covered by this Order. When placed, please checkmark across the top of each page of this list, and destroy.

This is Esmond's Library

A black and white photograph of a large, textured rock formation, possibly a cliff face. The rock surface is highly irregular and covered in numerous small, dark, rectangular objects, which appear to be small openings or crevices. A small, dark, rectangular object is visible near the top center of the image.

ROBERTSON — One of the best known of the modern architects in the world. His work is characterized by its simplicity and its use of modern materials. He has designed many of the most important buildings in the world, including the United Nations Secretariat Building in New York City, the Lincoln Center in New York City, and the Sydney Opera House in Australia. He has also designed many of the most important buildings in the United States, including the Federal Reserve Bank in New York City, the New York City Hall, and the New York City Court House. He has also designed many of the most important buildings in the world, including the United Nations Secretariat Building in New York City, the Lincoln Center in New York City, and the Sydney Opera House in Australia. He has also designed many of the most important buildings in the United States, including the Federal Reserve Bank in New York City, the New York City Hall, and the New York City Court House.

SOUTH CAROLINA — Grades 1-2
 Physics in one issue. Director,
 J. H. HARRIS, 1000 North Main
 St., Columbia, S. C. 29201.

WALLS FALL - CRIBS IN THE SOUTH COUNTRY - Episodes 1-3. Parties in one room One-story con-

More Power

**Move Planned
To Speed Budget
Bill in Virginia**
Killing of Boothe Bill
On Segregation Is
Assailed by Miller

Mr. Adams said he planned to have the measure start on its tour through juries tomorrow. He added that his motion is designated

Legislators reconvened today for the final two weeks of the biennial session with other measures, when awaiting action. Some of these include several tax reduction proposals and numerous recommendations of the State Tax Study Commission.

Most talked-about tax reduction proposal was that introduced last week by Governor Harry F. Byrd, Jr., Robert O. Norr, and Edward L. Brodeur, Jr. at the

Several legislators took the view that passage of the Byrd bill for automatic income tax reductions would, if general fund revenues exceeded budget estimates, would mean "automatic deficit" for conditional grants.

More than \$10 million in constitutional appropriations are contained in the present budget bill. Such items, regarded as not too urgent, can be realized only if sufficient revenues become available and the Governor approves release of the funds.

Because Mr. Byrd's bill would become effective after revenues pass the \$55 million at which they

Albemarle High Gets A Name

By MARIFLO STEPHENS
of The Progress Staff

The tag for the new Albemarle County High School, now under construction, has stuck.

The county school board Monday night approved the name Western Albemarle High School for the county's second secondary school, scheduled to open in May of 1977.

The name was not chosen without some dissent however, as the school board voted in the name by a 5 to 2 tally, with board chairman Carl Van Fossen and member Allen Kindrick objecting. The two school board members did not state their reasons for the dissenting vote, and Van Fossen said after the meeting that he "just didn't like the name as well as others."

County schools under construction are traditionally tagged by their location, (Northside, Eastside or Westside school, for example) until an official name is chosen, and school superintendent Clarence S. McClure has instructed the press, in the past, that Western Albemarle High School is not the name for the school.

The committee report, submitted by chairman Mrs. Ruth Ferguson to the school board, said the committee selected the name because they felt a high school should be named by its location, while elementary and middle schools should bear the name of former county educators.

Also considered for the school name were the names of two former presidents—James Monroe and Thomas Jefferson—and the location, Crozet High School, plus the names of two former county educators.

A.H.S. is a four-building structure, connected by corridors, which is presently being built on U.S. Rt. 250 West near Crozet in the Henley community. The building, three of which are one-story structures, cover 161,000 square feet of the 75 acre site.

The school, financed by a \$6.5 million dollar bond issue, costs around \$5,749,176, under contract to the Graves Construction Co. of Blacksburg. Architect for the project is D'Earcy P. Davis of Harrisonburg.

Suggests Name For New High School

Editor, The Daily Progress:

My usual way of expressing myself is not through a letter to an editor. A situation has arisen in our county school system, which, in my opinion, and, I hope, in the opinion of others, merits much more consideration and public airing than it has received. On October 13, 1975, the County School Board went on record for naming our new high school Western Albemarle High. The uniqueness, imagination, and creativity of this name is a credit to the board. Really, board members:

I would assume from past experiences that our new schools have been named for former educators and educationally minded individuals. All of us remember such persons as Jackson P. Burley, Virginia L. Murray, Joseph T. Henley, Sr., and Leslie H. Walton. Our board has even bowed to the point that it has named one of our schools for a person who was forced to resign from the county system. How then could our board have such audacity to "overlook" an outstanding educator within the Albemarle Community? A man who devoted 30 years to educational development and the laying of a foundation in Albemarle County Schools which cannot be shaken is worthy of consideration. How many of you remember a teacher at Red Hill and Greenwood Schools, a principal at Greenwood High School, an Assistant Superintendent and Superintendent of Albemarle County Schools for twenty-two years?

The person to whom I refer is Paul H. Gale Sr. It is beyond my comprehension that the majority of the present school board and school administration could have such a short memory. For them, Mr. Gale, I apologize. What better way to thank Mr. Gale than to name in his honor this new school in the community in which he lives and has worked. Let's, just once, not wait until we stand in the cemetery to acknowledge the good a man has done within his community. Come on, Albemarle County, let's hear it for Paul Gale!

J. Daniel Patterson
Crozet

From the City Desk

RAY CARY
PROGRESS CITY EDITOR



What's In A Name

The new western Albemarle high school has been given an official name. A committee appointed by the school board came up with Western Albemarle High School.

Now there could be a lot of jokes made about the committee taking so much time and considering all kinds of imaginative proposals and then coming up with such an unimaginative conclusion. But the name is practical, certainly concise and jammed packed with information about the location of the facility.

With that name we should have some dandy football games between "Western" Albemarle High and Albemarle High and people around the state will know exactly what school is being discussed when the name comes up.

After all, what's in a name? The importance of the building to the community will not rest in what it's called but in what goes on behind its walls to contribute to the education of our youth.

If the new high school does that properly, then we can all call it good.

New school dedicated in Albemarle

County officials pay tribute to the late Paul H. Cale

By NICK JOHNSON
of The Progress staff

Albemarle County dedicated one of its newest elementary schools Sunday to the former superintendent of schools who oversaw consolidation of the county school system.

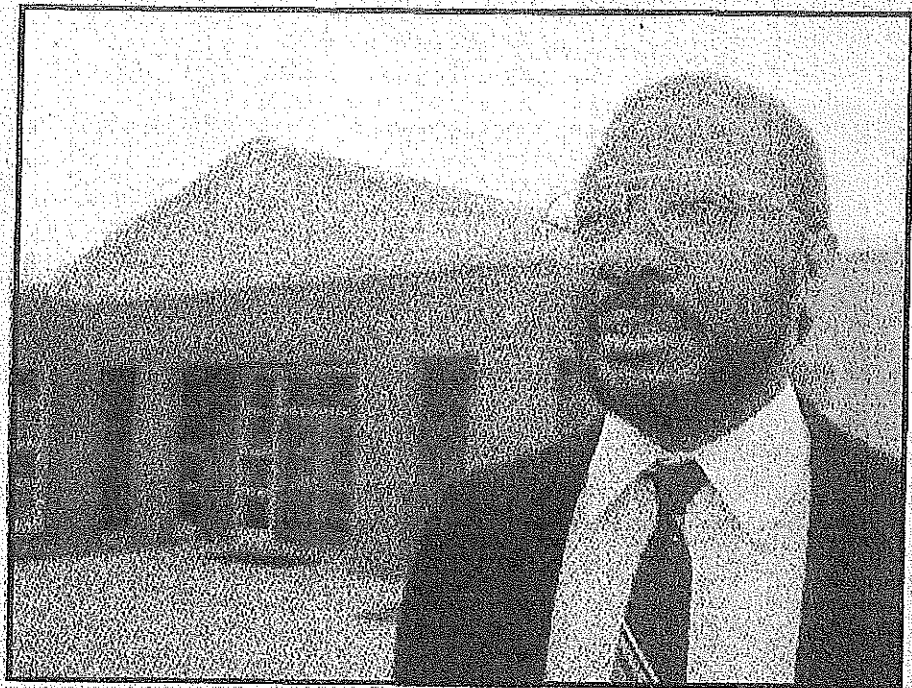
Before a standing-room-only crowd of about 300 teachers and parents, school officials dedicated the Paul H. Cale Elementary School.

"This is a wonderful facility for student learning," acting county school Superintendent John J. English told the assembly in the school gymnasium.

The school's amenities include a bird sanctuary and a computer network linking each of its 24 classrooms, principal Gerald L. Terrell said.

Teams of parents and teachers participated in the school's planning over an 18-month period before it was built, Terrell said.

The new school on Avon Street Extended south of the city opened last fall to students from kindergarten through the fifth grade. Most of its 520 students formerly attended Rose Hill Elementary School, which now houses an alternative



Progress photo by Matt Jones

Gerald L. Terrell is principal of Albemarle's Paul H. Cale Elementary School, located on Avon Street Extended and dedicated in a ceremony on Sunday.

high school, Terrell said. Another 100 were transferred from the Red Hill Elementary School in North Garden.

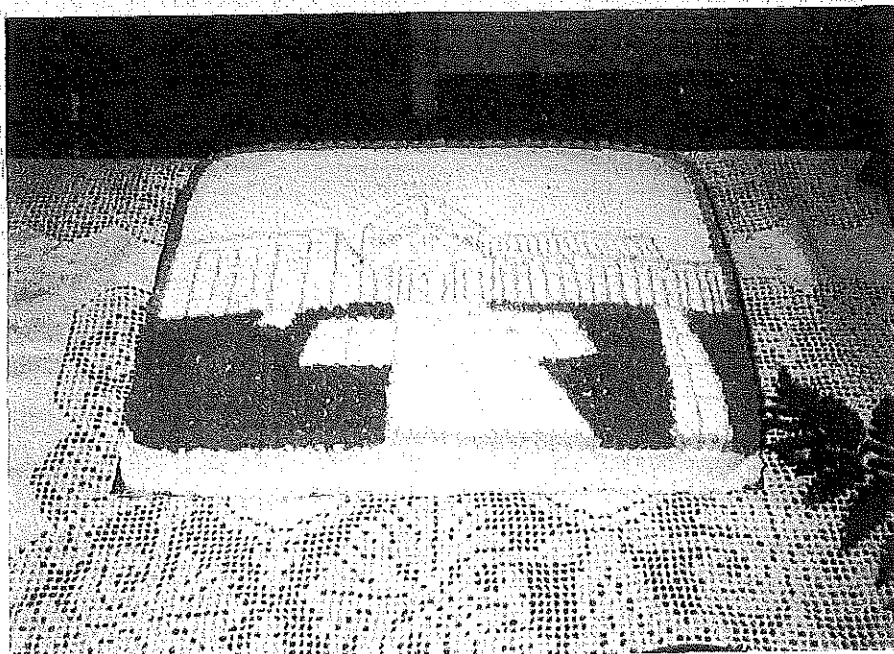
A succession of speakers at the assembly paid tribute to the late Paul Cale, who was a teacher, principal and administrator in the county schools for 38 years.

He stepped down as superintendent in 1969 after consolidating the county's more than 50 elementary schools — including some tiny schoolhouses without heat or plumbing — into 18 buildings and combining its seven small high

schools into one.

Ben F. Hurt, a former Albermarle High School principal for whom the planned Agnor-Hurt Elementary School will be partly named, was among those who praised Cale. Hurt said Cale gave him his first teaching job and convinced him to stick with the school system for more than 40 years.

He described Cale as a dedicated Sunday School teacher and an avid tennis player, hunter and fisherman as well as an inspiring teacher and administrator.



The Daily Progress

A-4

WEDNESDAY, OCTOBER 16, 1968

Mr. Cale's Retirement

Although news of his resignation as Albemarle County superintendent of schools will be received with regret by all those who have known him, few can deny that Paul H. Cale has earned the right to a new leisure.

After heading the Albemarle County school system through nearly a quarter of a century of good times and bad, Mr. Cale told his board Monday night that he will not be a candidate for re-election when his term expires June 30.

Mr. Cale said he will become 60 on June 15 and that he believes the county should have new and younger leadership for its school system, and he feels he is in need of a change himself. Mr. Cale has not been as well as he would like in recent months either and he recently spent some time in a Richmond hospital.

In departing, Mr. Cale will leave behind him a school system with 764 employees and a \$4.8 million budget, an enrollment of 7,700 students in 18 modern plants — a far cry from what he inherited when he became Albemarle's ninth superintendent in June 1947.

At that time the system had 4,500 students attending nine combination high and elementary schools and 43 small schools. About 40 per cent of the 52 schools in the county were one-teacher facilities. There was not a cafeteria in any school in the county, only one library, one science laboratory and only eight of the 53 buildings had central heat.

Simply making the transition from that dismal situation to the modern and efficient school system that Albemarle now has would have

been labor and responsibility enough for most men.

But 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.

With what he has done for Albemarle County's school system, Mr. Cale has good reason to be tired, and deserving of a long period of rest and relaxation. As much as Albemarle residents will hate to see him leave, no one will begrudge him his relief from the heavy and continuing burden of providing a good education for Albemarle's young people.

Characteristically, Mr. Cale said that the school system had been fortunate in having good personnel, cooperative boards and citizens who proved "gracious" to work with. We will add 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.

Albemarle School Chief Had Early Desire to Teach

By Betty Booker
Times-Dispatch News Bureau

CHARLOTTESVILLE — Paul Cale decided he wanted to be a teacher when he was in the eighth grade.

"I can't tell you why I knew I wanted to teach," he says now, "but I have never changed my mind or doubted that decision through all these years."

At the end of June, Cale will retire after more than 38 years in the educational field and after 22 years as superintendent of Albemarle County schools.

Over the years, Cale's delight in providing "the best possible education for children" has wavered as little as his original decision.

The North Carolina native was raised in a large family by his Baptist preacher father and schoolteacher mother on the principles of "non-

esty, fair play and hard work—out of necessity as well as philosophy."

This action-based outlook characterizes his educational approach. "I'd rather have an active philosophy and prove what I think by what I do than have one that's just words."

Throughout the Depression, Cale washed dishes and worked in a laboratory to pay his way through the University of Richmond.

"Teaching positions were pretty hard to secure" when he was graduated in 1931. "I had been working four days in the Norfolk shipyards when I received word that there were two openings in the Albemarle system," he recalled.

He arrived for preschool training two days later, "as green as the name Cale would imply," and has been with the Albemarle County school system ever since.

THE PRINCIPALS of the two schools flipped a coin for Cale, and he went to Red Hill School at Crozet to teach history, science and mathematics, to coach basketball and baseball, and to lead the debating team to state victory—all for \$110 a month.

Two years later he married Miss Halle Sandridge of Crozet, and in 1935 was named principal of the 11-grade Greenwood School, where he continued his teaching and coaching jobs.

Cale, who insists he is "more of a teacher than an administrator," first turned down the offer to become assistant superintendent of schools only 11 years after he entered the system. But two weeks later Supt. R. Claude Graham had persuaded Cale to "take a leave of absence" and become his assistant.

Cale became superintendent in June 1947 after six months in the central office.

Cale is emphatic about the "team effort" approach of his administration. "It's been absolutely, positively a team effort" ever since Leslie Walton, who will replace him as the next superintendent, became his assistant in 1947.

"IF THERE ARE ANY successes during these years, it is attributable to the cooperation of the school board, the governing body, the citizens who've wanted improvements for their children and the professional people 'who care about

children and who are dedicated to their jobs," he insists.

The accomplishments for the school system have been numerous during Cale's leadership although he doesn't "think much of buildings, budgets and buses."

Fifty-one schools valued at a half-million dollars—some without running water, rest rooms, or central heat—have been consolidated into the present 18, worth about \$12 million.

The system in 1947 was without cafeterias and librarians and had 172 teachers paid an average of \$1,638 annually to instruct 5,000 students. Now all schools existing then have been extensively remodeled and 10 new schools built to house more than 7,000 children. There are now more than 400 professional employees, whose average salary is more than \$6,500. The cost per child this year is \$575 compared with about \$110 in 1947.

The budget? Growing to provide these services, expanded from \$422,000 to \$5.1 million authorized for next year.

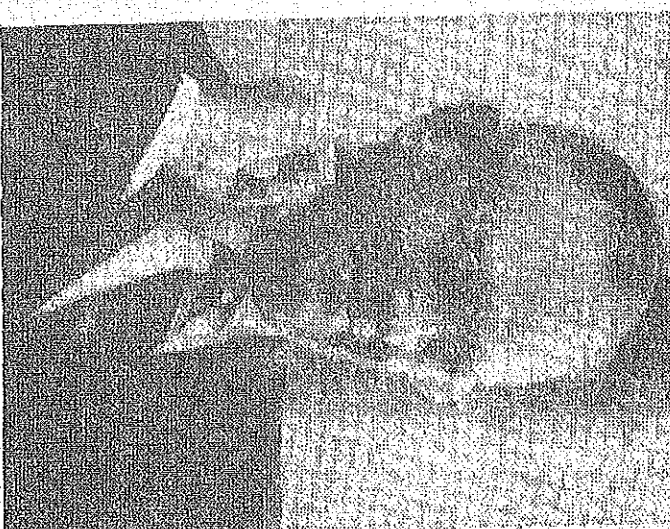
Student awards at the national level "are higher at Albemarle High School than at any other rural high school in the state, and test scores at the elementary level are well above the national average," Cale said proudly.

CALE GUIDED THE county through the massive resistance era 10 years ago without the turmoil that hit other areas. "I got more criticism from consolidation of schools than I did from integration," he said.

Based on recommendations from "good Negro leadership within the school system," Cale said, "we got the principals at the schools to set the tone to be color blind, to treat everybody as individuals. As a result, we have not lowered our educational standards."

But then, Cale's philosophy has always been "to fit the educational system to the child as much as possible." The educator "who takes the position that what is best for the individual child is on pretty safe ground," he commented.

And he lauds the federal assistance programs that enable the school system to provide specialized education for the exceptional student, from the mentally retarded to the advanced student



Paul H. Cale: 38 Years in Education

Richmond Times-Dispatch, June 8, 1969



Television News of the Civil Rights Era 1950-1970

Glossary : [Return to List of Entries](#) • See films indexed with this term

Pupil Placement Board - [1956 - 1960]

The Pupil Placement Act passed in the Special Session of the legislature in August 1956 created the Pupil Placement Board. The three-person Board was appointed by the governor and oversaw all applications for transfer in the state. Governor Thomas B. Stanley appointed Hugh V. White superintendent of Nansemond County schools, Beverly H. Randolph, Jr. a lawyer from Charles City County, and Andrew A. Farley a Danville newspaper owner and Chair of the Democratic Committee for the 5th Congressional District. All three men resided in Southside Virginia, the predominately rural, heavily black region of the state with conservative white Democratic Party leadership. The Board's actions were immediately tested in the courts. Federal Judge Walter Hoffman in Norfolk held the Pupil Placement Act "unconstitutional on its face" and considered the Board a veiled attempt to segregate on the basis of race all students in the state. Other federal courts agreed and refused to even recognize the legitimacy of the state Pupil Placement Board. They consistently held local school boards responsible for following federal court orders regarding integration. However, after the federal and state courts struck down many of the massive resistance laws in January 1959, the State Board continued to operate and claim authority for assigning pupils statewide. This generated considerable confusion as local boards made decisions which the state Board claimed needed state approval. The Board became in 1959-1960 the only remaining pillar in Virginia's massive resistance program. In 1959 the legislature passed measures to create a "freedom of choice" approach for pupil assignment, allowing localities to manage the application process; however, the State Board's members refused to acknowledge the change. The Board's members resigned in protest over the new law in February 1960. A few months later the Federal Fourth Circuit Court of Appeals ruled the State Pupil Placement Board illegal and unconstitutional. The State Board had refused to follow local school board recommendations for integrated pupil assignments in Norfolk, and its members admitted under testimony that they could think of no situation in which a black child would be assigned to a white school. Over the three years of its existence, the State Board members had decided 450,000 pupil placement applications and never allowed a black child to be assigned to a white school. The Board continued to operate even though localities made pupil assignment decisions. The Board approved a transfer of black students to a white school for the first time in July 1960. After 1960 as Virginia assigned pupils under "freedom of choice," the State Board approved the localities assignment plans routinely.

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Films & Summaries • Oral Histories • Primary Documents • Classroom Applications

Memorial Service Planned by Festival Committee

A memorial service to be held at the University of Virginia on Monday, April 15, at 10:30 a.m., will be held in the Memorial Chapel. The service will be held in the Memorial Chapel, which is located on the campus of the University of Virginia. The service will be held in the Memorial Chapel, which is located on the campus of the University of Virginia. The service will be held in the Memorial Chapel, which is located on the campus of the University of Virginia.

Free-Choice Plan Draws Opposition

The University of Virginia School Board meeting on Monday night drew a large crowd of students and faculty members. The meeting was held in the University of Virginia School Board meeting on Monday night. The meeting was held in the University of Virginia School Board meeting on Monday night.

Two Men, Student Hurt in Mishaps

Two men and a student were hurt in mishaps on Monday night. The incidents occurred on the campus of the University of Virginia. The incidents occurred on the campus of the University of Virginia.

4 Dem Contenders Will Attend Banquet

Four Democratic contenders will attend a banquet on Monday night. The banquet will be held at the University of Virginia. The banquet will be held at the University of Virginia.

Kangaroo Sought for Viet Nam

A kangaroo is being sought for the Viet Nam. The kangaroo is being sought for the Viet Nam. The kangaroo is being sought for the Viet Nam.

Building at University of Virginia Prepared for Public Opening Sunday

The building at the University of Virginia is prepared for a public opening on Sunday. The building is prepared for a public opening on Sunday. The building is prepared for a public opening on Sunday.

Red Chinese President in East Pakistan

The Red Chinese President is in East Pakistan. The Red Chinese President is in East Pakistan. The Red Chinese President is in East Pakistan.

Acne Visible Sales Earnings Set New Heights

Acne Visible Sales Earnings Set New Heights. The sales earnings for Acne Visible have set new heights. The sales earnings for Acne Visible have set new heights.

Earlville Runties See Film on Cancer

Earlville Runties See Film on Cancer. The Earlville Runties saw a film on cancer. The Earlville Runties saw a film on cancer.

White Label Dewar's Scotch Whisky

White Label Dewar's Scotch Whisky. The White Label Dewar's Scotch Whisky is a fine whisky. The White Label Dewar's Scotch Whisky is a fine whisky.

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White Label Dewar's Scotch Whisky

White Label Dewar's Scotch Whisky. The White Label Dewar's Scotch Whisky is a fine whisky. The White Label Dewar's Scotch Whisky is a fine whisky.

\$50,000 Gift to UVa Institute Approved by VNB

A \$50,000 gift to the UVa Institute has been approved by the VNB. The gift is for the UVa Institute. The gift is for the UVa Institute.

Garbage Cans \$1.99

Garbage Cans \$1.99. The garbage cans are \$1.99. The garbage cans are \$1.99.

Donuts 49c

Donuts 49c. The donuts are 49c. The donuts are 49c.

Friday-Saturday-Sunday Special

Friday-Saturday-Sunday Special. The special is for Friday-Saturday-Sunday. The special is for Friday-Saturday-Sunday.

Delicious Fresh Banana

Delicious Fresh Banana. The banana is delicious and fresh. The banana is delicious and fresh.

Donut Shop

Donut Shop. The donut shop is open. The donut shop is open.

Garbage Cans \$1.99

Garbage Cans \$1.99. The garbage cans are \$1.99. The garbage cans are \$1.99.

Shows

Shows. The shows are on. The shows are on.

Month

Month. The month is on. The month is on.

Shows

Shows. The shows are on. The shows are on.

Shows

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Shows

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Shows

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Shows

Shows. The shows are on. The shows are on.

High School Name Unchanged

By a Progress Staff Writer
Albemarle Board Chairman Gordon L. Wheeler said Wednesday that a special joint supervisor-school board committee has decided that it would not change the name of Western Albemarle High School, although there is some public opposition to the name.

Wheeler said the joint committee had considered changing the name, possibly to name the

school after some former county educator. But, he said, the committee has made a decision it would remain Western Albemarle High School.

Earlier this year, the school board selected the name for the high school, which currently is under construction and is expected to be completed next year. Since that time, several residents of the area have expressed a desire to change the name.



ALBEMARLE COUNTY PUBLIC SCHOOLS

Office of the Superintendent

401 McIntire Road

Charlottesville, Virginia 22901-4596

October 16, 1987

Mr. John W. Williams, III
P.O. Box 3638
Charlottesville, VA 22901

Dear Mr. Williams:

Thank you for your recent letter suggesting a school be named for Paul H. Cale. I certainly agree that his contributions to the school system in Albemarle County were countless. I have heard many people speak highly of him and know he was well respected in the community.

As you are no doubt aware, we are experiencing a period of growth in school enrollments and have undertaken a major capital improvements program. We expect to be building a new elementary school south of town and I believe the School Board would consider naming the school to honor Mr. Cale. This may be a better alternative than renaming a school which has been in existence for 10 years.

Thank you for bringing this matter to my attention. I appreciate your wish to honor an educator whose career centered on Albemarle County.

Sincerely,

N. Andrew Overstreet
Division Superintendent

cc: School Board members

Integration

Continued from E1

terms of the decree until after an appeal had been heard.

Two days after Paul's decision, a special meeting of the Charlottesville Defenders of State Sovereignty and Individual Liberties was called. The purpose of the meeting was to plan a massive gathering of county and city residents to show the Virginia General Assembly and the governor that the local group opposed integration in any public school in Virginia.

The meeting was scheduled to be held on July 23 at Lane High School. On the day of the meeting, Gov. Stanley said he would convene the General Assembly on Aug. 27 to deal with the school segregation problem.

Stanley said he believed it was "the conclusion of the vast majority of our citizens that there should be no mingling of the races in the public schools anywhere in Virginia."

That evening, an estimated 1,200 people crowded in and around Lane High School to voice their approval of what their governor said. People jammed the halls and rooms and stood on the steps outside the school.

Loudspeakers set up on the lawn carried the speeches to the occupants of cars parked around the school. The audience, believed the largest ever to assemble at Lane High School, heard all three local members of the General Assembly — state Sen. Edward O. McCue Jr. and delegates Henry B. Gordon and E.C. Compton — declare their firm opposition to sending whites and blacks to the same schools.

McCue proposed a plan he had authored that would have the state

Exhibit looks at school closings

The Albemarle County Historical Society is presenting the exhibit "The Year the Governor Closed the Schools: Integration in Charlottesville" through May 1.

This free exhibit marks the 40th anniversary of the 1958 closing of Lane High School and Venable Elementary School by Gov. J. Lindsay Almond Jr. in defiance of the desegregation order of the Commonwealth Supreme Court.

For more information, call 296-1492.

taking over the schools and "just plain ignore any demand" to integrate. At the conclusion of the 1½-hour meeting, the crowd unani-

mously approved McCue's resolution.

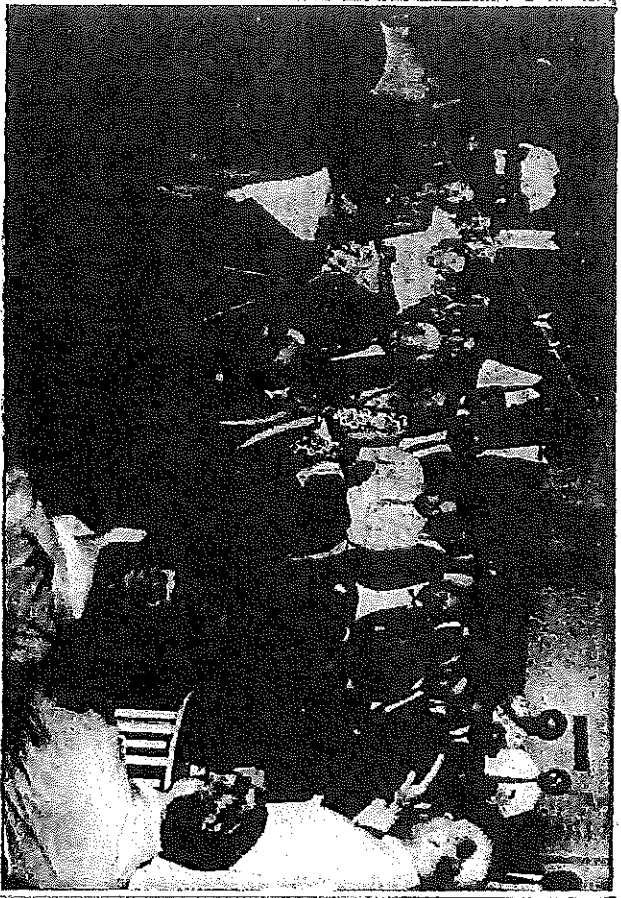
Before everyone started home, a last-minute tally showed that in 10 days 11,801 signatures had been obtained on a petition asking the governor and state legislature to "prevent any integration of the races in the public schools of Virginia."

During the General Assembly session that Stanley had called for late August, members rejected the Gray Commission's moderate recommendations in favor of a policy of "massive resistance."

Legislation that followed denied state funds to schools targeted for integration and transferred those funds to support private schools and school personnel. It also gave the governor authority to close schools slated for desegregation.

By the summer of 1958, the struggle to keep Charlottesville public schools integrated had reached the flash point. Something had to give or, in this case, close.

NEXT: Schools close.



Crowd at Supervisor's Meeting

County Board Chairman John W. Williams (right) raises his hand and asks for no applause after County Executive Maupin Pence (left) had finished reading a proposed resolution asking the School Board to reconsider its cutoff policy on social and athletic activities. In event of integration of any county school. The supervisors' meeting this morning ultimately was held in the Recreation Center because of the crowd that attended.

—Progress photo by Wilson.

Supervisors Ask School Board To Reconsider Cutoff Policy

By ALAN HUNTS
Progress Staff Reporter
The Albemarle Board of Supervisors voted today to request the School Board to reconsider its athletic cutoff policy, and to advise the supervisors of its final decision by May 15 or at its final meeting.

The resolution, which asked the supervisors to support the policy originally as a deterrent to Negro applications, suggested that athletes and some other activities be excluded from the ban "on the basis of race."

It passed a 10-4 vote, 4-2 in front of more than 200 county residents at a meeting in the Recreation Center. Only one person, a white man, spoke in support of the cutoff policy. The school board, however, had voted to support the cutoff policy at its meeting last night.

Further conference was a condition suggested by Supervisor Robert Thacker, and Supervisor Ashley Harris said his "agreement" was also premised on such a conference. Besides Thacker, the original form of the resolution drew the objections of Supervisor

M. V. Suber, Jr., who said he didn't like the idea of an ultimatum. Chairman John W. Williams said he would support the resolution.

BULLETIN
At noon today, the Albemarle Board of Supervisors was still discussing the proposed 1964-65 budget, and was considering the possibility of setting a \$1.20 per \$100 county-wide rate instead of the \$1.50 rate proposed at earlier meetings this year.

This year's tax rate is \$1.50 per \$100. The 1964-65 budget proposed by the supervisors for the coming fiscal year was premised on a property tax rate of \$1.20 per \$100, but at today's meeting several of the supervisors came forward to argue for a \$1.50 rate instead.

The revenue not raised by the 30-cent elimination from the withheld tax rate would come from surplus funds, a move County Executive Maupin Pence objected to, "contrary to sound fiscal policy," Board Chairman John W. Williams told Pence the board was overruling him on this.

The 300 Negro high school students at transfer may have to be suddenly transferred to other schools, for example, if a pending suit is successful, he pointed out. He suggested that athletes be organized along "private lines" but that the School Board

policy be left as it is.

E. H. Dean of Essex, a former member of the Board of Supervisors, said he believed the School Board could "stay on top of the situation" and take action if it became necessary, but that making a drastic or a cutoff on athletes was unnecessary at this time.

Mrs. Fred G. Lacey of Redden asked if those who oppose the School Board policy "think they can control the make-up of the students in Lexington, N.C., in the future?"

Her comment was greeted with a burst of laughter from several members of the audience. Chairman Maupin Pence said that the Board of Supervisors had no authority to interfere with the School Board's policy.

Several speakers commented that they agreed with the supervisors' resolution but felt it was a weak statement. The Board, they felt, should be more assertive.

A. Johnson, one of half a dozen Negroes present and the spokesman for parents of some of the Negro children who have applied to attend white schools this year, said "we are in a predicament with your resolution... and history opposed to the School Board policy."

Among those speaking in support of the supervisors' resolution asking the School Board to reconsider the athletic cutoff were C. M. Garrett, Jr., J. B. Stephens of Ivy, Dallas G. Williams, Jr., Jack Paul of Essex, Robert E. Pylen of Stanwell, and Wendell Martin of Greenwood.

Mrs. Don Director of Clanton said she and a friend polled 125 persons in their area and that 115 of them "want to continue the athletic program."

Walter A. Young of Greenwood suggested that the county officials poll parents of children enrolled in county schools and decide the question by their vote.

THE DAILY PROGRESS
Thursday June 20, 1963
Page 21

Text of Resolution

There is the text of the resolution proposed by County Board Chairman John W. Williams:

"Whereas, the Board of Supervisors agreed informally one year ago with the resolution as offered by the School Board with regard to the cutoff policy on the elimination of all school activities such as dances, parties, clubs, band and athletics; and

"Whereas, we, the Board of Supervisors, feel such action was detrimental and would lead to discourage the application of colored children to the white schools; and

"Whereas, the Board of Supervisors agrees with the School Board that such activities as dances and parties should be eliminated as school-sponsored; however,

"The Board of Supervisors feels that the athletic program and some of the other activities should be continued, such programs in be continued under circumstances review by the Board of Supervisors and School Board; and

"Whereas, the Board of Supervisors is well aware of the fact that the School Board is responsible for

without policy; but we are also aware of the fact that the Board of Supervisors is the elected body of this county and responsible to the people; and further, that the question of school integration since May 19, 1961, has been handled jointly by the Board of Supervisors and the School Board;

"Now, therefore, be it resolved by the Albemarle County Board of Supervisors that we do hereby respectfully request the Albemarle County School Board to consider amending their resolution of July, 1962; that in our opinion it is not in the best interest of the majority of the citizens of this county;

"Be it further resolved that said School Board advise the Board of Supervisors of its decision on or before July 1, 1963."

The resolution closes the time May 15, just two days after the U.S. Supreme Court decision—since the supervisors and school board met jointly on that date to consider the issue. Their first act was to suspend consideration of new schools, a policy which was later changed.

Rev. Dr. George A. Bates, JD
405 Barbour Road, Apt. 199
Morehead City, NC 28557
434-838-0516 (c)
jesusonethree@yahoo.com

TO: Dr. Matthew Haas, Dr. Katherine Acupp, Mr. Dennis Rooker, Comm. Chair
And Others

July 29, 2019

Re: Renaming of Paul H. Cale, Sr. Elementary School

Since I came in on this process late and was only able to submit letters making my position known, I was surprised by the lack of an invitation to present before the Committee directly after I had informed the same of the numerous African-American students who were present during the tenure of Mr. Cale, Sr. I have learned recently that the Committee will allow a few more members of the public to make additional statements on a selective basis. I hope that those making statements after it was publicly announced that only the Cale family will be making the final statements are not necessarily in favor of the name change or else I would argue that someone is "stacking the deck" to bolster the decision to favor one position over another!

Nonetheless, I am submitting one more historical and spiritual perspective that was raised to me recently by Paul H. Cale, Jr. Paul, Jr. asked me to comment on why anyone would level "intense criticism" at a dead person or 60 years after the fact when they had an opportunity to come forward when the school was dedicated to render their comments in a far more civil discord than presently the case! I told Paul, Jr. one must remember that in the 1950's whites openly called blacks "negras, negroes, n----rs, spooks, black devils, coons, jiggaboos, etc. and it was not deem socially or morally reprehensible! Even the best white pastors, Christians and church leaders of the day embraced "racism" and "separation of the races" as God's will under the misguided "Caanite theory" that it was God's will that the descendants of Caanan (Ham's son) shall be "slaves" (some text recite "servants") of the descendants of Shem and Japheth. KJV Genesis 9:25

Then comes Paul H. Cale, Sr. and Benjamin F. Hurt, Sr., both educators and both members of Crozet Baptist Church who decide that the days of the “separate and unequal” America are coming to a close! So, they and their pastor started meeting with the “Negro churches” in the area! Cale also decides that his black and white teachers are going to work together “sooner than later” so he asked them to start meeting with each other and they did! Cale took the “leap of faith” and began the process of “reconciling” a nation that had been split on race well over three hundred years! What would you have done facing hostile School Board members, a “white supremacist” Chairman (Oglesby) and a County full of bigots? Would you have had the courage of Cale to proceed slowly but with “all deliberate speed” to dismantle the segregated society as the U. S. Supreme Court ordered in the **Brown** decision?

It was the beginning of a new social experiment in America—black and white teachers sitting down at the table of brotherly love! This did not happen on a volunteer basis in Norfolk, Staunton, Roanoke, Alexandria, Fredericksburg nor in the predominantly black Richmond, Virginia (75% black in 1960)—this happened in Albemarle County! Cale stepped out on faith and began “integration” of Stone Robinson Elementary School with 26 black students in 1963—years ahead of the Court Orders! Hindsight is always greater than foresight! Was it a “warm and fuzzy” meeting of the teachers? Probably not—the black teachers probably did not know what to expect from the white teachers and vice-versa! They were asked to attend, and if they had not, there might have been consequences—their boss the Superintendent had asked them to come!

Sixty or seventy years later, some people suffering from the “God complex” want to look back 65 years after **Brown v. Board (1954)**, 55 years after the passage of the 1964 Civil Rights Act ((CRA), 51 years after the death of Rev. Dr. Martin Luther King, Jr. and “re-assign” some blame, some wrong, some sin and some “foot dragging” to a society that was morally repugnant by today’s standards! Some of these “late bloomers” now want to require Cale in 1963 to have had the “moral courage” of King and Rosa Parks and put all of America on his back for deliverance to the Kingdom of God! In 1960, there were no laws protecting the rights of women, gays, lesbians, bisexuals, transgenders, seniors and even children! The 1866 CRA enacted to enforce the 13th, 14th, and 15th Amendments of the U. S. Constitution to protect black citizens from “discrimination” and “re-enslavement” under “Jim Crow” was barely enforceable

John Gray

From: Dennis Rooker <dsrooker@earthlink.net>
Sent: Monday, July 29, 2019 9:53 AM
To: george bates; Matthew Haas; School Board
Cc: Paul Cale; royst3pastor@gmail.com; Ben Allen; Lori Ann Stoddart; Scott Heysell; Paul McArtor; Lauren Eddy; Alice Justice; Carlos Armengol; DeeDee Jones; John Gray; Bernard Hairston; Dennis Rooker; Anna Balazs
Subject: Re: Last Historical and Spiritual Letter on the Cale Renaming Committee

George,

Thank you very much for your most recent letter. We would be interested in the sources of the information you provided in the below paragraph from your letter. I don't recall this information being included to date in any of the information submitted so far to the Committee.

Best regards,

Dennis

Then comes Paul H. Cale, Sr. and Benjamin F. Hurt, Sr., both educators and both members of Crozet Baptist Church who decide that the days of the "separate and unequal" America are coming to a close! So, they and their pastor started meeting with the "Negro churches" in the area! Cale also decides that his black and white teachers are going to work together "sooner than later" so he asked them to start meeting with each other and they did! Cale took the "leap of faith" and began the process of "reconciling" a nation that had been split on race well over three hundred years! What would you have done facing hostile School Board members, a "white supremacist" Chairman (Oglesby) and a County full of bigots? Would you have had the courage of Cale to proceed slowly but with "all deliberate speed" to dismantle the segregated society as the U. S. Supreme Court ordered in the **Brown** decision?

--

Dennis S. Rooker
Dennis S. Rooker, P.C.
1421 Sachem Place, Suite 3
Charlottesville, Virginia 22901
Phone (434) 977-7424, Cell 434-242-6418. Fax 974-7600

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From: george bates <jesusonethree@yahoo.com>

Date: Monday, July 29, 2019 at 9:39 AM

To: Matt Haas <mhaas@k12albemarle.org>, Dennis Rooker <dsrooker@earthlink.net>, School Board
<schoolboard@k12albemarle.org>

Cc: Paul Cale <paulhcale@gmail.com>, "royst3pastor@gmail.com" <royst3pastor@gmail.com>

Subject: Last Historical and Spiritual Letter on the Cale Renaming Committee

Here is my last epistle on the matter! I wish you all godspeed!

Sincerely, Rev. Dr. George A. Bates, JD

in the North let alone in the highly “racialized” South! America had to enact the 1964 CRA in order to “give life” to the previous Civil War Amendments and the 1866 CRA in order to honor a fallen hero of the cause named President John Fitzgerald Kennedy!

The decision facing Dennis Rooker and his Committee to rename Paul H. Cale Elementary School is much like the “rabble-rouser” crowd of high priests, Pharisees and Sadducees that “stormed” into Gov. Pontus Pilate’s Office in the First Century A. D. dragging a prisoner named Jesus charged with heresy against Moses! Pilate not being a Jewish or Hebrew historian was “flabber-ghasted” with this captive fellow whom he knew as the “King of the Jews!” (Matthew 27:11) Pilate asked him, “Hearest thou not many things they witness against thee?” (*ibid*, v. 13) Jesus said not a word! Pilate decides to appease the crowd by announcing that he will release one prisoner of the three (3) already on the crosses or release this man called Jesus! The crowd chose Barabbas already doomed to die among the two other thieves! Next Pilate dips his hands in a basin of water to “wash his hands” of this evil deed (v. 24) after he chided the Jews with one question, “Why, what evil hath he (Jesus) done?” (v. 23) Scripture relents that Pilate “could prevail nothing” (that is, reason) with this tumultuous crowd and dismissed the throng from his presence!

At least, Pilate had Jesus in court in person! Only Paul, Jr., his sister and a few other witnesses are before Rooker and this Committee! Paul H. Cale, Sr. is dead, Benjamin H. Hurt is dead, Virginia L. Murray is dead and Harriet Brown is dead! So why after 29 years after the dedication of the school in Cale’s name are we here “contemplating” a name change based upon so much hearsay, speculation and a few “sour grape” stories! Look at Cale, Sr.’s life on balance and you will find much to be proud of! “Let he who is without sin cast the first stone” of condemnation! (John 8:7) Cale, Sr. may not have been a “great man” but he surely was a “good man!”

Sincerely,

Rev. Dr. George A. Bates, JD

cc: Paul H. Cale, Jr., Cale Family & Rev. Roy Thomas

BALLYSHANNON
5440 BALLYSHANNON LANE
NORTH GARDEN, VIRGINIA 22959

A few days ago, I briefed Ann [Huckle] Mallek, to help her understand how great a leader was Paul Cale. Much of his record she did not know. This memo adds more substance to that casual conversation.

Paul Cale was...

- well ahead of his time; he was considered "liberal" by his contemporaries
- reporting (in 1948, three years after a World War) to a financially-pinched—elected—Board of Supervisors in segregated times,
- an employee. He was not elected; he was junior to his elected employers, yet...
- leading them all forward, teaching the voting populace about the need to educate all youngsters well, and...
- he had the foresight to introduce Special Education long before other schools did.

Cale was a master at community engagement. Spending hours in PTA meetings, at community clubs, private homes, and churches, he persuaded citizens to reconsider and approve a school bond referendum. That happened only shortly after they had rejected the same referendum...

...all the while dealing, in 1948, with post-war financial constraints that today's Board of Supervisors might find difficult to comprehend. These same citizens were tired of being taxed; they had recently paid for a major war effort.

- But, they believed in Paul Cale, they listened to him, and they voted "YES."

The first school that Paul Cale built was Burley High, for the African-American students. Opened in 1951, it became immediately the County's finest facility. Paul Cale had served the most-needy students and their most-needy teachers first. The law/policy at the time might have led or encouraged him do otherwise, but he didn't.

Albemarle High was built later, but, as it was first being planned in 1948, the County didn't have the funds to purchase a site.

Can you imagine Albemarle County today...so strapped financially that it would need to ask me or another private citizen to buy 217 acres for a new high school? I cannot imagine...but

- in 1948, Paul Cale asked my father to buy the land for a new Albemarle High School, and he did so.
- The land would eventually house two additional schools—Greer and Jack Jouett.
- a grateful County offered to name it "Scott High School" but my parents declined; they never sought public praise or appreciated self-aggrandizement.
- only a very few neighbors ever learned of Fred W. Scott's gift to Albemarle County.

Albemarle High School was opened in 1953. Paul Cale hired Ben Hurt initially to be the Assistant Principal of Albemarle High School and one year later to lead the school as its Principal

- Ben Hurt... "Masterful, Beloved" comes to mind. Paul Cale hired and trained Ben Hurt
- Mr. Hurt taught me (briefly); he taught Leonard Sandridge, he taught all the Jim/Bunny Murray sons. There are many like us; we are still here.
- Ben Hurt could instantly recall his students' names ... even fifty years later.

FREDERIC WILLIAM SCOTT, JR.

BALLYSHANNON
5440 BALLYSHANNON LANE
NORTH GARDEN, VIRGINIA 22959

- I can tell you that the Ben Hurt descendants are appalled by the grievous insult to Paul Cale's reputation.
- So am I. There was a warmth to both men that I still recall, even now...60 years later.

Years later...about 1975...my parents wrote to the School Board to suggest that the new Western Albemarle High School be named in honor of Paul Cale, who was then in retirement. That suggestion was warmly endorsed by the distinguished Principal of Burley School, another Mr. Scott.

Mr. Alexander Scott was an African-American; he knew Cale well, as he worked with him daily as Principal of Burley "(in his words)...from 1959 until 1967...for the last seven or eight years of its existence as a senior high school".

On July 25, 1975, Alexander Scott wrote "What's in A Name" and in that letter proposed that the School Board...

"...give careful consideration to the name: 'The Paul H. Cale High School' ... 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."

That suggestion was ignored, as well; we now have Western Albemarle High School.

Paul Cale, Jr. has written a calm and clear history of his father's life work. We can trust this history as we trust the writer, while understanding his pain as he reports. I hope you will read it carefully.

Nowhere in that history is there any indication from the many who knew him that Paul Cale was a racist. The sole source of all this mischief is a single article from long ago that purports to "quote" Mr. Cale. I have confidence that Dennis Rooker and his study group can run this to the ground with a dispassionate and critical eye. I hope that they will focus equally on the fact that they have not (as far as I know) uncovered—and likely will not uncover—any new statements that in any way suggest Mr. Cale was a racist.

Truly, it can be said of Paul Cale:

"Of the good he has done for the children of Albemarle County, black and white, there will never come an end. His honorable name and many contributions should be recognized and appreciated—and what better way to achieve that goal than to have his name remain—with pride—on a public school in our county."



I thank my good friends Leonard Sandridge and Dan Jordan for their considerable research, fact-checking, and editorial review of this recollection.

Paul Cale was Leonard Sandridge's uncle; Cale lived directly across the Crozet street from young Leonard. I am certain that the quiet and effective Leonard Sandridge—we all know and admire him—learned many of his people-skills from his uncle Paul Cale. Leonard is too much of a quiet gentleman ever to complain, but my Scott family stands side by side with his.

A visit to Rev. Roy Thomas (retired, living in Charlottesville) would be informative. He was Paul Cale's pastor at Crozet Baptist Church, a close friend for the last 10 years of Cale's life.

FREDERIC WILLIAM SCOTT, JR.

BALLYSHANNON

5440 BALLYSHANNON LANE
NORTH GARDEN, VIRGINIA 22959

Paul Cale ... as we knew him
A personal, Scott family, recollection
March 2019

In recent news articles about Mr. Paul Cale, the name "Fred W. Scott" (my father; died in 1980) has been mentioned, so I thought I'd offer a Scott family perspective on Paul Cale as we knew him. This memo is not so much a request for action as an effort to offer a bigger picture of the man and his time. To explain as well as I could, I consulted with two of my most trusted friends. These notes benefit significantly from their advice and observations, and include their edits.

Dan Jordan, Leonard Sandridge, and I are deeply concerned that a grievous injustice is about to occur "in the name of Albemarle County". We encourage those involved in the upcoming review to be very thorough and to be aware—above all—that...

Paul Cale was the greatest educator ever to serve Albemarle County. He served all students and parents without regard to race or creed.

In the 1940s-50s, Albemarle's population was very much smaller (1950 pop: 26,000) and rural; the several hundred farming families were all well acquainted. These few families were the primary source of tax revenues; there was not much industry nor were there many homes in County subdivisions to pay property taxes.

My parents—Fred and Elizabeth Scott—knew Paul Cale well; they admired him greatly. I can't count the times I have heard them sing Mr. Cale's praises: as a person; as a leader; as an administrator. In 1980, on the very day before he died, my father talked about how much he admired Paul Cale, and why. My father's last conversation with me included this observation:

"Paul Cale lifted all; he led this County forward, moving beyond the segregated educational era...."

Our social friends Allen Randolph and Jim Murray (Sr.) knew him, too. Our friend and veterinarian Dr. Huckle probably cared for Paul Cale's beagles, because we only had one or two mobile vets in the County back then. These great ones are dead now; but dozens of descendants still alive here knew Cale well, and all knew of his fine character.

That's easy enough to read as no more than devoted extended-family lore, but...

What's important: a great man's reputation is at stake, as is what Paul Cale (Sr.) thought and said about African Americans and how he either hindered or helped them. The public record supports the fact that Cale was a key figure in strengthening the system of education in the County for all students. His African American students were the first beneficiaries of his visionary leadership.

One might argue that new schools were built for African Americans to validate the claim of "separate but equal". It was the law of the time, for sure, but a fair-minded reading about Paul Cale's role—and his actions—would suggest he had a higher motive, namely: to assist those students and teachers who most deserved and most needed enhanced educational opportunities. Actual news clippings and contemporaneous correspondence of this time inform us that ...

- "Cale appointed, in 1947, a Citizen's Advisory Committee of 57 individuals from every part of the county; the members would have represented all schools."
- "Cale hired a professional photographer to show the deplorable conditions of schools in the county. Consulting with his Advisory Committee and the State Survey Committee, the School Board decided to

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NORTH GARDEN, VIRGINIA 22959

build Burley High School, since the Negro schools and programs were most deplorable. This decision was in 1948...six years before integration was anticipated."

- Among the survey's findings: *"Only five of the 28 county elementary schools have running water and only 13 have electricity. None of the Negro schools have running water and only four of the 17 are electrified."*
- *"Heat for both of the Negro high schools is provided by old fashioned 'pot-bellied' stoves."*
- In May 1948, from the State Superintendent of Public Instruction's School Survey: *"In the case of providing an adequate program for the Negro youth, the Committee heartily agrees with and endorses the action taken by the Albemarle County School Authorities [i.e: Paul Cale] to develop a joint high school [which became Burley] with Charlottesville City."*

Two years later...on February 27, 1950 - *The Evening Star* had a big article with many of the same statistics and the following quote:

- *"That is what Paul H. Cale, county school superintendent, found when he took office about two years ago. But things have changed in those two years. Albemarle County has had a school plan for a number of years. It became a vital moving program in little more than two years."*

Paul Cale was truly a renaissance man. Broadly educated, well read, and devout, he expected more of all students, and he gave his all to provide the facilities, skilled teachers (to be professionally-developed or hired), and academic programs for all students in Albemarle County to be successful. NO ONE has produced anything to the contrary, and NO ONE has shown that he did more for one group of students than for another group.

It is crystal clear from the public record: Paul Cale did a lot to improve and advance the system of public schools in Albemarle County; he kept our schools open during the Massive Resistance period while many nearby public schools were being closed; and he provided NEW and EXCELLENT opportunities for African-American students at a critical time in our history.

Paul Cale was an employee of Albemarle County, appointed superintendent on April 30, 1947. Cale did not work for the City of Charlottesville which did close its schools, as did other cities throughout the Commonwealth—rather than have integrated classes.

In contrast—courageously—Paul Cale kept the Albemarle County schools open and operating without violence – quite unlike schools elsewhere in the South. It didn't take the 101st Airborne troops to integrate the Albemarle County schools without incident...all it took was Paul Cale leading the way!! Integration in Paul Cale's schools included the teachers as well as students.

The extended Cale family (many still live among us) has been deeply wounded by these wild and vicious—surely untruthful—charges. The impulsive "Change the Name" suggestion seems to have originated because of a single-source article by a reporter of questionable impartiality who presumes to "quote" Mr. Cale.

No one alive who knew Paul Cale believes that he ever said such a thing in the manner in which it was scurrilously reported. We all believe that he (as Superintendent of Schools) may well have identified teachers with sub-standard educations as being those he wanted to develop professionally, to educate more fully, etc. That "lift-up" effort was—and remains today—a primary responsibility of any School Superintendent.

John Gray

April 30, 2019

Mrs. Sherry Archer
2819 Scottsville Road
Charlottesville, Virginia 22902

Dr. Matthew Haas
Superintendent of Schools
Albemarle County Public Schools
401 McIntire Road, Room 345
Charlottesville, Virginia 22902



Dear Dr. Haas:

I am writing to express my opinion on the name change for Cale Elementary School. I grew up in Albemarle County and attended McIntire Elementary and Albemarle High School. My husband and I raised three sons who attended Albemarle County Schools as well. I volunteered many hours and worked as a substitute teacher during those years. My husband and I own a small business and continue to support and contribute to Albemarle County Schools. Two of our grandchildren attended Albemarle County Schools also.

I was in Albemarle public schools during the tenure of Mr. Paul H. Cale, Sr. I can still remember the classroom visits he made, especially to McIntire Elementary. Throughout my time in school I was always impressed by the respect my teachers and principals showed Mr. Cale. He was always pleasant and interested in our (the students) work and inspired us to do well in school. As I have read about the reasons for the name change, I considered the times that the alleged racist comments were made. This was sixty plus years ago and times were different, perhaps unfairly so but still different. Mr. Cale understood the inequality in the education of the races and I believe strove to improve the situation. I can only speak as to my limited knowledge and opinion.

However, in looking at the website for Cale Elementary, I was rather shocked to see the test scores posted on the site by School Digger. It seems that Cale students' scores are steadily declining and in 2018 Cale was 1045 out of 1097 schools in Virginia. Shocking! Instead of committees and meetings concerning a name change for the school, how about trying to improve the education progress for the students there. In future years many of them may not even remember the name of the school but they will be dealing with the quality of education they received. It may be a valuable asset to speak a few phrases in Spanish, but a working knowledge of the English language, being able to handle their finances and having a good basis for further education will be much more valuable.

How many of the staff and students even know who Mr. Cale was? Does the name Cale Elementary School truly impact them in a negative way. And another thought, what about the expense of the changes—signage, printed materials, etc. Please consider all of the reasons that this name was approved for the school and make a decision that is best for all of the staff, students and community, not just to please a few.

Thank you for your consideration to my opinion and my best to all of those who are working to educate our students in Albemarle County.

Sincerely,
Sherry Archer
Sherry Archer

John Gray

From: John Gray
Sent: Monday, July 22, 2019 3:12 PM
To: Ben Allen; Lori Ann Stoddart; Scott Heysell; Paul McArtor; Lauren Eddy; Alice Justice; Carlos Armengol; DeeDee Jones; John Gray; Bernard Hairston; Dennis Rooker; Anna Balazs
Subject: FW: Cale School name

All,

More information with comments from Mr. Steve Koleszar, a long time school board member, on the process we are using.

John

From: Christine Thompson
Sent: Wednesday, July 17, 2019 2:07 PM
To: John Gray
Subject: FW: Cale School name

From: Steve Koleszar
Sent: Wednesday, July 17, 2019 2:05 PM
To: Barbara Mouly <barbmass123@gmail.com>; Christine Thompson <cthompson@k12albemarle.org>
Subject: Re: Cale School name

Christine,
Please forward this to the Cale renaming committee.
Thanks
Steve

Steve Koleszar
Albemarle School Board

From: Barbara Mouly <barbmass123@gmail.com>
Sent: Wednesday, July 17, 2019 11:26:16 AM
To: Steve Koleszar
Subject: Re: Cale School name

Good idea.
Do you know to whom I would send it? To Jennifer Johnston or Matt Haas with request to distribute to committee?
Attached is your copy.

On Wed, Jul 17, 2019 at 11:05 AM Steve Koleszar <SKOLESZA@k12albemarle.org> wrote:
Barbara,

You might also send a copy to the committee.

Steve

Steve Koleszar

Albemarle School Board

From: Barbara Mouly <barbm123@gmail.com>
Sent: Wednesday, July 17, 2019 10:55:12 AM
To: Steve Koleszar
Subject: Re: Cale School name

You are welcome. The 1975 letter from A.L. Scott was written in support of naming the western high school after Paul Cale, just fyi. Roy Thomas sent that to me at my request
I will see if I can send you a copy of the Roy Thomas letter with footnotes as well as the A.L. Scott letter.

On Tue, Jul 16, 2019 at 10:36 AM Steve Koleszar
<SKOLESZA@k12albemarle.org<<mailto:SKOLESZA@k12albemarle.org>>> wrote:
Barbara,

Thanks for this additional information.

Steve

Steve Koleszar

Albemarle School Board

From: Barbara Mouly <barbm123@gmail.com<<mailto:barbm123@gmail.com>>>
Sent: Monday, July 15, 2019 2:09:11 PM
To: Steve Koleszar
Subject: Re: Cale School name

Steve,

Thanks for your prompt reply, and for your indication of your concerns.

I do note that in the Roy Thomas letter in the Crozet Gazette, there is this account along with a quotation from A.L. Scott, an African-American educator who served as Assistant Superintendent under Paul Cale:

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.

Paul hired A. L. Scott, Burley's last principal, as his Assistant Superintendent of Instruction.

Mr. Scott, an African American, wrote a letter to the school board in 1975 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."

Barbara

On Sat, Jul 13, 2019 at 3:02 PM Steve Koleszar

<SKOLESZA@k12albemarle.org<<mailto:SKOLESZA@k12albemarle.org>><<mailto:SKOLESZA@k12albemarle.org>><<mailto:SKOLESZA@k12albemarle.org>>>> wrote:

Barbara,

It is good to hear from you. I hope everything is going well with you.

I think the process we are using, will create a better understanding of Paul Cale's contributions to Albemarle County. I went to one of the hearings held by the committee. It is clear that his memory is honored and respected by Caucasian members of our community who knew him and his son. However there was only one African American who spoke, and he had a negative experience with integration as a Stone Robinson student. I will want to know more, before I make a decision.

Thanks again for reaching out.

Steve

Steve Koleszar

Albemarle School Board

From: Barbara Mouly

<barbmass123@gmail.com<<mailto:barbmass123@gmail.com>><<mailto:barbmass123@gmail.com>><<mailto:barbmass123@gmail.com>>>>

Sent: Friday, July 12, 2019 3:01:01 PM

To: Steve Koleszar

Subject: Cale School name

Dear Steve,

I have just sent an email to Dave Oberg about this matter, but knowing of your long experience on the School Board, I also want to communicate with you about it.

I want to add my voice to those who are advocating that the community continue to honor Paul Cale, by retaining the name of Cale school as it is. Our family respected him as a strong, balanced and caring leader. I would like to commend to your attention the July edition of the Crozet Gazette, if you have not seen it yet. It is available online. It contains a letter from Roy Thomas and an article by Lisa Miller. The letter from Roy Thomas documents many of the events surrounding the sad and ugly history of school integration in Virginia and Albemarle county. That letter persuades me that Mr. Cale was a beacon of fairness and common sense in the midst of the fray, that he was a supporter of education for all children, and that he deserves credit for the full integration of the Albemarle schools, during a time of intense political opposition.

In addition, I was a student at AHS during the first phase of that integration. My experience was that it was accomplished peacefully and cordially, and I do not believe that would have happened without Mr. Cale's leadership.

In conclusion, I hope that your work on the Board is going well. I know that there are many competing voices at times, but I believe that your experience and dedication will enable you to be a source of wisdom for the Board and school division.

Sincerely,

Barbara Massie Mouly

LYRIA BROWN HAILSTORK
101 Blackthorn Lane
Charlottesville, VA 22902
434-295 3568

July 24, 2019

To: Paul H. Cale Renaming Advisory Committee
Albemarle County School Board

From: Lyria Brown Hailstork
Elementary Teacher, Esmont School
1952 – 1954

Home Economics Teacher, Jackson P. Burley High School
1955 – 1967

Subj: Contacts with Paul H. Cale

This information is submitted to provide background comments on my interaction with Paul H. Cale, Albemarle County Superintendent during my time of employment with the county. The instructional climate in black schools and classrooms at the time reflected a system in which directives were sent from central administration and expected to be implemented by black supervisors or head teachers. White central administrators rarely visited classrooms, had little contact with teachers in black schools, nor were they expected. As an elementary teacher, black supervisors/head teachers provided guidance, so there was no additional need for interaction with the central office. This was the situation in elementary schools, where I taught for three years.

Transfer to Jackson P. Burley

My interaction with the superintendent and central office changed once I was transferred to Burley. I resigned from teaching at Esmont School and became home economics teacher at S. C. Abrams High School in Fluvanna County. My undergraduate major was home economics. Superintendent Cale, whom I had never met, personally called me at S. C. Abrams High School and asked if I would like to come to Charlottesville to teach home economics at Burley. Charlottesville was my home, but I was unaware of a vacancy at Burley. He explained that the current home economics teacher at Burley was the spouse of the agriculture teacher at S. C. Abrams High School and they would like to work together.

Superintendent Cale was kind and convincing. He suggested that Superintendent Snead of Fluvanna County was willing to work with him to release me from my Fluvanna County contract. They just needed my agreement that the move would be good for all parties concerned. Cale further explained that a Charlottesville resident should be contributing resources and talent to her city. He took subsequent calls from me and answered additional questions. Overjoyed at the prospect of returning home, I agreed to the transfer. He and Superintendent Snead worked out the details and I went to Burley.

Continued

at least one individual who does not have enough constructive and helpful things to do who will find at least one thing wrong with a name. In my opinion, and the opinion of many people who knew Mr. Cale personally will tell you that HE WAS NOT JUST A NAME on a plaque. He talked the talk and he walked the walk. He was a man with faith and vision. He was a man who demonstrated fairness to the last dot. He was a Peace Maker who visited the homes of black children who had not already enrolled in an intergrated school. He welcomed them. If there was ever felt any unjust treatment it was not shown by Mr. Cale, but no doubt by the uncertainty of the individual student who was placed into a much different environment than the one with which he was accustomed.

Don't expect families and sons to defend the good name of their fathers. This is totally wrong and very hurtful. A person's good life and his good accomplishments should count for much when a school is first named after that person. To me, it has been utterly shameful to try to make Mr. Paul H. Cale into someone that he ABSOLUTELY WAS NOT.

To paraphrase what the one black man said, "If there is something wrong about the man, change the name, and if you don't find anything wrong with the man, let the name of the school remain the same." (said at June 18, meeting)

I believe that every interested person, in this situation has learned and grown a lot, in so far as to what should have never happened about the name.

Let this be the ending point of naming a school after an individual and call them by another name from henceforth. Let them remain as named.

Thank you for the freedom and honor to express my personal knowledge about the man, Mr. Paul Cale who had a vision for all children and devoted himself in making the best education possible for all children regardless of economic status, nationality, race or gender.

Sincerely Yours,

Betty G. Clayton

Betty Garwood Clayton

4492 Three Notched Rd.
Charlottesville, VA 22901
434-823-4084

Cale Advisory Committee
Attention: Mr. Dennis Rooker

Dear Committee Members and
Dr. Matthew Hass and Mr. John Gray

"The School Board has directed Superintendent Dr. Hass to review naming of schools, taking into account how faithful the designations have been to the values of the school. The core values adopted in 2012 specify excellence, young people, community and respect."

I thank you, most sincerely for your undivided attention as the people speak regarding this important issue concerning facts about the period of time when the school system was transitioning from a segregated school system to an integrated one, at which time Mr. Paul H. Cale was Superintendent of Albemarle County Schools.

I worked 24 years at Greenwood Elementary School and personally knew Mr. Cale before, during and after his years as superintendent of Schools. I can say nothing but very strong, positive things about Mr. Cale's performance as a Gentleman, Superintendent, Principal, Leader, Teacher, a man who FAR exceeded the specific core values as adopted by the county. His years as educator brought changes in time which he always handled professionally and with greatest concern as to what was best for ALL children.

I am an 84 years resident of Albemarle County who had two older brothers and sister who attended Greenwood School before me. I personally came to know Mr. Cale as my forever school Principal and Friend at the age of 6 years old when I enrolled in Greenwood and later graduated from there.

For 24 years I worked at Greenwood School as Secretary, Accountant, Nurse, Substitute Teacher, Peace Maker, Friend to All. I say this HUMBLY because I was the most blessed person on earth to have two wonderful children who attended Crozet School and we had basically the same schedules. Mr. Cale was the person I had looked up to and I held in mind the same good values for children and for education that I had learned from him. I worked under Roland Zimmerman and James Sledd while

employed until the school closed. I believe that we left an excellent legacy.

During my tenure, as an adult, at Greenwood, rumblings became louder and louder that the school had been targeted for closure due to redistricting. We worked very hard to tell why our school should not be closed. I will not go into the many, many reasons that we felt our school served the county quite well in every educational aspects as well as financially. One day while the Superintendent, at that time, was visiting there, I asked him if it was to our advantage and passion to continue to try to save the school. He told me that he had been hired to implement the redistricting and nothing else, closing smaller schools.

I tell you this sideline to simply show what is already in my heart at this time. Has someone's mind already been made up concerning the name on the sign at Paul Cale School? Records show, "No,"

I have lived in only two homes in my lifetime. One my birth home at Afton and one near Crozet as my marriage home. I see this as only a small way in which people have changed over time. People do not stay connected to the same place now. I have lived a very, very happy and successful lifetime and have enjoyed the wonderful experience of having lifelong friends in this area. I have enjoyed extensive travels with my devoted Husband of 69 years, who has now passed away. People hold dear many different ways of finding joyful living and success in life. Do commitments run as deeply now? We are still living in changing times.

Years ago the Albemarle County Comprehensive Plan showed what seemed to me as abundant growth in the county. I did not EVER dream that the already rich people would sell their beautiful farms to developers who would squeeze as many houses as they could, putting houses on a quarter acre lot; But, I was wrong! Schools became over grown, and have been built on to again and again. Roads, including personal driveways can not accommodate the traffic trying to get onto the main roads; But, all this came about due to the not too wise planning of years ago; But, to some people, maybe they were wise planners because the growth surely came and is still coming.

I kindly ask you to think about your long range plans so far as naming schools after memorable and honest people. There is always going to be

at least one individual who does not have enough constructive and helpful things to do who will find at least one thing wrong with a name. In my opinion, and the opinion of many people who knew Mr. Cale personally will tell you that HE WAS NOT JUST A NAME on a plaque. He talked the talk and he walked the walk. He was a man with faith and vision. He was a man who demonstrated fairness to the last dot. He was a Peace Maker who visited the homes of black children who had not already enrolled in an intergrated school. He welcomed them. If there was ever felt any unjust treatment it was not shown by Mr. Cale, but no doubt by the uncertainty of the individual student who was placed into a much different environment than the one with which he was accustomed.

Don't expect families and sons to defend the good name of their fathers. This is totally wrong and very hurtful. A person's good life and his good accomplishments should count for much when a school is first named after that person. To me, it has been utterly shameful to try to make Mr. Paul H. Cale into someone that he ABSOLUTELY WAS NOT.

To paraphrase what the one black man said, "If there is something wrong about the man, change the name, and if you don't find anything wrong with the man, let the name of the school remain the same." (said at June 18, meeting)

I believe that every interested person, in this situation has learned and grown a lot, in so far as to what should have never happened about the name.

Let this be the ending point of naming a school after an individual and call them by another name from henceforth. Let them remain as named.

Thank you for the freedom and honor to express my personal knowledge about the man, Mr. Paul Cale who had a vision for all children and devoted himself in making the best education possible for all children regardless of economic status, nationality, race or gender.

Sincerely Yours,

Betty G. Clayton

Betty Garwood Clayton

4492 Three Notchd Rd.
Charlottesville, VA 22901
434-823-4084

County Board Chairman John W. Williams (right) _____ causes his hand and asks for no applause after _____ county school. The supervisors' meeting this morning ultimately was held in the Recreation Center because of the crowd that attended.

_____ Board to reconsider its cutoff policy on social and _____ —Progress photo by Wilson.

Board to reconsider its cutoff policy on social and

Page 21

Here is the text of the resolution
proposed by County Board Chair.

Here is the text of the resolution proposed by County Board Chairman John W. Williams:

Whereas, the Board of Supervisors agreed informally one year ago with the resolution as offered by the School Board with regard to the cut-off policy or the elimination of all school activities such as dances, parties, clubs, hand and athletics; and

"Whereas, we, the Board of Supervisors felt such action was detrimental and would tend to discourage the application of colored children to the white schools; and

"Whereas, the Board of Supervisors is well aware of the fact that the School Board is responsible for the continued, such programs to be continued under continuous review by the Board of Supervisors and School Boards; and

By ALAN IRVING
Program Staff Reporter

The resolution, which stated the supervisors supported the policy originally as a deterrent to Negro applications, suggests that applications and some other activities be excluded from the ban (see text of resolution).

It passed a recorded vote 4-2 in front of some 250 county residents of a meeting in the Natu-

available facility for the size of the crowd), but was generally agreed to by the supervisors after an amendment which specified letters would be sent to each School Board member inviting them to confer further with the supervisors. They met jointly a week ago.

Further conference was a condition suggested by Supervisor Robert Thraves, and Supervisor H. Ashby Harris said his "aid" to a vote was also premised on such a conference. Besides Thraves, the original form of the resolution drew the objections of Supervisor

...Y. Sutherland Jr., who said he didn't like the idea of an ultimatum.

At noon today, the Alleghenian Board of Supervisors was still discussing the proposed 1953-54 budget and was considering the possibility of setting a \$4.20 per \$100 county-wide rate instead of the \$4.50 rate proposed at earlier meetings this year.

This year's tax rate is \$340 per \$100. The \$2,052,361 budget proposed by the supervisors for the coming fiscal year was premised on a property tax rate of \$4.50 per \$100, but at today's meeting several of the supervisors came prepared to argue for a \$4.20 rate instead.

The revenue not raised by the 20 cents eliminated from the still-billed tax rate would

come from surplus lands, a
more County, Executive
Maughn Pence objected to an
"effort" to sound fiscal
policy." Board Chairman John
W. Williams told Pence the
board was overruling him on
this.

firmly red the resolution in the group and more than a dozen speakers addressed the speakers before the vote was taken.

Supervising George C. Palmer
moved the resolution be adopted
and Supervisor Edgar N. Garnett

Among the several letters read at the outset of the discussion was one calling on the supervisors to ask for the resignation of School Board Chairman E. J. Ginglesby on the grounds of a conflict of interest, because of his association with the Charlotteville Education Center.

Walter G. Fowler of Tito Road made a lengthy address suggesting that editorial criticism of the School Board policy was "silly" because it failed to take into account that "the Administration and the courts are building a fire under this integration matter" and matters may be far different in the future than they

The 250 Negro high school students at Hurley may have to be suddenly transferred to white schools, for example, if a pending suit is successful. In discussing the possibility, he declared he organized along private lines but that the School Board

school policy, but we are also aware of the fact that the Board

of Supervisors is the elected body of this county and responsible to the people, and further, that the question of school integration since May 19, 1954, has been handled jointly by the Board of Supervisors and the School Board.

"Now, therefore, be it resolved by the Albemarle County Board of Supervisors that we do hereby respectfully request the Albemarle County School Board to consider amending their resolution of July, 1962; that in our opinion it is not in the best interest of the majority of the citizens of this county;

"Be it further resolved that said School Board advise the Board of Supervisors of its decision on or before July 1, 1963."

The resolution cites the date May 1, 1954—two days after the U. S. Supreme Court decision—since the supervisors and school board met jointly on that date to consider the future. Their first act was to suspend construction of new schools, a policy which was later changed.

policy he did is a lot.

E. H. Bean of Crozet, a former member of the Board of Supervisors, said he believed the School Board could "stay on top of the situation" and take action if it became necessary, but that authorizing expenditure as a cutoff on outlays was necessary at this time.

Mr. Fred G. Lindy of Redden asked if there was anyone opposed to the School Board policy. "I think they can control the mobs in Savannah, in Lexington, N.C., in Danville,"

Her comment was greeted with hisses. Williams asked several times that the audience refrain from expressing themselves through applause or otherwise.

Several speakers commented that they agreed with the supervisors' resolution, but felt it wasn't strong enough. The Rev. R. A. Johnson, one of half a

Among those working is an

part of the supervisors' responsibility in asking the School Board to reconsider the tubed cuff were C. M. Gurnett Jr., J. H. Stephens of Ivy, Dallas G. Wilfong Jr., Jack Pollock of Crozet, Robert K. Pyles of Shadwell, and Watford Martin of Greenwood.

Mrs. Don Christner of Clanton said she and a friend helped last persons in their area and that 115 of them "went to continue the athletic program."

Walter A. Young of Greenwood suggested that the county officials poll parents of children enrolled in county schools and decide the question by their vote.

Alexander Scott

MR. ALEXANDER L. SCOTT

Mr. A. L. Scott was graduated with a B.S. degree in Education from Hampton Institute in 1932. He received a Master of Science in Education from Cornell University in 1946 with a major concentration in high school administration and minor in supervision. He has done additional graduate work at both Virginia State College and Tuskegee Institute. He holds the Postgraduate Professional teaching certificate.

He has served as principal of the Greenwood High School in Princess Anne, Maryland; the John J. Wright Consolidated School in Snell, Virginia; and the Jackson F. Burley High School in Charlottesville. For the past year he has been General Supervisor in Albemarle County.

Mr. Scott is currently on the Board of Directors of the Virginia Education Association. He had previously been active in the Virginia Teachers' Association, had served as its President in 1957-58. He had also served on numerous VTA committees and as a local and district President. He conducted a VTA European tour in the summer of 1958 to eight countries in Western Europe.

Mr. Scott has been cited in Who's Who in Colored America and Who's Who in the South and Southwest. He is active in church and local affairs. He is a deacon and Sunday School teacher in his church, a Mason, and a member of Omega Psi Phi fraternity.

Albemarle Asst. Supt. A. L. Scott Becomes Fluvanna Integration Adviser

Daily Progress
April 9, 1969

By NANCY TALMONT

A Negro educator whose experience is almost a 40-year summation of the South as it accepts and adjusts to racial equality will become advisory specialist in integration for Fluvanna County.

Albemarle's A. L. Scott, the first Negro to serve as an assistant superintendent of schools in a Virginia system (Albemarle), says of his Fluvanna assignment:

"I feel the need to be involved ... to participate."

The 45-year-old Scott would have retired from the Albemarle system June 30. However, he hopes now to be released sooner — to enable him to get to work in Fluvanna.

Scott prepares for his new job, one that can be expected to have its frustrations as well as its rewards, with attitudes that are realistic.

And in Scott, Fluvanna is acquiring a man who says of himself: "I was born too soon." A man who knows that many professionals in the field believe A. L. Scott would have been a Virginia school superintendent — if he had just been white.

Born Jan. 1, 1904, in Murfreesboro, N.C., a small town south of Franklin, Va., Scott was educated in public, segregated schools and at the Calvin Scott Brown High School, a private boarding school.

And so the man who will help Fluvanna institute its integration plan in September is a man who knows well the story of segregation.

At the time Scott was growing up in that small southern town, there were no public schools for Negroes who wanted to continue their education beyond the seventh grade. In the 1920s that practice began to change. Public support was forthcoming.

And during the 1920s Scott was selecting a career and studying for it at Hampton Institute.

On a work-study program he prepared to teach, helping to finance his education by various jobs — including that of head janitor for two buildings and later as a laboratory assistant and study hall teacher at the institute's "lab" school.

Scott emerged from Hampton qualified in numerous subjects from natural science through English. His first teaching post

was at Greenwood High School in Princess Anne, Md.

In 1936 he went to Spotylvania County to the John J. Wright consolidated school — a school that Scott says was built by Negroes and operated by Negroes.

That county, however, was participating in financing the Wright consolidated school and that participation was increasing.

But the real story of desegregation was just beginning.

Scott came to Charlottesville and Albemarle in 1959 to serve as principal of the Jackson P. Burley High School, a joint facility for Negro students. At about the same time, the Supreme Court's 1954 ruling overturning the 1896 separate-

but-equal decision was making a marked impact in this area.

Scott looks back on those days at Burley with some pride. The school had a number of outstanding students and a comprehensive program including numerous units in vocational education.

"But," says Scott, "Time had caught up with Burley. It flowered and was going to seed."

During the early 1960s freedom of choice, court rulings and attendance zones all contributed to a decreasing school population.

And eventually, the city and county school systems made plans to phase out their Burley operation.

Scott believes it would have been a significant ac-

complishment if the community could have agreed to continue Burley as a comprehensive secondary school "open to all."

But such was not to be the fate of the proud building. Instead of continuing in operation as a high school it became the annex to Jack Jewett Junior High.

Little by little, the Burley facilities have come back into use: Today, the shop houses joint carpentry and masonry classes; the vocational rehabilitation unit is headquartered at the annex; adults and young people alike keep the building occupied.

For Scott, the phasing out of Burley meant a new job in Albemarle's central office. Last June, he became the first Negro to be elected assistant superintendent in a Virginia school system.

Scott has seen decades of life in the South. And the decades have been those that revealed the enormity of the problems faced by American Negroes and Americans of all colors as they attempt to solve them.

Scott, who has experienced all extremes of discrimination from that offered a waiter to that offered a Negro principal, has also witnessed many degrees of militancy. Direct action serves the purpose of dramatizing a stubborn problem, he says. "Then the time comes to find solutions to solve the problem."

A deeply religious man Scott has never lost faith in what he calls the "inmate goodness of a large segment of the human family."

"People shouldn't permit life's vicissitudes to beat them down and make them bitter ... Most of man's problems can be solved."



NAMED ADVISER IN FLUVANNA
A. L. Scott, Veteran Albemarle School Man

Dr. Gamble Clarifies Newspaper Quote

LOVINGSTON — Dr. James H. Gamble, a member of the Nelson School Board, was quoted last week as saying that the only two figures the supervisors needed in April were salaries for teachers and the salary for the superintendent.

Dr. Gamble said last night that he had been misquoted. He said that he had said that the figures needed by the supervisors were salaries for teachers and school bus purchase costs.

JACKSON P. BURLEY HIGH SCHOOL

ROSE HILL DRIVE

CHARLOTTESVILLE, VIRGINIA

May 29, 1967

A. L. SCOTT
Principal

Mr. Paul H. Gale, Superintendent
Albemarle County Schools
COUNTY OFFICE BUILDING
Charlottesville, Virginia

Dear Mr. Gale:

I appreciate your nominating me to the school board as a general supervisor. I look forward to this new post with enthusiasm, and as an educational challenge.

I shall work hard to make whatever contribution I can while serving in this post.

Very truly yours,



A. L. Scott
Principal

zhm

COPY

April 8, 1944

Mr. James E. Sullivan, Chairman
Federal Bureau of Investigation
Washington, D.C.

Dear Mr. Sullivan:

In view of the fact that Anthony J. Connelley has been a resident of my home, 1000 17th Street, N.W., since the summer of 1933, I am writing to you to inform you that he is a native-born American citizen, born in the State of New York, and that he has been a resident of my home since the summer of 1933. I am writing to you to inform you that he is a native-born American citizen, born in the State of New York, and that he has been a resident of my home since the summer of 1933.

These statements are true to the best of my knowledge and belief, and I am writing to you to inform you that he is a native-born American citizen, born in the State of New York, and that he has been a resident of my home since the summer of 1933.

I believe, however, that my contact with Connelley has been a pleasant experience, and I am writing to you to inform you that he is a native-born American citizen, born in the State of New York, and that he has been a resident of my home since the summer of 1933.

Sincerely yours,

W. E. Scott

W. E. Scott
Assistant Secretary
U. S. Department of Justice

cc:

Mr. J. Edgar Hoover
Mr. Nathan F. S. Wilson
Mr. Thomas W. Barrett ✓

ALBEMARLE HIGH SCHOOL

P. O. B.

CHARLOTTESVILLE, VIRGINIA

OFFICE OF THE PRINCIPAL

May 27, 1968

Mr. Paul H. Gale, Superintendent
Albemarle County Schools
COUNTY OFFICE BUILDING
Charlottesville, Virginia

Dear Mr. Gale:

The purpose of this letter is to pass on to you our deep appreciation for the valuable services offered to us through Mr. A. L. Scott, General Supervisor of Instruction. Mr. Scott has established a working rapport with our staff that has created a mutual respect and enhanced a real growth in professional attitudes. He has visited in our classrooms with ease and our teachers feel that his advice is always from sound intellectual thinking.

With the hope of not appearing out of line we would like to suggest that Mr. Scott be considered for the expected vacancy in the position of Director of Instruction. Our request is not in any way a criticism of the board or anyone involved in personnel policies but a firm and sincere vote of confidence to a fine educator.

Sincerely,



Ben F. Hurt, Principal



Julian N. King, Assistant Principal

zhm

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Mar 10, 1944

Mr. Earl A. Tamm, President
American Bar Association
1717 K Street
Washington, D.C. 20004

Dear Mr. Tamm:

Thank you for your letter of March 10, 1944, regarding the proposed bill of Mr. E. A. Tamm, President of the American Bar Association, for the purpose of the Federal Judicial Council and the Federal Judicial Administration.

As a result of the bill, the Federal Judicial Council will be able to make the Federal Judicial Administration more efficient and more effective. I am sure that the bill will be passed by the Federal Judicial Council and the Federal Judicial Administration.

I am sure that the bill will be passed by the Federal Judicial Council and the Federal Judicial Administration.

The Federal Judicial Council and the Federal Judicial Administration are very much interested in the bill.

With kindest personal regards, I am

Sincerely yours,

Earl A. Tamm
President American Bar Association

Yours

cc: Mr. William E. Hall

PERSONNEL RECORD

Last Name SCOTT,	First Name Alexander	Middle Name or Initial Livingston	Social Security Number 213 14 6794
Local Address 637 Ridge Street, Charlottesville, Virginia		Permanent Address 637 Ridge Street, Charlottesville, Virginia	
Place of Birth Wesboro, North Carolina	Date of Birth January 1, 1904	Male X	Female
Married X		Single 	

Preparation

	Name of School	Location	Dates Attended	Degree	Date Granted	Major	Minors
High School	C.S. Brown High Sch.	Winton, N.C.	1924-1927				English
College	Hampton Institute	Hampton, Va.	1927-1932	B.S.	June, 1932	Science	Soc. Stud. History
Ed.	Cornell University	Ithaca, N.Y.	1939-1942	MS-Ed	Aug., 1946	H.S. Adm.	Supervision
Graduate	Va. State College	Petersburg, Va.	1951 & 1958	None		Workshop Travel	
Graduate	Tuskegee Institute	Alabama	1956			Principalship	

Prior Teaching Experience

School	Location	Subject or Grade Taught	Grades	Service in Armed Forces
Greenwood High School	Princess Anne, Md.	<i>Principal</i> Science, English	High Sch.	None
Princess Anne, Maryland	1932 - 1936			
John J. Wright Consolidated School	Snell, Virginia	Principal	High Sch.	None
	1936 - 1959	Science & Soc. Stud.		
Jackson P. Burley High	Charlottesville, Va.	None	High Sch.	None
	1959 - 1967			

Experience in Albemarle County

Date Employment Began in Albemarle: August, 1959		Date Employment Ended in Albemarle: 	
School	Assignment	Years	
Jackson P. Burley High School	Principal	2 1959-1967	
<i>General Supervisor</i>		<i>July 1, 1967 - June 30, 1968</i>	
<i>* (Experience in other places)</i>			
<i>and kept for instruction</i>		<i>July 1, 1968 - June 30, 1969</i>	

Virginia Teaching Certificate

Type	Endorsements	Date of Expiration	Renewed
Post Graduate	English, History, Social Studies, High School		
	Sciences and elementary grades	1962	1962
		1972	

REMARKS:

June 8, 1940

Mr. Alexander L. Smith
250 Broadway, New York
New York City, New York

Dear Mr. Smith:

I am very pleased to hear from you and to learn that you are interested in the work of the National Student Relocation Council.

I am sure that you will find the work of the Council very interesting and that you will be able to contribute to it in a very valuable way.

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I am sure that you will find the work of the Council very interesting and that you will be able to contribute to it in a very valuable way.

I am sure that you will find the work of the Council very interesting and that you will be able to contribute to it in a very valuable way.

Sincerely,
Alexander L. Smith

Very truly,
Alexander L. Smith

Enclosure

100-101111

May 10, 1941

Mr. J. Edgar Hoover
Department of Justice
Washington, D.C.

Dear Mr. Hoover:

I am writing you in regard to the letter of May 10, 1941, regarding the statement of Mr. J. Edgar Hoover, Director of the Federal Bureau of Investigation, in which he stated that the Federal Bureau of Investigation is not a law enforcement agency.

I am writing you in regard to the letter of May 10, 1941, regarding the statement of Mr. J. Edgar Hoover, Director of the Federal Bureau of Investigation, in which he stated that the Federal Bureau of Investigation is not a law enforcement agency.

I am writing you in regard to the letter of May 10, 1941, regarding the statement of Mr. J. Edgar Hoover, Director of the Federal Bureau of Investigation, in which he stated that the Federal Bureau of Investigation is not a law enforcement agency.

The Bureau has several months' experience in the law enforcement field.

With kindest personal regards, I am

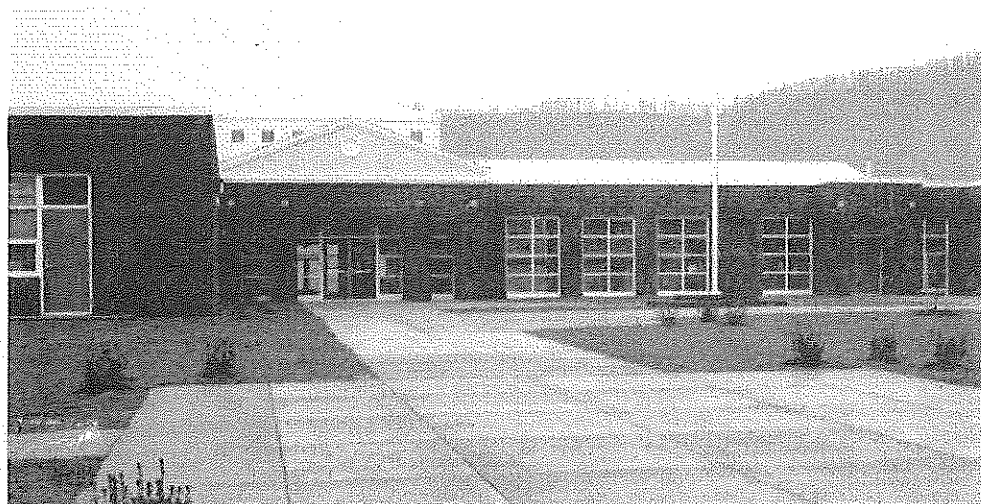
Sincerely yours,

John E. Smith
Director, Department of Justice

Yours truly,

John E. Smith

Paul H. Cale Elementary School



Dedication Ceremony

April 21, 1991

Albemarle County Public Schools
Charlottesville, Virginia

Paul H. Cale Elementary School

April 21, 1991

School Board

Charles S. Martin Chairman
Richard A. Bagby Member
William W. Finley Member
Clifford W. Haury Member
Patricia L. Moore Member
Roger R. Ward Member
Sharon S. Wood Member

Dr. John J. English, *Acting Superintendent*

Board of Supervisors

F. R. Bowie Chairman
Edward H. Bain Member
David Bowerman Member
Charlotte Humphris Member
Walter F. Perkins Member
Peter T. Way Member

Robert Tucker Jr., *County Executive*

Hayes, Seay and Matheson, *Architects*
Kenbridge Construction Company, *General Contractors*

*Dedication of
Paul H. Cale Elementary School*

Program

Presiding Gerald L. Terrell, *Principal*
Invocation Dr. Roy S. Thomas, III, *Pastor*
Crozet Baptist Church
Pledge of Allegiance Scouts
National Anthem Fifth-Grade Chorus
Joanne R. Heatwole, *Music Director*
Welcome Gerald L. Terrell, *Principal*
Greetings Charles S. Martin, *School Board Chairman*
Dr. John J. English, *Acting Superintendent*
Presentation of Facilities Titum Jamieson, *Architect*
Acceptance of Facilities Charles S. Martin, *School Board Chairman*
Musical Selections Fifth-Grade Chorus
Remarks John W. Williams, *Former School Board Member and*
Former Chairman of the Board of Supervisors
Thomas W. Hudburt, *Former Deputy Superintendent*
Ben E. Hart, *Former Albemarle High School Principal*
Response Paul H. Cale, Jr.
Benediction Dr. Roy S. Thomas, III

Refreshments and Open House will follow the Dedication

Acknowledgements

Fifth-Grade Band Students
Mr. Cushman, *Director*

Fifth-Grade Chorus Students
Ms. Heatwole, *Director*

Don's Florist and Gifts
Flowers

Victoria Reynolds and Pam Gardner
Refreshments

Cale School Custodial Staff

Fifth-Grade Guides

REMARKS BY TOM HURLBURT ON THE OCCASION OF THE
DEDICATION OF THE PAUL H. CALE ELEMENTARY SCHOOL
SUNDAY, APRIL 21, 1991 - 2:00 O'CLOCK

Before making my remarks I should like to acknowledge the members of the committee who arranged this dedication program. I will ask them to stand briefly but they do not need your applause because they all served more than willingly -- although only two of the group knew Paul Cale. Gerald Terrell, Principal of Cale Elementary School and the Presiding Officer for today's events; Dave Cushman, who you've already seen directing the young instrumental musicians; Joanne Heatwole, who will be directing the fifth grade singers later on; Ben Hurt, whom everyone in the area knows and who is the next presenter this afternoon; and Vicoria Reynolds, in charge of decorations, getting the ladies of the school to prepare and serve the refreshments (you'll see her in the cafeteria); and myself.

It is extremely fitting that this school be named for the educator who gave more of his time, knowledge, expertise and experience to the local education scene than any other person. His total thirty eight years associated with the Albemarle School Division was not as great as some of the teachers who taught here for over forty years -- and there were quite a few of those, some of whom are here today -- but his energies and dedication at the highest level were not surpassed. This is a dedication ceremony -- and dedication to youth and its education were Paul H. Cale's "stock in trade."

Paul Cale loved children. The goal of everything he did in the Division was "how will this action benefit the children?" He always visited every classroom in the County at least twice a year. He was highly visible, and every school child recognized him. I remember in my earlier years as a principal here of trying to shield him from some of the questions which a second or third grader might put to him in impromptu fashion. But he always wanted to take the time to answer those questions so the kids would understand.

Mr. Cale's childhood was spent in North Carolina and he was graduated from Chowan High School in Edenton, North Carolina. He began college work at Campbell Junior College in 1927. In 1929 he entered the University of Richmond, from which institution he was graduated in 1931. In the fall of 1931 he hadn't located a teaching position in North Carolina, where he wanted to begin teaching, because he was short one course for North

Carolina certification. I believe it was a history course. His older brother, Ed, who was at that time teaching at Miller School heard there were still two openings in Albemarle County, and told Mr. A. L. Bennett, then Superintendent of Albemarle County Schools, about his younger brother. Mr. Bennett wired a job offer to begin at once -- and he accepted! And the decision as to whether to teach at Red Hill High School or Crozet High School was decided in favor of Red Hill by a flip of a coin.

So, as Mr. Williams has already stated, he began a four year stint at Red Hill -- teaching history, mathematics, science, and coaching basketball. (Incidentally, basketball was played outside for the most part then as only Greenwood and McIntire High Schools had gymnasiums.)

In 1935 Mr. Cale became Principal of Greenwood High School where he served as teacher, coach and Principal for eleven years. Those were the years where his influence in the county began to be felt -- as such luminaries as Ben Hurt was on his staff there. He was also pursuing graduate work at the University of Virginia during these years and in 1938 he received the Master of Arts Degree from UVA.

In 1946 R. Claude Graham, then Superintendent, asked Paul to be his assistant. Several months later Mr. Graham moved to a position with the Virginia State Department of Education, and in June of 1947 Paul H. Cale became Superintendent of Albemarle County Schools, a position he held until he retired at the end of June, 1969.

Paul Cale was a man whom you were proud to work with -- and one worked WITH him, not FOR him; but in those days there was never any question as to whom was "Boss." It was always an honor to introduce him -- and he never let you down. Although he would have been pleased to have a school named for him, he was never looking for personal reward, fame or glory. He was a selfless man of integrity, honor and high moral values.

During his tenure as Superintendent, schools in the County were consolidated -- from fifty-some in 1947 to eighteen when he retired. Movement from seven regional high schools to one. He stumped the county from one meeting to another explaining the need to eliminate schools without central heat or plumbing, and the need for more expanded course offerings than the regional high schools could give. There was much resistance to closing these community centers for the local communities felt their community spirit and identity would be lost with the closing of the high schools. It was an understandable problem.

But it was difficult to offer enough courses for a student to graduate when there were perhaps a hundred or less students and only a handful of high school teachers. Often it was necessary to offer courses only every other year so that through the course of four years a high school student could get the requirement at that time of sixteen units of credit for graduation. When he retired over seventy five units were offered at Albemarle High School.

The increased service to the training of youngsters saw the transition from an eleven year school system to twelve years; diminishing class size; vast expansion of guidance and library facilities; cafeterias in every school; educational television instruction; classes in special education; federal programs development; vocational rehabilitation units; and much improved teacher salaries and employee benefits were all testimonies to the vision, salesmanship, and hard work in behalf of this county by Paul Cale.

He served on many local committees and numerous commissions and committees with the Virginia State Department of Education. He served as President of the Albemarle Education Association, and President of the Virginia Association of School Administrators.

Mr. Hurt is going to tell you about Paul Cale, the man, aside from the educational accomplishments that I've enumerated which are part of the public record, but I feel obliged to say that probably more important to humanity than these accomplishments was his personal impact on individuals -- students, teachers and fellow community members alike. What he often said about Albemarle County teachers -- that they really CARE about students was so characteristic of Paul Cale in his relationship with others. He was always sincere, placed confidence in the people whom he employed and with whom he made contact, and that personal touch with people that made you believe, as I did, that here was a REAL MAN.

And now, here's another real man; it's my pleasure to introduce Ben F. Hurt.

REMARKS BY PAUL H. CALE, JR. ON THE OCCASION OF THE
DEDICATION OF THE PAUL H. CALE ELEMENTARY SCHOOL
APRIL 21, 1991

Oh, give me a school
Where there's never a rule
And everyone's happy all day.
Where homework's taboo
Even quizzes are too
And sports take up most of the day.
School, school of my dreams
Where teachers and students all stay
Where never is heard a critical word
And grades have all vanished away.

Believe it or not, those lines were written by my father - When? I'm not sure but probably before he became superintendent. Why? He loved to write poetry and have fun with words. Several years ago, my sister-in-law, Mary, put together a book of Dad's poetry. Last week I was reading through it in search of some inspiration for today. I read love poems (mostly written to and about my mother) spiritual sonnets, and humorous rhymes and limericks. When I came across "School of My Dreams", I thought the students here at Cale Elementary would enjoy hearing it - (not me singing it). Mr Tennell, I know you cannot follow many of the suggestions from this song, but I do hope that the school will foster an environment where dreams are allowed to grow and creativity is given the freedom to flourish. For this type of dream school is what Dad would have liked.

For those of you who did not know my Dad, I am not a very good physical representation. (Obviously, I took after my mother.) Dad was a big man -- 6 ft. 2 in. tall and usually right around 200 pounds. Yet, he had a gentleness and warmth that put most people right at ease. After becoming superintendent he had a yearly goal of visiting each classroom, in every school in the County. I am sure that some people thought that exercise was a waste of time, but not Dad. Who else could better tell him how his teachers were doing than the students they taught? Teachers of Cale Elementary, I've taught school and I am a parent, the one thing I do know is that I don't know it all. Listen to your children, your students. Be sensitive to their needs and fears -- their hopes and dreams. That's the way Dad taught school.

This day is one of love and memories -- for a man who was a faithful husband, a caring father, an influential educator and a loyal friend. A man who loved his Creator and lived his life accordingly; A man whose top priority was to serve his fellowman. I challenge all of you who are connected with Cale

Elementary -- students, parents and faculty -- make that a school where mutual love and respect are obvious from the moment one steps foot in the door. A school where service to humankind is taught. That's the type of school worthy of my father's name

It has been an honor to be on the stage with these three men behind me. Almost 30 years ago as I entered the 8th grade at Albemarle High School, my first girl friend was Martha Williams, Mr. Williams' younger daughter. She is still a good friend today. (2) Twenty years ago as I was graduating from Wake Forest University, Mr. Hurlburt offered me my first job as an elementary school teacher. I have always admired the organizational and leadership skill that Mr. Hurlburt possesses. I want to thank him, Mr. Hunt and the rest of the committee for putting this program together. (3) Everybody needs a Mr. Hunt in their life. As I grew up he was my Sunday School teacher, High School Principal, Boss when I taught at Albemarle High School and always a good friend. More than once he has helped me, as well as some of you, to get our heads screwed on a little tighter == And if we can keep him from climbing up ladders, I am sure he will continue to be an inspiration to us all for many years to come.

As you leave today, you may want to pick up a copy of a letter that my brother, Bill, wrote shortly after Dad passed away. We sent this letter to our clients, most of whom did not know him. I believe it to be an excellent synopsis of Paul H. Cale and something you many enjoy reading. Because of the crowd, please just one per family.

In closing, I want to thank the County School Board for remembering my father. For you in attendance today, you have honored the memory of my father. For the Cale family, we sincerely thank you.



PAUL H. CALE ELEMENTARY SCHOOL
Office of the Principal
1757 Avon Street Extd.
Charlottesville, Virginia 22902-8708
(804) 293-7455

March 23, 1994

Mrs. Hallie Cale
343 Saint Dunstan Way
Winter Park, FL 32792

Dear Mrs. Cale,

Enclosed you will find a letter from two of our Kindergarten students. They were curious as to what the "H" stands for in Mr. Cale's name. We thought it would be a good experience for them to write to you and wait for a response with an answer to their question.

I have enclosed a self-addressed stamped envelope for you to use in mailing them a note/letter. Your time and consideration in this matter is much appreciated. I know the children will be very excited to receive their very own mail.

Thank you again!

Sincerely,

Tonia W. Newton

Tonia W. Newton
Office Asst. III

3-22-94

Knoe

What

Dase.

For

In

Paul H

343 Saint Dunstan Way
Winter Park, FL 32792
March 28, 1994

Dear Erin and Jessie,

I want to thank you for your nice letter and to say I am so glad you are interested in knowing what the "H" stands for in the name of your school. It actually stands for Harrell which was Mr. Cale's mother's maiden name -- Mary Virginia Harrell. I think it is a very pretty name and I hope you will like it too.

I have a "memory scrap book" of the school which includes newspaper clippings, the dedication program, copies of speeches made at the dedication and pictures of the school and family which were taken at that time. I also have in this book pictures of the Paul H. Cale Fifth Grade Chorus that participated in the World's Largest Concert for two consecutive years and which I heard on National T.V. here in my home in Florida. Now, I have your nice letter to include in my memory book.

Mr. Cale loved children and during his years as Superintendent of Albemarle County Schools he worked diligently for the best education possible for the youth in Albemarle. He visited all the schools frequently to keep in close touch with the students. He would be thrilled that your school adopted the slogan, "a school that has success for all students."

With sincere thanks for your interest in the name and very best wishes for happy years at Paul H. Cale Elementary School,

Love,

Hallie S. Cale (Mrs. Paul H. Cale)

November 1, 1975

Support For Cale High

Editor, The Daily Progress:

I am writing to support the naming of the Western High School for Mr. Cale.

I taught for Mr. Cale and the Albemarle System for twenty - three years. He was an outstanding educator at all times. He gave his all to the education of Albemarle Education, considering the entire system and working to meet the needs of all the children and their problems at all times.

His influence on committees and work with the State Department of Education was felt not only in Albemarle County but throughout the entire state.

My work with him gave me interest and enthusiasm as a teacher at all times. Even though I am a native of Greene County I found my experiences with the Albemarle System a real education for me as a teacher. The outstanding faith and character that Mr. Cale has is an interest and gift to all who know him.

If the schools are being named for dedicated and influential educators, why not name the Western School for one of our best. The time comes when it is too late for roses. Why not give them when they are due.

Let's honor him when the time is right.

Anna D. Watson
A retired teacher
and Principal
from Albemarle County
Ruckersville, Va.

For "Cale High" Name

Editor, The Daily Progress:

The point is well taken that the new high school should be named after Mr. Paul H. Cale.

Maybe some people don't remember that Mr. Cale is the Superintendent of Albemarle County Public Schools who accepted "Special education into the system, while most superintendents don't think much of Special Education even to day.

He gave some handicapped children their first chance at getting an education, so they could become good taxpaying citizens.

Let him enjoy a moment that should be rightfully his.

June McCauley
Crozet

Nov. 7, 1975

For "Cale High" ^{Nov. 3}

Editor, The Daily Progress:

How very disappointing for so many, many people in Albemarle County that the new high school was not named Paul H. Cale Sr. It was especially disappointing for the many of us that called or wrote the committee explaining why we felt it should be named for Mr. Cale.

It seems such a shame not to honor a man who gave so many years to the betterment of education for all of the county. It would be a small way to say the unspoken thank you to one who deserves it so much. How many of us have thanked him personally for his great contribution to the education of our children? Can't we do it now, that he might know we appreciated his untiring efforts to make Albemarle Schools the very best.

It is hard to go along with the idea of naming a high school by its location and our other schools in honor of individuals, I see no advantage to that.

Would the school board reconsider and rename it with a name that we would all be proud of because it honored a man that stood for the highest ideals for each and every child in Albemarle County?

Ruby C. Garnett
Charlottesville

For "Cale High" Name

Editor, The Daily Progress:

Following the flawless reasoning of the naming committee, it is obvious that we should re-name all our county schools as follows:

- Albemarle High
- Western Albemarle High
- Albemarle Middle
- Western Albemarle Middle
- Central Albemarle Middle
- Southern Albemarle Middle
- Far Northern Albemarle Elementary
- Near Northern Albemarle Elementary
- NNW Albemarle Elementary
- Etc., Etc.

How about "Cale High School" instead?

Reuben E. Maine
Nancy B. Maine
Charlottesville

Nov. 6, 1975

School Name Suggested

Editor, The Daily Progress:

Since the name of the new high school has not been decided upon, I should like to submit this suggestion: "Torrington High School".

The second Duke of Albemarle who came from the Carolinas and settled here was also first Earl of Torrington.

The choice of this name has historical significance and would not favor or slight prominent citizens of Albemarle County since colonial days.

Thank you for considering this suggestion.

Miss. Dorothy C. Carley
Charlottesville

Names Proposed For ^{Nov. 27} School

Editor, The Daily Progress:

Let's hear more suggestions for a name for the new High School under construction near Crozet. To call it "Western Albemarle" does specify its geographical location but it has no color, no drama—it is about as imaginative as "First National Bank".

To name it after retired but long-time Superintendent Paul Cale is to buck custom and tradition, for schools, postage stamps and coins honor those who have departed this life — and we'd like to hang on to Paul for many years.

All the famous patriots seem to have been already taken: the Lees, Washingtons, Jeffersons, Monroes, Madisons, Meriwether Lewis and Clark and even Jack Jouett. I'll throw this one up for grabs: How about Charles Dana Gibson? He was an internationally known artist of the era 60-70 years ago who married one of the lovely Langhorne sisters of Greenwood. But more than an artist regularly appearing in OLD Life magazine, he was a real American social commentator and patriot, prasing the virtues of America and giving warnings on the decadent nobility and royalty of Europe. (Some might prefer an alternate suggestion in the well-known Kanghorne family, Langhorne High School?)

And do not overlook the late Hunter Perry, who lived at Ivy and with his brother gave so generously of their wealth and time in helping so many worthwhile causes in this area. Perry High School might be just fine!

Progress sports writers could be helpful to their readers where the high schools are not named for their towns, by specifying James Monroe of Fredericksburg, E.C. Glass of Lynchburg, Handley of Winchester etc. Too many readers have no idea where some of these schools are located.

Richard F. Pietsch
Crozet

Oct. 14, 1975

Albemarle High Gets A Name

By MARIFLO STEPHENS
of The Progress Staff

The tag for the new Albemarle County High School, now under construction, has stuck.

The county school board Monday night approved the name Western Albemarle High School for the county's second secondary school, scheduled to open in May of 1977.

The name was not chosen without some dissent however, as the school board voted in the name by a 5 to 2 tally, with board chairman Carl Van Fossen and member Allen Kindrick objecting. The two school board members did not state their reasons for the dissenting vote, and Van Fossen said after the meeting that he "just didn't like the name as well as others."

County schools under construction are traditionally tagged by their location, (Northside, Eastside or Westside school, for example) until an official name is chosen, and school superintendent Clarence S. McClure has instructed the press, in the past, that Western Albemarle High School is not the name for the school.

The committee report, submitted by chairman Mrs. Ruth Ferguson to the school board, said the committee selected the name because they felt a high school should be named by its location, while elementary and middle schools should bear the name of former county educators.

Also considered for the school name were the names of two former presidents—James Monroe and Thomas Jefferson—and the location, Crozet High School, plus the names of two former county educators.

A.H.S. is a four-building structure, connected by corridors, which is presently being built on U.S. Rt. 250 West near Crozet in the Henley community. The building, three of which are one-story structures, cover 161,000 square feet of the 75 acre site.

The school, financed by a \$6.5 million dollar bond issue, costs around \$5,749,176, under contract to the Graves Construction Co. of Blacksburg. Architect for the project is D'Earcy P. Davis of Harrisonburg.

Suggests Name For New High School

Editor, The Daily Progress:

My usual way of expressing myself is not through a letter to an editor. A situation has arisen in our county school system, which, in my opinion, and, I hope, in the opinion of others, merits much more consideration and public airing than it has received. On October 13, 1975, the County School Board went on record for naming our new high school Western Albemarle High. The uniqueness, imagination, and creativity of this name is a credit to the board. Really, board members.

I would assume from past experiences that our new schools have been named for former educators and educationally minded individuals. All of us remember such persons as Jackson P. Burley, Virginia L. Murray, Joseph T. Henley, Sr., and Leslie H. Walton. Our board has even bowed to the point that it has named one of our schools for a person who was forced to resign from the county system. How then could our board have such audacity to "overlook" an outstanding educator within the Albemarle Community? A man who devoted 38 years to educational development and the laying of a foundation in Albemarle County Schools which cannot be shaken is worthy of consideration. How many of you remember a teacher at Red Hill and Greenwood Schools, a principal at Greenwood High School, an Assistant Superintendent and Superintendent of Albemarle County Schools for twenty-two years?

The person to whom I refer is Paul H. Cale Sr. It is beyond my comprehension that the majority of the present school board and school administration could have such a short memory. For them, Mr. Cale, I apologize. What better way to thank Mr. Cale than to name in his honor this new school in the community in which he lives and has worked. Let's, just once, not wait until we stand in the cemetery to acknowledge the good a man has done within his community. Come on, Albemarle County, let's hear it for Paul Cale!

J. Daniel Patterson
Crozet

From the City Desk

RAY CARY
PROGRESS CITY EDITOR



What's In A Name

The new western Albemarle high school has been given an official name. A committee appointed by the school board came up with Western Albemarle High School.

Now there could be a lot of jokes made about the committee taking so much time and considering all kinds of imaginative proposals and then coming up with such an unimaginative conclusion. But the name is practical, certainly concise and jammed packed with information about the location of the facility.

With that name we should have some dandy football games between "Western" Albemarle High and Albemarle High and people around the state will know exactly what school is being discussed when the name comes up.

After all, what's in a name? The importance of the building to the community will not rest in what its called but in what goes on behind its walls to contribute to the education of our youth.

If the new high school does that properly, then we can all call it good.

City County

D1

Charlottesville, Va., Thursday, October 30, 1975

High School Name Still Issue

By BEN CRITZER
The Albemarle County Board of Supervisors Wednesday appointed a special committee to work with the county's school board in the hopes of coming up with a different name for the county's second high school.

At a special board meeting Wednesday, Board Chairman Gordon L. Wheeler said he had received "strong feelings" from some county residents over the school board's recent decision to name the new high school Western Albemarle High School.

In addition to Wheeler, following his appointment to the committee, Henley said he hoped the school board would not consider the board action to intervene in the dispute as "a slap in the face." But, he said, "there are a tremendous amount of people in Crozet who are dissatisfied" with the name.

Henley, who represents the Crozet area, said several district residents had indicated their desire to have the school named after some former county educator.

On Oct. 13, a committee of the school board recommended and the school board approved the name Western Albemarle High School.

Wants 'Cale High School'

Editor, The Daily Progress:

In support of the letter from J. Daniel Patterson in the Sunday paper concerning naming of the new county high school, I ask that you print my letter of August 4, 1975 to Mrs. Gerald W. Ferguson, chairman of the committee for naming the school. Please make note that this was written prior to the meeting of the committee to select the name.

Dear Mrs. Ferguson:

I am writing in reference to the naming of the new Western Albemarle High School.

I am sure that many persons have recommended that it be named the Paul H. Cale High School. In recognition of the many years of service and the great contribution Mr. Cale gave to education in Albemarle County, as superintendent as well as principal and teacher, I strongly support this suggestion.

If it seems advisable or appropriate to have a petition or petitions from other county citizens who support this name, I shall be happy to assist in helping to make this possible. My telephone number is 295-6085.

I look forward to the completion and the dedication of the Paul H. Cale High School.

Deane Wade Butler
Keswick

Support 'Cale High'

Editor, The Daily Progress:

I am writing to second J. Daniel Patterson's proposal (Daily Progress October 19) that Western Albemarle High School be named for Paul H. Cale, Sr.

I have known Mr. Cale as a distinguished citizen of Crozet and as an educator for many years. His outstanding contributions to the development of the present Albemarle County school system as a teacher, principal, assistant superintendent, and superintendent for 22 years

deserve to be memorialized by naming the new high school after him.

Approximately a decade ago the City of Charlottesville (where I now live) named its two junior high schools for two longtime teachers who were still living at that time. The precedent is well worth following, for by honoring the living rather than the dead they set the standard for all those who follow.

Louise Thomas Thurston
Charlottesville

Approves 'Cale High' Suggestion

Editor, The Daily Progress:

I'd like to commend J. Daniel Patterson and Deane Wade Butler for voicing their praise of Paul H. Cale Jr.

I was one of Mr. Cale's first students at Red Hill High School, and remember him as a wonderful friend and advisor, as well as a super teacher throughout my four years of high school.

The new school is in Western Albemarle, true, which is merely a location — not a name. Another school — Henley — is located in Western Albemarle, and is named for Mr. J. T. Henley, who resides in that area. To name a few others in the Charlottesville-Albemarle are Clark, Buford, Meriwether Lewis, Walker, Leslie Walton, etc.

What could be more appropriate or more honorable than to be named for

such a fine man and educator, who has done, and I'm sure is doing, so much for so many?

For those whomever are responsible for naming the school, "shame on you," for ever even considering anything but 1 Cale High School.

Dorothy T. Toms
Charlottesville

The new high school scheduled to open in May 1977 will cost about \$10 million. The school is located in Charlottesville on U.S. 220 west of Wheeler. The board committee could meet with the school board in other action Wednesday. The board authorized the school to sign a five-year lease to the Wilhoit Building on East

See School, Page D3

FREDERIC WILLIAM SCOTT
BUNDORAN FARM
NORTH GARDEN, VIRGINIA 22959

TELEPHONE (804) 293-6066

November 17, 1975

Albemarle County School Board
County Office Building
Court Square
Charlottesville, Va. 22901

Sirs:

In about 1948 my wife and I learned that the School Board was very anxious to acquire the large acreage on Hydraulic Road owned by Mrs. Fletcher Woodward, on which it hoped to build a new high school. The cost of that property and its size were such as to preclude the use of tax money to buy it. It just could not be justified. 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 of 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 the Albemarle High School.

(The foresight of Messrs. Henley and Cale shown in acquiring that large acreage in 1948 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,

Frederic W. Scott

*Paul, you see we still admire you and want you memorialized!
You who paid your expenses on your world trip! Please
just have forwarded all your reports to us. Fred*

xc: Mr. Gerald E. Fisher

bxc: Mr. Paul H. Cale ✓

*I am also sending a copy of this to
Joe Henley Jr. because he probably does not know of the story.
Fred*

ADDENDUM TO OCTOBER REPORT

OCTOBER 17, 1987

A hero of mine died three weeks ago. Most of you didn't know him as he has not recently been in the news or on TV. Actually he retired in 1969 from an active life as an educator. He was my favorite teacher. He taught in the public school system of Albemarle County in central Virginia where I grew up. He became principal of the local high school and at the same time taught and coached both athletic and forensic teams. He later became the superintendent of the county school system for 22 years. He served on many committees and commissions and was generally recognized as one of the leading educators in the state. His salary never exceeded \$20,000.

My hero's influence, however, went far beyond his occupation as an educator. He taught values and priorities that go far beyond the standard textbook. He was a simple man, deeply religious, but not pious. He was an outdoorsman who loved to hunt and fish. He was a good athlete and supported the local high school and college teams regularly.

Throughout his adult life he had numerous physical setbacks but his spirit was never broken. Few realized the extent of his suffering. Between the ages of 33 and 42 he suffered numerous intestinal problems that were finally diagnosed by the Cleveland Clinic as chronic nonspecific ulcerative colitis. An operation was performed and he spent several months in different hospitals with a condition that was considered serious to critical. After his retirement the physical problems never seemed to let up. There was a prostate operation that led to thrombo-phlebitis in both legs. An operation was performed on an aneurysm close to the stomach but two others in his chest were nonoperable. There was the constant problem of psoriasis and hypertension. However, the most severe set-back came five years ago when he went from playing golf one day to Johns Hopkins Medical Center the following week for observation because of general weakness. Nothing was found from the battery of tests for over a week. A neurologist finally suggested that arthritis in his neck was creating pressure on the spinal cord and that a rather delicate operation was suggested on what was expected to be 2 or 3 vertebrae. Considering his other problems, a cervical laminectomy at the age of 73 was a severe undertaking. The neurosurgeon discovered 6 vertebrae needed to be "chipped away" which was more than most healthy individuals can take. For a few days it appeared all had gone well but soon the weakness returned and was much more severe. He left the hospital several weeks later as a quadriplegic. Soon thereafter steroid myopathy affected the muscular system and a peripheral nerve disorder (neuropathy) affected the rest of his nervous system.

CALE FUTURES, INC.

1800 Old Meadow Rd., Suite 117 • McLean, Virginia 22102 • 703/ 356-6763

Did he give up? Never! After months of rehabilitation and much intestinal fortitude, he began to walk again. He was never able to walk properly or for more than twenty or thirty steps at a time, but he did walk. Since he did not have the use of his hands for writing, he decided to record a number of tapes that were mainly religious and always positive. He was still acting out his life-long profession of a teacher. One tape was entitled "Lessons I've Learned in the School of Hard-Knocks." Another was a recording of how he would conduct his own funeral (in third person) which was not morbid but very upbeat and was used in his funeral. Many would come to visit him with the objective of picking up his spirits only to leave having had their own uplifted by his positive attitude. He loved to discuss theology but found most people to be more interested in ephemeral things. Many of us are more worried about what movie or restaurant we will attend this weekend or how to swing a financial deal.

Two years ago he suffered a mild heart attack. Last month he had a second massive attack that finally led to his death. During his last week his attitude remained positive. He was always appreciative of the efforts of the doctors and nurses. He told one of the nurses he didn't know why it was taking him so long to get to heaven. With his deep religious faith he did not fear death. His wife and three children never ceased to be amazed at his resilience. On three different nights during his last 9 days the family was summoned to his bedside with the expectation he would not make it through the night...only to see him rally once more. He would occasionally say, "I think I'm doing a little better, don't you?" Thirty-three hours before his final breath he was slipping into a morphine coma and couldn't communicate but could still hear. He listened to the radio with one of his sons while his favorite football team, a weak University of Virginia squad upset a mediocre Duke team. Although he could not talk, he still responded to two Virginia touchdowns and one pass interception by raising his arm in victory as if it were the super bowl, and smiling as if he was in the prime of his life. He was again teaching by example...he that doesn't fear death is free to live life to its fullest.

As you probably know, this man was not only my favorite teacher, coach and friend but was also my father. I will miss him greatly but celebrate his life, character, and witness.

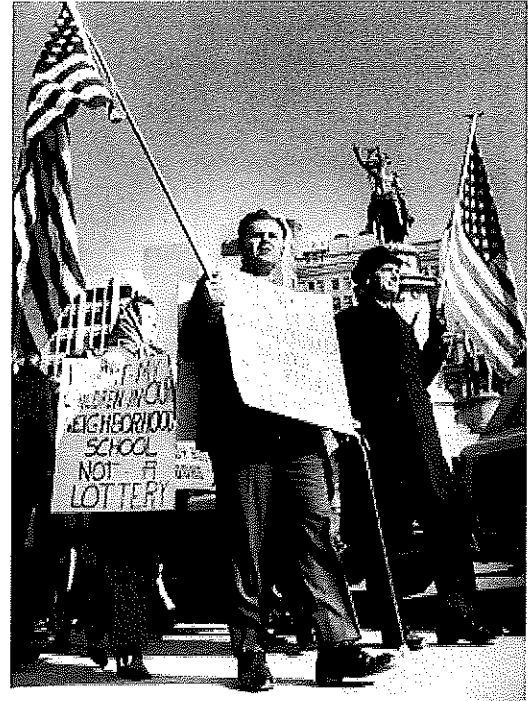
I work in the world of greed as a commodity futures trading advisor. I do not apologize for this as it is also the purest form of the free enterprise system in action. I traded an account for my father just like I do for most of you. The only difference is that he gave most of the proceeds to his local church. I envy the fact that Dad served and cared for other people all through his life and that their growth, success and accomplishments were his reward. My success is often judged in financial terms only, but I hope whatever I am able to accomplish in life would meet the approval of my favorite teacher.

Bill Cale

Desegregation in Public Schools

Contributed by [Brian J. Daugherty](#)

The desegregation of the public schools in Virginia began on February 2, 1959, and continued through early in the 1970s when the state government's attempts to resist desegregation ended. During this period, African Americans in Virginia pushed for desegregation primarily by filing lawsuits in federal courts throughout Virginia. This litigation was aimed at achieving court rulings forcing the state of Virginia and its local school districts to comply with the U.S. Supreme Court's 1954 decision *Brown v. Board of Education of Topeka, Kansas*, mandating the desegregation of public schools. State and local officials, however, generally resisted efforts to bring about desegregation and utilized their political power to avoid and then minimize public school desegregation. [Virginia's Indians](#), meanwhile, went without the benefit of any state-funded public education until 1963, almost a decade after *Brown*. [MORE...](#)



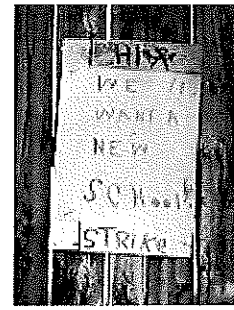
Early Desegregation Efforts

Virginia's public schools had been segregated racially since their inception in 1870. So, too, were the state's public colleges and universities. Through local organization and the ballot, black Virginians were able to pressure state and local authorities to provide support for their schools. Following the disfranchisement of black voters in the [Virginia Constitution of 1902](#), however, funding for black schools fell far short of what white schools received, and the discrepancies in salaries for teachers and administrators were stark.

The segregation of public schools went beyond issues of black and white. Members of Virginia's Indian tribes were also largely excluded from public education. While many tribes established mission schools early in the twentieth century, these schools often only went up to the seventh grade. Meanwhile, many Indian children, whose help was needed at home or in the fields, never made it past elementary school. Public high school was available only to Indians who were willing to attend blacks-only schools, and most refused. They did this in an effort to maintain their cultural identity in the face of the [Racial Integrity Act of 1924](#), which had deemed almost all Indians, for legal purposes, to be black. A number of the Powhatan tribes sent their children to the Bacone School in Oklahoma and to other such facilities, where they could complete high school and go on to earn the equivalent of a community college degree. Public schools were not opened to Virginia Indians until 1963.

The principal black civil rights organization in the first half of the twentieth century was the National Association for the Advancement of Colored People (NAACP), which sought the desegregation of public education from its

inception. The NAACP's legal team in the 1930s began to challenge these inequalities in education. One early victory occurred in Norfolk in 1940, when the courts agreed that the city had to pay black and white teachers equitably. NAACP lawyers in Virginia continued to employ this strategy of challenging inequalities in numerous other school districts, and the pace of litigation accelerated after the close of World War II (1939-1945).



Protest Sign at Robert Russa Moton High School

Brown and Massive Resistance

Early in the 1950s, the Virginia state NAACP joined the national organization (based in New York City) in a legal attack on the constitutionality of segregation itself. The lawsuit *Davis et al. v. County School Board of Prince Edward County, Virginia*, filed in 1951 joined four similar NAACP suits filed in other locations around the country before the U.S. Supreme Court, which ruled on the combined cases in 1954 in *Brown v. Board of Education*.

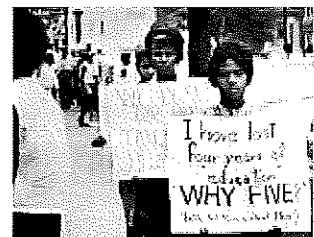
The *Brown* decision held that school segregation was unconstitutional, but the decision did not explain how quickly nor in what manner desegregation was to be achieved. In May 1955, the Supreme Court issued its implementation guidelines in a decision generally referred to as *Brown II*. In this ruling the Supreme Court chose not to set a deadline for the completion of desegregation and ordered the lower federal courts to oversee and manage the pace of desegregation "with all deliberate speed," an ambiguous phrase that left room for a variety of interpretations of the meaning of "deliberate speed." With little support from U.S. president Dwight D. Eisenhower or the U.S. Congress, the fight for bringing about public school desegregation fell mostly on the shoulders of African Americans and civil rights organizations.



Oliver W. Hill at the General Assembly

Southern whites generally opposed school desegregation and southern public officials fought the implementation of *Brown v. Board of Education* fiercely. Newly created white segregationist organizations, such as the Defenders of State Sovereignty and Individual Liberties, the leading segregationist organization in Virginia, encouraged white resistance. Between 1954 and 1959, state officials evaded school desegregation by arguing against the implementation of *Brown* in court cases (generally filed by the NAACP) and by passing legislation aimed at making the school desegregation process more cumbersome and difficult through a policy known as Massive Resistance.

Desegregation began in Virginia on February 2, 1959, after a nearly three-year battle in the federal courts that had started in the spring of 1956. During this legal struggle the federal courts overturned many of Virginia's antidesegregation laws and eventually ordered the admittance of small numbers of African American students into formerly all-white schools in several locations around the state.



Following this initial school desegregation, public officials in Virginia worked to minimize the amount of desegregation that would take place in the state's public schools thereafter. Black students who sought to transfer into white schools were forced to go through a complex selection process, and the majority of applicants were rejected. At the same time, state investigative committees attempted to reduce the influence of the NAACP in Virginia, and sought to make it more difficult for the organization to file additional school desegregation lawsuits in the state. As a result of these and other policies, school desegregation in Virginia proceeded at a snail's pace. As late as 1965, fewer than 12,000 of the approximately 235,000 black students in Virginia went to desegregated schools.

Farmville Students Protest
School Closings

The End of Massive Resistance

The pace of school desegregation increased as the decade wore on. One factor was that the federal government placed greater pressure on the state to integrate its schools. The Department of Health, Education, and Welfare used portions of the 1964 Civil Rights Act to threaten southern localities with the loss of federal funding if they did not integrate their schools. Additionally, the Justice Department became involved in lawsuits against intransigent school boards.

Starting in 1968, a series of three U.S. Supreme Court decisions increased the pace of school desegregation even more. The first case, *Charles C. Green et al. v. County School Board of New Kent County, Virginia, et al.*, resulted in the end of so-called "freedom of choice" plans that shifted the burden of integration from African American students directly onto school boards. In 1969, a follow-up ruling based on a desegregation case in Mississippi increased pressure on the South to integrate its schools. Finally, in 1971, the U.S. Supreme Court handed down *Swann v. Charlotte-Mecklenburg, North Carolina*, which legitimized busing as a means of integrating schools and mandated that southern school districts immediately move to comply with the court's mandates starting with *Brown* in 1954.

As a result of these court decisions and the growing role of the federal government in the desegregation process, large numbers of African American students entered formerly white schools, and vice versa, late in the 1960s and early in the 1970s. In many cases compliance was achieved by eliminating the racial composition of schools and simply enrolling students into the schools closest to their homes. Where this policy would not result in significant integration, other means were developed. By the middle of the 1970s, a major goal of the civil rights movement—the desegregation of the public schools—had been accomplished, in Virginia and throughout the nation.



Governor Holton Escorts His
Daughter To High School

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 Sr. pushes for the school-closing laws that lead to the closing of schools ordered to integrate.

March 1956 - U.S. senator Harry F. Byrd 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 the 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.

September 1959 - Though Massive Resistance has already ended, the Prince Edward County School Board closes its public schools to resist desegregation.

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.

Categories [Twentieth Century History \(1901-2000\)](#) [Law and Court Cases](#) [Civil Rights Movement](#) [African American History](#) [Education](#) [Indians, Virginia](#)

References

Further Reading

Allen, Jody, and Brian J. Daugherty. "Recovering a 'Lost' Story Through Oral History." *Oral History Review*, 33:2 (2006, summer): 25-44.

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Muse, Benjamin, *Virginia's Massive Resistance*. Bloomington: Indiana University Press, 1961.

External Links

[Library of Virginia Online Exhibit: *Brown v. Board of Education*: Virginia Responds](#)

[Virginia Center for Digital History: Virginia's "Massive Resistance" to School Desegregation](#)

[Old Dominion University Libraries: School Desegregation in Norfolk](#)

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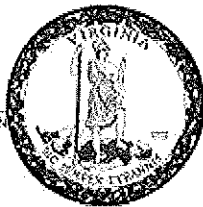
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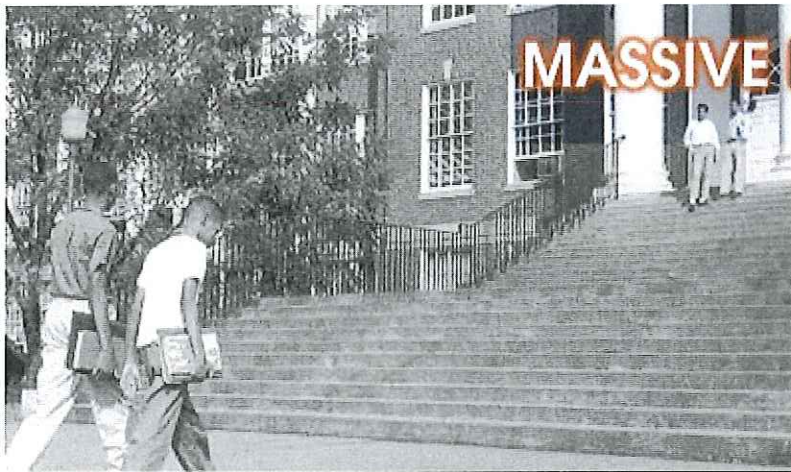


**Dominion
Energy**

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MASSIVE RESISTANCE

timeline

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Date	Events
1896	Plessy v. Ferguson upholds separation of races in public transportation
October, 1947	State Board of Education determines Moton High School inadequate
1948-49	Prince Edward County builds tar-paper shacks as temporary buildings for Moton High School. Also appoints committee to find site for new building
1950	U.S. Supreme Court in Sweatt case rules against segregated law school; NAACP decides to change strategies--suits to be for desegregation rather than equalization
April 12, 1951	Prince Edward County School Board starts process to buy land for new black high school
April 23, 1951	Barbara Johns gets students into assembly by trickery, advocates student strike
April 25, 1951	Oliver Hill and Spottswood Robinson meet with students in Farmville. Farmville Herald says strike was "student inspired" and "mass hookie"
April 26, 1951	Mass meeting (1,000) in Moton auditorium; NAACP asked to "intervene"
May 21, 1951	Prince Edward case filed
August, 1951	Moton School loan approved by state (jumped up priority list after strike and suit filed)
1953	New Moton School placed in use
May 17, 1954	Brown decision announced: calls for "cool heads, calm study, and sound judgment" promises to consult leaders of both races. Senator Harry F.

	Byrd: decision "will bring implications and dangers of the greatest consequence"
June 26, 1954	Byrd announces he will use all legal means to continue segregated schools in Virginia. Governor Stanley pledges opposition
July 18, 1955	3 judge Federal Court rules Prince Edward County would not have to desegregate in September
October 13, 1955	Charlottesville black citizens apply for transfers to white schools
February 24, 1956	Byrd calls for "massive resistance"
March 12, 1956	101 members of Congress pass Southern Manifesto
May 3, 1956	Prince Edward Board of Supervisors says it will not appropriate money for integrated schools in the fall--county did not think a court could make it appropriate money against its will
May 6, 1956	Charlottesville parents sue school board; school board hires former governor John Battle for its defense on May 17
June 12, 1956	Arch-segregationist defeated in bid for Charlottesville City Council; winners call for defense of segregation "by any means short of abandonment of public education"
August 6, 1956	Judge John Paul (U.S. District Court) orders Charlottesville to integrate Venable and Lane High Schools
1956	General Assembly enacts massive resistance package; creates State Pupil Placement Board (no local authority) <i>(see Attached)</i>
March 25, 1957	U.S. Supreme court refuses to hear Charlottesville appeal: dilemma: if school board refuses to integrate, members risk fines and jail; if they integrate, state will close schools
May 18, 1958	Charlottesville Education Foundation formed
June 12, 1958	Venable parents poll: 177 of 305 say they would accept some desegregation; 128 said close the school rather than integrate
August 22, 1958	Emergency Mothers at Venable announce willingness to hold school
September 10, 1958	Judge Paul orders 10 blacks to Venable, 2 to Lane
September 10, 1958	CEF and Parents Committee announce they are ready to open schools if public schools close
September 19, 1958	Lane High and Venable Elementary Schools closed. School Board says it is required to "relinquish all authority" to Governor
1958	Charlottesville Education Foundation advocates permanent system of private segregated schools

September 24, 1958	Parents' Committee for Emergency Schooling in Charlottesville opens schools; 334 elementary students attend, CEF gets 186 students
October 8, 1958	Judge Paul says public school teacher cannot be used unless emergency schools open to blacks
February 4, 1959	Venable and Lane re-open
September 1, 1959	Pupil Placement Board denies transfer of 11 blacks ordered transferred by Judge Paul
September 5, 1959	Judge Paul orders 12 blacks transferred: 3 to Lane, 9 to Venable; says Pupil Placement Board, without "any validity whatsoever..."
September 8, 1959	Desegregated schools open without incident in Charlottesville
September 28, 1959	Charlottesville City Council appropriates money for tuition grant costs
February 23, 1961	Eugene Williams says "No other Southern City has accepted desegregation as well as Charlottesville has"
August 18, 1964	State NAACP files suit challenging tuition-grant program
March 9, 1965	Tuition grants held to be unlawful when schools were maintained predominately by the scholarship

Good Afternoon,

I hope everyone is staying as cool as possible through this heatwave. I am writing to highlight the relevant portions of the last email I sent to you so that you can view the history as it unfolded.

The June 2, 1962 School Board meeting minutes has relevant information in the second page paragraph that states:

"There was brief discussion of the fact than an attempt had been made to enroll certain negro children at the Stone-Robinson Elementary School. Mr. Oglesby made a tentative proposal that if and when negro children were admitted to the white schools, all social and extracurricular activities should be abolished in all schools." I wanted to highlight a snapshot of that era through these School Board minutes in which Mr. Cale was present.

The next article dated May 8, 1963, states:

"Since it is the considered opinion of this Board that the

present system of schools in Albemarle County provides the best education for all children of both races; and since the present system of schools is possible only because of understanding and cooperation between leaders of both races; and since it is the desire of all to continue to provide the best possible education for the children of both races and to avoid having our schools become a testing place or battle ground; and

WHEREAS, it appears that certain negroes in Albemarle County wish to attend school with whites; and

WHEREAS, it appears that when and if they meet certain standards

of procedure prescribed by State law and administered by the State Pupil Placement Board some or all of those desiring such change may be admitted to the formerly all white schools; and WHEREAS, it appears that this development will leave only two

possible courses of action: to close all public schools in Albemarle County or to accept mixing of the races.

THEREFORE BE IT RESOLVED; that if it is decided by the Board of Supervisors to continue the operation of public schools after such

mixing, we, the Albemarle County School Board hereby declare that our policy shall be to eliminate immediately throughout the Albemarle

County School system, including County pupils at Burley, all school

activities which bring about social contacts between the children,

namely: all dances, parties, clubs, etc. and all sports activities

except those covered in physical education classes.

The School Board is of the opinion that it is only fair to inform the people of Albemarle County that it would be necessary to take this precautionary measure n

The April 14, 1966 Board minutes state:

Several representatives of a rather large group of citizens were heard. The following written petition was reported to carry 248 signatures:

"We, the undersigned residents of Albemarle County, do not feel the "Freedom of Choice" school desegregation plan, as is offered by this county, serves the best interests of all the people, As long as exclus-ively Negro schools are still maintained by this county, the "Freedom of Choice" plan does not achieve total desegregation. Geographical zoning, using all schools is the only fair means of accomplishing an honest inte-gration.

By including the 7th grade in all of the Negro elementary schools, plus including the 8th grade in Burley High School, Negro students can be detoured away from the junior high school system.

We stand opposed to maintaining Rose Hill, Virginia Murray, and Benjamin Yancey Elementary Schools, as well as Burley High School, as exclusively Negro schools."

Signed copies of the petition were left with the Board after some questions, answers and exchange of remarks between visitors and School Board members, the Board adjourned to an executive session on the School Budget.

The August 11, 1966 minutes state (by Mr. Cale):

Mr. Cale made a brief statement with regard to integration of faculties at several schools. He stated that at present 13 schools had some degree of integration and that all teachers had not yet been employed.

Thanks again for your time and interest in this important project,

John

June 6, 1962

The Albemarle County School Board met in regular session on the above date at 2:00 P. M. with the following members present: E. J. Oblesby, Chairman, F. H. Addington, Harry L. Garth, F. E. Paulett, Walter B. Salley, and Mrs. Anna B. Yancey. Also present were Paul H. Cale, Superintendent and Leslie H. Walton, Clerk.

The minutes of the last meeting were approved.

The following teachers were elected on a motion by Mr. Addington, seconded by Mr. Garth:

Miss Laura Priscilla Holeman, Albemarle High	\$4100
Mrs. Carole Herwood Gilardi, McIntire Elementary	4300
Mrs. Ruth O. Horsley, McIntire Elementary	4900
Mr. James Richard Kivlighan, McIntire Elementary	4000
Mrs. Judy Williams Maupin, McIntire Elementary	4000
Mr. Anthony L. Laquintano, Scottsville High	4500
Miss Elizabeth F. Scott, Stone-Robinson Elementary	4000
Mrs. Joan Seal Mohr, Stony Point Elementary	4000
Miss Shirley Washington, B. F. Yancey Elementary	4000
Mrs. Catherine M. Braxton, V. L. Murray Elementary	4200
Miss Nathalie Carolyn Davis, V. L. Murray Elementary	4000
Miss Carrie Jessie Irby, V. L. Murray Elementary	4000
Mrs. Edith B. Miller, Instructor in Practical Nursing Martha Jefferson Hospital, 12 mo.	5880

The Superintendent called attention to the report on Scottsville High School graduates, and the number planning to go to college. There was favorable comment on this record.

On a motion by Mr. Addington, supported by Mr. Paulett, the Clerk was authorized to sign contracts with the Civil Defense Agency, giving permission for further study, and possible stocking with emergency supplies, three of the County schools, Albemarle High, McIntire and Rose Hill.

On a motion by Mr. Garth, supported by Mrs. Yancey, Mr. E. J. Oglesby was re-elected to a three year term on the Joint Committee for Control of the Jackson P. Burley High School. The County members on this Board and their terms are now as follows:

Mr. Harry L. Garth, June 30, 1963
Mr. Walter B. Salley, June 30, 1964
Mr. E. J. Oglesby, June 30, 1965

A letter from Dr. Lahey was read which was complimentary of the schools, the teachers, pupils, and principals.

Letters from the Albemarle Education Association, the Murray School faculty, and the Yancey School faculty expressing appreciation for the recent raise in the salary schedule were read. The Clerk was directed to write appropriate letters in reply to each of these communications.

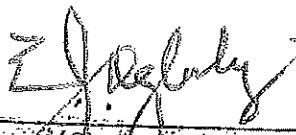
The Superintendent announced graduation dates of the three high schools, and stated that a report on the year's work would be made by the supervisory staff at the July meeting.

In executive session the Clark was instructed to advertise the timber on the tract of land across from Albemarle High School with the sale to be made by sealed bids returnable in three weeks after the date of advertising.

There was brief discussion of the fact that an attempt had been made to enroll certain negro children at the Stone-Robinson Elementary School. Mr. Oglesby made a tentative proposal that if and when negro children were admitted to the white schools, all social and extracurricular activities should be abolished in all schools.


There was also discussion of the matter of a junior high school which had again been suggested by Mr. John W. Williams. It was decided to institute an extensive and long range study of the entire matter.

The meeting was adjourned at 4:30 P. M.



(Chairman)

ATTEST:



(Clerk)

May 8, 1963

The Albemarle County School Board met on the above date at 2:00 P. M. in joint session with the Board of County Supervisors. The following members were present: E. J. Oglesby, Chairman, Harry L. Garth, Thomas Jenkins, F. E. Paulett, Walter B. Salley and Mrs. Anna B. Yancey. Also present were Paul H. Cale, Superintendent, and Leslie H. Walton, Clerk.

The meeting was held to discuss what action should be required to defend properly the suit recently brought in the name of seven negro elementary children asking the court to forbid the continued operation of Jackson P. Burley High School as a joint operation between City and County, and enjoining against any further construction of jointly owned facilities at Burley.

The meeting adjourned to City Hall to meet with the City Council and City School Board at 3:00 P. M. Here it was decided to retain John S. Battle, Jr., to defend the County as well as the City, at least in the early phases of the action.

The Albemarle County School Board then met in regular session.

On a motion by Mr. Garth, supported by Mr. Salley, the following teachers were elected:

Mr. Carl Edward Gallimore, Albemarle High	\$.4620 11 mo.
Miss Karen T. Jocz, Albemarle High	4200
Miss Carolyn June Kent, Albemarle High	4300.
Miss Patricia Ann Turner, Albemarle High	5000.
Mr. Edwin O. Russell, Albemarle High	6360 12 mo.
Miss Sally Johnson, McIntire Elementary	5500.
Mrs. Lynn Warren Reynolds, McIntire Elementary	4300
Miss Mary Loretta Glemming, Scottsville High	4300.
Mrs. Margaret W. Kimbo, Rose Hill Elementary	5500.
Mrs. Thelma Louise Dennis, B. F. Yancey Elementary	4700.
Mrs. Edith B. Miller, Martha Jefferson Hospital	6120 12 mo.
Miss Florence J. Fray, Blue Ridge Sanatorium	.6600 12 mo.
Miss Ava Alline Forrest, Blue Ridge Sanatorium	.6120 12 mo.
Miss Virginia Birdsong, Blue Ridge Sanatorium	.6360 12 mo.

On a motion by Mr. Salley, supported by Mr. Paulett, it was decided to permit a committee to distribute a questionnaire concerning the revival of Y. M. C. A. work in Charlottesville to the parents, through the school pupils.

The meeting was adjourned at 4:35 P. M.

(Chairman)

ATTEST:

Leslie H. Walton
(Clerk)

On a motion by Mr. Paulett, supported by Mr. Garth, the following resolution requesting Burley funds was passed:

"BE IT RESOLVED, that the County Board of Supervisors of Albemarle County be and are hereby requested to make available immediately \$2,583.95, which when added to amounts already in hand, will finance our portion of the operation of the Jackson P. Burley High School for a period of sixty (60) days beginning July 10, 1962."

On a motion by Mr. Paulett, seconded by Mr. Garth, Change Order #1, an increase of \$326.37 in the contract for the Scottsville addition was authorized.

Bids for the purchase of timber on the twenty-three acres opposite Albemarle High School were opened and listed as follows:

J. K. Pace	-	\$5,751.00
A. L. Hensley	-	\$5,665.00
J. S. Purcell Lumber Corp.	-	\$11,250.00

After some discussion, it was decided to sell, with the approval of Judge Waddell, to J. S. Purcell Lumber Corp. at the price of \$11,250.00. The motion was made by Mrs. Yancey, and seconded by Mr. Paulett. The Clerk was authorized to have an order drawn for the approval of the Judge, and the Chairman and Clerk were authorized to sign a contract of sale.

Permission was granted Mr. Reid Elder to continue his daughter in the McIre Elementary School pending the completion of a house in Northfields. Mr. Elder is living temporarily near Shadwell. The motion on this matter was made by Mr. Salley, supported by Mr. Addington.

Dr. R. Claude Graham and Mrs. Gladys M. Leake made a report on the year's work and the present situation as regards to the instructional program in the County Schools. This report was most favorably received.

The following resolution was presented. Its adoption was moved by Mr. Paulett, and seconded by Mrs. Yancey. The Chairman requested a recorded vote which was as follows: Those voting aye - Mr. Addington, Mr. Paulett, Mr. Garth, Mr. Salley, Mrs. Yancey and Mr. Oglesby. There were no negative votes.

"Since it is the considered opinion of this Board that the present system of schools in Albemarle County provides the best education for all children of both races; and since the present system of schools is possible only because of understanding and cooperation between leaders of both races; and since it is the desire of all to continue to provide the best possible education for the children of both races and to avoid having our schools become a testing place or battle ground; and

WHEREAS, it appears that certain negroes in Albemarle County wish to attend school with whites; and

WHEREAS, it appears that when and if they meet certain standards of procedure prescribed by State law and administered by the State Pupil Placement Board some or all of those desiring such change may be admitted to the formerly all white schools; and

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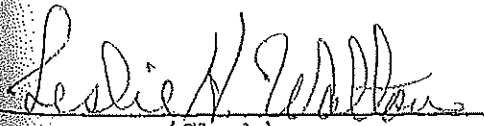
On a motion by Mr. Salley, seconded by Mr. Garth, the Superintendent and Clerk were authorized to make any necessary arrangements to have the young men now operating the City News Store serve as textbook agents in the place of the late E. L. Jones.

Mrs. Yancey proposed that at least one school should begin an experimental program using a phonetic system in the teaching of reading. There was considerable discussion of the proposed experimental work which was proposed for Meriwether Lewis Elementary School and whether or not this approach would be used in the reading program there. Mr. Cale and Dr. Graham thought that it would be.

The meeting was adjourned at 4:05 P. M.


(Chairman)

ATTEST:


(Clerk)

A REGULAR MEETING OF THE BOARD OF COUNTY SUPERVISORS OF ALBEMARLE COUNTY, VIRGINIA, WAS HELD AT THE OFFICE BUILDING OF SAID COUNTY ON THE 20TH DAY OF JUNE, 1963.

PRESENT: MESSRS. JOHN W. WILLIAMS, EDGAR N. GARNETT, H. ASHBY HARRIS, GEORGE C. PALMER, II, M. Y. SUTHERLAND, JR. AND ROBERT THRIVES.

ABSENT: NONE.

OFFICERS PRESENT: COUNTY EXECUTIVE, ASST. COUNTY EXECUTIVE AND COMMONWEALTH'S ATTORNEY.

THE MEETING OPENED WITH THE LORD'S PRAYER LED BY MR. M. M. PENCE.

MINUTES OF THE MEETINGS OF MAY 16 AND MAY 29, 1963, WERE READ AND APPROVED.

MR. CURTIS THACKER ADVISED THAT SINCE THE PURCHASE OF THE SHADWELL ESTATE BY THE MONTICELLO FOUNDATION, THERE HAD BEEN QUITE A BIT OF VANDALISM AND REQUESTED PERMISSION TO CLOSE THE ROAD LEADING FROM ROUTE 250 EAST TO SAID ESTATE. MR. H. W. RUNKLE, RESIDENT HIGHWAY ENGINEER, ADVISED THAT HE WOULD SUGGEST DISCONTINUANCE OF STATE MAINTENANCE. AFTER DISCUSSION OF THE MATTER, MOTION WAS OFFERED BY MR. GARNETT, SECONDED BY MR. SUTHERLAND, ORDERING THAT NOTICE BE GIVEN IN ACCORDANCE WITH LAW OF PUBLIC HEARING TO BE HELD AT 10:00 A.M. ON AUGUST 15, 1963, OF THE INTENT OF THIS BOARD TO ABANDON THE ABOVE MENTIONED ROAD.

COMMUNICATION WAS RECEIVED FROM CLOVER REALTY COMPANY REQUESTING THE INCLUSION IN THE SECONDARY ROAD SYSTEM OF CERTAIN STREETS IN LAUREL HILLS SUBDIVISION. ON MOTION OF MR. PALMER, SECONDED BY MR. HARRIS, THE FOLLOWING RESOLUTION WAS UNANIMOUSLY ADOPTED:

BE IT RESOLVED BY THE BOARD OF COUNTY SUPERVISORS OF ALBEMARLE COUNTY, VIRGINIA, THAT THE STATE DEPARTMENT OF HIGHWAYS BE AND IS HEREBY RECOMMENDED TO ACCEPT INTO THE SECONDARY SYSTEM OF HIGHWAYS THE FOLLOWING STREETS IN LAUREL HILLS SUBDIVISION, CROZET, VIRGINIA:

BALLARD ROAD - LENGTH APPROX. 1/2 MILE.
WILLOW SPRING ROAD - LENGTH APPROX. 600 FEET.
SUNSET ROAD - LENGTH APPROX. 600 FEET.
BIRCHWOOD DRIVE - LENGTH APPROX. 1200 FEET.

BE IT FURTHER RESOLVED THAT THE VIRGINIA DEPARTMENT OF HIGHWAYS BE AND IS HEREBY GUARANTEED A 50-FOOT UNOBSTRUCTED RIGHT OF WAY ALONG THESE REQUESTED ADDITIONS, THE SAME HAVING BEEN RECORDED BY PLAT, ALONG WITH DRAINAGE EASEMENTS IN DEED BOOK 334, PAGES 195-196, AND DEED BOOK 385, PAGE 425, IN THE OFFICE OF THE CLERK OF THE CIRCUIT COURT.

COMMUNICATION WAS RECEIVED FROM THE STONE-ROBINSON PARENT-TEACHER ASSOCIATION ADVISING THAT AT ITS LAST MEETING, RESOLUTION WAS ADOPTED REQUESTING THIS BOARD TO DO WHAT IS NECESSARY TO HAVE LIGHTS INSTALLED AT THE RAILROAD CROSSING BETWEEN KESWICK POST OFFICE AND THE KESWICK COUNTRY CLUB. THE COMMUNICATION CALLED ATTENTION TO THE DANGER OF SCHOOL BUSES WHICH ARE REQUIRED TO USE THIS CROSSING. ON MOTION OF MR. SUTHERLAND, SECONDED BY MR. THRIVES, IT WAS ORDERED THAT THIS MATTER BE PURSUED IN THE SAME MANNER IN WHICH SIGNALS ARE BEING SOUGHT FOR THE CROSSING INTO SHERWOOD FARMS SUBDIVISION.

COMMUNICATIONS WERE RECEIVED FROM THE VIRGINIA DEPARTMENT OF HIGHWAYS ADVISING THAT THE FOLLOWING SECTIONS OF ROADS HAD BEEN ACCEPTED INTO THE SECONDARY SYSTEM:

EFFECTIVE DATE

BEGINNING AT A POINT ON ROUTE 685, 0.30 MILE EAST OF ROUTE 616 AND THENCE IN A NORTHEASTERN DIRECTION TO CUL-DE-SAC, LENGTH 0.20 MILE.

JUNE 4, 1963

CARRSBROOK SUBDIVISION:

FROM INDIAN SPRING ROAD NORTH ON WEST PRONG OF MONACAN DRIVE, LENGTH 0.17 MILE.

JUNE 4, 1963

BEGINNING AT A POINT ON ROUTE 854, 0.30 MILE EAST OF ROUTE 29 THENCE IN A NORTHERN DIRECTION ON INDIAN SPRING ROAD TO MONACAN DRIVE, LENGTH 0.19 MILE.

JUNE 29, 1963

EAST PRONG OF MONACAN DRIVE FROM INDIAN SPRING ROAD TO CUL-DE-SAC, LENGTH 0.34 MILE.

JUNE 29, 1963

HESSIAN HILLS SUBDIVISION, SECTION 3:EFFECTIVE DATE

INGLEWOOD DRIVE FROM ITS INTERSECTION WITH GEORGETOWN ROAD TO ITS INTERSECTION WITH WOODSTOCK DRIVE, LENGTH 0.13 MILE. JUNE 5, 1963

BENNINGTON ROAD FROM THE END OF PRESENT MAINTENANCE CONTINUING IN A NORTHERLY DIRECTION APPROXIMATELY 200 FEET BEYOND INTERSECTION OF BENNINGTON COURT, LENGTH 0.15 MILE. JUNE 5, 1963

BENNINGTON COURT FROM ITS INTERSECTION WITH BENNINGTON ROAD TO CUL-DE-SAC, LENGTH 0.06 MILE. JUNE 5, 1963

WOODSTOCK DRIVE FROM END OF PRESENT MAINTENANCE TO ITS INTERSECTION WITH INGLEWOOD DRIVE, LENGTH 0.05 MILE. JUNE 5, 1963

COMMUNICATION WAS RECEIVED FROM THE VIRGINIA DEPARTMENT OF HIGHWAYS ENCLOSING 1963-64 FINAL ALLOCATIONS FOR INTERSTATE AND PRIMARY CONSTRUCTION, AND WAS ORDERED FILED.

AT 10:00 A.M. THE CHAIRMAN CALLED FOR PUBLIC HEARING IN ACCORDANCE WITH THE FOLLOWING NOTICE WHICH WAS PUBLISHED IN THE DAILY PROGRESS ON MAY 13, 1963 AND MAY 20, 1963, AND POSTED AT THE COURT HOUSE ON MAY 10, 1963:

"PURSUANT TO SECTION 33-76.15, CODE OF VIRGINIA, AS AMENDED, NOTICE IS HEREBY GIVEN THAT THE BOARD OF COUNTY SUPERVISORS OF ALBEMARLE COUNTY WILL CONSIDER AT 10:00 A.M., JUNE 20, 1963, BOARD ROOM, COUNTY OFFICE BUILDING, THE ABANDONMENT OF OLD ROAD BEGINNING AT BROKEN MIRROR SERVICE STATION ON U. S. ROUTE 29 AND CONTINUING THROUGH THE PROPERTY OF MARVIN S. AND MINNIE W. CLARKE TO ITS INTERSECTION WITH ROUTE 712. ANY PERSON DESIRING TO DO SO SHOULD APPEAR AT THE APPOINTED HOUR AND MAKE HIS VIEWS KNOWN."

NO ONE FROM THE PUBLIC APPEARED IN THIS REGARD. ON MOTION OF MR. SUTHERLAND, SECONDED BY MR. PALMER, THE FOLLOWING RESOLUTION WAS UNANIMOUSLY ADOPTED:

WHEREAS, ON MAY 13, 1963 AND ON MAY 20, 1963, THIS BOARD GAVE NOTICE OF THE INTENTION TO ABANDON A PORTION OF OLD ROAD THROUGH THE PROPERTY OF MARVIN S. AND MINNIE W. CLARKE, NORTH OF U. S. ROUTE 29, PURSUANT TO SECTION 33-76.15, CODE OF VIRGINIA, AS AMENDED; AND

WHEREAS, AFTER A PUBLIC HEARING WAS HELD ON THE 20TH DAY OF JUNE, 1963, THIS BOARD HAS DETERMINED THAT NO PUBLIC NECESSITY EXISTS FOR CONTINUANCE OF THE SAID SECTION OF ROAD AS A PUBLIC ROAD AND THAT THE WELFARE OF THE PUBLIC WILL BE SERVED BEST BY ABANDONING SUCH SECTION OF ROAD;

NOW, THEREFORE, BE IT RESOLVED; THAT THE SECTION OF ROAD BEGINNING AT BROKEN MIRROR SERVICE STATION ON U. S. ROUTE 29 AND CONTINUING THROUGH THE PROPERTY OF MARVIN S. AND MINNIE W. CLARKE TO ITS INTERSECTION WITH ROUTE 712, BE AND THE SAME HEREBY IS, ABANDONED AS A PUBLIC ROAD PURSUANT TO SECTIONS 33-76.13, 33-76.14, 33-76.15 AND 33-76.16, CODE OF VIRGINIA, AS AMENDED.

BE IT FURTHER RESOLVED THAT COPY OF THIS RESOLUTION BE CERTIFIED TO THE CLERK OF THE CIRCUIT COURT OF ALBEMARLE COUNTY FOR RECORDATION IN SAID OFFICE.

PLAT WAS RECEIVED ON 0.77 ACRE TRACT ON ROUTE 691, OWNED BY EARNEST L. COOLSBY, AS PREPARED BY MR. T. W. SAUNDERS AND APPROVED BY THE COUNTY PLANNING COMMISSION. ON MOTION OF MR. SUTHERLAND, SECONDED BY MR. HARRIS, THIS PLAT WAS APPROVED AND THE CHAIRMAN AND CLERK WERE AUTHORIZED TO SIGN SAME ON BEHALF OF THIS BOARD.

PLAT WAS RECEIVED ON SMALL LOT SOUTHEAST OF WHITE HALL, NEAR ROUTE 680, OWNED BY MR. T. E. THURSTON, WITH NOTATION THEREON OF SUB-STANDARD ROADS, AS PREPARED BY MR. T. W. SAUNDERS AND APPROVED BY THE COUNTY PLANNING COMMISSION. ON MOTION OF MR. GARNETT, SECONDED BY MR. PALMER, THIS PLAT WAS APPROVED AND THE CHAIRMAN AND CLERK WERE AUTHORIZED TO SIGN SAME ON BEHALF OF THIS BOARD.

PLAT WAS RECEIVED ON PART OF LOTS 13 AND 14 AND PART OF LOTS 15, 16 AND 17, SUNRISE ACRES, DIVIDED INTO THREE EQUAL LOTS EACH, WITH NOTATION THEREON OF SUB-STANDARD ROADS, AS PREPARED BY MR. T. W. SAUNDERS AND APPROVED BY THE COUNTY PLANNING COMMISSION. ON MOTION OF MR. SUTHERLAND, SECONDED BY MR. GARNETT, THIS PLAT WAS APPROVED AND THE CHAIRMAN AND CLERK WERE AUTHORIZED TO SIGN SAME ON BEHALF OF THIS BOARD.

DEED WAS SUBMITTED IN LIEU OF PLAT ON PORTION OF LOTS 26 AND 27, WEST SIDE OF ROUTE 29 NEAR

APPROVED AND THE CHAIRMAN AND CLERK WERE AUTHORIZED TO SIGN SAME ON BEHALF OF THIS BOARD.

PLAT WAS RECEIVED ON ONE-ACRE TRACT NEAR SCHUYLER, SURVEYED FOR J. M. TINNELL, AS PREPARED BY MR. T. W. SAUNDERS AND APPROVED BY THE COUNTY PLANNING COMMISSION. ON MOTION OF MR. PALMER, SECONDED BY MR. GARNETT, THIS PLAT WAS APPROVED AND THE CHAIRMAN AND CLERK WERE AUTHORIZED TO SIGN SAME ON BEHALF OF THIS BOARD.

PLAT WAS RECEIVED ON LOTS 1 AND 2, A DIVISION OF A PORTION OF PROPERTY OF ARTHUR GRAY, LOCATED BETWEEN KEENE AND ESMONT, AS PREPARED BY MR. WILLIAM S. ROUDABUSH, JR. AND APPROVED BY THE COUNTY PLANNING COMMISSION. ON MOTION OF MR. GARNETT, SECONDED BY MR. PALMER, THIS PLAT WAS APPROVED AND THE CHAIRMAN AND CLERK WERE AUTHORIZED TO SIGN SAME ON BEHALF OF THIS BOARD.

PLAT WAS RECEIVED ON PARCEL Z, A PORTION OF LOT 1 ADDED TO LOT 6, SECTION A, CARSBROOK SUBDIVISION, AS PREPARED BY MR. WILLIAM S. ROUDABUSH AND APPROVED BY THE CITY AND COUNTY PLANNING COMMISSIONS. ON MOTION OF MR. PALMER, SECONDED BY MR. GARNETT, THIS PLAT WAS APPROVED AND THE CHAIRMAN AND CLERK WERE AUTHORIZED TO SIGN SAME ON BEHALF OF THIS BOARD.

PLAT WAS RECEIVED ON PARCEL A AND LOT 1, BLOCK A, ADDITION TWO, NORTHFIELDS (PARCEL A TO BE ADDED TO LOT 1, BLOCK A TO FORM A NEW AND LARGER LOT), AS PREPARED BY MR. B. AUBREY HUFFMAN AND APPROVED BY THE CITY AND COUNTY PLANNING COMMISSIONS. ON MOTION OF MR. SUTHERLAND, SECONDED BY MR. GARNETT, THIS PLAT WAS APPROVED AND THE CHAIRMAN AND CLERK WERE AUTHORIZED TO SIGN SAME ON BEHALF OF THIS BOARD.

PLAT WAS RECEIVED ON 1.70 ACRE TRACT LOCATED ON ROUTE 641 NEAR ADVANCE MILLS, OWNED BY MR. A. H. BURNETT, JR., AS PREPARED BY MR. FRANK A. GREGG AND APPROVED BY THE COUNTY PLANNING COMMISSION. ON MOTION OF MR. THRIVES, SECONDED BY MR. SUTHERLAND, THIS PLAT WAS APPROVED AND THE CHAIRMAN AND CLERK WERE AUTHORIZED TO SIGN SAME ON BEHALF OF THIS BOARD.

PLAT WAS RECEIVED ON LOTS 1X AND 2X, A DIVISION OF LOTS 1 AND 2, BLOCK "A, PARCEL X" BECOMING A PART OF LOT 2X, C. H. PIRKEY SUBDIVISION, AS PREPARED BY MR. FRANK A. GREGG AND APPROVED BY THE CITY AND COUNTY PLANNING COMMISSIONS. ON MOTION OF MR. HARRIS, SECONDED BY MR. SUTHERLAND, THIS PLAT WAS APPROVED AND THE CHAIRMAN AND CLERK WERE AUTHORIZED TO SIGN SAME ON BEHALF OF THIS BOARD.

THE FOLLOWING RESOLUTION WAS RECEIVED FROM THE SCHOOL BOARD:

"BE IT HEREBY RESOLVED THAT THE ALBEMARLE COUNTY SCHOOL BOARD DOES HEREBY ELECT TO HAVE SUCH OF THE NON-PROFESSIONAL EMPLOYEES OF THE BOARD, WHO ARE REGULARLY EMPLOYED FULL TIME ON A SALARY BASIS, AND WHOSE TENURE IS NOT RESTRICTED AS TO TEMPORARY, OR PROVISIONAL APPOINTMENT, TO BECOME ELIGIBLE, EFFECTIVE JULY 1, 1963, TO PARTICIPATE IN THE VIRGINIA SUPPLEMENTAL RETIREMENT SYSTEM, UNDER THE CONDITIONS SET FORTH IN TITLE 51, CHAPTER 3.2, SECTION 51-111.9 THROUGH SECTION 51-111.67, CODE OF VIRGINIA, AS SUCH CODE HAS BEEN OR MAY BE AMENDED FROM TIME TO TIME AND SAID BOARD AGREES TO PAY ITS COST FOR PARTICIPATION OF ITS EMPLOYEES FOR ALL SERVICES FOR ALBEMARLE COUNTY SCHOOL BOARD PRIOR TO JULY 1, 1963, FOR WHICH CREDIT IS AUTHORIZED AND ESTABLISHED ON FORMS REQUIRED BY THE RETIREMENT BOARD AND FOR MEMBERSHIP SERVICE IN THE SYSTEM AFTER SUCH DATE AND ALSO TO DEDUCT FROM SAID EMPLOYEES' WAGES AND PAY OVER IN THE MANNER PRESCRIBED, THE RESPECTIVE AMOUNTS REQUIRED BY LAW.

NOW, THEREFORE, E. J. OGLESBY, CHAIRMAN OF THE SCHOOL BOARD OF ALBEMARLE COUNTY, AND LESLIE H. WALTON, CLERK, ARE HEREBY AUTHORIZED AND DIRECTED IN THE NAME OF SAID BOARD, TO EXECUTE ANY REQUIRED CONTRACT IN ORDER THAT SAID EMPLOYEES OF ALBEMARLE COUNTY SCHOOL BOARD MAY BECOME ENTITLED TO BENEFITS PROVIDED UNDER THE VIRGINIA SUPPLEMENTAL RETIREMENT ACT. IN EXECUTION OF ANY CONTRACT WHICH MAY BE REQUIRED, THE SEAL OF SAID ALBEMARLE COUNTY SCHOOL BOARD SHALL BE AFFIXED AND ATTESTED BY THE CLERK AND SAID CHAIRMAN OF ALBEMARLE COUNTY SCHOOL BOARD AND ARE HEREBY AUTHORIZED AND DIRECTED TO DO ANY OTHER THING, OR THINGS, INCIDENT AND NECESSARY IN THE LAWFUL CONCLUSION OF THIS MATTER AND IN CONFORMITY WITH LAW.

THE CLERK OF ALBEMARLE COUNTY SCHOOL BOARD BE AND IS HEREBY AUTHORIZED AND DIRECTED TO PAY FROM TIME TO TIME SUCH SUMS AS ARE DUE TO BE PAID UNDER SAID CONTRACT BY ALBEMARLE COUNTY SCHOOL BOARD AND ITS EMPLOYEES."

ON MOTION OF MR. SUTHERLAND, SECONDED BY MR. THRIVES, THE FOLLOWING RESOLUTION WAS UNANIMOUSLY ADOPTED:

BE IT RESOLVED BY THE BOARD OF COUNTY SUPERVISORS OF ALBEMARLE COUNTY, VIRGINIA, THAT THE ABOVE RESOLUTION OF THE ALBEMARLE COUNTY SCHOOL BOARD BE AND THE SAME IS HEREBY ACCEPTED; AND

BE IT FURTHER RESOLVED THAT THE ALBEMARLE COUNTY SCHOOL BOARD BE AND IS HEREBY AUTHORIZED TO PROCEED TO OBTAIN RETIREMENT COVERAGE AS SPECIFIED IN SAID RESOLUTION.

COMMUNICATIONS WERE RECEIVED FROM HON. RICHARD H. MIDDLETON AND HON. EDWARD O. McCUE, JR., IN REPLY TO REQUEST FROM THIS BOARD REGARDING THEIR STAND ON PROPOSED ZONING ORDINANCE FOR ALBEMARLE COUNTY. ON MOTION OF MR. PALMER, SECONDED BY MR. HARRIS, IT WAS ORDERED THAT THESE COMMUNICATIONS BE CARRIED OVER TO THE JULY MEETING. MR. B. B. MOON APPEARED AND PRESENTED NUMEROUS PETITIONS REQUESTING THAT THIS BOARD NOT TAKE ACTION AT THE JULY MEETING WHICH WOULD LEAD TO ZONING. MR. MOON DID NOT, HOWEVER, LEAVE SAID PETITIONS FOR THE FILES OF THE BOARD. HE STATED THAT HE WOULD OFFER THEM FOR INSPECTION OR PHOTO-STATING AT ANY TIME BUT WISHED TO KEEP THE ORIGINALS IN HIS POSSESSION. MR. PALMER ADVISED MR. MOON THAT IT WAS HIS FEELING THAT THE BOARD SHOULD TAKE ACTION WHICH WOULD PUT THIS MATTER BEFORE THE VOTING CITIZENS IN ORDER THAT THEY MAY DECIDE WHETHER OR NOT THEY WISHED ZONING.

STATEMENTS OF EXPENSES FOR THE DEPARTMENT OF FINANCE, THE SHERIFF'S OFFICE AND THE OFFICE OF THE COMMONWEALTH'S ATTORNEY FOR THE MONTH OF MAY, 1963, WERE PRESENTED AND ON MOTION OF MR. PALMER, SECONDED BY MR. GARNETT, WERE EXAMINED, VERIFIED AND APPROVED.

STATEMENT OF EXPENSES INCURRED IN THE MAINTENANCE OF THE COUNTY JAIL WAS SUBMITTED ALONG WITH SUMMARY STATEMENT OF PRISONER DAYS FOR THE MONTH OF MAY, 1963. ON MOTION OF MR. GARNETT, SECONDED BY MR. PALMER, THESE STATEMENTS WERE EXAMINED, VERIFIED AND APPROVED.

SINCE THE BOARD ROOM WOULD NOT ACCOMMODATE THOSE PRESENT FOR THE DISCUSSION ON THE ATHLETIC POLICY OF THE SCHOOL BOARD, THE MEETING WAS ADJOURNED TO THE CHARLOTTESVILLE RECREATION CENTER. AT THE REQUEST OF MR. E. J. OGLESBY, CHAIRMAN OF THE SCHOOL BOARD, WHO COULD NOT BE PRESENT FOR THIS MEETING, THE COUNTY EXECUTIVE READ THE FOLLOWING STATEMENT:

"MANY SUPPORTERS OF OUR POSITION HAVE ASKED US TO INFORM THE PEOPLE OF THE REASONS FOR THE ADOPTION OF THE RESOLUTION ELIMINATING ALL EXTRACURRICULAR SOCIAL AND ATHLETIC PROGRAMS IN THE COUNTY SCHOOLS. IT WAS PASSED TO PREVENT VIOLENCE AND BLOODSHED IN THE SCHOOLS IN THE EVENT OF INTEGRATION, AND TO DISCOURAGE SOCIAL MIXING OF THE RACES.

THIS RESOLUTION OF JULY 12, 1962, AFTER A MONTH OF THOUGHTFUL STUDY AND CONSIDERATION, AND AFTER ITS UNANIMOUS APPROVAL AT AN INFORMAL MEETING OF THE BOARD OF SUPERVISORS, WAS PASSED UNANIMOUSLY BY THE SCHOOL BOARD. THIS ACTION WAS ANNOUNCED BY CHAIRMAN JOHN W. WILLIAMS THE DAY BEFORE ITS PASSAGE. NO MEMBER OF THE BOARD OF SUPERVISORS OR OF THE SCHOOL BOARD STATED AT THAT TIME THAT HE EXPECTED THIS RESOLUTION TO BE RESCINDED IN THE EVENT OF INTEGRATION. NO ONE APPEARED AT ANY SCHOOL BOARD MEETING UNTIL NOW TO QUESTION OUR POLICY.

THIS PRECAUTIONARY ACTION WAS DEEMED NECESSARY A YEAR AGO. IT IS DOUBLY IMPORTANT NOW IN VIEW OF THE EVIDENCE OF INCREASING VIOLENCE AND STRIFE, FREQUENTLY AGITATED BY OUTSIDERS. WASHINGTON, D. C., DANVILLE, LEXINGTON, N. C. AND EVEN CHARLOTTESVILLE HAVE BEEN CAUGHT IN THIS NATION-WIDE WAVE OF RACIAL RIOTS AND PRESSURE. WE CANNOT FORGET THE SHOOTING EPISODE WHICH TOOK PLACE AT THE LANE ATHLETIC FIELD EVEN BEFORE THE CURRENT SURGE OF CIVIL DISORDER. OUTSIDE SCHOOL-HOUR ATHLETIC CONTESTS HAVE DANGEROUS POSSIBILITIES, WITH NIGHT EVENTS, GAMES AT A DISTANCE, AND INADEQUATE PROTECTION. THE EXPECTATION THAT NO PROBLEMS WOULD OCCUR AT THE BEGINNING DOES NOT CHANGE THE FACT THAT WE HAVE SET A LONG-RANGE POLICY TO AVOID THE CONDITIONS WHICH HAVE INVARIABLY ARISEN IN SCHOOLS AFTER INTEGRATION HAS BEEN IN EFFECT FOR SEVERAL YEARS, AS IT HAS BEEN IN WASHINGTON.

THE PRIMARY FUNCTION OF A SCHOOL SYSTEM IS TO PROVIDE THE BEST EDUCATIONAL OPPORTUNITY FOR THE STUDENTS; NOT TO PROVIDE ENTERTAINMENT IN WHICH A SMALL PERCENTAGE OF THE STUDENT BODY PARTICIPATES FOR THE AMUSEMENT OF THE GENERAL PUBLIC AT THE RISK OF RACIAL DISORDER. OUR INTENT IS TO AVOID BRINGING THE STUDENTS INTO SITUATIONS WHICH WOULD ENDANGER THEIR LIVES. WE HAVE TRIED IN THE PAST TO RUN THE SCHOOLS TO THE BEST ADVANTAGE OF ALL. IN THE LIGHT OF CONDITIONS, WE FEEL SURE THAT THE THINKING PEOPLE OF BOTH RACES WANT US TO CONTINUE TO MAKE OUR BEST EFFORTS TO PROTECT THEIR CHILDREN AND GIVE THEM THE FINEST EDUCATIONAL OPPORTUNITY.

THE SCHOOL BOARD IS NOT RESPONSIBLE FOR THE CRISIS WHICH HAS ARISEN. IT IS RESPONSIBLE FOR THE ORDERLY CONDUCT OF THE SCHOOLS AND THE SAFETY OF YOUR CHILDREN, AND IT IS ITS DUTY TO TAKE EVERY PRECAUTION POSSIBLE TO MINIMIZE THE DANGER OF RIOTING, STRIFE AND BLOODSHED.

WE INTEND TO KEEP THE STANDARDS OF THE SCHOOLS HIGH, AND WITH THE EMPHASIS ON GREATER INTELLECTUAL ACHIEVEMENT. WITHIN THE FRAMEWORK OF OUR PHYSICAL EDUCATION CURRICULUM A STRON INTRAMURAL PROGRAM WILL BE STRESSED, WITH INTRAMURAL SPORTS CLOSELY SUPERVISED AND DIRECTED BY THE SCHOOL STAFF.

WE ARE CONVINCED THAT THIS STATEMENT OF THE FACTS WHICH PROMPTED OUR DECISION, AND OUR CONCERN AND RESPONSIBILITY AS SCHOOL BOARD MEMBERS FOR THE WELL-BEING AND SAFETY OF YOUR CHILDREN, WILL BRING RECOGNITION OF THE GRAVITY OF THE SITUATION. WE CANNOT IN GOOD CONSCIENCE ALTER OUR ADOPTED POLICY."

(SIGNED) HARRY GARTH
E. J. OGLESBY

ANNA YANCEY
F. E. PAULETT

COMMUNICATIONS WERE RECEIVED IN OPPOSITION TO THE STAND TAKEN BY THE SCHOOL BOARD FROM MRS. WILLIAM PARSON, RALPH A. LOWRY, MRS. ROBERT T. SMITH, AND KATHY GREEN, PRESIDENT OF THE ALBEMARLE HIGH SCHOOL STUDENT COUNCIL. COMMUNICATION FAVORING THE SCHOOL'S POLICY WAS RECEIVED FROM HUGH S. LANDES.

THE CHAIRMAN THEN PROPOSED THE FOLLOWING RESOLUTION, WHICH WAS OFFERED BY MR. PALMER, AND SECONDED BY MR. GARNETT:

WHEREAS, THE BOARD OF SUPERVISORS AGREED INFORMALLY ONE YEAR AGO WITH THE RESOLUTION AS OFFERED BY THE SCHOOL BOARD WITH REGARD TO THE CUT-OFF POLICY OR THE ELIMINATION OF ALL SCHOOL ACTIVITIES SUCH AS DANCES, PARTIES, CLUBS, BAND AND ATHLETICS; AND

WHEREAS, WE, THE BOARD OF SUPERVISORS FELT SUCH ACTION WAS DETERRENT AND WOULD TEND TO DISCOURAGE THE APPLICATION OF COLORED CHILDREN TO THE WHITE SCHOOLS; AND

WHEREAS, THE BOARD OF SUPERVISORS AGREES WITH THE SCHOOL BOARD THAT SUCH ACTIVITIES AS DANCES AND PARTIES SHOULD BE ELIMINATED AS SCHOOL SPONSORED; HOWEVER, THE BOARD OF SUPERVISORS FEELS THAT THE ATHLETIC PROGRAM AND SOME OF THE OTHER ACTIVITIES SHOULD BE CONTINUED, UNDER CONTINUOUS REVIEW BY THE SCHOOL ADMINISTRATION AND THE SCHOOL BOARD; AND

WHEREAS, THE BOARD OF SUPERVISORS IS WELL AWARE OF THE FACT THAT THE SCHOOL BOARD IS RESPONSIBLE FOR SCHOOL POLICY, BUT WE ARE ALSO AWARE OF THE FACT THAT THE BOARD OF SUPERVISORS IS THE ELECTED BODY OF THIS COUNTY AND RESPONSIBLE TO THE PEOPLE, AND FURTHER, THAT THE QUESTION OF SCHOOL INTEGRATION SINCE MAY 19, 1954, HAS BEEN HANDLED JOINTLY BY THE BOARD OF SUPERVISORS AND THE SCHOOL BOARD;

NOW, THEREFORE, BE IT RESOLVED BY THE ALBEMARLE COUNTY BOARD OF SUPERVISORS THAT WE DO HEREBY RESPECTFULLY REQUEST THE ALBEMARLE COUNTY SCHOOL BOARD TO CONSIDER AMENDING THEIR RESOLUTION OF JULY, 1962; THAT IN OUR OPINION IT IS NOT IN THE BEST INTEREST OF THE MAJORITY OF THE CITIZENS OF THIS COUNTY.

BE IT FURTHER RESOLVED THAT SAID SCHOOL BOARD ADVISE THE BOARD OF SUPERVISORS OF ITS DECISION ON OR BEFORE JULY 1, 1963.

BEFORE VOTING ON THE FOREGOING RESOLUTION, THE CHAIRMAN CALLED FOR DISCUSSION ON SAME. THOSE SPEAKING IN FAVOR OF THIS BOARD'S RESOLUTION INCLUDED MR. E. H. BAIN, MR. MERCER GARNETT, JR., REV. R. A. JOHNSON, MR. R. K. PYLES (CALLED 45 PERSONS, 40 AGAINST SCHOOL BOARD POLICY), MR. WELFORD MARTIN, MRS. DONAL CHESTER (CALLED 120 PERSONS, 113 AGAINST SCHOOL BOARD POLICY), AND OTHERS WHO DID NOT GIVE THEIR NAMES. THOSE SUPPORTING THE SCHOOL BOARD INCLUDED MR. WALTER FOWLER, MR. JOE STEPHENS, AND MRS. NANCY LIADY. MR. WALTER YOUNG SUGGESTED SENDING A LETTER TO EACH PARENT ASKING FOR A VOTE ON THE MATTER.

AFTER CONSIDERABLE DISCUSSION, THE ABOVE RESOLUTION WAS ADOPTED BY THE FOLLOWING RECORDED VOTE: AYES - MESSRS. WILLIAMS, GARNETT, HARRIS AND PALMER. NAYS - MESSRS. SUTHERLAND AND THRIVES.

MR. THRIVES STATED THAT MUCH HAS BEEN SPENT TO BUILD GOOD SCHOOLS THROUGH COOPERATION OF HIS BOARD AND THE SCHOOL BOARD AND THAT HE WAS NOT AGAINST THE SCHOOL BOARD IN THIS MATTER. HE FELT THE SCHOOL BOARD SHOULD BE CONSULTED FURTHER IN THIS INSTANCE.

MR. SUTHERLAND STATED THAT HE VOTED AGAINST THE BOARD'S RESOLUTION SINCE HE ALSO FAVORED WORKING WITH THE SCHOOL BOARD IN DOING THE WILL OF THE PEOPLE AND FELT THE TWO BOARDS SHOULD CONSULT FURTHER REGARDING THE MATTER.

ALTHOUGH MR. HARRIS STATED THAT HE VOTED FOR THE BOARD'S RESOLUTION, HE WOULD FAVOR THIS BOARD AND THE SCHOOL BOARD WORKING TOGETHER TO SEE IF THE MATTER COULD BE WORKED OUT SATISFACTORILY.

ON MOTION OF MR. GARNETT, SECONDED BY MR. PALMER, AND UNANIMOUSLY CARRIED BY RECORDED VOTE, IT WAS ORDERED THAT A LETTER ACCOMPANY THIS BOARD'S RESOLUTION TO EACH MEMBER OF THE SCHOOL BOARD, ADVISING OF THIS BOARD'S AVAILABILITY TO THE SCHOOL BOARD FOR FURTHER DISCUSSION OF THE MATTER IF THE SCHOOL BOARD SO DESIRES.

ALTHOUGH THE PUBLIC HEARING ON THE PROPOSED 1963-64 BUDGET WAS HELD ON MAY 29, 1963, A NUMBER OF PERSONS APPEARED IN REGARD TO SAME. THE CHAIRMAN ADVISED THAT THE BOARD HAD AGREED TO CUT OUT THE PROPOSED RENOVATION OF THE COURT HOUSE AND TO USE THE FUNDS EARMARKED FOR THIS PURPOSE FROM SURPLUS TO BALANCE THE PROPOSED BUDGET, THEREBY REDUCING THE PROPOSED TAX RATE OF \$4.50 TO \$4.20. SEVERAL PERSONS

July, 1963

MINUTES OF THE MEETINGS OF JUNE 20, 1963 AND JULY 6, 1963, WERE READ AND APPROVED.

THE ASST. COUNTY EXECUTIVE ADVISED THAT THE SECTION OF HILLTOP STREET WHICH WAS REQUESTED TO BE ACCEPTED INTO THE SECONDARY SYSTEM IN 1962, WAS NOW UP TO STATE STANDARDS AND READY FOR ACCEPTANCE. ON MOTION OF MR. GARNETT, SECONDED BY MR. PALMER, THE FOLLOWING RESOLUTION WAS UNANIMOUSLY ADOPTED:

BE IT RESOLVED BY THE BOARD OF COUNTY SUPERVISORS OF ALBEMARLE COUNTY, VIRGINIA, THAT THE STATE DEPARTMENT OF HIGHWAYS BE AND IS HEREBY RECOMMENDED TO ACCEPT INTO THE SECONDARY SYSTEM OF HIGHWAYS THAT SECTION OF HILLTOP STREET, CROZET, VIRGINIA, BEGINNING AT END OF ROUTE 691 AND CONTINUING IN AN EASTERLY DIRECTION FOR APPROXIMATELY 700 FEET TO TERMINAL POINT.

BE IT FURTHER RESOLVED THAT THE VIRGINIA DEPARTMENT OF HIGHWAYS BE AND IS HEREBY GUARANTEED A 40-FOOT UNOBSTRUCTED RIGHT OF WAY ALONG THIS REQUESTED. IN ADDITION, THE SAME HAVING BEEN RECORDED BY PLAT, ALONG WITH DRAINAGE EASEMENTS, IN DEED BOOK 389, PAGE 37, IN THE OFFICE OF THE CLERK OF THE CIRCUIT COURT.

PLAT WAS RECEIVED ON 1.7 ACRE TRACT OF LAND NEAR FREE UNION TRANSFERRED FROM NANCY SANDRIDGE AND E. E. AND AVIS V. MORRIS, AS PREPARED BY MR. T. W. SAUNDERS AND APPROVED BY THE COUNTY PLANNING COMMISSION. ON MOTION OF MR. SUTHERLAND, SECONDED BY MR. HARRIS, THIS PLAT WAS APPROVED AND THE CHAIRMAN AND CLERK WERE AUTHORIZED TO SIGN SAME ON BEHALF OF THIS BOARD.

DEED WAS RECEIVED IN LIEU OF PLAT CONVEYING ONE ACRE, MORE OR LESS, ON ROUTE 726, SCOTTSVILLE, FROM JAMES L AND ELLEN G. WARD TO JAMES R. AND MARY J. WARD, AS APPROVED BY THE COUNTY PLANNING COMMISSION. ON MOTION OF MR. PALMER, SECONDED BY MR. GARNETT, THIS DEED WAS APPROVED AND THE CHAIRMAN AND CLERK WERE AUTHORIZED TO SIGN SAME ON BEHALF OF THIS BOARD.

PLAT WAS RECEIVED ON REDIVISION OF LOT 1, LIBERTY HILLS, AND PARCEL EXCHANGES BETWEEN HEMERSON, CHARLES O. GREGORY AND STEPHEN WEBSTER, AS PREPARED BY MR. THOMAS D. BLUE AND APPROVED BY THE COUNTY AND CITY PLANNING COMMISSIONS. ON MOTION OF MR. GARNETT, SECONDED BY MR. PALMER, THIS PLAT WAS APPROVED AND THE CHAIRMAN AND CLERK WERE AUTHORIZED TO SIGN SAME ON BEHALF OF THIS BOARD.

PLAT WAS RECEIVED ON SURVEY OF LOT 25 AND PARCEL 25A, A PORTION OF LOT 133 ON PLAT OF TOWN OF SCOTTSVILLE, AS PREPARED BY MR. WILLIAM S. ROUDABUSH AND APPROVED BY THE COUNTY PLANNING COMMISSION AND COUNCIL OF THE TOWN OF SCOTTSVILLE. ON MOTION OF MR. PALMER, SECONDED BY MR. HARRIS, THIS PLAT WAS APPROVED. THE CHAIRMAN AND CLERK WERE AUTHORIZED TO SIGN SAME ON BEHALF OF THIS BOARD. (IT WAS NOTED THAT THIS BOARD HAS NO JURISDICTION IN THIS MATTER SINCE THE PROPERTY IS LOCATED WITHIN THE TOWN OF SCOTTSVILLE. HOWEVER, IT WAS FELT BEST TO GIVE APPROVAL SINCE SPACE WAS PROVIDED BY THE SURVEYOR FOR RECORDS OF THIS BOARD.)

SCHOOL BOARD.

MR. WILLIAMS NOMINATED MR. WALTER B. SALLEY TO REPRESENT THE CHARLOTTESVILLE DISTRICT SCHOOL BOARD, WHICH NOMINATION WAS SECONDED BY MR. PALMER, AND UNANIMOUSLY CARRIED.

MR. SUTHERLAND NOMINATED MRS. R. A. YANCEY TO REPRESENT THE SAMUEL MILLER DISTRICT ON SCHOOL BOARD. THIS NOMINATION RECEIVED NO SECOND. HE STATED THAT HE WOULD MAKE ANOTHER RECOMM AT THE NEXT MEETING.

MR. HARRIS ADVISED THAT HE HAD NO RECOMMENDATION FOR A MEMBER TO REPRESENT THE SCOTTS DISTRICT AT THIS TIME.

COMMUNICATION WAS RECEIVED FROM MR. VINCENT SHEA ADVISING THAT THE UNIVERSITY OF VIRG CONTEMPLATING THE CONSTRUCTION OF A VIVARIUM FARM BUILDING AND SEWAGE STABILIZATION ON ITS PROP OF THE CITY ON ROUTE 20, AS APPROVED BY THE STATE AND COUNTY HEALTH DEPARTMENTS, AND REQUESTING OF SAID FACILITY BY THIS BOARD. ON MOTION OF MR. PALMER, SECONDED BY MR. HARRIS, APPROVAL WAS ABOVE REQUEST.

COMMUNICATION WAS RECEIVED FROM MR. LEON DURE SUBMITTING HIS RESIGNATION AS A MEMBER ALBEMARLE COUNTY PLANNING COMMISSION. ON MOTION OF MR. SUTHERLAND, SECONDED BY MR. HARRIS, ACT HIS MATTER WAS DEFERRED BECAUSE OF THE ABSENCE OF MR. THRAVES.

STATEMENTS OF EXPENSES FOR THE MONTH OF JUNE, 1963, WERE PRESENTED FOR THE DEPARTMENT FINANCE, THE SHERIFF'S OFFICE AND THE OFFICE OF THE COMMONWEALTH'S ATTORNEY. ON MOTION OF MR. SECONDED BY MR. SUTHERLAND, THESE STATEMENTS WERE EXAMINED, VERIFIED AND APPROVED.

STATEMENT OF EXPENSES INCURRED IN THE MAINTENANCE OF THE COUNTY JAIL WAS SUBMITTED AL SUMMARY STATEMENT OF PRISONER DAYS FOR THE MONTH OF JUNE, 1963. ON MOTION OF MR. PALMER, SECON HARRIS, THESE STATEMENTS WERE EXAMINED, VERIFIED AND APPROVED.

CLAIMS WERE RECEIVED FROM THE JAIL PHYSICIAN IN THE AMOUNTS OF \$7.00 AND \$10.00 FOR OF MAY AND JUNE RESPECTIVELY. ON MOTION OF MR. HARRIS, SECONDED BY MR. GARNETT, THESE CLAIMS V PROVED FOR PAYMENT.

REPORTS OF THE DEPARTMENT OF PUBLIC WELFARE FOR THE MONTH OF JUNE, 1963, WERE PRESEN CONCORDANCE WITH SECTIONS 63-67.1 AND 63-67.2 OF THE CODE OF VIRGINIA.

COMMUNICATION WAS RECEIVED FROM THE DEPARTMENT OF WELFARE AND INSTITUTIONS ADVISING FUNDS FOR THE SLH PROGRAM FOR THE SIX-MONTH PERIOD ENDING DECEMBER 31, 1963, ALLOCATED TO ALBEI COUNTY AMOUNTED TO \$2,345.00.

ON MOTION OF MR. SUTHERLAND, SECONDED BY MR. HARRIS, THE FOLLOWING RESOLUTION WAS UNI

In Controversy Over Ban on Athletics and Extra-curricular Activities

Ibemarle Supervisors Fire School Board

MAN THURSH
Staff Reporter
The Board of Supervisors of Albemarle County School Board to

meeting which last
n hour, and included
invitations from many
the public in attend-
announced that a new
would-be appointed
persons scheduled
Friday.

of the supervisors
to respondent Walter
Charlottesville Dis-

trick and Thomas H. Jenkins of
White Hall District, the only two
School Board members who fa-
vored reconsidering the cut-off
ban on athletics.

A majority of the supervisors
have also agreed to the appoint-
ment of Foyd Johnson as School
Board member from Scottsville
District and Roger Blinbert Jr.
from Ivy District. They will be
nominated by supervisors from
their districts: R. Ashby Harris
and George C. Palmer.

Supervisor M. Y. Sutherland Jr.

of Samuel Miller District, the loss
disaster in today's 41 vote to
discharge the six members of the
School Board, said after the meet-
ing that he would offer re-appoint-
ment to Mrs. R. A. Yancey.

She is one of the four who stood
behind the integration-triggered
cut-off on athletics and extra-
curricular activities. Mrs. Yancey's
reappointment hasn't been
assured support by any other su-
pervisor, however.

Supervisor Robert Yancey
missed today's meeting, as he is
in the hospital, and there is no
indication who would succeed
School Board Chairman E. J.
Oglesby as representative of the
Rivanna District.

Besides Mrs. Yancey and Ogles-

by, School Board members who
apparently, aren't to be re-appoint-
ed are Forrest E. Paulett of
Scottsville and Harry L. Garth of
Ivy District.

None of the School Board mem-
bers was present at today's meet-
ing. About 60 county citizens at-
tended, forcing a move from the
County Office Building board
room to the Albemarle County
Courtroom.

Early in the meeting, Sutherland
offered an unsuccessful
motion to retain the present
Board.

Little is accomplished when
tempera are running out of con-
trol, he said. "We are here to-
day to crucify four members of
the School Board. . . . During

School Board Chairman E. J.
Oglesby, author of the cut-off
policy, couldn't be reached for
comment on today's dismissal of
the School Board by the super-
visors.

"Today, they are to receive
this time (their service) the
school system has made more
progress than at any time in its
history."

"Today, they are to receive
their reward for faithful and
dedicated service, which is dis-
missal. . . ."

He compared this with the
crucifixion of Christ, and noted
Christ's words on the occasion:
"Father, forgive them, for they
know not what they do. . . ."

Supervisor Harris said that
his vote in support of the ma-
jority motion was in response to
many letters and telephone calls
he had received. "I'm going to
represent the majority as best I
can," Harris said.

Supervisor Edgar N. Gornett of
White Hall District declared that
"I don't feel that when I vote to-
day (to) dismiss the School
Board) that I'm voting against
a person or an issue. . . . I'm
voting on an issue. . . . But
we cannot resolve any other
way."

Palmer said that the super-
visors had asked the School Board
members to change their policy
and to permit interscholastic
sports and certain other extra-
curricular activities and to put
any blame for the action on the
Board of Supervisors but they had
refused.

He said the supervisors tried to
persuade the School Board that
they must operate a "complete
school system" . . . not cut out

phases which are considered by
many to be essential parts of the
education program, but that the
School Board had disagreed.

"The supervisors aren't trying
to run the school system, Palmer
said, but wants a complete school
system. When a new School Board
is appointed, he said, "They'll
run a complete school system
without any interference from this
board (the supervisors)."

Palmer made the motion to dis-
miss the School Board and Gornett
seconded it.

Board Chairman John W. Blair
by Williams, who presided at
today's session, declared that
within the last 72 hours he had
checked with the superintendent
of county schools, the assistant
superintendent, the director of
instruction and the principal of
Albemarle High School, and had
assurances from all four that in
their opinion, athletics and some
other extra-curricular activities
should continue.

Among those who took issue

with the supervisors
today's meeting were
G. Laddy of Bellair,
who would happen
courts closed Hurry
and 50 or 400 they
were transferred to
High School.

R. E. Brill of Sci
elated that he agree
eland's statement, t
the meeting, asked, i
justified dissolving
the County Board v
no longer a county r
lions lives in the n
June 17.

Commonwealth's . .
Downing L. Smith co
no legal question the
authority to serve as
his term, which expi
1963.

Mrs. Allen Haden of
ville and O. R. R. R.
and others common
would be difficult to
willing" to serve in
(See Albemarle, 1)



OL BOARD CHAIRMAN E. J. OGLESBY
photograph of board as it was in 1946



MRS. R. A. YANCEY



FORREST, PAULETT



HARRY L. GARTH

Four Favoring Ban Had To Service Record of 37 Years

The four Albemarle School
Board members who refused to
reconsider a cut-off ban on in-
terscholastic athletics and other
extra-curricular activities have a
total service record of 37 years.

Almost half this is represented
by E. J. Oglesby, who has been
a board member since 1946 and
chairman since 1959. He is also
chairman of the State Pupil
Placement Board.

Forrest E. Paulett of Scott-
ville was named to the board in
1953. Mrs. R. A. Yancey of
Samuel Miller District was named
in 1957, and Harry L. Garth
of Ivy District joined the board
in 1959.

The School Board members who
voted for an unsuccessful motion
to reconsider the integration-
triggered cut-off policy — Walter
B. Salley of Charlottesville Dis-
trict and Thomas H. Jenkins of
White Hall District — are the
youngest in service on the board.
Salley was named in 1961 and
Jenkins was appointed last spring.

Oglesby's appointment to the
School Board came after the
resignation of four of the six
members in a controversy over
school construction just after
World War II. A countywide
bond issue referendum proposed
by the School Board was de-
fected, and they quit.

Oglesby was one of the replace-
ments, and one of the sparkplugs
for renewed efforts for a school
building which resulted in con-
struction of six of the 13 schools
the county now operates and in
remodeling and expansion of the
others. Some 50 small schools
were replaced and closed in this
program.

Paulett and Oglesby have voted
together almost constantly dur-
ing their time on the School
Board together.

Mrs. Yancey, whose husband is

unopposed Democratic candidate
for the Samuel Miller District
seat on the Board of Supervisors,
has frequently taken issue with
Oglesby, particularly in matters
of geography.

A recent instance was a resolu-
tion endorsing a junior high school
system. Mrs. Yancey voted
against this resolution, even
though construction sites weren't
specified, on the grounds that ad-
ditional building should be on the
west side of the county rather
than at the Albemarle High School
site.

Oglesby emphasized the impor-
tance of the resolution as an aid in
solving problems at Burley High
School — overcrowded all-Negro
school operated jointly with
Charlottesville.

Mrs. Yancey's hus-
band in his campaign
that if he were elect-
ed would resign from
Board. A supervisor
selects the School Board

who will represent a
Supervisor M. Y. Su-
thland is not seeking re-
election. Yancey would
the Board of Supervi-
sors of the disapproval
voters voted 4 to 3
against his policy.

Garth is the only
member whose position
is open and direct
to his supervisor's po-
litical policy question.
He was appointed in
(See The Four, 1)

Albemarle School Board Fired by Supervisors

(Continued From Page 1)

Board after an action such as
this.

Among those supporting the su-
pervisors' action was the Rev.
Guy "Eckon" of Scottsville, who
said he didn't believe Brill spoke
for a majority of Scottsville area
residents.

"The majority that I've talked
with are in favor of continuing
extra-curricular activities," Shel-
ton said.

George Carr of Barracks Road
declared that "This integration
thing is with us. . . . We've got
to live with it."

County Democratic Chairman
B. B. Moon, describing himself
as not taking sides in this issue,
asked what will happen to School
Board members appointed now if
membership on the Board of Su-
pervisors changes in the coming
elections.

The supervisors and the School
Board conferred twice on this
matter before the supervisors

called today's special meeting to
consider "dissolution of the pres-
ent School Board. . . ."

Both meetings were closed to
the press and public, but the prin-
cipal item of business both times
was an effort on the part of the
supervisors to get the School
Board to modify its cut-off policy.

Much of the debate among county
residents has been over the pro-
posed abandonment of interscho-
lastic athletics.

The supervisors aired the mat-
ter at their regular June meeting
and drew more than 500 persons,
many of whom spoke either for or
against the policy.

The School Board vote at every
instance was 4 — 1 — 3 against
reconsidering the policy.

The supervisors took the pos-

sition that as elected officials of the
county, they were responsible to
the people in this matter, and that
public sentiment justified their
trying to get the School Board to
change its position. The School
Board is appointed by the Board
of Supervisors.

This is the first time in recent
history that an Albemarle County
School Board or any of its mem-
bers has been discharged. The
only other major attempt was in
1952 when the supervisor from
Oglesby's district sought his re-
signation, but couldn't get a ma-
jority vote of the supervisors to
discharge Oglesby.

Oglesby:
one of the
sparkplugs
for renewal
efforts for
school building
which resulted
in construction
of 6 of the 16 schools,
and expansion of the others

April 14, 1966

The Albemarle County School Board met in regular session on the above date at 7:00 p.m. with the following members present: Walter B. Salley, Chairman, Thomas H. Jenkins, W. E. Moody, Rodger R. Rinehart, Jr., and Comer Smith. Also present were Paul H. Cale, Superintendent of Albemarle County Schools, Mr. DeWitt Miller, Assistant Superintendent in charge of Instruction, Mr. Thomas Hurlburt, Administrative Assistant, Mrs. June Allen, Director of Federal Programs, and Leslie H. Walton, Clerk.

Minutes of the last meeting were approved and attendance reports distributed.

Several representatives of a rather large group of citizens were heard. The following written petition was reported to carry 248 signatures:

"We, the undersigned residents of Albemarle County, do not feel the "Freedom of Choice" school desegregation plan, as is offered by this county, serves the best interests of all the people. As long as exclusively Negro schools are still maintained by this county, the "Freedom of Choice" plan does not achieve total desegregation. Geographical zoning, using all schools is the only fair means of accomplishing an honest integration.

By including the 7th grade in all of the Negro elementary schools, plus including the 8th grade in Burley High School, Negro students can be detoured away from the junior high school system.

We stand opposed to maintaining Rose Hill, Virginia Murray, and Benjamin Yancey Elementary Schools, as well as Burley High School, as exclusively Negro schools."

Signed copies of the petition were left with the Board after some questions, answers and exchange of remarks between visitors and School Board members, the Board adjourned to an executive session on the School Budget.

Since the Board of Supervisors had requested that the budget be reduced by at least \$75,000.00, several proposals were made and discussed at length. After numerous motions which failed because of lack of a second, the following reductions were approved on a motion by Mr. Jenkins seconded by Mr. Rinehart:

1. Reduction of Incentive Pay by	
2. Reduction of the estimate for new positions	\$23,800.00
3. Reduction of the estimate for additional electric power	7,800.00
4. Reduction in the amount allowed for improvement to sites	12,200.00
5. Reduction in the amount allowed for equipment for buildings	4,000.00
6. Reduction in the number of replacement buses to be provided	2,000.00
7. Reduction in the amount allowed for repair and replacement of furniture and equipment	9,000.00
8. Elimination of one extra supervisory position	4,000.00
9. Reducing the 15th step on the Salary Schedule from \$7,100.00 to \$7,000.00	7,400.00
	8,300.00
	<u>\$78,500.00</u>

June 21, 1966

The Albemarle County School Board met in special session on the above date at 10:20 a.m. for the purpose of making recommendations concerning students from Albemarle County who had application for admission to the Miller School. The following members were present: Walter B. Salley, Chairman, Rodger R. Rinehart, Comer Smith and Dr. W. E. Moody. Also present were Mr. Paul H. Cale, Superintendent and Leslie H. Walton, Clerk. *Private*

After examination of the applications and reading written information about the boys, the following list was approved to be presented to the Joint Boards for approval and for further investigation by the staff at Miller School:

Allen Ray Holmes, Steve Robert Holmes, Linwood Wayne Maupin, Ronald O'Neil Maupin, Nathan Montague Payne, Hiram Steve Shifflett, Lawrence Michael Shifflett, Luna Gerald Shifflett, David Christian Lee Williams.

The meeting adjourned to re-convene with the School Board of the City of Charlottesville.

At the conclusion of the joint meeting the above members of the Albemarle County School Board met again and transacted the following business.

On a motion by Mr. Rinehart, supported by Dr. Moody, Leroy H. Page was released from his contract to teach agriculture at Scottsville in order to accept a position in his home county in North Carolina.

On a motion by Mr. Rinehart, supported by Dr. Moody, Mrs. Ora Lee Cole Starnes was elected to serve as principal of the Murray Elementary School for a ten month term at a salary of \$8500.00.

On a motion by Dr. Moody, seconded by Mr. Rinehart the following list of persons was elected:

Mrs. Betty C. McMichael	-	\$5200
Miss Sheila M. Dolan		5100
Mrs. Patricia K. Tollison		5000

The meeting was adjourned at 11:20 a.m.

Walter B. Salley
(Chairman)

ATTEST:

L. D. 11/20/66

August 11, 1966

The Albemarle County School Board met in regular session on the above date 7:00 p.m. with the following members present: Walter B. Salley, Chairman, Lawrence R. Quarles, W. E. Moody and Thomas H. Jenkins. Also present were Mr. Paul H. Cale, Superintendent, Thomas W. Hurlburt, Administrative Assistant and Leslie H. Walton, Clerk.

The minutes of the last meeting were approved on a motion by Dr. Moody, seconded by Dr. Quarles.

Mr. Cale presented letters of resignation from Miss Susan K. Shultz and Mrs. Isabel L. Upshaw. These resignations were accepted on a motion by Dr. Moody, supported by Dr. Quarles.

Mr. Hurlburt presented a list of teachers with recommendations. The following persons were elected on a motion by Dr. Moody, Seconded by Dr. Quarles.

Mrs. Marie G. Addington	9 $\frac{1}{2}$ months	5200	Broadus Wood
Mrs. Agnes J. Anderson	9 $\frac{1}{2}$ months	5900	Albemarle
Mrs. Mary A. Benfer	9 $\frac{1}{2}$ months	5450	Jouett
Mrs. Josephine M. Blue	9 $\frac{1}{2}$ months	5100	Albemarle
Mrs. Demi B. Casto	9 $\frac{1}{2}$ months	5100	Brownsville
Mr. Howard E. Conrad	12 months	7080	Scottsville (Effective Aug. 15, 1966)
Mr. William D. Easley	9 $\frac{1}{2}$ months	5000	Jouett
Mr. Joseph R. Gillenwater	12 months	8120	Albemarle (Effective Aug. 1, 1966)
Miss Alice A. Hood	9 $\frac{1}{2}$ months	5100	Jouett
Miss Beverly W. Maury	9 $\frac{1}{2}$ months	5200	Broadus Wood
Mrs. Gail R. Pond	9 $\frac{1}{2}$ months	5800	Jouett
Mrs. Joan P. Smith	9 $\frac{1}{2}$ months	5000	Murray
Mrs. Karen S. Smith	9 $\frac{1}{2}$ months	5000	Henley
Mrs. Julia M. Snyder	9 $\frac{1}{2}$ months	5700	Henley
Mrs. Nettie H. Welford	9 $\frac{1}{2}$ months	5100	Jouett
Mrs. Julia P. Weston	9 $\frac{1}{2}$ months	2600.	Murray ($\frac{1}{2}$ time)
Mrs. Ann J. Faris	9 $\frac{1}{2}$ months	5450	Red Hill
Mrs. Susan F. Shaw	9 $\frac{1}{2}$ months	5100	Albemarle, Jouett
Miss Patricia Richardson	9 $\frac{1}{2}$ months	5300	Meriwether Lewis.

Mr. Cale made a brief statement with regard to integration of faculties at the several schools. He stated that at present 13 schools had some degree of integration and that all teachers had not yet been employed.

On a motion by Mr. Jenkins supported by Dr. Quarles, proposed projects under Title I, Public Law 89-10 were approved in the amount of \$129,500.00 for the school year, 1966-67. On a motion by Dr. Moody, seconded by Dr. Quarles, the following persons were re-elected for the Title One projects:

June Allen	12 months	9600 (Director)
Mrs. Jane Lockwood	12 months	6000 (Assistant Director)
Mrs. Christine Charters	9 $\frac{1}{2}$ months	5000
Mrs. Peggy Romer	9 $\frac{1}{2}$ months	4000 (4/5 time)
Mrs. Juliet McCaffery	9 $\frac{1}{2}$ months	5200

On a motion by Mr. Jenkins, seconded by Dr. Quarles, the following resolution passed:

"BE IT RESOLVED, that the County Board of Supervisors of Albemarle County be and are hereby requested to make available immediately \$25,074.83 which when

Concluding Thoughts from the Paul H. Cale, Sr. Family
Our Ten Month Journey

- The Cale family continues to believe that the truth is important, and that truth is essential in a final evaluation of the service of Paul H. Cale Sr. to Albemarle County Public Schools from the years of 1931 - 1969 as a teacher, principal, assistant superintendent and superintendent of schools. We, the children of Paul Cale, have devoted the last 10 months of our life in our search for the truth concerning the work of our father in the field of education.
- The Cale family knows that several sentences in a 1956 Commentary magazine article, written by James Rorty, were presented to the Albemarle County School Board in a documentary by Lorenzo Dickerson in October, 2018. This presentation, the statements by Dr. Acuff, and the subsequent inflammatory headlines in the media resulted in feelings of shock, horror, and outrage among the members of Paul Cale's family, and quite frankly, anyone who really knew him.
- This obvious spin on something so completely foreign to Paul Cale's beliefs, values, and actions left us wondering what to do. Initially we felt sane minds would prevail, but when headlines kept reappearing and repeating the same untruths and distorted fragments of words taken out of historical context, we knew we could not passively allow Paul Cale's 38 year legacy as a champion of education for all students and the educational system of Albemarle County be destroyed by one poorly written excerpt of an article full of paraphrases and mistakes written in an era that few people in today's world even comprehend.
- Our search for the complete truth began! James Rorty was no longer alive, nor was Paul Cale. We could not ask either of them. Massive amounts of files containing newspapers, magazines, pictures, letters, albums, and scrapbooks were read, reread, and transported from Florida to South Carolina. Phone calls, emails, and texts occurred almost daily. We began to piece together the life of our father, Paul Cale, as an educator and as a man of immense character and love for his fellow human beings. As we became armed with an incredible amount of knowledge from our research, Paul Cale, Jr. began writing and attempting to share some of our findings with the leaders of the Albemarle County Public Schools.
- We researched everything we could find about James Rorty and his troubled life. In the small section of the Commentary article pertaining to Albemarle County, we pointed out several errors. Others, like a local civil rights attorney, wrote to the committee challenging the validity and accuracy of the entire article.
- We have now presented our written remembrances and extensive research to the Cale School Advisory Committee, and we have traveled appreciable distances to public meetings to share our knowledge, research, and memories.
- A tremendous amount of time has also been given by our extended family and devoted friends. We are especially thankful to Rev. Dr. Roy Thomas, who has tirelessly researched the files of the Albemarle County School Board, the UVA library, the

Charlottesville Albemarle Historical Society, and all possible internet research tools available.

- It has been heartbreaking to read false accusations of this gentle, hardworking, brilliant man, who fought continuously to better the lives and educational opportunities for all black and white students in Albemarle County.
- Many people, who remember Paul Cale, have written thoughtful and informative letters to us and to you, the committee, offering a wealth of information and expressing gratitude for his service. At the public meeting, many others spoke highly of his extensive contributions to the betterment of the Albemarle County Public School System and all of its students as well as to the Virginia Department of Education. We are so thankful for their outreach, and we will cherish their kindness.
- Paul Cale lived in the Jim Crow era, when pain and unfair treatment in various ways were inflicted on people of color. The research and records show that Paul Cale faced impossible odds, but he never stopped attempting to right the wrongs of the past, and his accomplishments have stood the test of time. Please reread the unsolicited letters from black educators A.L. Scott (1975) and Waldo Johnson (1983) who praised their colleague at a time when they had nothing to gain by doing so.
- This list of Paul Cale's accomplishments are long and encompass a constant advocacy for all of the black and white students of Albemarle County. His directive to his administrators and teachers to be "colorblind" at the beginning of the integration process speaks volumes. The magnificence of Burley High School excelled beyond any school ever built in Albemarle County. He made that happen!
- His efforts to bring quality, certified teachers to every Albemarle County School was sometimes hindered by the lack of educational opportunities offered to aspiring teachers of color during his tenure. He recruited the best by often offering help, encouragement, and accommodations to bring superior teachers to Albemarle County (please reread July 24, 2019 letter from Lydia Brown Hailstork). A review of the limited, educational opportunities for black college students in the South from the 1940s through the late 1960s, will reveal the difficulties a superintendent would have faced finding qualified teachers in certain fields of study such as Latin and in higher levels of education, such as administration. He surely wanted nothing more than to offer to Albemarle County's black students an equal opportunity to education. (This is something they had not previously had for so many varied reasons.)
- Initially Paul Cale was forced by the massive and passive resistance laws to keep schools segregated, because any move on his part to integrate schools would shut down schools. (Review the governor's/state's mandates and the decisions of the school board he worked for). He cared too much for those who could not afford private education to allow that to happen.
- He visited black schools as a white administrator, which was not a usual practice of that time in Virginia. It was his effort to become a presence and to form a bridge. In fact, the mother of one of the school board office, appointed researchers to investigate Paul Cale, asked to meet Paul Cale, Jr. after the public committee meeting. She told him that "your

father was the only white person that I ever saw at Albemarle Training School. I remember him talking to me and my friends, and we all respected him".

- The word Negro was an accepted word at the time, and it was also the word used by James Rorty in the 1956 Commentary article.
- The Cale family realizes that 2 years ago began a time of unbelievable turmoil in Charlottesville and Albemarle County. We love the origin of our roots and want nothing more than to help heal the awful wounds that have inflicted the "land of our childhood." Paul Cale cannot be offered as a "sacrificial lamb" however, as doing this would simply be another grave injustice in the history of our beloved county.
- Paul Cale never asked or desired to have his name on any structure. He only wanted to better the world in which he lived. He spent his adult working years giving his full energy to the children and citizens of Albemarle County. He was surrounded by racism, but he was not a racist.
- Unfortunately, removing Paul Cale's name from the elementary school (at this time) would validate the false narrative that began in October, 2018. It would be unconscionable to destroy a man's legacy because of a misconception. It would also show disrespect for the many people who believed in and vetted him for that recognition in the first place. The naming of the school happened after his death, but the recommendation was made by those who knew Paul Cale's character personally, as well as by those who had first hand knowledge of the many contributions he had made to the Albemarle County Public Schools. In fact, prior to the October 18, 2019 school board meeting, there is no record of anyone ever publically objecting to the name of the Paul H. Cale Elementary School before or during its 30 year existence.
- Paul Cale was not a politician, but he was a man who convinced hard nosed, wealthy people, who didn't want to pay additional taxes, to reach in their pockets and vote for better schools for black children. An extensive land acquisition and building program followed. He constantly lobbied for higher salaries for teachers, including extensive work on the state formula which would increase funds for Albemarle County. He next convinced a county of hard nosed racists to peacefully integrate schools, and it was accomplished without any incident.
- How do you reward such a man? You search for the truth. You take the time to read and research looking for the truth. You dig deep into your soul to be brave, and you speak the truth.
- After much thought and exhausting, extensive research, The Cale family agrees with the summation presented in a letter by Fred Scott to the committee concerning the James Rorty article.

We do not believe Paul Cale "ever said such a thing in the manner in which it was scurrilously reported."

The Cale family is aware of the difficult situation that each of the committee members is possibly facing. Paul Cale never took the easy way. He took the right way. He was a man who cared

about the truth and ALL the people around him. We hope that each of the members of this committee will be as brave and as strong as our father, Paul H. Cale. Sr.

Respectfully submitted to the Cale School Advisory Committee,

Suzanne Cale Wood

Paul H. Cale, Jr.

August 26, 2019

<p align="center">Fact Sheet for Paul H. Cale Advisory Committee</p> <p align="center">Paul Cale was Albemarle County Public Schools Superintendent from 1947-1969</p> <p align="center">"Pro's List" of reasons TO change name</p>	<p align="center">Other Member Comments</p>
Rorty article matches events of that period	
Rorty article written by accomplished writer in nationally known magazine	
Cale family has every clipping of news about Mr. Cale. However, they do not have the only nationally circulated magazine feature with Mr. Cale and his supervisor, Professor Oglesby. Mr. Cale never mentioned the article to anyone (including his best friend, Mr. Thomas).	
Irene Berdell Flemming stated that Mr. Cale referenced her and her classmates as "negra's" in front of her mother who was the teacher at the time. She is opposed to the name Cale Elementary.	
Burley was thought by some to be built as integration was becoming more of a possibility and seen as a way to keep African American's satisfied to have a new school and to make them not want to integrate (Board presentation by Lorenzo Dickerson).	
Many programs claimed to have been brought in by Mr. Cale were actually Federal matching money programs. They required rule compliance under Federal guidelines in order to gain matching monies. Many other school districts across the country at that time were doing the same.	
No comment that we have found in the Board minutes, newspapers or magazines where Mr. Cale spoke in favor of integration	
In 1963, when very limited integration occurred, several students were given runarounds by the Cale administration and Stone-Robinson when trying to register for previously white schools (1st day of school video)	
The period during which civil strife occurred in Mr. Cale's tenure was a difficult one for many African-Americans in Albemarle County Public Schools as relayed in interviews with former students and teachers.	
No schools were closed during Cale's tenure but the pace of integration was slow. This lack of proactivity added years of stress for the African American community. Black residents that lived during that era commented he was just like a lot of the other white people "going along to get along".	<p>This lack of proactiveness was suggested in the original Commentary piece when Rorty writes, "But where formerly his Negro principals had been willing to talk frankly with him, now they refused to confer, except publically, in the presence of their entire staffs." This statement suggests collective action from the black community, and an organized response to the the pace of integration. The organized response was further detailed by Mr. Dickerson's research on the efforts of Rev. R.A. Johnson.</p>
Quotes in Thomas's paper are admittedly bias and sometimes footnoted from Cale's children.	
After part of the School Board was fired and replaced by the Board of Supervisors it took from 1963 until 1968 to achieve integration status. Charlottesville integrated 4 years earlier.	<p>The leadership decision of Charlottesville and Norfolk Pubic Schools to challenge Massive Resistance should be viewed as visionary leadership for valuing the simple concepts of right and wrong, fair and unfair, all men are created equal.</p>
	<p>agreed. We should be careful not confuse assimilationist actions as anti-racist; to truly challenge Massive Resistance was anti-racist.</p>
Pictures of blackface minstrel shows sponsored by the AHS Booster Club appeared in the 1955 and 1963 AHS yearbooks. Pictures of Mr. Cale and the School Board also appeared in those yearbooks.	
We could find no record of comments by Cale opposing or supporting the School Board resolution to eliminate extra curricula activities to avoid racial moxing in County Schools	
Three of the Albemarle 26 spoke on video about painful experiences they endured as part of the first black students to attend previously all white schools in the County.	
Several people from the Hate Free Schools group showed up at the third committee meeting to protest keeping the name the Cale name.	<p>And provided email requests/ testimonials to change the name to Mr. Haas, including at least one reference to some that believe the name is representative of white supremacy... those "some" of the community are not further described (parents, staff, alumni etc). Email from Kate Soderman.</p>
Cale's family and those speaking publically in favor of keeping the name have consistently suggested a fixed character with a non-racist belief system: not anti-racist, but simply that he was not racist. Yet in one of the few written testimonials describing Cale's relationship with his black colleagues (Rev Bates letter), Virginia Murray and Harriet Brown were described as responsible for Cale's "re-education," for having to "de-program the racist theologies out of Mr. Cale."	<p>Comments by many public speakers continued to devalue the need to own the impact of racism as a simple and acceptable excuse of "that is the way it was." This mindset is dangerous for growth.</p>
Mrs. Mary Waltine Eubanks in her public testimony quotes an incident in which Cale directs her to "go back to where you came from," which in contemporary understanding would be coded as racist language	<p>She also spoke to being at the hateful end of Mr. Cale and knew of other persons of color who received the same hateful messaging.</p>
Paul H. Cale Elementary, like the majority of schools, was not named with a similar procedure as the ACPS's current naming/renaming policy	
Other school divisions have renamed schools that honored racist leaders. In 2016, Williamsburg-James City County Public Schools and Henrico County Public Schools renamed Rawls Byrd Elementary School and Harry F. Byrd Middle School. They were named for two former superintendents, one who served as governor and senator who spearheaded the Massive Resistance movement. Both were leaders who practiced racism.	
Evidence of individual racism from the leadership of ACPS. A quote by Mr. Cale from the Rorty article stated, "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.)	
Evidence of acceptable patterns of institutional racism in ACPS that ridiculed and stereotyped Negros. The yearbook photos in the Albemarle High School that ranged from 1955-1963 of minstrel shows and blackface entertainment clearly represented examples of non-visionary leadership of valuing dignity and respect for all. I did not recognize indicators of public leadership thoughts, action, or comments around walking in the shoes of the non-dominate race, only the dominate race. We can not celebrate or honor top public school leaders with the responsibility of serving all students who lacked vision or accepted and participated in practices that treated people differently because of race. If so, we knowing endorse systems of racism.	
Evidence of acceptable patterns of structural racism were created in the 1950s in ACPS as per policies and practices that perpetuated a system of inequity based on our history, culture and ideology of addressing the separate but equal issue during this time period. These leadership choices eroded past to present trust and confidence of the Negro/Black/African American students and families shared in ACPS, partially because their voices were/are discounted. For example, 12 years after Brown vs. Board of Education, the leadership of ACPS even defied the Board of Supervisors. In 1966, an adopted School Board resolution stated, "if it is decided by the Board of Supervisors to continue the operation of public schools after such mixing, [of races] we, the Albemarle County School Board hereby declare that our policy shall be to eliminate... all school activities that bring about social contacts between the children...." This example certainly does not represent exceptional or visionary leadership. It publically endorses the notion of Negros as inferior to whites. This is a forever ugly stain on the leadership of ACPS that should disallow any such celebration of acceptable and favorable leadership by a superintendent or School Board. Both should own the actions, reactions and implications on past and present representation of ACPS. Today, ACPS has some of the largest achievement and opportunity gaps between black and white students in the Commonwealth. For example, according to the 2019 Equity Report, 10% of black students vs 40% of white students were enrolled in AP classes, 13% or black students received out of school suspension vs 5% of white students and there was a 31 point gap on the math SOL results between the two races. The misplacement of Negro teachers in the timeframe (60s) in the history of ACPS significantly impacted the reduction of Negro/Black/African American educators.	

Fact Sheet for Paul H. Cale Advisory Committee Paul Cale was Albemarle County Public Schools Superintendent from 1947-1969 "Pro's List" of reasons TO change name	Other Member Comments
<p>In April, 1966, School Board minutes show representatives of a rather large group of citizens presented a written petition with 248 signatures. The petition sought to end the "Freedom of Choice" desegregation plan, as is offered by this County, (as it does not) serve the interests of all the people". Further text from the petition follows and is concluded by stating "We stand opposed to maintaining Rose Hill, Virginia Murray, and Benjamin Yancey Elementary Schools, as well as Burley High School, as exclusively Negro schools." Signed copies of the petition were left with the Board after some questions, answers and exchange of remarks between visitors and the School Board members. The Board adjourned to discuss the Budget.</p>	
<p>An organization called the Negro Citizens of Albemarle County, Virginia presented in 1969 a resolution to the Albemarle County Public School Board denouncing them as "a racist and irresponsible organization". Further they listed demands to immediately appoint a negro school board representative, hire more negro principals, hire more negro teachers and to vigorously try to hire more negro substitute teachers and more full-time negro office staff.</p>	<p>As indication of years of frustration of being oppressed by polices, structures and practices by appointed and hired leaders to serve all members of community.</p>
<p>"Lane and Albemarle High Schools today canceled their football game scheduled for Sept. 25, presumably because two Negro boys will enter lane classrooms the first time in September....It was understood by The Daily progress that Albemarle County School Board members had a tacit agreement among themselves that Albemarle High wouldn't be allowed to continue mixing with Lane in sports." This occurred in 1959 as Cville was expected to integrate with two male students, Albemarle High School had no Negro students. Who do you think initiated and supported an announcement coming directly from the high school principal? Our reports suggest that Mr. Cale and Mr. Hurt were close personally and professionally. The School Board likely initiated the action, but certainly the superintendent and principal supported it as per the public announcement. Yet, another obvious example and pattern of a narrow focused leadership practice. They could not have known the two boys would sign up to play football. https://www.dailyprogress.com/125yearsofprogress/football-games-were-canceled-due-to-integration-in/article_a0705702-6344-11e7-a8a4-2b49be5b0221.htm</p>	
<p>7-1-19 telephone interview with Mr. Edward Morton, former Burley High teacher. He talked about being a teacher at Burley from 1951-1961. He specifically spoke about attending an assembly in which Mr. Cale was quoted as saying, " You all know I take care of my Niggas". As a point of personal reference to the combined use of my and Niggas together is code for a master to slave cultural root translation.</p>	

Fact Sheet for Paul H. Cale Advisory Committee Paul Cale was Albemarle County Public Schools Superintendent from 1947-1969 "Con's List" of reasons to <u>NOT</u> change name	Other Member Comments
During first years in office gained support for referendum for new schools	This was a trend in the State given the deplorable condition of schools for Negroes.
Consolidated 52 County schools (44 with no central heat, 42 with no indoor plumbing and none with cafeterias) into 18 fully equipped modern buildings.	
Implemented free and reduced lunch programs in County schools.	
1947-1951 Building of new schools to include a separate but equal Burley High School for Negro students	Noted as passive resistance
1951-1952 school year a training program for licensed practical nurses was begun at Burley High School	
Zelda Murray (African American) transferred to Albemarle High School as a front office person after Burley closed	<p>Should we celebrate the transfer of one secretary? We should consider the number of Negro teachers from Burley High School who were not rehired at the closing of Burley in 1967. Burley students were transferred to Albemarle High School which increased student enrollment and a need for additional staff. Only a few Negro teachers moved with the students. Also Jouett and Henley opened in 1966. Burley High reopened as Jouett Annex. How many of their outstanding head coaches were given head or assistant positions? Marcha Howard was (one of the two Negro teachers in 1969 at this school.</p> <p>The lack of rehiring of teachers from Burley is supported by Bernard and John's interview conversations. Would the dispersal of teachers from Burley and the conspicuous lack of rehiring been the decision, or at least approval of the superintendent? A policy of such discrimination disrupts a professional class in the city/county and their families/communities, and importantly diminishes the presence of teachers, coaches, role models of color in integrated schools which (deferring to the educators on the committee) contributes to the achievement gap.</p>
Until 1963 Governor Almond forbid Superintendents from integrating schools or funding would be cut (was not a law however). Integration occurred in 1968.	<p>Correct me please, but I believe he threaten to cut off state funding. In 1958, Olivia Ferguson McQueen, a sixteen-year-old rising senior at the all-black Jackson P. Burley High School, led a group of students in challenging school segregation in Charlottesville. After a federal district court judge ruled in the students' favor, the governor closed the all-white Lane High School, where McQueen was to attend, rather than allow integration. https://blackthen.com/olivia-ferguson-mcqueen-challenged-school-segregation-charlottesville-va/</p> <p>Note: Almond was Governor from 1958 - 1962.</p>
1965 School Board developed a "freedom of choice" policy (a form of passive resistance) allowing parents to choose the school that their child attended	
Hired A.L. Scott (African American) as his Assistant Superintendent for Instruction	<p>Many Blacks would perceive this as a decision of tokenism. Mr. Scott served one year in this role. Negro administrators are on record of not respecting Mr. Cale. The Rorty article stated that, "What did the Negroes expect to happen next?" asked Dr. Cale. "What did they want?" I am concluding these questions were posed after the building and opening of Burley High School in 1951. "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".</p>
In 1968, Albemarle County Public Schools were fully integrated	Fourteen years of defying a Supreme Court order. Is this something to be proud of or leaders who accepted the status quo of practicing and accepting racism?
No schools closed during his tenure due to integration	
No comments that we have found by Cale against integration	
Ms. Hailstork (former African American teacher) stated there school preparation meetings with white and African American teachers in the later 1960's as integration became more of a reality in 1968	
Added guidance counselors and school psychologist in County schools.	
Initiated Head Start program in County schools.	
Added libraries and librarians to every County school.	
Initiated educational television in County schools.	
Initiated night classes for adults in County Schools.	
In 1969, the school board approved Cale's plan for a joint vocational and technical education center. (Note that Thomas cites a book as source for this. CATEC was not built until about 1975)	
Created a mixed race citizens advisory committee to make recommendations concerning school integration. The state advisory committee was all white.	My question to Rev Thomas in the Cale family public forum was related, as it appears we have no substantive minutes from those meetings to describe opinions from the non-white citizens on that committee, or whether their recommendations were taken into consideration.
Complimented by 1975 letter from A.L. Scott, last principal at all black Burley High School.	
Paul Cale and Benjamin Hurt met with Negro churches in the area. (George Bates also gave detail on this in his last email to Matt Hass.)	
Cale was admitted to the Albemarle High School Hall of Fame.	
The family of Rosa Bell Moon Lee, an African American teacher in Albemarle County Schools for many years at both black and white County schools, included complimentary statements about Paul Cale in her obituary.	
Cale hired black educator Otis Lee to work in the central office.	Year of this hire and what position Otis held?
Shelley Murphy, the historian hired by the County to research Paul Cale, found no information contrary to the information in the Thomas report and confirmed much of it. Ms. Murphy was specifically requested by the committee to check out the veracity of statements of fact in the Thomas report. Much of the above information is also confirmed by newspaper articles.	
The public opinion received by the Committee on the name change has been overwhelmingly in favor of keeping the Cale name.	
Opposed the segregation of Crozet Park	

<p>Fact Sheet for Paul H. Cale Advisory Committee</p> <p>Paul Cale was Albemarle County Public Schools Superintendent from 1947-1969</p> <p>"Con's List" of reasons to <u>NOT</u> change name</p>	<p>Other Member Comments</p>
<p>Per Rev Thomas, Cale opposed the 1962 bans on extracurricular activities/sports, although we have no public record of this (I may have missed it).</p>	<p>I have researched the Board minutes and never found any mention of his opposition either. The footnote for this citation is from Paul Cale Jr.</p>

Advisory Committee Meetings

Discussion of Meeting Minutes

The first Advisory Committee meeting was held on May 28, 2019 in the Albemarle County Office Building at 401 McIntire Road, Charlottesville, VA. This meeting covered basic ground rules for the Advisory Committee, a welcome and charge by Superintendent Dr. Matthew Haas was presented. Two videos on the African American experience during Mr. Cale's tenure produced by Lorenzo Dickerson were presented to the committee.

A second meeting was held on June 19, 2019. This meeting was a public hearing held at Albemarle High School on Hydraulic Road in Charlottesville. Speakers voicing their support for Mr. Cale or experiences as an African American during this time period were heard by the Advisory Committee. Sixteen family and citizens spoke and 15 supported keeping the Cale name. One speaker did not express an opinion on the name change but relayed negative personal experiences he had during period of integration of County schools as an African American student.

The third meeting was held on July 30, 2019, in Lane Auditorium. This meeting was conducted to give citizens that had not been able to speak at the last meeting an opportunity to voice their opinions. Speakers other than Cale family members were defined on the agenda prior to this meeting. Policy FA specifically provided for the opportunity to let the Cale family to speak at this meeting. A one hour time limit was placed on the Cale family's presentation. Rev. Roy Thomas, family friend and author of a study (attached) on Mr. Cale, was also allowed to speak during this one hour session. Also presenting were two African American's that had direct dealings with Mr. Cale. Time was allowed for advisory committee members to ask questions of speakers. Finally, Superintendent Dr. Matthew Haas repeated his charge to the Advisory Committee going into the final meeting of this renaming process.

Materials for the Cale Advisory Committee

Materials were provided to the Cale Advisory Committee from a variety of sources (attached) including:

- Historian Report
- James Rorty article from the Commentary magazine
- Rev. Roy Thomas report and speech
- Videos from Lorenzo Dickerson.

Other materials included all letters received from Cale family, friends of Cale family, African American community, newspaper articles during the superintendence of Mr. Cale and interviews conducted with members of the African-American community.

A fourth meeting was held on September 11, 2019, for a vote by the Advisory Committee members for their recommendation to change or not change the name of Cale Elementary School. The outcome was provided to Superintendent Dr. Matthew Haas.

Private Meeting of Advisory Committee- August 28, 2019

A meeting was held this date in order for the Advisory Committee to discuss all of the information received over the past several months. This Advisory Committee was appointed by the Superintendent and was an internal private work session. This work session was not covered under Freedom of Information Act.

The Advisory Committee reviewed written documents and the Charge to the Advisory Committee after which it conducted an in-depth discussion of them. Following this discussion, a consensus was reached by the Advisory Committee to recommend that the name of Paul H. Cale Elementary School be changed.

Renaming Advisory Committee Meeting Agenda

May 28, 2019

- Welcome- Dennis Rooker and John Gray
- Introduction of Members- All
- Charge to Committee- Matt Haas, Superintendent Video
- Review of Materials sent to Committee- Dennis Rooker
- Albemarle County Public Schools History Presentation- Lorenzo Dickerson
- Discussion of Paul Cale Era/Viewing of The Albemarle 26 – Lorenzo Dickerson
- Brief Preview of future meetings- Dennis Rooker
- Adjourn

Cale Elementary School Renaming Committee
County Office Building
401 McIntire Road, Charlottesville, VA 22902
May 28, 2019
Room 241, 6:00 p.m.

Present: Dennis Rooker, John Gray, Ben Allen, Lori Ann Stoddart, Scott Heyseil, Paul McArtor, Lauren Eddy, Alice Justice, Carlos Armengol, DeeDee Jones, John Gray, Bernard Hairston, Dennis Rooker
Special Guest: Matthew Haas, Superintendent and Lorenzo Dickerson, Web Curator.

Matt Haas – Introduced by John. Thank you all for being here and agreeing to serve on this committee. My first step was to reach out to Dennis Rooker and asked him if he would be the Chair and he graciously agreed to do it, and I really appreciate you doing that. I then contacted John Gray who many of you may know from Albemarle county public schools, he was a director in human resources, he's now retired, but he came back to manage this project for us, and I appreciate that too, John.

John Gray – We have Lorenzo Dickerson who is going to give us a little bit more on the charge by showing a news clip from Dr. Haas explaining the charge for this project.

Dennis Rooker – Sue Harris, a teacher at Cale was unable to serve due to the schedule. Isabel Vargas, a teacher at Cale will be taking Sue's place.

Video of a news story and the direct message from Matt Haas.

JG – This goes back a couple months ago that Matt gave this charge. The next thing we have is a review of the materials that were sent.

DR – Hand out a list of what's been sent out to everyone.

I don't intend to spend time going through each of these items, but I want to make sure that everyone received all of these. These are items that, if you haven't read them hopefully in the next few weeks you will. I think that each of these has some bearing on the task that we have. I've sent out a total of three emails, and this information were either attachments or embodied in the emails. If anyone didn't receive them, please let me know and I will make certain we get them to you.

I will make a couple of comments. There is a *Charlottesville Tomorrow* article – I would read that in depth. It's a long article, but it really kind of explains how we got to where we got here and what the task of this committee is. And the item 4 in the article and commentary in the magazine, July 1956, which prints out to be about 60 pages long, that's the article that somewhat gave rise to, was the catalyst for the formation of this committee and looking at school names in general. And along with that James Rorty we have something from UVA library that talks a little about his history. There's an extensive list of publications that he offered.

Any questions about the list?

In our third meeting we intend to hear from the Cale family, and there will be a significant amount of information – we've got a package, for example that I received today that will go out to committee members that is from the family.

JG – I would add that the article goes into what was going on in the era, the 60's the 50's and all the strife that was going on, it wasn't just about Albemarle. It does go into depth, which you may have read already about the situation. It really gives you some information about what it was like then.

DR – Does anyone have a question about the materials?

Committee Member – Dennis, after reading these materials, it prompted a lot of questions, I personally have. When will those be addressed in the agenda?

DR – I think at the end of the meeting if anyone has questions about anything we can raise them at that time. I think it is important that we not express our opinions. When anyone goes into anything, they've read a little bit. When you guys were appointed to the committee you probably read a few things. As we all do, you may have formed an opinion as to what ought to happen. I think we really need to make certain we keep an open mind throughout the process. And we not express opinions until the last meeting. Our last meeting will be the meeting we discuss everything and go forward with a recommendation.

Member: The other meeting dates scheduled I notice from the emails back and forth with Paul Cale, Jr. there were some switching of dates.

DR: We were going to get to this on the agenda.

JG: Move on to Lorenzo Dickerson who is going to go over some history of ACPS. Excellent background and presentation he gave to the school board a few months ago. I think you'll get a lot out of this.

Lorenzo Dickerson: This is a presentation I gave back in October. It gives an overview of the Paul Cale era and it talks about, it's called "History of the Present", the various different ways the history of this area is still present in the buildings and places that we visit regularly today. It starts at emancipation and slavery and goes up to desegregation.

JG: Lorenzo also put together a video about the Albemarle 26, and I won't go into any detail, I'm sure you heard about it in the news media just recently where the Albemarle 26 just recently were recognized. Do you want to give any kind of introduction about the climate at that time?

LD: What we just really want you to understand is these individuals that you just saw, you heard a little bit about what was happening nationally, during that time period, but the same thing was happening here. It went on for a while. This fight for desegregation went on for a while. Brown vs Board, they knew it was coming down the pike and not only were they fighting for desegregation of schools, there were sit-ins at different places here in the area, Buddy's restaurant is probably the most famous. So a lot of things were happening during that time period. But also, at one point in 1962 – there was a resolution that was developed in 1954, just two days after Brown vs Board, it was brought back up in 62 where the BOS at that time for Albemarle County agreed with this resolution that was developed to eliminate school athletics and any social activities, the thought – the quote that they actually have "to discourage racial mixing and to discourage any conflict happening". Because some conflicts had happened in other parts of the country during desegregation. With that being said, the following year, the summer of 63, July, right before the county desegregated schools, the BOS came and said, no we don't want to do, we want to continue to have social events and sports activities we want you to go back and revise this resolution and four members of the school board refused. It was back and forth with the school board and the school board members held to their guns refused to edit the policy and those board members were fired. Those members were: Harry

Garth, DJ Ogelsbee who was also the state director of people placement board at that time, RA Yancey and of course Forest Paulett. So a lot of different things were going on during that time. Not just the simple desegregation of schools. Of course we didn't desegregate until 1963, nine years after Brown vs Board, four years after the city, and we didn't fully desegregate until 1967. It took a while, you've got the first 26, then another 20, another 30 – it took a while for this process to happen. This process was to fill out the application, going to the schools, and that process had to be done year after year until we finally fully desegregated in 1967. And that happened with the closing of Burley High School. The school was closed for two years, the name became Jack Jouett Middle School, the colors were changed, the memorabilia was taken out of the school, the community fought to get all that back. And of course they kept the name. It's a little difficult to change the name with the name etched in the top of the building, so it was reopened as a desegregated middle school. So what you are about to see is a video with nine of the twenty six students of the desegregated schools, talking about what that first day of school and what that first year of school was like.

DR: The numbers added up to 25, when you added up the three, it added up to 26.

LD: In doing the research, it looked like it was 25, but there was one more, Leon Hawkins.

JG: Lorenzo provided me the newspaper article at that time, I will be circulating those to you.

LD: Both of these videos, just by watching them we want you to understand the experience. The 14 students that were retained, that's something that sticks with them to this day. They talk about it regularly. Something they will never forget.

DR: I was asked by one of the reporters before this meeting; how these things were pertinent to what we are doing. I think this is pertinent because Paul Cale was superintendent to the schools seven years before and fifteen years after Brown. He was the superintendent of schools, this was the climate, and a difficult climate. He did what he did as superintendent. We can't divorce his performance from the times that he lived in and what occurred here in those times. We're going to receive a lot of information about Paul Cale and the positive things he did in respect to the school system. But I think that it's pretty apparent that integration was not perfectly handled in Albemarle County, and what can be laid at the feet of Paul Cale, I don't know. Paul Cale answered to the SB that was racist. Four SB members were fired by the BOS because they would not revoke a resolution in which they were going to eliminate activities where the races might mix. This was after Brown. Seven years after Brown. We have to look at all the things that we have concerning Paul Cale, both good and bad and make a decision at the end of the day about whether or not to retain the name of this school or to change it.

Does anyone want to add anything at this time?

JG: Dr. Hairston came in from another meeting. Do you want to introduce yourself at this time?

Bernard Hairston: I'm Bernard Hairston with ACPS, Assistant Superintendent. I've been in Albemarle County as an educator since 91-92, Associate Principal, acting principal of Western, principal of Burley Middle School for nine years, at the Central Office level for the past 14 years and I live in the North Garden area.

DR: Dr. Hairston is the one central staff member who will be a voting member of the committee. John Gray is not a voting member unless we have a tie. Since we should not have, since we have odd number of members.

JG: I think we need to talk about our next meetings and several aspects of those meetings.

The next meeting which we would like to have in about a month will be a public meeting, it will be a more formal setting, probably timed speakers, given three minutes to speak – giving the community an opportunity to give input.

The 3rd meeting is a possibility of having the Cale family talk with us in a more relaxed atmosphere, we could give more time.

The 4th meeting that's planned - we will review all the information and at that time talk about how we feel the recommendation should go.

DR: I think you all are aware we are making a recommendation to the Superintendent who will then carry that recommendation to the School Board. They have the ultimate power to make a decision concerning school names at the school board. If we decide to make the recommendation to change the name and decide to accept that recommendation, then we would reconvene to make further recommendations to make a name change.

JG: Dates....

DR: Potential Priority Date for the next meeting – June 18 @ 6:00 in the Auditorium

Member (Scott): out of town I could participate via phone conference

DR: We will be taping that meeting, we could make the tape available to you

We have someone missing that meeting, we could make the tape available to you.

Member: Do we know if the teacher who is not here can make it, we don't want her to miss two?

JG: One of the things about scheduling meetings here, the larger rooms get taken fast. Looking out to the next month of July, the 30th and 31st look like possibilities. We don't need a big room for the Cale family meeting.

DR: The one meeting we would like to have in the auditorium is the next meeting.

Member: The next meeting plan is to take in public comments, correct?

DR: Yes

BH: What are the thoughts behind the meeting with the Cale family? What kind of setting, just talking with us?

DR: I see it as them talking with us. I see it as their father, the two children. I received some information. Certainly we can ask questions. It's not going to be a one way presentation.

Member: Do you anticipate meeting with the family the week after the next meeting?

JG: A month from now is the second meeting, June 18, the next one is July 30, the meeting with the family.

DR: He (family) indicated to me that they were pretty much available the month of July.

Let's tentatively set it for July 30, 6:00. Subject to the approval of the Cale family. There is also the possibility that they will attend the public hearing and not want another meeting. Optional for them.

JG: Final meetings... It depends on how much time we think we need we could go mid-month to the end of August.

Member: I vote for after school.

DR: Problem, we are supposed to complete this task within 90 day, which would be August 24. We may need another meeting if we find we need more discussion. We need to look at the 14th or 15th.

DeeDee – 14th is a proposed festival at the school.

DR: August 13th. Everyone agreed this date would work.

Member (Lori Ann): I'd like to know how to access additional information. There was some information that I came across that I'd like to read a little bit more, but I don't know how to access it. This is through the library of Virginia through the People Placement Act. There is an item that is the desegregation of Albemarle Plan, that I'd be curious to see that, between 1957-1966.

JG: We have Dr. Murphy here who might be able to help.

Member: I'm curious to find out if there are any ACPS minutes

JG: Yes, we have them all here. I can help you with that.

DR: The minutes are incredibly brief.

Member: The Assistant Superintendent that worked under Paul Cale at the time. Is he still alive?

DR: This is an African American who wrote a letter recommending Western be named Cale.

Member: we received a lot of documents, has anyone fact checked anything? Or are we taking it at face value?

JG: Dr. Murphy has been working on the Cale letters and

Member: One that is fascinating to me is the Thomas letters.

DR: I met with him and John met with him. It is well documented and well annotated. He was a very good friend of Paul Cale's.

I don't know that we have the resources to go through and check every annotations, if someone says, I want these three annotations checked, I think we can do that.

JG: When he met with me and he even says in his documents, he's biased in some ways, it is subjective, a lot of the information is from being very close. One thing he said to me and he recognized, was that it was a very heart breaking time. He was quite moved by all the strife at that time.

Member: All this information we received to date, do we have some sort of confidentiality? Is this information being available to the public, can we share?

DR: All of this information is available to the public, to the press. You can share it with friends, people, at the end of the day it would be very helpful for everyone on this committee to not render an opinion until the end of this process.

Member: Similarly – contact information for these individuals. Are we free to contact people?

DR: I think contacting people should be done through John Gray.

Member: So if I have questions about particular attachments, I can send those on to John?

DR: Yes

Member: Procedurally I think it would be helpful for all of us to see those questions as well to additionally be able to call it into relevance. Thank you all for asking those, requesting information now beginning of the process. I was also struck by the comments by Reverend Bates in his letter particularly in regards to Virginia Murray in her role and Harriet Brown in her role in reeducation in deprogramming in which I think a rather different language that has been used from the other literature and commentary that we've received so far. There was additional mention of Maxine Holland as the person that has provided the information to Reverend Bates during that time, I was hoping we could talk to her if she was still around or someone who could contextualize that commentary.

Member: She is still around.

Member: Locally?

Member: She lives at the Heritage Center

BH: Maxine Holland is a former teacher, she was the last homecoming queen of Burley High School.

DR: Bernard do you or John want to talk with her and see if she has information that might be helpful to the committee.

JG: we had talked about that. As a side note, Dr. Hairston and I had interviews in the process of putting in a report form with a couple of former AA teachers back in that era and we've had a small group meeting and those were students that we talked to at Burley from that time period. You will be getting that also.

DR: the problem we have here there are not a lot of people who are still alive that were teachers or administrators.

JG: we met with a lot of people in their homes. It was really interesting conversations.

Member: so it sounds like our 3rd meeting we have set aside not set aside the entire meeting for the Cale family, I can imagine we already know their stand. Not discounting it. Some of these others might be a good, make that meeting, maybe make that meeting a historical, mush all that stuff together.

DR: I told them we would give them up to an hour. And if we have a 2 hour meeting we certainly have time to have someone else come in, one or more people who could give us additional information.

Member: this is awesome, but our focus is now on Cale. But microscope on Cale, and that information is fantastic on a broader that put you in that spot. People who have been in the room with them, would be super helpful.

DR: I will say thus far, the people we've been talking to, the very few people who have anecdotal info that has proven to be very strong one way or the other. We have people who heard something – who heard something.

JG: so much time has gone by – so many stories filter down.

Member: is the 4th meeting going to be open to the public:

DR: All meetings are all open to the public.

Adjourned.

"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."

Charge to the Advisory Committee by
Dr. Matthew Haas, Superintendent

Action Items from the Meeting:

- 2nd Meeting – June 18 @ 6:00 p.m., preferred meeting space Auditorium. This meeting will a public hearing for citizens to speak. All public speakers will be allowed 3 minutes each to speak.
- 3rd Meeting – July 30 @ 6:00 p.m., (subject to the approval of the Cale family) preferred meeting space, room 241. This meeting will be a meeting with the Cale family to present to the committee. The family has been guaranteed one hour. Time allowed, the committee will use the 2nd hour to hear from invited guests to offer additional information to the committee.
- 4th Meeting – August 13th @ 6:00 p.m., preferred meeting space, room 241.
- John Gray and Bernard Hairston will reach out Maxine Holland to inquire if she would be willing to meet with the group.
- John Gray will help a member navigate the Archived SB Meeting Minutes from this era.

Speaker Notes from 6/27 Meeting

Advisory Committee Meeting Minutes of 6/27, 7/30 and 9/11 to be transcribed and included in this section

Paul H Cale Elementary School Renaming Personal Appeal to the Review Committee

June 18, 2019 at 6:00 PM
Albemarle High School Auditorium

Good evening. My name is Leonard Lohman. I am a long-term resident of Albemarle County and graduated from Albemarle High School in 1966. In fact, my graduation class included one of the first African American students integrated into Albemarle High School. Myrtle White received her diploma along with the rest of the graduating seniors. Three years ago, our graduating class celebrated its 50th year since graduation and Myrtle and her husband were there. She, her husband, my wife ('67 graduate from AHS) and I had a lengthy and enjoyable conversation about our lives then and now. Additionally, our 50th reunion class decided to add a senior superlative category of "most courageous" and formally recognize Myrtle in that capacity. She was extremely pleased and thanked all 138 people attending the reunion.

Superintendent Paul Cale was a constant visitor to our school as well as many extracurricular activities throughout my five years at AHS (8th grade through 12th). In my opinion, he laid the foundation for a smooth and effective transition for the desegregation of Albemarle County schools in spite of the elected officials of both the local and state governments opposing and indeed obstructing integration. He did all of this without disruption in class schedules, closing of schools, or banning athletic and club activities even though the school board approved the banning of these activities.

Mr. Cale was not a racist. Clearly, he believed that every student, regardless of race, should have equal opportunities to a good education and he believed that long before the law was passed. Mr. Cale was the right leader, in the right place, and at the right time during this very trying and difficult period in our history. Don't denigrate his reputation, shame his family or this community by removing his name from the school. Please let Cale Elementary School remain Cale Elementary School.

Thank you.

"Great Leaders of Albemarle"

Paul Cale

Comments by Fred Scott 6/18/2019 at Albemarle High School

- Paul Cale was a County employee. Period.
- Paul Cale never had the authority to delay integration. Period.

You asked us for help in understanding Mr. Cale and his record. I have submitted very personal recollections that include our Scott Family stories about Paul Cale. My parents knew him well; they admired him.

My comments are directed to your request for understanding ...

- His fine character
- His personal integrity
- His leadership
- His courage

→ Few things are worse than slander to a reputation. I know that none of you is interested in being a party to such a travesty.

So, I encourage you to proceed—very carefully—down this path.

Today we sit in judgment—with the benefit of hindsight—
...discussing a man's life's work.

We are looking back more than 50-60 years...

And yet... very few of us here in this room ever knew him.

Let's remember that—long ago—an equally-distinguished panel of county officials made a conscious decision to name a new school in honor of Paul Cale. He was...

- a man they actually knew...well
- a teacher they had worked with...frequently
- a school administrator they admired ... and promoted
- a leader who inspired them.
- He was a visionary → not threatened by change
- a courageous man who led them all...in difficult times...
.... into the light of day.

When Paul Cale was hired—back in 1947—the very first thing he did was to publicize the appalling condition of the African-American schools. I have seen these places with my own young eyes → truly awful conditions.

"Great Leaders of Albemarle"

Paul Cale

Comments by Fred Scott 6/18/2019 at Albemarle High School

His next actions were to convince the voters that they should

- INCREASE their own tax burden...so that they could...
- IMPROVE the African-American schools...and...
- UPGRADE or BUILD additional schools.

Our citizens respected Paul Cale.

These citizens had just been heavily taxed to fight a World Wide War.

The war had ended only two years earlier; and...

Everyone was financially strapped....but...

- They listened to him, and they came to agree:
- The schools needed lots of work.
- Mr. Cale's first big project was to build a new Burley High school.
- It was "Best in Class" and it was the "BEST, BY FAR, in Albemarle".

→ Paul Cale was the primary creator of our superb school system.

He was always teaching, leading, inspiring others.

Even tonight—decades after his death—we are all getting a free history lesson from Mr. Cale.

...an honorable life of service,

... a purposeful life that required personal courage during difficult times.

Paul Cale's public record stands tall, as a grand example....

We hear tonight what great leadership looks like,

what vision looks like

what courage looks like

We see how great leaders act under pressure.

Massive social change does not "just happen"...

Visionary leaders make it happen.

Courageous leaders make it happen

Paul Cale made it happen.

The Supervisors...eventually followed his lead.

I'm John Tomlin. My family have been residents of Albemarle County for well over 100 years. I would like to read parts of a letter sent by one of my older brothers to Mike Marshall, Editor of the Crozet Gazette eliciting his support of Paul H. Cale, Sr.

I have been acquainted on a very personal level with Mr. and Mrs. Paul Cale, Sr., and their children, from my very early memories 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 the 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 Chairperson at the time of the Albemarle County School Board, a Dr. Kate Luff, who took 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 a good reporter does, and called these people to task for their denigration of one of the finest men, not to mention, educators, Albemarle County has ever known!

Paul Cale, Jr., wrote an excellent letter to the editor, published in your paper in the December 2018, Vol 13 No. 7, issue, which could and should be used as the basis for further study to clear the good name of Mr. Cale, Sr. The ugly paint job provided by the reporter, a Mr. James Rorty, seconded by Dr. Acuff, not only smears Mr. Cale, Sr., but by implication, his children, too. Good people should not and cannot stand by and let this go unchallenged. If for no other reason, we need to curtail the revisionists view of history whenever and wherever that hindsight revision is false, to honor those who were so very dedicated to the betterment of our community as well as each of us within it.

We, your readers, sincerely hope you will become a part of this cause.

Sent from my iPad

Dear Dr. Acuff,

I was disheartened when I read the headlines of The Daily Progress on October 19th of 2018. I had intended to write a few thoughts at the time but within days my brother-in-law was brought to UVa Hospital and died a month later. So ,obviously, the headline took a backseat.

I grew up in Albemarle County with Mr. Cale as Superintendent . My family knew the Cales and I knew them as a teenager. To read in bold print that Mr. Cale was a racist was shocking , to say the least. To read the words that proved the point left me waiting for the punch line. It never came, as I knew it couldn't.

To conclude that integration would be difficult in Albemarle County was a fact that no one ,of that time, would dispute. It could be said of many communities all over the country ,especially in the South . It was hardly a racist comment , just a fact. That is just the way it was. Considering that many schools closed ,including Charlottesville City Schools, the leadership of the county must have been doing something right.

I well remember the day the first black student entered AHS . We were not in the same grade so I do not remember his name. He was leaning against the wall, looking terrified. I remember thinking that if the roles were reversed I did not know if I could be so brave. It was sad and scary ^{at} the same time. I have no doubt that ugly things were said and done-perhaps a form of bullying that the schools of today are fighting, probably worse. I believe Mr. Cale and Mr. Hurt would have been a protector of any student in such situations.

Today we are so fortunate to have excellent teachers of many colors and ethnicities . To use the term "Inferior Black Teachers" speaks to the poor educational opportunities for black children and young adults at that time. To me that was the racism. The 'opportunities' were shameful. The phrase had nothing to do with innate abilities. White children and their parents had choices. Black children and their parents had pitifully few.

It seems if the taxpayers' money is being spent uncovering "facts" about a school's namesake , it should be across the board. If my memory serves me correctly there is a county school named after someone who was convicted of a crime.

There were a lot of facts in The Crozet Gazette. Being that Mrs. Cale saved 600 articles where her husband was mentioned, it seems like they need to be carefully studied before a decision is made about calling Mr. Cale a racist and changing the name of the school. Portraying Mr. Cale as a racist is the issue.

This period was one of the bleakest in American history. I am sure no school system did it perfectly but I am convinced that because of Mr. Cale's leadership, Albemarle County did it better than most.

Please do not smear this good man's name and character. Mr. Cale was not a racist. There are so many facts to support this. Although I was young, I feel I can say with absolute surety that Mr. Cale was colorblind when it came to children. He was a visionary, who truly cared about the children he was entrusted with and saw a child and not a color.

I would appreciate your passing this on to your board members.

Sincerely,
Martha W. Anderson
434-996-2474
wardandmartha@gmail.com
January 10, 2019

0N068 Robbins Street Winfield, IL 60190 mandeclarke@gmail.com
Phone 513-607-5320 June 12, 2019

Committee to Review Cale Elementary School Name
ATTN: Dennis Rooker, Chairperson

Dear Madams and Sirs:

I write to you out of complete respect for each of you individually. Collectively, I know the task you have been appointed to take on results not from your initiation, but results because of a grave injustice created from misinformation and inadequate research. Worse, from the onset of the allegations that Mr. Paul Cale, Sr. was racist, those making such allegations have taken the matter out-of-historical context and even attributed erroneous quotes to Mr. Cale that can never be verified.

Please note that I am presenting a unique perspective on this matter. I do not believe there is another person alive with my insight because:

1. I lived through that period of time and was a student at Albemarle High School (AHS) at the time of its integration with Burley High School. Those of you on the committee and members of the School Board who challenged Mr. Cale's record did not live through nor were you Albemarle students at that time. Did any of you live in the South then?
2. Most unique is that my own mother, Virginia R. Dofflemeyer, was the AHS Director of Guidance and THE POINT person who implemented the curricular and personal assimilation needs of each Burley H.S. student as they integrated into AHS. She went to Burley and personally met, discussed, and planned with Burley students their incorporation into AHS. She worked with them after they enrolled to ensure to the best of her ability their success. I was the only child of a AHS leadership staff member who was in the class with one of the Albemarle 26 for three years and experienced, heard about in our home, and observed what went on then. I learned first-person from the perspective of one of Mr. Cale's direct reports.
3. I knew Mr. Cale personally and was fully aware of my mother's positive, respected, and revered working relationship both with Mr. Cale and Mr. Ben Hurt, then principal of AHS. Those two gentlemen and my mother made a conscious, concerted and coordinated effort to integrate AHS and Burley HS successfully, smoothly, and without incident.
4. I realize that the process for each of the Burley students was innately difficult. In realization of that Mr. Cale and his staff were dedicated to making their integration the best possible. One of the Albemarle 26, Myrtle White Johnson, was in my Class of 1966. Myrtle sought me out

at our class's 50th reunion in August 2016. She wanted to compliment glowingly my mother to me. Myrtle warmly explained to me that she would always remember and be grateful to my mother for how kindly Mom treated her and how she supported Myrtle through the integration process. That approach by mother was instilled in her from the Albemarle School leadership of Mr. Cale. I heard my mother talking at home about how all school staff was instructed to act - compassionately with no prejudice.

Significantly, at the 50th Reunion of the AHS Class of 1966, Paul Cale, Jr. chaired the event and the planning. It was Mr. Cale's son, Paul, who initiated the idea that our class should award Myrtle White Johnson an award at the reunion that has never before been awarded. He presented her with a Superlative Category winner as the "Class Bravest." Paul commended Myrtle at the award presentation and she got a well-deserved standing ovation. She made comments to some of us at the reunion that the event had been "life-changing" for her in a very positive way and that in looking back she wished she had responded in 1963-66 to the students at AHS who "reached out to her." Also, the first person Paul wrote to personally was Myrtle to encourage her to attend. I recount this for two reasons: 1. It is not true that all the integrating students were treated badly; and 2. Mr. Cale's own son spearheaded this kind recognition of Myrtle.

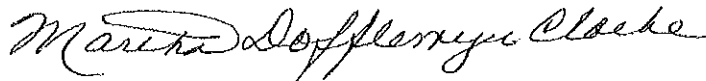
From the preceding, I offer my conclusions:

1. Mr. Cale never exhibited in his actions that he was racist. It has been well documented of all the ways he dedicated himself to advocating for the African American Black students in the Albemarle Schools. He implemented and guided a very successful integration as expeditiously as possible in those days against so many opposing factions and laws/state-imposed regulations.
2. As a further compliment of Mr. Cale, he raised a family typified by Paul Cale, Jr. who also is so obviously non-racist.
3. Mr. Cale did far better than most other Southern Superintendents and achieved much more for the African American Black community than he is being credited. To label him racist retrospectively is the height of hypocrisy by his unjust critics who state opinion over fact.
4. These allegations against Mr. Cale stating opinion over fact are blatantly false and unjustified. It is so maddening that well-intentioned "do-gooders" are willing to sacrifice the truth and distort facts such as changing a paraphrase from Mr. Rorty's 63-year old article to a quote. Decades-old situations have been interpreted through present-day viewpoints. A tragic mistake is being made because there is no way anyone can transport themselves back in time to pass judgment properly and fairly on Mr. Cale or any historical figure unless you unjustly impose current standards to actions that took place before the cultural

evolution we have benefitted from since the 1950's especially when none of you have any personal historical experience first-hand.

I submit that Mr. Cale's legacy has no taint at all of racism. There are others for whom public spaces have been named who have criminal backgrounds. Thus, the Albemarle County School Board has opened Pandora's Box with no positive gain. The result could only be an attempt at political correctness by current standards with total disregard for historical perspective and the TRUTH! I prayerfully enjoin your committee to reject removing Mr. Cale's honored name from the school and to make a precedent of being courageous and not buckle to the current trend of passing judgment out of historical context on those who lived in a different era and achieved much while doing their best. Prime example is Thomas Jefferson!

Sincerely with the hope good judgment will prevail,

A handwritten signature in cursive script, reading "Martha Dofflemeyer Clarke". The signature is written in dark ink and is positioned above the printed name.

Martha Dofflemeyer Clarke, AHS Class of 1966 Valedictorian

Minutes from the June 18, 2019 Public Hearing
Albemarle High School Auditorium

Meeting was called to order by Chair Mr. Dennis Rooker. The audience was welcomed and the members of the committee were introduced by Mr. Rooker:

Ben Allen, Lori Ann Stoddart, Scott Heysell, Paul McArtor, Lauren Eddy, Alice Justice, Carlos Armengol, DeeDee Jones, John Gray, Bernard Hairston, Anna Balazs.

Mr. Rooker reviewed the Public Hearing rules along with the time limit of 3 minutes per speaker. Members of the audience signed up in advance and were called in the order of signing to speak.

Letters were also left by numerous speakers (see attached).

Dr. Jim Blackburn	1966 Graduate of Albemarle High School (AHS), asked the committee to “truly listen to the comments”, never saw or heard racial incidents when he was in ACPS. Albemarle County did not close schools because of Paul Cale. He was not a racist.
Peggy Sims	Nelson County resident. Grew up in Albemarle County. Attended AHS when African American students began attending, nothing changed at that time. Shouldn’t take stuff out of context. Make enemies our friends find good things about. Paul Cale _____ on massive resistance.
Forrest Marshall	Suggested Paul Cale for school name. Knew Cale well. Cale encouraged him to send his kids to school with all classes. Leave school name.
John Tomlin	1966 Graduate of AHS. Read letter from Mike Marshall. Supports leaving name. Kate Acuff smeared name of Paul Cale by her reaction. Paul Cale did not delay integration. Proceed carefully down this path. Not threatened by change. Paul Cale was a visionary, it was a tax burden to update African American schools.
Betty Clayton	84 year old resident of Albemarle County. Cale was her principal and friend, ridiculous to smear his name. Welcomed all students. Went to homes of black students.
C. Lowen	AHS Class of 1967. Read letter from her uncle. Information is taken out of context. Attended with one of the Albemarle 26. Cale never exhibited he was a racist. Successful integration. Be courageous. Don’t take things out of context.
Mr. Hurt	Knew Cale. Never said anything racist. Brought Mr. Hurt to AHS. Integrated AHS while others were closing.
?	Long-term resident. AHS 1966 Graduate. Class included one of Albemarle 26. 50 th desegregated without the support of the government. Not a racist; believed in equal opportunity for all students in all activities.
Mr. Johnson	Member of Albemarle 26. Stone Robinson black students were retained in grades. Listen to your heart.
?	County resident. 1966 class of AHS. Spent time in Cale household. Times have changed. Do the right thing.
Martha Anderson	1966 AHS Graduate. Letter to Dr. Acuff. Many schools closed but ACPS stayed open. Leadership must have been doing something right.

Bill	Lived in Albemarle County all his life. McIntire School 1948. Knew Cale when he became Superintendent. He was a man of quality and character, dedicated to students day-to-day.
Jane Cale	Read statement from African American Veteran who taught at Burley and his impression of Cale when quoted "article" was written. Cale not an ordinary person, moral compass to the family.
Tommy	Did not know Cale, knows his son. Child does what he sees, recipient of Cale being brave for his decisions to allow for athletics.
Karen Viar	Lives in Lake Renoria. Attended 1965-1970. Interacted with African American George Bates – experienced integration of AHS.
Sam Clarke	Class of 1966. Never evidenced prejudice in any way. Not aware of any negative incidents during integration of the school.

After all speakers had an opportunity to speak, Mr. Rooker closed public comment.

July 30, 2019	The Committee will meet with the Cale family
August 18, 2019	The Committee will meet to discuss and make their final recommendation to forward to the Superintendent and the School Board.

Mr. Rooker adjourned the meeting at 7:01 p.m.

Letters for Keeping Cale Name

Sandridge-1

Bates-3

Clayton-3

Hailstork-1

Scott- 1

Cale-4

Blackburn-1

Hurt- 1

Lohman- 1

Clark- 1

Tomlin- 1

Anderson-1

Mouly-Massey-1

Archer—1

Letters Against Keeping Name

Eubanks

Morton

Stevens

Mathon

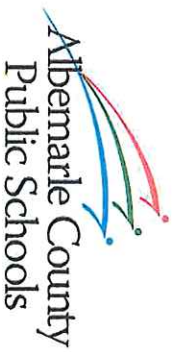
Soderman

Speakers at Public Hearing #2 with Notes

Sandridge, Thomas, Blackburn, Fleming, Eubanks, Clayton, Scott, Marshall, Hurt, Starus, Tomlin, C.Lohman, L.Lohman, Johnson, Gannett, Anderson, Dongal, Cale, T.Viar, K.Viar

Speakers at Public Hearing #3 with Notes

Roy Thomas, Ms. Cale (daughter), Dr. Cale (son), Paul Cale jr., Mrs. Paul Cale, Waltine Eubanks, Irene Fleming



Paul H. Cale Elementary School Renaming Committee Public Hearing – June 18, 2019

	Name	Address, Phone # & Email Address	Do you have children in ACPSS?	Are you a resident of Albemarle County?
1.	Dr. Tim Blackburn	RR 1 Box 723 348 Deer Springs Ln Roseland, VA 22967	No	No graduate of AHS
2.	Reed Simms	" "	NO	No, graduate of AHS
3.	Forest Macrae	2514 Leacock Rd 2801 E. BRISTOCK RD MIDLOTHIAN, VA just off 70 @ gmail.com	not now	YES
4.	John Tomlin	5440 Bulleysthorpe Rd Leesville, VA	NO	47-70 ANSWER
5.	Michael	4492 Thru Noted Rd. Sh. 22901	N	yes 84 yrs.
6.	Betty Clayton	103 Wendenover Lane ch'ville, VA 22924	NOT NOW	yes ANSWER
7.	Carole Lehman	5005 Fairwinds Court Crozet VA 22932	Yes	Yes
8.	J.B. Hurt	103 Wendenover Lane Ch'ville, VA 22911	NOT NOW	YES AHS GRAD
9.	Ronald Lehman	315 White Cedar Rd Pembrokeville, VA 22923	NO	NO graduate of AHS
10.	Lewin Tyson		NO	NO graduate of AHS



Paul H. Cale Elementary School Renaming Committee Public Hearing – June 18, 2019

	Name	Address, Phone # & Email Address	Do you have children in ACPs?	Are you a resident of Albemarle County?
11.	E.M. GARNETT	4201 Pagebrook Farm Charlottesville, VA	NO	YES
12.	Mette Anderson	829 Calverly Dr. 22903	NO	YES
13.	Kill Donald	320 Key West Dr - 22911	NO	YES
14.	Jan Cale	4 Ribaut Dr, Hilton Head Island SC jancalc@gmail.com 29926	NO	NO
15.	Tommy Vitar	4417 Love Garden New York Ga 31706		YES
16.	KAREN VINE	185 Suttercamp Dr, Cville 22902	NO	YES
17.				
18.				
19.				
20.				

Thank you for the opportunity and honor to speak concerning a most remarkable and Sincere gentleman, Mr. Paul Cale.

My name is Betty Garwood Clayton.

I am an 84 year old life- long resident of Albemarle County who got to know Mr. Paul Cale personally when I was 6 years old and was getting ready for enrollment in school. It was at this age until Mr. Cale's death that he was my forever school Principal, my forever Friend, who supported the fine truths that I was taught in my home. He was a man filled with sincere encouragement and honesty and remained that way up to the last day I ever visited with him.

There was only one telephone in the Albemarle area in which I lived and Mr. Cale made personal house calls to every home to notify parents of important events such as immunizations for students starting to school. It was on such a visit, that he had the opportunity to meet our beloved black neighbor who lived up on the hill. We had known Mr. Cale for years because I had two older brothers and a sister who attended school before me. It was on this visit that my Mother and the neighbor lady were canning vegetables on what they called Shares" 50percent for you and 50 percent for me. I recall Mr. Cale's politeness and demeanor toward our neighbor. My Mother mentioned how very far (over an hour long walk) the neighbor children had in order to get to school because there was no school bus service in their area. He was sincerely concerned and I am sure looked into the matter to correct this. This was Second World War time and my Mother and our good neighbor were canning vegetables so that my Mother could donate her share to our Greenwood School for making soup in order that all children in school could have a hot lunch if they so desired.

It will be only a few more years before the facts of the Second World War will no longer be remembered and the younger generation will not have heard the many wonderful things that our beloved Principal, Mr. Cale brought to the forefront of our education concerning who we are and what we stand for. He knew these things first hand because he practiced them in his own life.

In my first year of school, it was in a regular Assembly that Mr. Cale informed us that we would be joined by a new student on Monday morning. This student would be in the sixth grade. He was the son of a German prisoner who was housed in a camp at White Hall. We were

asked to show him the same kindness we show all other students and not ask him questions unless he started the conversation. Mr. Cale told us that he had been in another school and it had not worked out, but Mr. Cale had the greatest confidence in us that we would make his school days at Greenwood happy days. Mr. Cale worked him into our studies. He spoke English as well as German. The class he was in performed a show and I recall with a big grin the fun it was to hear and see the dialect between him and his class mates. It was a child's musical comedy, called, "I Misunderstood What You Said." I tell you this sideline to demonstrate to you one of the many ways Mr. Cale showed his encouragement to all his students. We missed this young German boy when his time with us ended.

It has to be because of some misunderstanding or mis-quoting of actual facts that the words which have been quoted as being said by Mr. Cale many years ago, are not what he actually said and have brought some individuals to try to make Mr. Cale something that he definitely was not.

A Racist ? He was not. Mr. Cale was the most caring and understanding person you could ever meet. Good education was his main goal for all children. He pursued this goal and made it possible that all children had equal opportunity for a good education. The lives of both black and white children, even a young German child, demonstrate the faith he had in his students and the potential of the student, was brought to surface by his supportive and caring attention he had for every student.

Please make sure that history is recorded and repeated correctly. Please make sure that history does not leave out the parts about his visits to the homes of black students to encourage them to enroll in integrated schools in Albemarle County... the schools he helped to bring about. Don't forget the parts about his work in bringing the best possible opportunities to all students that they might know the meaning of success.

The power of one can be very damaging to many, many people especially when it is not spoken in truth.

To try to smear the name of such a fine man and educator causes me to say, "SHAME SHAME!" Where did it go wrong?

Betty Clayton June 18, 2019

Dear Committee Members, Superintendent, Supervisors and School Board Members,

My name is J.B. Hurt. I am a resident of the White Hall District of Albemarle County. I knew Mr. Cale personally. Growing up in Crozet in the 1970's and 1980's, I knew Mr. Cale to be thoughtful and kind, a good Christian gentleman who never said or did anything that would be considered remotely racist. Mr. Cale was the school superintendent who was responsible for my father, Ben F. Hurt, coming to Albemarle County seventy years ago to teach at Greenwood High School where my dad also served as principal. My father then served as principal here at Albemarle High School for thirty years. More importantly, Mr. Cale was responsible for successfully managing the integration of the Albemarle County school system at a time when other school districts in Virginia such as Charlottesville were closing rather than integrating.

There are many people still living in this area (and other areas) that knew Mr. Cale as well. Seek out and hear from the people who knew him. As has been pointed out, having passed away thirty years ago, he unfortunately is unable to speak for himself. Any research on his life and character should include input from those who knew him, knew what he stood for and how he lived.

The context of the comments in the article appears to be Mr. Cale's assessment of the attitudes of the community rather than his own opinion. He was being asked why the county had not already begun integration and was responding with his assessment of why that had not occurred. The inferiority he refers to would have been his assessment of the quality of education that those teachers received at the time, not an assessment of the individuals themselves as people. One of the paragraphs that follows the controversial passages states that Albemarle County had recently built new schools for the African-American students that cost more per student than the schools for the white children and that there was an emphasis on making sure that the education provided was equal. The article states that those things occurred in 1950 – four years before Brown v. Board of Education. Who was School Superintendent during that time? Paul H. Cale.

While the process may need clarification or some sort of standard operating procedure, I can only assume that the process of naming anything in the county (whether a school, a road or a park) would be that the individual's life and accomplishments are reviewed and if the good far outweighs the bad enough to merit naming something after them, then their name is given to the school (or road or park). I would think that is how Cale Elementary was initially named.

Paul Cale is the reason that Ben Hurt came to Albemarle County and served for so many years as Principal of Albemarle High School. Prior to the dedication ceremony for Agnor-Hurt Elementary School, my dad told that as honored as he was to have a school dedicated to him (and Guy Agnor), he would not have accepted that honor if Mr. Cale had not already had a school named for him.

A lot of people look up to my dad. Paul Cale is who my dad looked up to.

During this process, my hope is that as much effort goes into researching the good that Mr. Cale did during his lifetime as is spent trying to uncover something bad. If that is the process, I have no doubt that the school will be considered worthy of bearing his name.

Thank you.

J.B. Hurt

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LIMITATIONS

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Remarks in behalf of Paul Cale Sr.

6/18/19

My name is Jim Blackburn, and I am a 1966 graduate of Albemarle High School. Following graduation, I attended the University of Virginia, where I earned both my undergraduate and doctoral degrees. All of my professional life has been spent in education.

My Prayer and Hope for this hearing is that this committee and the School Board will truly listen to the comments tonight, and be open-minded in their deliberations concerning the name-change for Paul Cale Elementary.

I moved to Charlottesville from Ohio prior to my Junior year at AHS, and coming from the North, I expected that I would witness some sort of racial strife and discord in my new southern home and high school. I think that, given the time and circumstances, it was a reasonable expectation.

During my time at Albemarle High School, I think it is safe to say that I was in the thick of just about everything that happened around campus, both good and not-so-good. However, at NO time did I ever experience or witness a racial incident or a negative racial situation. I am not stating that none occurred, just that I never saw one -- or heard of one. And I was pretty well-connected, despite being a newcomer.

If we look at what was happening in public schools in Virginia and across the South, the time before I arrived at Albemarle was the heyday of Massive Resistance. A Dark Time, indeed ! It is difficult to conceive today that the State General Assembly and the Governor prohibited school superintendants from integrating their schools as the Federal government had mandated following the Brown v. Board of Education decision, but they did !! It is a fact of the time that if a local school superintendant tried to integrate the schools, the State would force their closure, rather than have them comply with Federal law. (Hard to believe in these days and times, isn't it?)

We also know that a number of schools across the state were forced to close, most notably Prince Edward County, New Kent County, and Charlottesville's own Lane High School and Venable Elementary.

The results of Paul Cale's actions belie the claims of racism. I believe those actions of Paul Cale in behalf of black school children over the jaundiced words of one magazine article any day, and I hope that this committee and the School Board do the same.

I strongly urge this Committee NOT RECOMMEND the removal of Paul Cale's name from the elementary school that currently bears his name. Rather than stripping that elementary school of Paul Cale's name, you should be exploring ways to further HONOR this man, who is a real hero of the integration movement, and a true champion of racial justice.

Thank you for listening.

Dr. Jim Blackburn

Truth Revealed in the Eyes of a Child

Remembering Paul H. Cale, Sr.

By Suzanne Cale Wood

Good Evening!

I am Suzanne Cale Wood, the first born of Paul H. Cale, Sr. and his only daughter. Many years ago I followed my Dad's advice and became a teacher. I am now retired after 45 years of teaching in the public schools of three different states.

I would like to recognize my daughter, Paula Wood Brown and her husband, Lave'I Brown, who flew up from Orlando to be with me today. Paula is Paul Cale, Sr.'s oldest grandchild, and she is named after him.

My brother Bill is with us today in spirit. He died just a little over a year ago after a long fight with multiple myeloma. You have a letter Bill wrote about dad soon after dad's death. It describes a man who was strong in the face of adversity and deeply loved and respected by all. **Our father, Paul Cale was a role model for each of us...for you... and for me.**

It is quite unbelievable to be in my home state of Virginia at a meeting generated by the Albemarle County School Board! This is where Paul Cale's vision of a superior public educational system was brought to fruition. It is where his dreams of making a major impact on the lives of children came true! Throughout the entire 80 years of my life I have never heard anything but accolades about my father...Hall of Fame recognition, scholarships, personal remembrances, many letters, hugs of thanks and stories of how he touched someone's life. But now, suddenly and shockingly, I am here to defend my father's name and reputation. This is truly surreal!

First, I would like to speak to Lewis Johnson, one of the Albemarle 26. I truly appreciate Lewis's bravery and perceptiveness in posing the question, **"What was in Paul Cale's heart?"** I believe LEWIS'S question may NOW be the basis of what YOU are considering, since most factual information and research have surely been reviewed by now.

My father was **not** a racist...**nor** do I believe he attempted to slow down the process of the integration of schools. As a young daughter often does I knew my father's heart. Perhaps I, along with my younger brothers, was a part of his inspiration, but it goes deeper than that. We'll need to go back in time. Probably we need to go back to a time when most of YOU were simply someone else's dream that had not come to fruition.

I would like to present my answer to Lewis and this committee by describing a few TRUE "long ago" memories that I believe depicted what was in my father's heart throughout his career as an educator.

(By the way, there was a time when I was much younger than now!)

So please... IMAGINE!

I am a little girl with her Dad on a Sunday afternoon. We aren't going to the movies or the ballpark. We are going to inspect some of the schools in Albemarle County. It is a grim discovery for me to encounter the poverty, the deplorable condition of the schools we see. Dad carefully inspects the building. He looks sad, but he is attentive to detail. He explains to me that this is a school for black children, and he hopes to make it better for the children who go to this school. First he has to convince taxpayers to pay for improvements. I cannot imagine children going to school in this place. My dad is my hero. He is going to fix this problem.

Members of the Committee: I know that Paul Cale truly cared about the horrible condition of those black schools that we saw that day, and I know he was passionate about wanting to improve the educational opportunities for the children who went there.

IMAGINE:

I am in 2nd grade. Mrs. Bertha Jones is my teacher. We have a visitor. It is my dad. I didn't know he was coming here today. I have heard that he visits all of the classes of all of the county schools...Black schools and White schools. He speaks to Mrs. Jones, and then he goes over to some of the other students to ask about their work. He smiles at me, but he doesn't ask about my work. I guess he already knows about that.

Members of the Committee: I know that Paul Cale truly cared about the teachers and students in those black and white schools he visited, and I know he wanted to encourage and inspire them by his visits.

IMAGINE:

I am a little older. I am attending a football game at Burley High School, the new consolidated city/county black high school. I see the excitement in my Dad's face. He enjoys football, as do I! He is like a proud father as he shows me the new school building and the football field all lit up with the lights. He points out some of the players on the team and he calls them by name, and we both are thrilled as we watch and hear the band! People stop by where we are seated to speak to him. I can tell they like him, and I'm his proud daughter.

Members of the Committee: I know that Paul Cale worked so hard to have Burley High School built because he truly cared about providing the best educational, athletic, and musical opportunities for the black students who would be going there.

IMAGINE:

It is the summer of 1953. I am on another Sunday afternoon excursion with my Dad. I am soon going to a new school. We are visiting the school where I will attend. It is called Albemarle High School. I will be in the 10th grade. We are surveying the football field and track. Now I can go to a school WITH a football team just like the Burley kids. I run on the track, and Dad shows me the tennis courts. The inside basketball courts are NOT like those outside, red clay courts we had at Crozet. The floors are so shiny and bright and new. Yes, Dad is very proud. I can see it in his eyes, and I'm excited too.

Members of the Committee: I know that Paul Cale worked so hard to have Albemarle High School built because he truly cared about providing the best comprehensive educational opportunities for all the students of Albemarle County.

I remember many nights my dad hugged and kissed me goodbye and left after dinner to go to a meeting. Mom said he was going to make a speech to get money so new schools could be built. I was certain he would convince them. He had a gift, and I knew how much he cared about other people, especially about kids, and poor and disadvantaged people. He was always for the underdog in sports too...unless UVA was playing...and back then they were usually the underdog anyway.

He was a sensitive man, and his eyes would mist over when he saw something really special or sad happening. Maybe he was tender hearted because he was a poor country boy when he was growing up, and his MOM had died when he was 12 years old. I think he must have felt a lot of pain when he lost his mom. Maybe that is why he always felt the pain of others. He was also a very strong man of faith, and he lived what he believed.

IMAGINE:

It is the summer of 1956. I am 17 years old and going to my usual summer job at McIntyre Park supervising the swimming pool. I'm riding with my dad to work every day, where I will get dropped off early in the morning, and then I will be picked up by my dad late every afternoon after he gets off from work. The trip from Crozet to Charlottesville and back gives us plenty of time to BE TOGETHER.

I'm hearing about some of the happenings and events in the life of my dad. I already know about the 1954 Supreme Court decision called Brown vs. Board of Ed. Dad truly believes in following the law and treating people fairly, so we both know that someday schools will be integrated. He also wants to make certain that schools STAY OPEN for all the kids...no matter what. It would be the poorer kids who would suffer if schools close down. They wouldn't be able to afford going to private schools. I can tell he sometimes feels the stress of all the controversy surrounding him. He is a peaceful man and doesn't enjoy all the conflict. He also tells me how some of the leaders in the black community have been talking to him. Some of his black friends have confided in him about their fears, and together they have discussed with him the best way to proceed. Yes, there are many people in the white community who are fearful also. Dad always tries to listen to the opinions and thoughts from everyone, and then he

tries to find ways to move forward. During one of my discussions about the subject of integration with my dad, I state, "Dad, there can be no equality without integration. Why doesn't everyone know that?" Dad knowingly nods his head, but I can tell by his expression that it just isn't as simple as I think. Dad is so much more patient than I am. He will figure it out so that it is best for everyone when the time is right. We all know what the end result will be, but it is a very complicated situation.

Members of the Committee: I know Paul Cale worked extremely hard to keep Albemarle County Schools open during this time of turmoil and conflict, because he truly cared about the poorer students who would NOT be able to afford private school if public schools were closed down.

Looking back, I find it very interesting that on my summer car rides in 1956 with my dad, I never heard of the name James Rorty, nor did I hear about Dad's interview with a writer from up north, or about a published article in a magazine called Commentary. This article, that has just recently surfaced, was never found among my mother's hundreds and hundreds of saved newspaper articles, magazines, clippings, and Dad's notes. I do NOT believe the article was ever brought to my Dad's attention. I suppose we will never know the truth, but I believe Dad never got a chance to clarify or correct the writer's description of his thoughts in this "so called" interview.

Members of the Committee: I know that Paul Cale truly cared about and respected the black teachers of Albemarle County just as much as he cared about the white teachers of Albemarle County. He hired all his teachers because he thought they were superior to others in the hiring pool. He bemoaned the lack of educational opportunities that many of the aspiring teachers had, but he always encouraged their learning and the furthering of their education. He was about "raising people up," not "tearing people down."

As to the length of time it took for integration to occur in Albemarle County once the Supreme Court decision was made...I believe the carefully researched material that has already been shared or will be shared with the committee depict the issues that stalled that process. **It was NOT Paul Cale.**

I do believe it is past time that we show appreciation to those first black students and all those who supported them in facing the challenges of integrating the schools, as well those teachers, principals, and administrative leaders who worked so very hard to create a smooth transition for everyone. No, Lewis, it wasn't perfect! And for you it was especially painful, and I am so very sorry that you and others suffered. My Dad suffered also. I doubt anyone of us will ever know the toll that the stress of those days took on my father, who fought so many illnesses and hospital stays during this time frame. Change is always hard...and this was a massive change in the ingrained mindset that HAD been a part of everyone's life for so very long. It was indeed a very hard time for everyone trying to create change, but

somehow the county always moved forward towards the light. That would have been my Dad's hope and vision coming to fruition.

Finally, I **NEVER** heard my Dad say integration would not work. I never knew of anything he did to slow down the process. My dad **never** wanted to make it difficult for any child on earth. He was all about teaching everyone...all of us. And he still teaches me today as I look back over his writings, his tapes, his scraps of paper with inspiring quotes, his scribbled notes even after he was so paralyzed he could barely write. **Paul Cale's life's lessons are still here for all of us to learn.**

When my extended family (and there were a lot of us) visited Cale Elementary at the school dedication and then some of us returned several different times since, we always expressed how proud Dad would have been to see the excellent instruction, the welcoming warmth of the principal, the joy in the faces of the children, and the many extracurricular happenings in this lovely building in the foothills of VA. Our visits included sponsoring an Ice Cream Party (my Dad's favorite food) to celebrate the date of my Dad's 100th birthday! My mom, when she was alive, followed the activities of the Cale students. Several wrote to her, and she responded to them. She followed the Chorus when they did the "singing around the world" event, even though by then she was approaching 90 years old and living in FL. As usual, she saved the newspapers and clippings of the Cale School events and her correspondence with students, just as she did about my Dad.

For the Cale family, this is not about a name on a building. This is about my Dad's heart, my family's heart, and his belief in providing the best possible education for ALL children. **It is about the TRUE story of Paul H. Cale, Sr., a man whose high character portrayed TREMENDOUS integrity, respect, compassion, and love for his fellow human beings no matter the color of their skin.**

He was a master teacher for the ages. He is someone that this committee and the people of Albemarle County are seriously indebted to for his amazing accomplishments which formed the strong foundation for the current public school system now in existence.

Thank you for your time.

Suzanne Cale Wood, Daughter of Paul H. Cale, Sr.

Mr. Dennis Rooker
Chairman, Cale Advisory Committee
Albemarle County Schools
401 McIntire Road
Charlottesville, VA 22902

To: Mr Rooker
All Advisory Members for renaming Paul H. Cale School

From: Betty G. Clayton, native of Albemarle County 84 yrs.

"There are 15 schools named for individuals in the school division, and each will be evaluated in light of the naming policy adopted by the School Board earlier this year. Under the terms of the policy, separate advisory committees will be appointed for each school under review."

My question is, "under what policy were the schools, bearing names of individuals, originally named?"

"The school division's strategic plan, adopted in 2012, specifies four core values: excellence, young people, community, and respect."

I believe it has already been established that Mr. Paul Cale EXCELLED over and beyond these values in his lifetime and while serving as superintendent of Albemarle County Public Schools from 1947 until 1969.) The Mr. Paul Cale that I knew NEVER STOPPED GIVING AND NEVER STOPPED TALKING THE TALK AND WALKING THE WALK. He absolutely labored with us and cheered us on to DOING GOOD. His values and advice were demonstrated in the many things he remained a part of up to the time of his death.

Upon the death of our dear Mother in 1981, Mr. Cale attended her funeral, after which he wrote a note to my family telling us that he honored a dear lady who had Little to give but gave MUCH. He said how proud he was of her four children, one of whom was the Minister at her funeral:

Referring to "the schools plan adopted in 2012, does this mean that Mr. Cale and others could not "stand tall" in the same measurement as when they were honored with the naming of a school after them? I know that Mr. Cale "paid it forward" and GAVE much more than an equivalent return,

lives once lived by the Indians. I am not proud of what the white people did to our Native Americans. A subdivision covers much of their history here, also several Indian mounds. While excavation was underway for a sediment pond for a very large subdivision in my area, an Indian village was unearthed. The huts were built on stilts and much was left behind to show the kind of lives they enjoyed. The County turned over much of the artifacts to UVA and the rest was covered by a large lake. I now have a good friend whose origin is Native American. He has no malice toward me because of the way the white people drove them into lands that had been stripped of any good thing. Their ancestors suffered needlessly while we progressed. I am speaking of changing times. There were oh so many people who did not have a man such as Mr. Paul Cale who cared about them and spoke out for them.

I have personally lived during a very great time. Several of my childhood black friends are still living. They have no malice toward me for what happened to their ancestors. They express their gratefulness for a man like Mr. Cale who opened the door that their lives could be changed by better education and an understanding of what things need to be "Let GO" so that the days of life do not end every day with a mind set that leaves the body and mind totally EXHAUSTED. SO MUCH OF WHAT WE SPEND OUR MIND AND TIME ON IS WASTED TIME AND ACCOUNTS FOR NOTHING GOOD ACCOMPLISHED at the end. Absolutely nothing good.

I have personally grown very weary of giving up and doing away with what we stand for. HAVEN'T WE BEEN BOUGHT WITH A GREAT PRICE? We need men today like Mr. Cale who would be leading us into the fields of constructive living and DOING GOOD with liberty and justice for all. Don't get me wrong, I am proud to know the leaders of today and know that they have many things to deal with. Sometimes the "trite" of each day overshadows the great things that can be accomplished.

The name of individuals can easily be taken away from the plaques at the schools. That does not change WHO and WHAT a person was. The same committee working now could sit down with one purpose of changing the names of the schools to Tree names, or any generic name thought of, and maybe there would not be any discussion on down the line concerning where the names came from. Our history has stood for something for generations and that is the way it happened; even though we may not be proud of all of it.

Cale Advisory Committee Meeting- July 30, 2019

Albemarle County Office Building in Lane Auditorium

Agenda

6:00-Welcome

6:05- Introductions

6:10- Cale/Thomas Presentations followed by questions from Committee

7:10- Comments from Ms. Eubanks, Ms. Fleming and Mr. Morton

Advisory Committee Charge- Dr. Haas, Superintendent

8:00- Adjourn

COMMENTS TO THE CALE ELEMENTARY SCHOOL RENAMING COMMITTEE
July 30, 2019

Chairman Rooker, members of the committee, my name is Leonard Sandridge. I was born 77 years ago in the Crozet Hospital. I have lived my entire life in Albemarle County, except for 6 years I spent in College and on active duty in the Army. I started in the first grade at Crozet High School and I graduated from Albemarle High School in 1960.

I knew Paul Cale well. He was married to my father's half-sister. I was around him frequently in informal settings because his son, Bill, and I were best friends, attended school together and lived across the street from each other. I spent time in Paul Cale's home, I went to the church he attended, I read about his work with the School Board in the newspaper. He took Bill and me to football games at Burley High School before Albemarle High School existed. The only times I have been hunting in my life were with him. Over those years from childhood to young adulthood, Paul Cale and I had many conversations about values, the importance of education and the importance of respecting others.

At no time did I ever hear or see anything that suggested he was in any way a racist – not a racist based on 1950's standards and not a racist based on today's standards. At no time did I sense any reluctance on his part to move forward with integration of our schools as fast as he thought was prudent. To the contrary, he was an advocate for identical, high quality education for all students regardless of race or economic standing and he was, in fact, successful in guiding Albemarle schools to achieve that outcome.

I have heard in recent weeks that some may question whether Paul Cale pushed for full integration of our schools fast enough. Those who did not live here in the 1950's and 60's and experience the views of the county and state officials and many of its citizens should study our history carefully before concluding he was progressing too slowly. The context of the day and the challenges that Paul Cale had to navigate are critical to understanding what he achieved for all of us.

The irony is that the only criticism I ever heard of Paul Cale during those days was from persons who thought he was too liberal and was moving too quickly to create a fully integrated system in Albemarle County - but that did not deter Paul Cale from achieving the outcome he was seeking for our schools.

You are an experienced group of people. I have observed, and I am sure you have also, that the timing and pace of change often make the difference between success and failure. All of us have found it sometimes takes longer than we would like to accomplish good things because that is what it takes to get them done right. I believe Paul Cale understood that fact, demonstrated to all of us why integration was essential and delivered the results that today, we agree were the right thing to do. Would he have liked to have done it faster? I am sure the answer was yes. Could he have delivered the desired outcome more quickly? Based on what I recall about the complexities he faced and the opposition to integration that existed in this county, I am not sure anyone could have successfully done it faster.

Paul Cale was Superintendent during what in my view was the most difficult period for public education in our history - our local community was no exception. But Paul Cale kept our schools open, he improved the facilities available in the county to all students and he led us from an unjust segregated system to a fully integrated system in a way that distinguished Albemarle from other systems in the Commonwealth.

I have concluded over the years that Paul Cale was the right Superintendent at the right time and ALL students were the beneficiaries. In my opinion, it is appropriate that Cale Elementary School continue to carry his name – a name that all past, present and future students, faculty and staff can be proud to have on their school.

Thank you for your service and for the opportunity to share my views and comments.

Leonard Sandridge
Albemarle County

Roy Thomas' Address to Cale Elementary School Renaming Committee July 30, 2019

The news release of the 1956 Commentary article (implicating Paul Cale as a racist) catapulted me into a state of shock and disbelief. It was so unlike the Paul Cale I knew. I was his pastor, neighbor, and friend for nine years.

In February, when I learned that the school system had dropped its plan to hire an historian to research the issues raised in the article, I decided to do my own research. The Cale family did not ask me to do this; they didn't even know I was doing it until I contacted them to clarify some information.

In 1956 James Rorty came to Virginia to assess why the 1954 Supreme Court order to desegregate public schools was not moving forward in the South. After an interview with the Superintendent, he wrote that Mr. Cale gave specific reasons¹ why desegregation was not practicable in 1956:

- First, Paul said that desegregation in Virginia could lead to the closing of public schools.² Indeed, this did happen all across Virginia. My Lane High School (housed in this building we're meeting in tonight) is a prime example. Prince Edward County public schools were closed for five years.³ "The prevailing public mood at this time was to close public schools rather than to permit any [racial] mixing whatsoever."⁴
- Second, Paul said that the busing of Negro students with white students could create dangerous conflicts.⁵ Indeed, tensions were running so high then that this was a very real possibility. I remember being accosted on the front lawn of this building by two Burley High School football players who had transferred to Lane, and to this day I thank God it became only a verbal attack. This incident (that occurred nearly a decade after the interview) scared me to death. I can only imagine the abuse that African American students suffered during the years of desegregation.
- Third, Paul told Rorty that if schools were integrated, white parents would not permit their children to be taught by inferior Negro teachers.⁶ Well, when integration began here in central Virginia, the parents of some 700 children did not allow them to be taught by Negro teachers and enrolled them in Rock Hill Academy and Robert E. Lee Elementary School, Charlottesville's new private segregated schools.⁷ Black teachers were perceived as inferior by many white people. It is also true that African American teachers did not have the access to higher education that white teachers did then--due to SEGREGATION! Tonight I can assure you that Paul Cale did not believe that African American teachers were inferior to Caucasian teachers in their personhood or ability to teach.

The Paul Cale I knew was no racist or segregationist. In my research I found no evidence that Paul Cale opposed desegregation or tried to do anything to prevent the integration of public schools. To the contrary, I found concrete evidence that Paul supported integration:

- After the Supreme Court desegregation decision, he formed an integrated Citizens Advisory Committee composed of representatives chosen by the PTA's of all schools, black and white.⁸ Virginia's governor, on the other hand, enlisted an all white male commission.⁹
- Paul instituted integrated teachers meetings long before the School Board authorized integration of the schools.¹⁰
- He opposed the School Board's 1962 ban on sports and social activities if a school was forced to integrate.¹¹
- He hired the first African Americans to fill leadership positions in the central office-- Otis Lee and A. L. Scott, Burley High School's last principal who became assistant superintendent of instruction.¹²
- He opposed segregation at the Crozet Park.¹³
- He supported integrated services and programs at his church.¹⁴

I especially want to emphasize the Licensed Practical Nurse diploma program at Burley High School that began under Paul's leadership in 1951 (two years before the program was offered at a white high school).¹⁵ The UVA School of Nursing was segregated at the time, but this joint program between Burley and UVA allowed black students to become credentialed nurses¹⁶ (even though the University never allowed them inside the nursing school and never acknowledged them as UVA alumni). Students took basic nursing classes their senior year and then completed practical training at the then segregated UVA Hospital. The graduates were among the first black nurses at the hospital, working first as "hidden nurses" in segregated wards in the dank basement.¹⁷ The integration of UVA Hospital did not begin until 1960 after a lawsuit, filed by black employees, demanded desegregation and better working conditions.¹⁸ This is direct evidence that as early as 1951, Paul Cale was acting to promote integration in central Virginia. This was three years before *Brown v Board of Education*. It would be 1970 (nearly two decades later) before the first black nurse graduated from the UVA School of Nursing.¹⁹

I have heard two concerns some have raised about Mr. Cale. One is that some African Americans heard him use the word "Negra." "Negra" is not the "N" word. It is how people raised in eastern North Carolina (like Paul Cale) and in Southside Virginia (like my mother) pronounced the word "Negro" in the first half of the 20th century. My mother never said "tomato"; she called the vegetable "tomata." It's what she heard and learned growing up. She didn't say "Negro"; she said "Negra." I can assure you it was NOT the "N" word. I am glad that I learned early on that this term was offensive to African Americans.

The bigger concern raised about Mr. Cale has been why it took so long to fully integrate Albemarle County public schools--13 years after *Brown v. Board of Education* to be exact. This is a legitimate question, so I have been researching it for some weeks now. Here is what I have found:

- For nearly five years after the Supreme Court decision, NO school in Virginia was integrated because of the 1956 Massive Resistance legislation passed by the General Assembly which gave Virginia's governor the authority to shut down any school that was forced to desegregate.²⁰ On September 4, 1958, Virginia Governor, J. Lindsay Almond Jr., divested superintendents of Virginia schools of their authority to desegregate their schools.²¹ In addition, the new state Pupil Placement Board (that assumed the superintendents' responsibility to assign students) blocked the assignment of black students to white schools.²² The Northerner James Rorty simply did not understand the intensity and intractability of racism and segregation in the South. In his 1956 article, he wrote, "Virginia has gained at most a year of grace before desegregation begins."²³ Well, it was 1959 before a single Negro student entered a white school in this state for the first time.²⁴
- From 1959 to 1963 the racist, segregationist School Board made sure that there was no integration of Albemarle County schools. Dr. E. J. Oglesby was the Board chairman from 1960 to 1963. In a 1958 article in The Nation magazine, Oglesby declared: "We've got enough money here...to operate private schools for the whites. What the niggers are gonna do, I don't know. If we have to close the schools, of course, the nigger'll have to suffer from it...Then, if the federal government says we have to operate...integrated schools, we'll be ready to get out the bayonets. There were more Yankees killed in the last one [war] than Southerners, and if they want to try it again, let 'em come on down."²⁵ Yes, this UVA professor was the Albemarle County School Board chair from 1960 to 1963. He was also a member of the state Pupil Placement Board for six years!²⁶ "It was not until 1963 that the Virginia Pupil Placement Board--under judicial pressure--assigned white children to formerly black schools for the first time."²⁷
- In the summer of 1963, the Albemarle County Board of Supervisors removed the four racist members of the school board who were leading the local fight against desegregation.²⁸ That fall black students enrolled in the Albemarle County's public schools for the first time.²⁹ The newly formed school board rescinded the 1962 ban on sports and social activities at integrated schools.³⁰ Furthermore, they did not fire Mr. Cale because (1) he opposed the school ban³¹ and (2) he was not a racist or segregationist.
- Over the next three years the new school board approved, designed, funded, and built Henley Junior High School and Jack Jouett Junior High School, which had to be completed before all Burley High School students could be transferred to Albemarle

High School.³² In addition, Brownsville Elementary and Woodbrook Elementary schools were built to address overcrowding, desegregation, and growth.³³ The county school system was fully integrated in 1967³⁴, which was the first year that UVA hired an African American professor.³⁵ It would be 1972 (five years after the integration of Albemarle County schools) before the University of Virginia was fully integrated without quotas.³⁶

- I know this seems agonizingly slow--and it was! In the spring of 1968 (one year after Albemarle schools were fully integrated), the U.S. Department of Health, Education, and Welfare estimated that "only 14 percent of the black pupils in the eleven former states of the Confederacy attended desegregated schools."³⁷

I believe Paul H. Cale is the RIGHT NAME for one of our most diverse schools, because he has done more for Albemarle County schools and students of all races than any other human being:

- He led the consolidation of 52 schools and oversaw the construction of ten of today's schools..
- He led a completely segregated school system to full integration without a single school closure or major incident.
- Under his leadership: Head Start, special education, free lunches, vocational training, sex education, the foreign exchange student program, educational television, school libraries and librarians, guidance counselors and school psychologists had their beginnings in the Albemarle County school system.
- And in 1969, his last year as Superintendent, the School Board approved his final vision for a joint vocational technical education center--today's CATEC.³⁸

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 for Albemarle County public schools for 38 years. The core values of Albemarle schools are excellence, young people, community, and respect. The Paul Cale I knew embodied those values until his death.

I close with four concerns that I have: (1) Since the October news release, it has appeared to me that many have presumed Paul Cale guilty until proven innocent, which is incompatible with America's view of justice. (2) Some have suggested that the name of the school should be a separate issue from the person himself. This is impossible because the current name is a person and represents his values, leadership, service, and everything he did for Albemarle County schools. (3) My sincere hope is that your final decision will not be based on a false narrative or the loudest voices or personal agendas. (4) My biggest fear is that Paul Cale will become a scapegoat and sacrificial lamb for collective guilt or a particular cause.

Endnotes

¹ Rorty, James. "Virginia's Creeping Desegregation: Force of the Inevitable," *Commentary*, 1956, p. 51.

² Ibid.

³ Grundman, Adolph H., "Public School Desegregation in Virginia from 1954 to the Present" (1972), Wayne State University dissertation, p. 118.

⁴ Richardson, Archie G. *The Development of Negro Education in Virginia 1831-1970*, Phi Delta Kappa Richmond Chapter, p. 104. Dr. Richardson was Virginia's Assistant State Supervisor of Negro Education from 1936 until his retirement in 1969 as Associate Director of Secondary Education. He was the first appointment of a Negro to the State Department of Education staff.

⁵ Rorty, James. "Virginia's Creeping Desegregation: Force of the Inevitable," *Commentary*, 1956, p. 51.

⁶ Ibid.

⁷ Gaston, Paul M., "1955-1962 Public School Desegregation: Charlottesville, Virginia," *Pride Overcomes Prejudice: A History of Charlottesville's African American School*, Jefferson School African American Heritage Center, p. 103.

⁸ *Albemarle County School Board Minutes*, March 16, 1955.

⁹ Rorty, James. "Virginia's Creeping Desegregation: Force of the Inevitable," *Commentary*, 1956, p. 53.

¹⁰ *Jefferson School Oral History Project*, September 2004, p. 61.

¹¹ 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.

¹² *Albemarle County School Board Minutes*, June 10, 1968.

¹³ Tomlin, Curtis. January 3, 2019 letter to the *Crozet Gazette*.

¹⁴ I was Mr. Cale's pastor during this time period.

¹⁵ *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.

¹⁶ *The Daily Progress*, March 30, 2019.

¹⁷ Smith, Ruth Serven. "Finding Segregated UVa Hospital's 'Hidden Nurses,'" *The Daily Progress*, March 9, 2019.

¹⁸ Ibid.

¹⁹ Ibid.

²⁰ Pratt, Robert A. *The Color of Their Skin: Education and Race in Richmond, Virginia 1954-89*, University Press of Virginia, pp. 6-7.

²¹ Daugherty, Brian J. "Desegregation of Public Schools," *Encyclopedia Virginia*.

²² Bryant, Florence C. *One Story About School Desegregation*, p. 22.

²³ Rorty, James. "Virginia's Creeping Desegregation: Force of the Inevitable," *Commentary*, 1956, p. 55.

²⁴ Daugherty, Brian J. *Keep on Keeping On: The NAACP and the Implementation of Brown v. Board of Education in Virginia*, University of Virginia Press, 2016, p. 74.

²⁵ Fain, Paul. "Lesson learned? Fifty years after Brown v. Board of Education, segregation looms as a side effect," *C-VILLE WEEKLY*, April 20, 2004.

²⁶ *A Guide to the Records of the Virginia Pupil Placement Board, 1957-1966*, Library of Virginia.

²⁷ Daugherty, Brian J. *Keep on Keeping On: The NAACP and the Implementation of Brown v. Board of Education in Virginia*, University of Virginia Press, 2016, p. 101.

²⁸ *Albemarle County Board of Supervisors Minutes*, June 20, 1963.

²⁹ *Albemarle County School Board Minutes*, September 16, 1963.

³⁰ Ibid., October 10, 1963.

³¹ 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.

³² *Albemarle County School Board Minutes*, January 10, 1963; November 12, 1964; December 14, 1967.

³³ Ibid., December 14, 1967.

³⁴ Ibid., March 16, 1967.

³⁵ *An Epoch of Change: A Timeline of the University*, <http://xroads.virginia.edu>.

³⁶ Gates, Ernie. "Serpentine Timeline," *The University of Virginia Magazine*, Winter 2018, p. 25.

³⁷ Daugherty, Brian J. *Keep on Keeping On: The NAACP and the Implementation of Brown v. Board of Education in Virginia*, University of Virginia Press, 2016, p. 125.

³⁸ For documentation of the above and other accomplishments of Paul Cale's superintendency, see my research paper, "PAUL H. CALE AND THE DESEGREGATION OF ALBEMARLE COUNTY PUBLIC SCHOOLS," July 30, 2019.

Advisory Committee Templates for Future Reference

Public Comment Guidelines

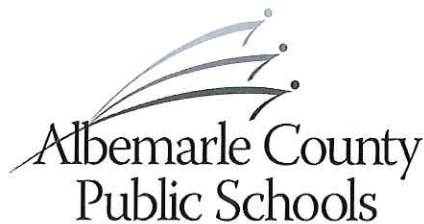
We invite and actively seek the public's input. During public comment, we expect respectful and on-topic comments.

We ask that those speaking and in attendance refrain from use of obscenities, vulgarity and comments or actions that have the intent to incite violence or other breach of peace. Disruptive behavior from speakers or from members of the public in attendance will not be tolerated. Anyone who willfully disrupts the meeting in a manner that prevents or interferes with the orderly conduct of the meeting may be asked to leave.

Individuals wishing to speak must sign up.

Public testimony guidelines are as follows:

1. Speakers should adhere to the following protocol:
 - A. State name and address or voting district. Simply stating Albemarle County is not adequate.
 - B. Address comments to the Committee as a whole.
 - C. Limit comments to those matters that are relevant to the topic of the hearing.
 - D. Give written statements and other supporting material to the Clerk. If you are unable to complete the presentation in the time allotted, a copy of supporting materials will be provided to Committee members.
2. Three minutes will be allowed for each presenter to speak. However, the Chair may reduce the time allocated for all individuals to speak to two minutes depending on the number of individuals who sign up. A commenter will be required to discontinue comment after 3 minutes.
3. A color-coded light system is used to time presentations. The yellow light means the speaker is 2 minutes (or 1 minute if there are more than ten speakers) into the presentation, and the red light means the speaker is at the time limit and must wrap up.
4. In order to maintain respect for all points of view, the Committee requests no clapping, booing, or any other audible form of support or nonsupport be used. If members of the public wish to show their support for a speaker, they may stand or raise their hands.



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NEWS RELEASE

,DATE: April 22, 2019
CONTACT: Phil Giaramita, Public Affairs and Strategic Communications Officer
PHONE: 434-972-4049

Community Members Being Sought to Join Cale Advisory Committee Reviewing the School's Name, Including Two Members who do not Currently have Children in the School

(ALBEMARLE COUNTY, Virginia) –Following the School Board's adoption of a new division policy on the naming or renaming of school facilities, applicants are being sought to serve on a new community advisory committee. In accordance with the revised policy, this committee will make recommendations to Superintendent Dr. Matthew Haas on whether the names of schools currently named for individuals should be changed.

In October, the School Board directed the superintendent to "review our current policy on the naming of school buildings and facilities for the purpose of adding school division values to the criteria for such naming."

The School Board said that all schools named for individuals should be reviewed by an community advisory committee, taking into account how faithful these designations are to the school division's values of respect, community, young people and excellence.

More than a dozen of the school division's 25 schools are named for individuals. The first school name that will be reviewed is that of Cale, named in 1990 for a former Albemarle County Superintendent of Schools. Mr. Paul Cale served in that role between 1947 and 1969.

The revised policy requires two members of the community advisory committee to be people who reside in the Cale attendance zone but do not have children enrolled in the school. Those who are interested in serving or would like to know more about this opportunity are asked to contact John Gray, jgray@k12albemarle.org, the committee coordinator.

Earlier this year, Superintendent Haas appointed Dennis S. Rooker, who served three terms on the Albemarle County Board of Supervisors, to chair the Cale advisory committee.

The committee will include Cale's principal; three parents who have students enrolled at Cale; three teachers from the school and two community members who do not currently have children in school but who live within the school's attendance boundaries.

From the time of the committee's first meeting, it will have 90 days to report out its recommendation on whether there should be a name change to the superintendent. The first meeting of the Cale community advisory committee will take place next month.

As provided for in the revised policy, prior to their first meeting, members of the committee will receive a report on the life and achievements of the person for whom a school is named.

Earlier this month, Dr. Shelley Murphy, Board Chair for the Albemarle Charlottesville Historical Society and a gubernatorial appointee to the Library Board of Virginia, was appointed to conduct the supporting research for the Cale committee.

Following receipt of the advisory committee's recommendation on whether there should be a name change, the superintendent will advise the School Board.

If the Board approves a name change, the advisory committee will reconvene to consider a new name. The committee will hold two community meetings as part of those deliberations. Names that are subsequently submitted to the School Board must be approved by three-fourths of committee members. If no alternative names generate that level of support, the superintendent will submit a recommendation to the Board.

During this period and until such time as a new name is approved by the School Board, the school's original name will continue in use.

end-



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Community Members Being Sought to Join Cale Advisory Committee Reviewing the School's Name, Including Two Members Who Do Not Currently Have Children in the School

(ALBEMARLE COUNTY, Virginia) – Following the School Board's adoption of a new division policy on the naming or renaming of school facilities, applicants are being sought to serve on a community advisory committee that will conduct the first review under the revised policy. In October, the School Board directed Superintendent Dr. Matthew Haas to "review our current policy on the naming of school buildings and facilities for the purpose of adding school division values to the criteria for such naming."

The new policy said advisory committees, including staff, parents and community representatives, should be established whenever the name of a school was under review. The policy directed that school names should take into account how faithful these designations are to the school division's values of respect, community, young people, and excellence.

Of particular interest are the more than one dozen schools in the division that are named for individuals. The first school name that will be reviewed under the new policy is that of Cale Elementary School, named in 1990 for a former Albemarle County Superintendent of Schools, Mr. Paul H. Cale, who served in that role from 1947 to 1969.

The revised policy requires two members of a community advisory committee to be people who reside in a school's attendance zone, but do not have children enrolled in the school. Residents of the Cale attendance zone who do not have children enrolled in the school and are interested in serving on the advisory committee or who would like to know more about the opportunity are asked to contact John Gray, the committee coordinator, at jgray@k12albemarle.org.

-MORE-

The advisory committee, in turn, will make a recommendation to Superintendent Dr. Matthew Haas on whether there should be a name change.

Earlier this year, Superintendent Haas appointed Dennis S. Rooker, who served three terms on the Albemarle County Board of Supervisors, to chair the Cale advisory committee. The committee will include Cale's principal; three parents who have students enrolled at Cale; three teachers from the school; and two community members who do not currently have children in school, but who live within the school's attendance boundaries.

From the time of the committee's first meeting, it will have 90 days to report out its recommendation on whether there should be a name change to the superintendent. The first meeting of the Cale community advisory committee will take place next month.

As provided for in the revised policy, prior to their first meeting, members of the committee will receive a report on the life and achievements of the person for whom a school is named. Earlier this month, Dr. Shelley Murphy, Board Chair for the Albemarle Charlottesville Historical Society and a gubernatorial appointee to the Library Board of Virginia, was appointed to conduct the supporting research for the Cale committee.

Following receipt of the advisory committee's recommendation on whether there should be a name change, the superintendent will advise the School Board. If the Board approves a name change, the advisory committee will reconvene to consider a new name. The committee will hold two community meetings as part of those deliberations. Names that are subsequently submitted to the School Board must be approved by three-fourths of committee members. If no alternative names generate that level of support, the superintendent will submit a recommendation to the Board.

During this period and until such time as a new name is approved by the School Board, the school's original name will continue in use.

###

Dear

Thank you for your application to serve on the Renaming Advisory Committee at Albemarle County Public Schools. The response to our news release was large with very qualified candidates. We have decided to select you as a representative for the committee.

Our first meeting will be on May 28, 2019, at 6:00 PM in room 241 of the County Office Building.

Again our appreciation for your time during this process and we look forward to working together in the coming weeks.

Sincerely,

Dennis Rooker, Committee Chair

John Gray, ACPS Representative

Dear

Thank you for your application to serve on the Renaming Advisory Committee at Albemarle County Public Schools. The response to our news release was large with very qualified candidates. Unfortunately, we will not be able to select you for this committee.

Again, our appreciation to you for your time and effort during this process.

Sincerely,

Dennis Rooker, Committee Chair

John Gray, ACPS Representative

Committee Members,

Thanks to each of you for agreeing to serve on the Cale Renaming Committee. Our first meeting is on Tuesday, May 28, 2019 at 6:00 PM in Room 241 in the County Office Building at 401 McIntire Road. You can park anywhere in the upper or lower lots that is not marked as reserved or no parking.

Prior to the meeting, we will be sending out reading materials pertinent to our charge. The attachments to this email are the first such package of information and are intended to explain how and why the committee was created. The attachments include:

1. A Charlottesville Tomorrow article which describes the School Board meeting at which the decision to move forward with considering renaming schools, and Cale in particular, was made.
2. The press release sent out by the School Board chair prior to that meeting.
3. The renaming policy adopted by the School Board.
4. The article in the July 1956 Commentary magazine by James Rorty that was the catalyst for the School Board's decision to consider renaming of schools named after people.
5. A copy of only the pages from the above Commentary article that deal with Rorty's telephone interview with Paul Cale.
6. A history of James Rorty from the UVA Library obtained by our historian. (Note that this appears to be many pages, but 90% of it is a list of the writings he authored.)

The initial charge of our committee is to make a recommendation to the School Board about whether or not Cale should be renamed. We expect that we will need four meetings to arrive at our recommendation. If the School Board then votes to rename the school, we will convene again to make a recommendation concerning a new name.

We look forward to seeing each of you on May 28.

Thank you.

Thank you for your interest in serving on the Cale Advisory Committee. I have attached an application that will be used to evaluate the final committee selection. Please return this application no later than May 10, 2019.

Thank you, again, for your interest in serving on this committee.

John Gray

Thank you for your interest in applying for appointment to the Cale Advisory Committee.

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end-

Strategic Plan: Horizon 2020

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.

Vision

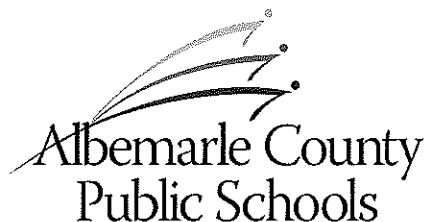
All learners believe in their power to embrace learning, to excel, and to own their future.

Core Values

Excellence • Young People • Community • Respect

Student-Centered 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.



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NEWS RELEASE

DATE: May 22, 2019
CONTACT: Phil Giaramita, Public Affairs and Strategic Communications Officer
PHONE: 434-972-4049

First Meeting of Advisory Committee on Whether Elementary School's Name Should be Changed is Next Tuesday, May 28

(ALBEMARLE COUNTY, Virginia) –The inaugural meeting of the advisory committee that will make a recommendation on whether the name of Paul Cale Elementary School should be changed will be next Tuesday, May 28 at 6 p.m. The meeting will be held in Room 241 in the school division's central office building at 401 McIntire Road in Charlottesville.

Dennis Rooker, former Albemarle County Supervisor and the chair of the committee, said this week that 12 people have been appointed to serve on the committee or to support its work.

Three committee members are parents of students who attend Cale, including Lauren Eddy, Dr. Scott Heysell and Paul McArtor. Also appointed were two members of the local community who do not have children currently attending the school, Dr. Carlos Armengol and Alice Justice.

Two Cale teachers, Sue Harris and Lori Ann Stoddart, principal Lisa Jones and assistant principal Ben Allen, also are on the committee, as is assistant superintendent for School Community Empowerment, Dr. Bernard Hairston. John Gray, a former deputy director of Human Resources for Albemarle County, is the committee organizer.

The committee was authorized by a School Board resolution last fall that said in part, "Superintendent Dr. Matthew Haas be directed to review our current policy on the naming of school buildings and facilities for the purpose of adding school division values to the criteria for such naming, and the superintendent be directed to undertake a review of the naming of all schools in the division taking into account how faithful those designations are to the values of our school division."



Division Strategic Plan

Albemarle County Public Schools
2013 – 2020

"Unleashing Each Student's Potential"

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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*

Objectives

Our guiding objectives are our **Commitments** for how we intend to achieve our One Student-Centered Goal.

*We will
engage every
student.*

*We will
implement
balanced
assessments.*

*We will
improve
opportunity and
achievement.*

*We will
create and
expand
partnerships.*

*We will
optimize
resources.*

1. *We will engage every student.*

ACPS will engage every student in meaningful, authentic and rigorous work through the use of instructional best practices and supportive technologies that will motivate students to be self-directed and inquisitive [lifelong learners](#).

2. *We will implement balanced assessments.*

ACPS will implement a balanced assessment system that accurately reflects student demonstration and mastery of our [Lifelong-Learner Competencies](#).

3. *We will improve opportunity and achievement.*

ACPS will improve [lifelong-learning](#) opportunity and achievement for all students and enrollment groups.

4. *We will create and expand partnerships.*

ACPS will create and expand partnerships with parents, community and business leaders to fulfill their essential roles as actively engaged partners in supporting student achievement and [lifelong-learning](#) outcomes for student success.

5. *We will optimize resources.*

ACPS will optimize fiscal, tangible and human resources to proactively support student achievement.

Implementing Horizon 2020

Strategic Planning Process

Our strategic planning process guides the actions of Albemarle County Public Schools using stakeholder input, data analysis, and a continuous improvement approach.



The Division's one student-centered [Strategic Goal and five Objectives](#) are based on the [Vision and Mission](#) established by the Albemarle County School Board. Each year, the Board reviews and revises its Board Priorities to support the achievement of the Division's Goal and Objectives. The Board Priorities that were approved at a Special Board Meeting on July 25, 2013 established the basis of the Division's Strategic Improvement Plan (SIP). The SIP reflects continued commitment to preparing each and every student for the future. Board priorities are reassessed every two years in order to determine their effectiveness in meeting the School Division's goal(s) and objective(s).

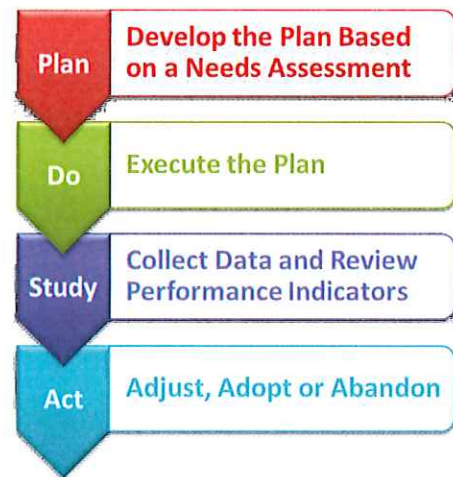
The Division's [strategic planning process](#) and [annual budget process](#) are closely aligned. Goals, objectives and priorities from the strategic planning process are used to develop the Superintendent's annual budget request to the Board and to guide school-level, department-level, and individual action plans.

Strategic Improvement Plans

The Division uses the [Plan-Do-Study-Act \(PDSA\)](#) iterative four-step process as a model to develop and execute Strategic Improvement Plans.

SIPs are completed at the start of each school year by Division leaders to provide focus in planning for continuous improvement. They are updated on a quarterly basis using key performance indicators that demonstrate progress toward stated goals.

Division, school and department SIPs follow the same execution, reporting and evaluation cycle.

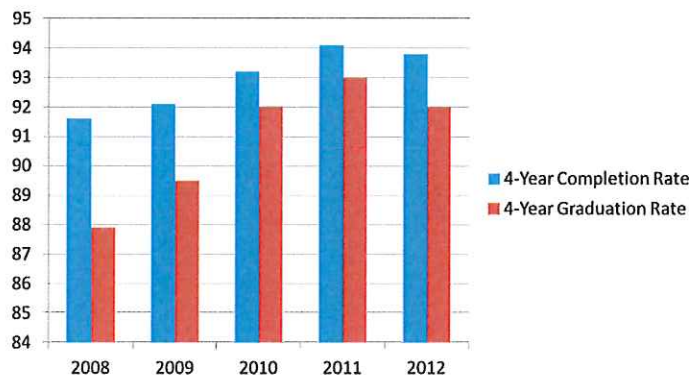


Measuring Progress

Our baseline measurable indicators of goal attainment for *Horizon 2020* will be focused on:

Percentage of a given class and percentages of enrollment groups who completed a credential within four years, a measure also known as the **on-time graduation rate**. In addition, progress toward this goal will be measured using the **Cohort Completion Rate** published by the Virginia Department of Education (VDOE), which includes all diploma types, GEDs and Certificates of Completion.

ACPS will consider students' graduation or completion of a credential as baseline evidence that they have mastered the lifelong-learner competencies needed to succeed as 21st Century learners, workers and citizens as a result of the curriculum design and opportunities provided throughout their educational career in the School Division. To measure our progress toward our one student-centered strategic goal, we will strive to increase both our on-time graduation rate and cohort completion rate to 97% or more by 2020. This represents a 5% increase in the 2012 on-time graduation rate and a 3.2% increase in the 2012 cohort completion rate. Our five year trends are as follows:



Albemarle County Public Schools uses a performance management system to monitor and report progress on strategic work. Key performance indicators (KPIs) aligned to School Board priorities reflect the status of key strategies and projects designed to support the Division's strategic plan. Generally quantitative in nature, key performance indicators represent work that is both operationalized and focused on student learning outcomes. These indicators serve as benchmarks and vital statistics on the health of Division work. Student learning outcomes indicators focus on student learning, opportunities, engagement and achievement. Operational indicators focus on educational resources, our work force, recognition of diversity, use of technology, safe schools, and community involvement.

These performance indicators are included in the annual State of the Division report as well as the semi-annual ACPS Division Strategic Improvement Plan progress reports.

Key Contacts

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Executive Director of Community Engagement.....	Bernard Hairston
Director of Special Education & Student Services.....	Kevin Kirst
Director of Human Resources	Lorna Gerome
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Assistant Director of Assessment & Research.....	Bonnie Pendleton
Assistant Director of Instructional Programs.....	Chad Ratliff
Assistant Director of Educator Quality	Clare Keiser
Assistant Director of Educational Technology	Ira Socol
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Connect with our strategic process online at www.k12albemarle.org/strategicplanning.

Interview Format for Cale Interview's

Thank you for meeting with us to gain knowledge of your experiences while working with or for Albemarle County Schools.

1. What was your direct experience while working with Dr. Cale?
2. How was he perceived? What was the atmosphere under his leadership?
3. How did minorities perceive him?
4. What was the feeling about open communications with him?