STRATFORD JUNIOR HIGH SCHOOL (000-9412)

National Register Nomination Abstract

Stratford Junior High School was designed in 1949 by architect Rhees Evans Burket, Sr. of Washington, D.C., and built in 1950 during Arlington's most active period of school construction following World War II (1940-1945). It was the first of four junior high schools constructed in Arlington County during the 1950s to accommodate the rapid increase in student population. In 1959, Stratford Junior High School became the first public secondary school in the Commonwealth of Virginia to desegregate with the admission of four African American students -- Ronald Deskins, Michael Jones, Lance Newman, and Gloria Thompson. The event signified the end of massive resistance in the Commonwealth of Virginia and dealt a powerful blow to the opponents of racial equality nationwide. Stratford Junior High School is eligible for the National Register of Historic Places under Criterion A for its pivotal role in the desegregation of Arlington County public schools and the Commonwealth of Virginia. Stratford Junior High School is also eligible for the National Register of Historic Places under Criterion C as an intact example of an International-style school building in Arlington County and was one of the most modern school buildings in the area when constructed. The school is a particularly high-style and intact example of the International style that predominated in school construction in the county as well as nationally during the late 1940s and 1950s. It is one of a small number of intact examples of the style in Arlington County. Prominent stylistic features include the stepped rectangular massing, flat parapet roof, decorative minimalism, and the strong horizontal qualities of the building emphasized by the use of finishing materials and banded windows. The school is highly representative of modern construction methods in its concrete post-and-beam construction with steel-truss framing in the gymnasium and auditorium and its use of such materials as structural clay tile, glass block, linoleum, terrazzo, and aluminum. The school also boasted the first science laboratory to be specifically built and furnished for the purpose in the county.

NLN 12/3/3
NRHP 2/26/14

NPS Form 10-900
(Rev. 11-90)

OMB No. 10024-0018

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES REGISTRATION FORM

This form is for use in nominating or requesting determinations for individual properties or districts. See instructions in *How to Complete the National Register of Historic Places Registration Form* (National Register Bulletin 16A). Complete each item by marking "x" in the appropriate box or by entering the information requested. If an item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classification, materials, and areas of significance, enter only categories and subcategories from the instructions. Place additional entries and narrative items on continuation sheets (NPS Form 10-900a). Use a typewriter, word processor, or computer, to compete all items.

1. Name of Property

Historic name: STRATFORD JUNIOR HIGH SCHOOL

Other names/site number: H-B WOODLAWN SCHOOL (VDHR File Number 000-9412)

2. Location

Street & Number: 4100 Vacation Lane

City or town: [N/A] Not for Publication [N/A] Vicinity

State: Virginia Code: VA County: Arlington Code: 013 Zip Code: 22207

3. State/Federal Agency Certification

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

Signature of certifying official/Title — Date

Virginia Department of Historic Resources

State or Federal agency and bureau

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

Signature of certifying official/Title — Date

State or Federal agency and bureau

4. National Park Service Certification

I, hereby, certify that this property is:	Signature of the Keeper	Date of Action
[ ] entered in the National Register.		
( ) see continuation sheet		
[ ] determined eligible for the National Register		
( ) see continuation sheet		
[ ] determined not eligible for the National Register		
[ ] *removed from the National Register*		
[ ] other, (explain:)		

STRATFORD JUNIOR HIGH SCHOOL — ARLINGTON, VA

Name of Property — **County and State**

5. Classification

Ownership of Property	Category of Property	No. Resources within Property		
		Contributing	Noncontributing	
[ ] Private	[X] Building(s)	1	4	Buildings
[X] Public-Local	[ ] District	1	0	Sites
[ ] Public-State	[ ] Site	1	1	Structures
[ ] Public-Federal	[ ] Structure	0	0	Objects
	[ ] Object	3	5	Total

Name of related multiple property listing
N/A

Number of contributing Resources previously listed in the National Register 0

6. Function or Use

Historic Functions
(enter categories from instructions)

EDUCATION/School

Current Functions
(enter categories from instructions)

EDUCATION/School

[ ] See continuation sheet

7. Description

Architectural Classification
(enter categories from instructions)

MODERN MOVEMENT/International Style

Materials
(enter categories from instructions)

foundation: STONE/Sandstone
walls: BRICK
roof: CONCRETE
other: STONE/Limestone, METAL/Steel, METAL/Aluminum, CONCRETE, GLASS

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

[X] See continuation sheet

8. Statement of Significance

Applicable National Register Criteria

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

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

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

[X] **C** Property embodies the distinctive characteristics of a type, period, or method of construction or represents the work of a master, or possesses high artistic values, or represents a significant and distinguishable entity whose components lack individual distinction.

[ ] **D** Property has yielded, or is likely to yield, information important in prehistory or history.

Criteria Considerations

(Mark x in all the boxes that apply.)

[ ] **A** owned by a religious institution or used for religious purposes.

[ ] **B** removed from its original location.

[ ] **C** a birthplace or grave.

[ ] **D** a cemetery.

[ ] **E** a reconstructed building, object, or structure.

[ ] **F** a commemorative property.

[X] **G** less than 50 years of age or achieved significance within the past 50 years.

Areas of Significance

(Enter categories from instructions)

ARCHITECTURE
ETHNIC HERITAGE/BLACK
SOCIAL HISTORY
EDUCATION

Period of Significance

1950
1959

Significant Dates

1950
1959

Significant Person

(Complete if Criterion B is marked above.)

N/A

Cultural Affiliation

N/A

Architect/Builder

Burket, Rhees Evans, Sr., Architect
Wise Contracting Company, Builder

Narrative Statement of Significance

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

[X] See continuation sheet

9. Major Bibliographic References

[X] See continuation sheet

Previous documentation on file (NPS):

[ ] preliminary determination of individual listing (36 CFR 67)
[ ] previously listed in the NR
[ ] previously determined eligible by the National Register
[ ] designated a National Historic Landmark
[ ] recorded by Historic American Buildings Survey #_____
[ ] recorded by Historic American Engineering Record #_____

Primary location of additional data:

[X] State SHPO office
[ ] Other State agency
[ ] Federal agency
[X] Local government
[ ] University
[ ] Other

Specify repository:

_____

10. Geographical Data

Acreage of property 8.8 acres

UTM References

	Zone	Easting	Northing
1	/1 /8 /	/3/1/6/8/3/8/	/4/3/0/7/6/0/1/

[ ] See continuation sheet

Verbal Boundary Description

The boundary includes all of the property denoted as 4100 Vacation Lane in Arlington County, Virginia, which is noted on Tax Map 032-16.

[ ] See continuation sheet

Boundary Justification

The boundaries for the property at 4100 Vacation Lane, Arlington, Virginia, include the original 7.6-acre tract on which the school was constructed in 1950 and an additional 1.2 subsequently acquired adjacent acres.

[ ] See continuation sheet

11. Form Prepared By

Name/title Carrie E. Albee and Laura V. Trieschmann, Architectural Historians
Organization EHT Traceries, Inc. Date April 2003
Street & Number 1121 5th Street , NW Telephone (202) 393-1199
City or Town Washington State D.C. Zip code 20001

Additional Documentation

Submit the following items with the completed form:

Continuation Sheets

Maps

A **USGS map** (7.5 or 15 minute series) indicating the property's location.

A **Sketch map** for historic districts and properties having large acreage or numerous resources.

Photographs

Representative **black and white photographs** of the property.

Additional items

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

Property Owner

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

name County School Board of Arlington
street & number 1426 North Quincy Street telephone (703) 228-6000
city or town Arlington state VA zip code 22207

Paperwork Reduction Act Statement: This information is being collected for applications to the National Register of Historic Places to nominate properties for listing or determine eligibility for listing, to list properties, and to amend existing listings. Response to this request is required to obtain a benefit in accordance with the National Historic Preservation Act, as amended (16 U.S.C. 470 *et seq.*)

Estimated Burden Statement: Public reporting burden for this form is estimated to average 18.1 hours per response including time for reviewing instructions, gathering and maintaining data, and completing and reviewing the form. Direct comments regarding this burden estimate or any aspect of this form to the Chief, Administrative Services Division, National Park Service, P.O. Box 37127, Washington, DC 20013-7127; and the Office of the Management and Budget, Paperwork Reductions Projects (1024-0018), Washington, DC 20503.

SUMMARY DESCRIPTION

Stratford Junior High School is located at 4100 Vacation Lane in Cherrydale, Arlington County, Virginia. The high-style International Style secondary school was constructed in 1950 with minor additions in 1995. The building was designed by architect Rhees Evans Burket, Sr. and constructed by Wise Contracting Company. Located on the north side of Old Dominion Drive, the building has a long, linear rectangular plan arranged along a southwest to northeast axis with a canted auditorium at the northeast end. The three-story concrete post-and-beam building has a flat roof and is clad primarily in buff brick and sandstone veneer. The primary (northwest) facade is characterized by a two-story, three-bay projecting portico of exposed concrete on four robust concrete columns tapered to the base. Two-story wings extend from the portico and feature wide horizontal bands of windows framed in limestone. The portico features tall twelve-light fixed windows and a recessed entry accentuated with sandstone veneer. The three-story southwest elevation is characterized by horizontal bands of glass-block windows with a projecting central entry bay featuring a vertical field of glass block. The three-story addition to the gymnasium, constructed as part of the 1995 renovation, is executed in exposed concrete and features tapered concrete columns that echo those of the main-entry portico. In addition to the school building, the property features an historic athletic field, four non-historic trailers, a non-historic gazebo and an historic stone-masonry pedestrian tunnel that runs underneath Old Dominion Drive.

DETAILED DESCRIPTION

Site

Stratford Junior High School is located on the north side of Old Dominion Drive, between Lorcom Lane and Military Road, at the northwest edge of Cherrydale, a middle- to upper-class 20th-century suburban residential neighborhood in north Arlington County. Single-family residential development surrounds the parcel on the west, north and east sides. A large modern high-rise apartment building is located to the south across Old Dominion Drive from the parcel. Located southwest of the school site is an approximately 5-acre tract accommodating a public park known as the Cherrydale Playground. Vehicular access to the 8.8-acre school site is provided from the east by

Vacation Lane, which serves as the northern boundary of the property, and from the west by 23rd Street, North, which runs through the Cherrydale Playground. The irregularly-shaped tract is characterized by highly varied topography that generally slopes from west to east. The school building is oriented along a southwest to northeast axis and is located along the western edge of the tract. Large mature trees line the edges of the property and are clustered around the northwest (primary) elevation of the school. Smaller mature trees are located along the northwest and southeast elevations. Planted sporadically along the foundation of the school are mature and immature shrubs.

A level area of ground accommodating a large athletic field surrounded by a gravel jogging path is located southeast of the school building. The historic field, part of the original design of the school site, is fenced along Vacation Lane with metal chain-link. Two small paved parking lots are located on the site. They are located northeast of the large athletic field and north of the auditorium across Vacation Lane. A small playground is located along the southeast side of the gymnasium. These parking lots are connected by a system of concrete-paved sidewalks that circumnavigate the school building. Also of note is a non-historic stone-masonry pedestrian tunnel that runs underneath Old Dominion Drive. Access to the tunnel is now blocked by metal bars. Southwest of the school are two parking lots, two tennis courts, a basketball court, and a baseball field that are part of the Cherrydale Playground property.

Exterior

Constructed in 1950 and renovated in 1995, Stratford Junior High School consists of three major sections: the central classroom building, the southwest wing, and the northeast wing. The school is three stories in height with an additional basement level underneath the auditorium. It is concrete post-and-beam construction with a steel truss frame in the gymnasium and auditorium and has a flat roof. The building is clad in a combination of brick and sandstone veneer referred to in the original plans as "rubble stone." The sandstone veneer is used along the foundation and first story of the building and to accent the entries. The primary entrance and southeast addition are finished in concrete. Windows are fixed metal and hinged, part of the 1995 renovation, or fixed glass block, original to the structure. Window openings are accented with unmolded limestone surrounds, sills, and mullions. Limestone is also used to accent the primary entries. Metal coping lines the edge of the flat roof and runs the entire perimeter of the

building.

The primary (northwest) elevation is dominated by the central classroom section, which features a wide two-story facade with a sandstone-veneered foundation and horizontal bands of metal windows. The openings, which feature paired fixed eight-light windows over hinged four-light windows, are accented by unmolded limestone surrounds and sills. At the center of the long elevation is a projecting two-story, three-bay portico executed in exposed concrete. The portico features three bays of twelve-light fixed metal windows, robust concrete pillars that taper to the base, and affixed letters that spell "H-B Woodlawn, 4100" centered above the loggia. The elevated central entry is substantially recessed. Flanking the entry within the portico are paired windows surrounded by sandstone veneer. At the northeast end of the classroom wing is a massive exterior-end chimney that rises well above the roof of the building and is clad in sandstone veneer. Also at the northeast end a curvilinear buff-brick retaining wall projects from the foundation level.

The rear (southeast) elevation of the classroom section is three stories in height and features a sandstone-veneered foundation and is characterized by long, horizontal bands of windows framed by unmolded limestone surrounds and sills on each story. The windows are glass block over paired four-light hinged windows. The primary rear entrance is contained within a projecting central bay faced in stone veneer and featuring a central, vertical field of glass block that illuminates the central stair within. The entry is sheltered by a cantilevered hood and features two pairs of double-leaf metal doors. At the northeast end of the classroom section is a tall, vertical field of glass block that illuminates, like the central entry bay, the stair within.

At the southwest end of the classroom section is a wing that houses the cafeteria and the gymnasium. The wing is located on a steep slope with the result that the northwest portion of the wing is two stories in height and the southeast section is three stories in height. The southeast elevation of the wing, which projects beyond the central classroom section of the school, is three stories in height with a slightly projecting first story clad in sandstone veneer. The six bays of the elevation are articulated by projecting buttresses that extend from the first story. The openings have glass block with six-light operable windows grouped in pairs or threes. Attached to the northeast end of the gymnasium is a two-story, single-bay extension. Attached to the southwest end of the gymnasium is a

three-story, single-bay exposed concrete extension, constructed as part of the 1995 renovation.

The southwest elevation of the wing is separated into three distinct sections. The two-story western section is original and features a horizontal band of glass block windows over paired four-light hinged windows on the second story. The first story is dominated by a projecting loggia on slender steel piers. The loggia was partially enclosed in 1995 to provide additional storage space for the school. The eastern bay of the loggia remains open and houses a rear entry to the school. The central section of the wing, part of the 1995 addition, is two stories in height and features a window opening on each story. The eastern section of the wing is also part of the 1995 addition. It is three stories in height and is finished in exposed concrete. It is characterized by a projecting portico with three bays of fenestration on the second and third stories with eight-light windows arranged in groups of three over hinged four-light windows. The first story features four robust concrete piers that taper to the base, echoing the original piers of the primary entrance to the school. The first story also exhibits a sandstone-veneered foundation and a recessed entry in the west bay. Projecting from the southwest elevation of the wing is a tall concrete retaining wall that divides the upper and lower parking lots. At the west corner of this elevation is a stone-masonry retaining wall supporting a concrete stair.

The northwest elevation of the southwest wing is partially underground and consists of only one exposed story. The elevation, which is largely obscured by trees, contains a projecting central entry and no exterior ornamentation.

The two-story northeast elevation, which projects from the central classroom section of the school, originally consisted of a recessed second story. In 1995, the second story was extended outward over the cafeteria to be flush with the first story.

At the northeast end of the classroom section is a wing that houses the auditorium and is set on an angle. The auditorium is linked to the classroom building by a trapezoidal-shaped lobby. The north elevation of the lobby is two stories in height and features a four-bay covered central entry. The porch consists of a flat roof supported on steel posts. The northeast bay of the porch is enclosed. The second story features a narrow horizontal band of eight-light windows with unmolded limestone surrounds and sills. The north elevation of the auditorium features five fixed twelve-light windows on the second story

and six large windows on the basement story.

The two-story east elevation features a recessed south wing with a recessed entry and a projecting section with a first-story garage entry flanked by paired ten-light fixed windows over hinged four-light windows. The second story exhibits a central covered entry wide enough to allow scenery and props to be transported into the auditorium.

The south elevation of the auditorium wing is two stories in height with the first story partially underground due to the steep slope of the site. The first story features several metal ventilation grates and a recessed entry. The second story is characterized by horizontal bands of fenestration with glass block windows over paired four-light hinged windows and unmolded limestone surrounds and sills. Above the first-story entry is a vertical band of glass block. A recessed brick wall hides the mechanical systems on the roof.

Interior

The interior spaces of Stratford Junior High School were finished with materials common to school construction of the period. The long central hallway features terazzo floors, a black glazed-tile baseboard and buff glazed structural clay tile on the walls up to the top of the doors with plaster above the tile. A row of clerestory windows is present above the entries to the classrooms to allow light into the hall. The ceiling features acoustical-tile drop panels and fluorescent tray lighting. Door surrounds are metal and feature standard cavetto molding. Metal lockers are built into the walls.

Original classrooms are finished with similar materials. The walls shared with the hallway are buff glazed structural clay tile and concrete while the partition walls between the classrooms are exposed concrete block. Floors are covered in linoleum, and ceilings feature acoustical-tile drop panels with fluorescent tray lighting. Chalk boards and cork boards with aluminum surrounds line the three interior walls. Built-in wood shelves and cabinets line the partition walls between the classrooms and the exterior walls, underneath the windows.

The principal stair hall, located at the middle of the classroom section across from the main entry, is separated from the hall by a metal-framed partition featuring three single-

leaf doors. The doors are flanked by one-light sidelights and a five-light transom. The floor of the stair hall is clad in terazzo and the walls are sheathed in buff glazed structural clay tile. The stair hall consists of two sets of dog-leg stairs with closed stringers constructed of buff glazed tile. The two sets of stairs are separated by a buff glazed tile partition wall. The stairs have round wood hand rails. A second original stair hall located at the northeast end of the classroom section features one stair. The floor is finished in linoleum and the walls in buff glazed structural clay tile.

Located on the southwest side of the main entry, on the northwest side of the hall, is the main administrative offices. The offices are contained within one long room and are separated by full-height wood partitions with a glass clerestory. An open office area between the office partitions features a long wood counter.

In the southwest wing of the school is the gymnasium. Two stories in height, the gymnasium features recently replaced hardwood floors and a buff glazed structural clay tile wainscot with plaster walls above. The roof is supported by steel trusses that have been left exposed. Other notable features include full-height folding wood partitions that divide the room into two and built-in ceramic drinking fountains.

Perhaps the most exuberant of the interior spaces is the auditorium lobby. The triangular-shaped lobby features terazzo floors and glazed terra cotta tile on the first-floor walls. The second-floor walls are sheathed in a combination of materials including buff brick, stone veneer, and exposed concrete. The ceiling is covered in acoustical drop tiles. Other notable features include a mezzanine balcony accessed by a corner stair with a metal balustrade exhibiting a modern design in keeping with the International style of the building. The understair is clad in stone veneer and a quarter-round fountain is located at the base of the stair. The auditorium features concrete and glazed terra cotta tile walls. The original wood and metal-frame chairs have been retained.

Secondary Resources

Southeast of the school building is a historic athletic field encircled by a gravel pedestrian pathway. The athletic field was part of the original design of the school site. Also on the school grounds are four one-story, aluminum-clad temporary trailers of recent construction. The trailers, located on the southeast side of the school overlooking the

principal athletic field, provide additional classroom space. In the traffic circle in front of the main entrance to the school is a non-historic, one-story, wood-frame gazebo with a pyramidal-shaped roof sheathed in asphalt shingles. Southwest of the school building is a stone-masonry pedestrian tunnel that runs underneath Old Dominion Drive. Now blocked by a metal gate, the tunnel was initially intended to provide access from the adjacent neighborhood to the school grounds without requiring students to cross the busy street.

STATEMENT OF SIGNIFICANCE

Stratford Junior High School was designed in 1949 by architect Rhees Evans Burket, Sr. of Washington, D.C., and built in 1950 during Arlington's most active period of school construction following World War II (1940-1945). It was the first of four junior high schools constructed in Arlington County during the 1950s to accommodate the rapid increase in student population. In 1959, Stratford Junior High School became the first public secondary school in the Commonwealth of Virginia to desegregate with the admission of four African American students -- Ronald Deskins, Michael Jones, Lance Newman, and Gloria Thompson. The event signified the end of massive resistance in the Commonwealth of Virginia and dealt a powerful blow to the opponents of racial equality nationwide. Stratford Junior High School is eligible for the National Register of Historic Places under Criterion A for its pivotal role in the desegregation of Arlington County public schools and the Commonwealth of Virginia. Stratford Junior High School is also eligible for the National Register of Historic Places under Criterion C as an intact example of an International-style school building in Arlington County and was one of the most modern school buildings in the area when constructed. The school is a particularly high-style and intact example of the International style that predominated in school construction in the county as well as nationally during the late 1940s and 1950s. It is one of a small number of intact examples of the style in Arlington County. Prominent stylistic features include the stepped rectangular massing, flat parapet roof, decorative minimalism, and the strong horizontal qualities of the building emphasized by the use of finishing materials and banded windows. The school is highly representative of modern construction methods in its concrete post-and-beam construction with steel-truss framing in the gymnasium and auditorium and its use of such materials as structural clay tile, glass block, linoleum, terrazzo, and aluminum. The school also boasted the first science laboratory to be specifically built and furnished for the purpose in the county.

HISTORICAL BACKGROUND

Design and Construction of Stratford Jr. High School, 1947-1951

Arlington County experienced its greatest period of school construction following World War II (1941-1945). In 1945, the public school system in the county consisted of twenty-six elementary, three junior high, and two high schools.[1] By 1950, the population of the county had increased 137 percent from its pre-war number to 135,449 and continued to expand through the 1950s.[2] The Arlington County School Board responded with a massive building campaign that resulted in the construction of twenty-four new schools and additions to thirty-seven existing schools between 1946 and 1960.[3] The construction of a new junior high school, which would accommodate grades seven, eight and nine, was paramount among the resolutions passed by the Arlington County School Board in 1947.[4] Population studies submitted to the School Board in 1947 projected that by 1950 the number of students enrolled in public junior high schools in Arlington County would far exceed the intended capacity of the existing junior high school buildings.[5] Stratford Junior High School, named for Robert E. Lee's birthplace in Virginia, was the first of four junior high schools constructed during the 1950s to accommodate this surge in student population, followed by Williamsburg in 1954, Kenmore in 1956, and Gunston in 1959.[6]

By the end of 1948, the Arlington County School Board had selected the former Y.W.C.A. property in northwest Cherrydale, a middle-to-upper-class, primarily white residential neighborhood, as the location for the new junior high school. This location was determined in part by the lack of an existing junior high school in the northeast portion of the county. Residential neighborhoods in this area, including Cherrydale, Lee Heights, and Waverly Hills, were experiencing tremendous growth during the 1940s and population projections for 1950 indicated that this trend would continue.[7] The approximately 7.6-acre site was one of the few remaining large tracts of undeveloped land along the Lee Highway and Old Dominion Drive corridors, the major thoroughfares through the area. Surrounded on three sides by 20th-century residential development, the tract was the site of a summer camp of the Young Women's Christian Association. Two buildings existed on the site including Vacation Lodge, a large early-20th-century wood-frame building, and the one-story wood-frame caretaker's house.[8]

The heavily wooded tract was accessed from the east from Vacation Lane, named for the summer camp, and featured highly varied topography, steep slopes, and a creek that ran southwest across the property, roughly along the path of the current building footprint. The challenges presented by the site were recognized and discussed by the School Board, but ultimately it was felt that these potential difficulties were offset by the convenient and desirable location.[9] The property was subsequently purchased in 1948 from Louis J. and Anna T. Carusillo for the sum of $47,756.[10] The design and construction expenses incurred in accommodating the site were significant, with the grading contract alone amounting to $49,600, or approximately 3 percent, of the actual construction cost of $1,496,604.[11] This caused considerable controversy among Arlington County tax payers who felt that the expense could have been avoided by the selection of a more regular site.[12]

In 1948, the Arlington County School Board contracted with architect Rhees Evans Burket, Sr. (1899-1963) of Washington, D.C. for the design of a new junior high school to accommodate 1,000 students.[13] Burket studied architecture at the University of Michigan and spent his early career with an architecture firm in Detroit specializing in school design.[14] Burket moved to Washington, D.C. in 1936 and practiced architecture independently until his death in 1963.[15] The construction contract was awarded to the Wise Construction Company of Richmond, Virginia.

Burket was one of a number of architects and architectural firms hired by the Arlington County School Board during the period to execute designs for their ambitious building program. The School Board frequently awarded more than one project to a single firm, as in the case of McLeod and Ferrara of Washington, D.C., which executed Abingdon Elementary School and an addition to Peyton Randolph Elementary School.[16] Principal architect Anthony Ferrara (b. 1905) specialized in school design and is responsible for the design of a number of schools in Northern Virginia and Maryland.[17] Similarly, the firm of Norman and Dixon of Washington, D.C., also specializing in school design, is responsible for Peyton Randolph School as well as additions to Barcroft Elementary School, Kate Waller Barrett Elementary School, Stonewall Jackson Elementary School, Woodlawn Elementary School, and Walter Reed Elementary School.[18] Allen J. Dickey (b. 1914) executed designs for Oakridge Elementary School, Ashlawn Elementary School, Claremont Elementary School, Taylor Elementary School and Jamestown Elementary School.[19] Burket is known to have received two commissions from the

Arlington County School Board during the period. In addition to Stratford Junior High School, Burket also designed Yorktown Elementary School, constructed in 1950 and now incorporated into the current, recently renovated Yorktown High School.[20] Architects appear to have executed both original and site-adapted standardized designs as seen at Peyton Randolph Elementary School, Abingdon Elementary School, and Oakridge Elementary School, which all have nearly identical classroom wings.

During the late 1940s and through the 1950s, school construction in Arlington County was generally executed in the International style, reflecting national trends in public and commercial architecture of the period. The style was felt to be appropriate for public buildings because it was perceived to be a physical expression of functionalism, an idea that took root in the United States during the Depression era. Presented as devoid of superfluous ornamentation with an exterior form that reflected the functions of the interior spaces and the physical forces and materials at work in the building, functional design was embraced as a practical and cost-efficient architectural response to the economic hardships and restrictions of the Depression and World War II. By the late 1940s, functional design as expressed in the International style and in more diluted Modern stylistic interpretations was the accepted architectural language for public buildings. This is expressed in a school planning manual produced in 1954 by the Virginia State Board of Education. The manual states that "no funds...should be expended for extraneous ornamentation unless every desirable educational facility has been provided in the buildings."[21] The manual went on to state that the school board and architect should strive for buildings that implement the specific educational program, can be maintained economically, and are flexible and expandable.[22]

Like their innovative predecessors in industrial design, school architects such as Rhees Burket sought to create efficient, functional buildings that fostered maximum productivity in the student body. Designs were intended to provide for all of the essential specialized components of the modern educational curriculum. Burket's design for the new junior high school, prepared in 1949, consisted of a long, linear central corridor that served as the spine of the building. Standard classrooms lined both sides of the central corridor, which featured inset metal lockers, and stairs were located at the center and ends. Classrooms were designed with chalk boards and cork bulletin boards on the walls, as well as built-it cabinets, shelves and closets to conserve space. Fenestration was designed to allow the maximum amount of light into the classrooms while protecting

from the heat and glare of the hotter months. On the shaded northwest side of the building, Burket specified large fixed clear-glass windows over four-light awning windows to maximize the indirect light. On the southeast elevation, which received full and direct sunlight for much of the day, Burket called for large surfaces of fixed clouded glass block over small bands of clear-glass, four-light awning windows. The glass block also helped to insulate the building. In addition to the operable windows, each classroom had several clerestory windows that allowed light into the central corridor. Small aluminum grates in the window above the door allowed for air circulation. In addition to the standard classrooms on the central corridor, Burket also provided for an office suite with a vault adjacent to the front entrance, a library with work rooms and reading rooms, and a science laboratory. The science laboratory, equipped with examination tables, was the first to be specifically constructed as such in an Arlington County public school.[23]

Highly specialized functions were accommodated in the massive end units of the building, which were indicated in the plan by a break with the central axis and on the exterior by different roof heights and fenestration. At the east end of the building was the 484-seat auditorium and lobby.[24] The lobby exhibits several significant design elements including a mezzanine overlooking the first floor, accessed by a corner stair featuring an International-style metal balustrade, a central wood-and-glass trophy case, and a water fountain and small reflecting pool. Burket located an automobile-accessible wood working shop underneath the auditorium so that sets could be constructed in the shop and brought directly into the auditorium through large double-doors at the rear of the stage. The gymnasium, cafeteria and home economics classrooms were located at the southwest end of the building. The large gymnasium was designed to accommodate a basketball court with folding bleachers along the interior wall. The gymnasium was equipped with a full-height folding partition that divided the room in half. Water fountains were built into the exterior wall at the corners of the gymnasium. Burket also designed a smaller auxiliary gym, locker rooms, dressing rooms and shower rooms for both boys and girls. Across from the gymnasium was the cafeteria, which opened onto a covered walkway on the southwest elevation.

Above the cafeteria was the home economics suite that consisted of a series of rooms that included a "homemaking and foods laboratory," "living center," and a "living, dining, home nursing and child care area" and were intended for the teaching of such specialized domestic tasks as food preparation and presentation, cleaning, sewing, washing and

ironing clothes, child care, and first aid.[25] The rooms were equipped with the latest in home appliances for such tasks including a sewing machine, clothes dryer and both an electric and a gas range. Most notable was the dining room area, which was arranged and finished in a traditional domestic manner with wood floors, a wainscot and chair rail, crown molding, and a working fireplace with a marble surround and mirrored overmantel. The home economics suite opened onto a wide roof deck above the cafeteria.

These modern functions and facilities were complemented by the construction methods, materials, and International-style exterior of the building. The primary load-bearing structure is concrete post-and-beam masonry construction with steel truss reinforcement in the auditorium and gymnasium wings, and in the projecting front (northwest) entrance. Non load-bearing walls are constructed of concrete, cinder block or structural clay tile. Exposed steel posts are used to support covered walkways and entrances. Modern finishing materials included glass block, terrazzo and linoleum floors, rubber baseboards, acoustical tile, and aluminum fixtures. In contrast to the diluted interpretations of the International style exhibited at other Arlington County schools of the period, Burket's interpretation of the International style at the junior high school is particularly exemplary. The building exhibits the characteristic rectangularity of the style in the flat roof and the projecting masses of the gymnasium, auditorium, and central entrance. A strong vertical emphasis on the facades of the building is produced by the low, sprawling plan, the combination of brick and stone veneer, the bands of windows accentuated by stone surrounds, and the roof coping. This horizontal emphasis is broken periodically by the stepped massing of the building and the long vertical sections of glass block where stairs are located. Exterior ornamentation is limited to the natural aesthetic qualities of the materials used. Also representative of the International style is the harmonious incorporation of the building into the natural surroundings. The stepped massing and plan of the building is intended to echo the slope of the site. These elements make Stratford Junior High School one of the finest examples of the style in Arlington County. Other examples of the International Style in the area include St. Charles School at 3299 North Fairfax Drive in Clarendon, built in 1955, the former Young Men's Shop at 3032-3040 Clarendon Boulevard in Clarendon, built in 1951 and designed by Corning and Moore, and three Cherrydale residences built circa 1941 by Alfred Kastner and located at 2240-2248 North Quebec Street.

Dubbed "Arlington's most ambitious school building project," Stratford Junior High School was formally dedicated in March 1951 in a ceremony attended by Virginia Governor John S. Battle featuring the State Superintendent of Public Instruction, Dowell J. Howard, as the principal speaker.[26] The total cost of the project, which took over a year to complete, amounted to $1,676,909, a sum that raised considerable public controversy.[27] Although it was widely acknowledged that the school was aesthetically pleasing and offered the most modern of school facilities, tax payers wondered whether "Arlington can afford to continue to build gold-plated schools" while faced with the obligation to provide classroom space for the county's ever-increasing student population.[28]

Integration of Stratford Jr. High School, 1954-1971

On February 2, 1959 at 8:30 am, Stratford Junior High School became the first public secondary school in the Commonwealth of Virginia to desegregate with the admission of four African American students -- Ronald Deskins, Michael Jones, Lance Newman, and Gloria Thompson.[29] The event was the end result of an extended conflict triggered by the landmark U.S. Supreme Court ruling on *Brown vs. the Board of Education* in May 1954, which proclaimed the segregation of schools by race to be unconstitutional. Prior to the ruling, school systems in the United States operated under the 1896 *Plessy vs. Ferguson* Supreme Court ruling which determined that it was lawful for state legislatures to provide "separate but equal" schools for African Americans and whites. The ruling reasoned that segregation in itself was not in violation of the "equal protection" clause of the Fourteenth Amendment provided whites and non-whites had access to equal accommodations. Considered a victory for the African American community at the time, racial inequality did not diminish, as hoped, but rather increased. Although specifically handed down to address the issue of segregated schools, *Plessy* was cited as the legal justification for enforced segregation in virtually every aspect of social interaction between whites and non-whites. For the next 50 years, advocates of racial equality worked within the limits established by the *Plessy* decision and pursued measures in the segregated American public school system directed towards the equalization of facilities, budgets, and teachers' salaries.[30]

By the early 1950s, however, advocates of racial equality were no longer satisfied with the inevitable inequality sheltered under *Plessy vs. Ferguson.*[31] Under the leadership of

Thurgood Marshall, a Howard University School of Law graduate and influential legal director of the National Association for the Advancement of Colored People (NAACP), African American activists sought the abolition of the segregated school system altogether through a planned series of legal challenges at the state and federal level that culminated in the U.S. Supreme Court case *Oliver L. Brown et. al. vs. the Board of Education of Topeka*. The suit was filed in February 1951 by the NAACP representing thirteen parents of African American children, including Oliver Brown, who had been denied admission to white elementary schools in Topeka, Kansas. The case was ultimately grouped together with five other school desegregation heard by the U.S. Supreme Court in the early 1950s. The other case include Belton v. Gebhart and Bulah v. Gebhart in Delaware, Bolling v. Sharpe in Washington, D.C., Briggs v. Elliot in South Carolina, and Davis v. County School Board of Prince Edward County in Virginia. The ruling, delivered on May 17, 1954, stated that the separate but equal school system was inherently unequal and thereby in violation of the constitutional rights of the plaintiffs.[32]

At the time of the *Brown vs. the Board of Education* ruling, African Americans made up less than six percent of the total population of Arlington County and lived primarily in three well-defined areas surrounding the only four African American public schools in the county. Nauck, located in southwest Arlington, included Kemper and Drew Elementary Schools. Hall's Hill or High View Park, located in northwest Arlington, included John M. Langston Elementary School. The third African American neighborhood was located at the southwest corner of Columbia Pike and the George Washington Memorial Parkway and included Hoffman-Boston, the only public African American secondary school in the county. Because of the limited number and locations of these African American public schools, many students had to travel long distances to attend classes. This was particularly true for high school students living in the Hall's Hill/High View Park neighborhood, which was a considerable distance from the Hoffman-Boston School but relatively close to Stratford Junior High School and Washington and Lee High School. Significant inequities between the white and African American school existed despite a June 1950 Fourth Circuit Court of Appeals order directing Arlington to provide facilities at Hoffman-Boston equal to any white public secondary school.[33] For these reasons, a number of African American parents sought to enroll their children in white secondary schools during the 1950s, but were continually refused admission.

Commonwealth officials had little intention of implementing any desegregation program pursuant to the *Brown* ruling. Virginia Governor Thomas B. Stanley echoed the sentiments of many white Virginians in June 1954 when he boldly stated that he "would use every means at my command to continue segregated schools in Virginia."[34] In May 1955, the U.S. Supreme Court followed up their previous ruling with a directive for school authorities to exhibit "good faith compliance...at the earliest practical date."[35] The Virginia General Assembly responded with the passage of a referendum in January 1956 that put the power of student placement in the hands of the local school boards, assuming that the local boards would be opposed to desegregation. The Assembly reserved the Commonwealth's right, however, to close any school at which integration occurred. This referendum was, in effect, a state endorsement and facilitation of the policy of "massive resistance" in Virginia. Arlington County, somewhat liberal during the period and less than six percent African American, went against the referendum by a vote of 10,306 to 8,001.[36]

The Arlington School Board interpreted the actions of the General Assembly to mean that white students were not to be forced to attend public schools with African American students.[37] As a result, the Board set about creating what was described by NAACP President E. B. Henderson as a "triple school system with no enforced integration."[38] They approved a gradual and limited desegregation plan that would permit integration at only a few elementary and junior high schools and one senior high school over the course of three academic years, from 1956 to 1958.[39] In response to this policy, the Virginia General Assembly voted in 1956 to strip the county of its right to an elected school board and replace it with a more conservative county-appointed board.

In May 1956, a year after the U.S. Supreme Court directive for schools to begin the process of desegregation and yet not a single African American student had been admitted to a white school, the NAACP filed a series of law suits in federal court demanding desegregation in Arlington, Front Royal, Charlottesville and Norfolk, Virginia. The law suits were part of a planned strategy on the part of NAACP leaders to attack massive resistance in areas that contained small African American populations and were therefore less likely to be threatened by desegregation.[40] In July 1956, federal Judge Albert V. Bryan ruled in favor of the plaintiffs in the Arlington suit and issued a directive that Arlington schools desegregate. The Virginia General Assembly responded to these suits by passing a series of massive resistance laws in September 1956 that

reinforced the governor's power to close any school system that desegregated and to cut off state funds to those schools.[41] The Commonwealth established the Virginia Pupil Placement Board, which removed the power of student placement from the local school boards in a covert effort to ensure that no African American students were admitted to white schools.

As expected, the State Pupil Placement Board denied all applications of African American students who desired to attend white schools for the 1957-1958 academic year. A law suit challenging the decision in Arlington County was again brought before Judge Bryan. Bryan ruled in favor of the plaintiffs and ordered that seven of the eight African American students denied admission to white schools be admitted for the 1958-1959 academic year.[42] The following summer, the State Pupil Placement Board and the Arlington County School Board interviewed these and twenty-three other African American applicants to white schools and rejected them all. NAACP attorneys filed another law suit in federal court on the grounds that the Pupil Placement Act was discriminatory. In September, Judge Bryan determined that the Pupil Placement Act was not inherently discriminatory, but that the two boards had unfairly denied admission to four of the thirty African American applicants.[43] The four students were Ronald Deskins, Michael Jones, Lance Newman, and Gloria Thompson, all residents of North Arlington. They had applied for admission into the seventh grade at Stratford Junior High School, considerably closer to their homes than Hoffman-Boston High School and widely held to be one of the best school facilities in the county. All four students had superior academic records and had been denied admission by the state and county boards based solely upon the opinion that the students would not "adapt" well to the new school.[44] Bryan ordered that the four students be admitted to Stratford Junior High School at the start of the spring term.

Similar federal rulings in Norfolk, Charlottesville, and Front Royal law suits had resulted in the closure of public schools in those districts. Subsequent law suits brought before state and federal courts in these areas challenged the constitutionality of public school closings. The same might have occurred in Arlington had Judge Bryan not delayed the matriculation of the four African American students until the spring term, after the courts made their rulings. The first ruling came in January 1959 by the Virginia Supreme Court. The court declared the school closings to be in violation of the right to public education as stated in the state constitution.[45] This ruling was supported by a panel of federal

judges in Norfolk who determined the school closings to be in violation of the Fourteenth Amendment.[46] On January 25, 1959, at an emergency session called by Governor J. Lindsay Almond, a staunch supporter of massive resistance, the Virginia General Assembly voted to repeal the massive resistance laws by a vote of 20 to 19.[47]

In preparation of desegregation at Stratford Junior High School, NAACP activist Barbara Marx, a white woman, organized social events at which white students and their families would have the opportunity to meet the four African American students and their families.[48] Individuals opposed to desegregation passed out flyers at Stratford instructing white students to "do your part to preserve your Constitution, your race and your white culture by taking your books home and continuing your studies there until the emergency has passed."[49] On Monday morning, February 2, 1959, under the protection of approximately eighty-five Arlington police officers, Ronald Deskins, Michael Jones, Lance Newman, and Gloria Thompson entered Stratford Junior High School without incident, making Stratford the first public secondary school in the Commonwealth of Virginia to desegregate.[50] Fifteen minutes later, seventeen African American students entered white schools in Norfolk.[51]

The successful integration of Stratford Junior High School was only the beginning of the desegregation process in Arlington County, which continued until the adoption of a unitary non-racial pupil placement system in 1971. It took twelve years to fully integrate approximately 1,200 African American students with less than 25,000 white students.[52] The event, however, signified the end of segregated schools in the Commonwealth of Virginia and dealt a powerful blow to the opponents of racial equality.

Stratford Junior High School since 1971

Stratford Junior High School was closed in 1978 following the Arlington County School Board decision to abandon the junior high system in favor of intermediate (or middle) schools for grades seven and eight.[53] This appears to have been due in part to a significant decline in student population in the county. Following neighborhood outcry to keep the school open, it was reopened in the fall of 1978 as the H-B Woodlawn School, accommodating an alternative public education program for grades six through twelve that continues to operate in the building to the present day. Named for the former Hoffman-Boston High School and Woodlawn Elementary School, H-B Woodlawn

School is an innovative public school for independent, motivated students that provides highly personalized teaching and guidance, and less formal control of students' time than conventional public schools.[54] The school is governed by a weekly "town meeting" of teachers, students and parents led by Principal Ray Anderson. The school was renovated in 1995. Significant efforts were made during the renovation to preserve the unique and intact architectural character of the building.

ENDNOTES

[1] Statistics obtained from a county map indicating all schools operating for the 1948-1949 school year. Only one of the schools indicated on the map, Peyton Randolph Elementary School, was constructed after 1945 and is therefore not indicated in the above statistics. Of the schools shown on the map, one high school and three elementary schools are identified as "colored." Arlington County School Board Minutes, Book 3, 1941-1949, Virginia Room, Arlington County Public Library, Arlington, VA., 398.

[2] By 1960 the population had reached 163,401. Carl Rose, Jr., *Arlington County, Virginia: A History* (Baltimore, M.D.: Port City Press, Inc., 1976), 245.

[3] Seymour B. Stiss, "School Buildings in Arlington: 1922-1979," *The Arlington Historical Magazine*, vol. 6, no. 3 (1979): 7-10.

[4] Arlington County School Board Minutes, 259-260.

[5] Arlington County School Board Minutes, 259-260.

[6] Also constructed were Williamsburg Junior High School in 1954, Kenmore Junior High School in 1956, and Gunston Junior High School in 1959. Stiss, 7-10.

[7] Arlington County School Board Minutes, 422.

[8] Sanborn Fire Insurance Company, *Arlington County, VA*, 1936, vol. 1, sheet 32; and Arlington Historical Society, *Images of America: Arlington* (Charleston, S.C.: Arcadia Publishing, 2000), 39.

[9] Arlington County School Board Minutes, 430.

[10] Arlington County School Board Minutes, 458. The Arlington County School Board ultimately purchased a total of 9 acres of land at a cost of $54,750. *See* "Stratford Junior High School," unpublished information sheet, 1 July 1950, Public Schools-Intermediate-Stratford, Vertical Files, Virginia Room, Arlington Public Library, Arlington, VA.

[11] "Stratford Junior High School."

[12] Lois Snyderman and the Couture/Denig Partnership, *Historic Resources Survey: 18 Early-Mid Twentieth Century School Buildings, Arlington County, Virginia* (Arlington County, VA.: Department of Community Planning, Housing and Development, December 1991), 352.

[13] "Stratford Junior High School Officially Accepted; Will Have 1,070 Pupils," *Arlington Sun*, 16 February 1951.

[14] Snyderman and the Couture/Denig Partnership, 351.

[15] Snyderman and the Couture/Denig Partnership, 351.

[16] Snyderman and the Couture/Denig Partnership, 57.

[17] Snyderman and the Couture/Denig Partnership, 57.

[18] Snyderman and the Couture/Denig Partnership, 306.

[19] Snyderman and the Couture/Denig Partnership, 288.
[20] The school is described as "Greenbriar Elementary School" at the North Greenbrier Street and North Edison Street. Arlington County School Board Minutes, 458.
[21] Virginia State Board of Education, *State Planning Manual*, vol. 37, no. 7 (Richmond, VA.: State Board of Education, November 1954), 11.
[22] Virginia State Board of Education, 11.
[23] "Stratford Junior High School Officially Accepted; Will Have 1,070 Pupils."
[24] Rhees Burket, "Vacation Lane Junior High School," original blueprints, 15 October 1949, H-B Woodlawn School, Arlington, VA.
[25] Burket.
[26] "Meeting on Plans for New School at Stratford Mon.," *Arlington Sun*, 23 February 1951; and Snyderman and the Couture/Denig Partnership, 352.
[27] "Stratford Junior High School."
[28] "Too Big for Its Size," unidentified newspaper article, 23 February 1951, Public Schools-Intermediate-Stratford, Vertical Files, Virginia Room, Arlington Public Library, Arlington, VA.
[29] James McGrath Morris, "A Chink in the Armor: The Black-Led Struggle for School Desegregation in Arlington, Virginia, and the End of Mass Resistance," *Journal of Policy History*, vol. 13, no. 3 (July 2001): 356.
[30] Susan Cianci Salvatore, Waldo E. Martin, Jr., Vicki L. Ruiz, Patricia Sullivan, and Harvard Sitkoff, *Racial Desegregation in Public Education in the United States Theme Study* (National Historic Landmarks Survey, August 2000), 72.
[31] Salvatore, 72.
[32] Salvatore, 79.
[33] Morris, 337.
[34] Morris, 339.
[35] Morris, 341.
[36] Morris, 342.
[37] Morris, 343.
[38] Morris, 344.
[39] Morris, 343.
[40] Morris, 332.
[41] Alison Bauer Campbell, "The Road to Integration: Arlington Public Schools 1959-1971," *Arlington Historical Magazine* (October 1996): 28.
[42] Morris, 350.
[43] Morris, 354.
[44] Morris, 354.
[45] Morris, 355.
[46] Morris, 355.
[47] Cecilia Michelotti, "Arlington School Desegregation: A History," *Arlington Historical Magazine*, vol. 8, no. 4 (1988): 9.
[48] Campbell, 31.

[49] Morris, 356.
[50] Morris, 356.
[51] Morris, 356; and Michelotti, 19.
[52] Michelotti, 14.
[53] Snyderman and the Couture/Denig Partnership, 353.
[54] Unidentified manuscript, Vertical Files, Office of Neighborhood Services, Arlington County Department of Community Planning, Arlington, VA.

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All photographs are of:

STRATFORD JUNIOR HIGH SCHOOL
4100 Vacation Lane
Arlington, Virginia
VDHR File Number: 000-9412
E.H.T. Traceries, Inc., photographer

All negatives are stored with the Department of Historic Resources:

DATE: April 2003
VIEW OF: NW elevation looking S
NEG NO.: 20460
PHOTO: 1 of 15

DATE: April 2003
VIEW OF: NW elevation looking S
NEG NO.: 20460
PHOTO: 2 of 15

DATE: April 2003
VIEW OF: NW elevation looking E
NEG NO.: 20460
PHOTO: 3 of 15

DATE: April 2003
VIEW OF: S corner looking N
NEG NO.: 20460
PHOTO: 4 of 15

DATE: April 2003
VIEW OF: SE elevation looking N
NEG NO.: 20460
PHOTO: 5 of 15

DATE: April 2003
VIEW OF: SE elevation looking NW
NEG NO.: 20460
PHOTO: 6 of 15

DATE: April 2003
VIEW OF: SE elevation looking W
NEG NO.: 20460
PHOTO: 7 of 15

DATE: April 2003
VIEW OF: SE corner looking NW
NEG NO.: 20460
PHOTO: 8 of 15

DATE: April 2003
VIEW OF: Second floor, hallway
NEG NO.: 20460
PHOTO: 9 of 15

DATE: April 2003
VIEW OF: Second floor, classroom
NEG NO.: 20460
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DATE: April 2003
VIEW OF: Second floor, northeast stair
NEG NO.: 20460
PHOTO: 11 of 15

DATE: April 2003
VIEW OF: Second floor, main office
NEG NO.: 20460
PHOTO: 12 of 15

DATE: April 2003
VIEW OF: Second floor, gymnasium
NEG NO.: 20460
PHOTO: 13 of 15

DATE: April 2003
VIEW OF: First floor, auditorium lobby
NEG NO.: 20460
PHOTO: 14 of 15

DATE: April 2003
VIEW OF: First floor, auditorium
NEG NO.: 20460
PHOTO: 15 of 15

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STRATFORD JUNIOR HIGH SCHOOL, ARLINGTON, VA (VDHR #000-9412)

Section number Current Floor Plans **Page** 26

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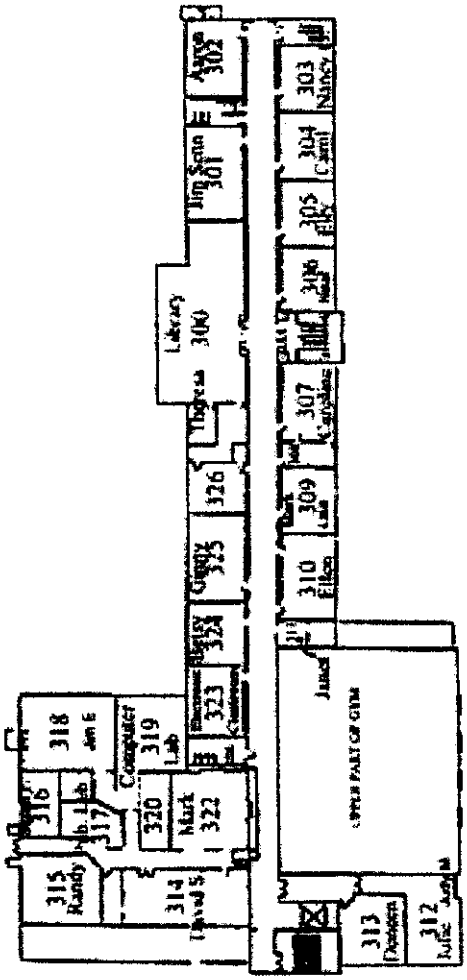

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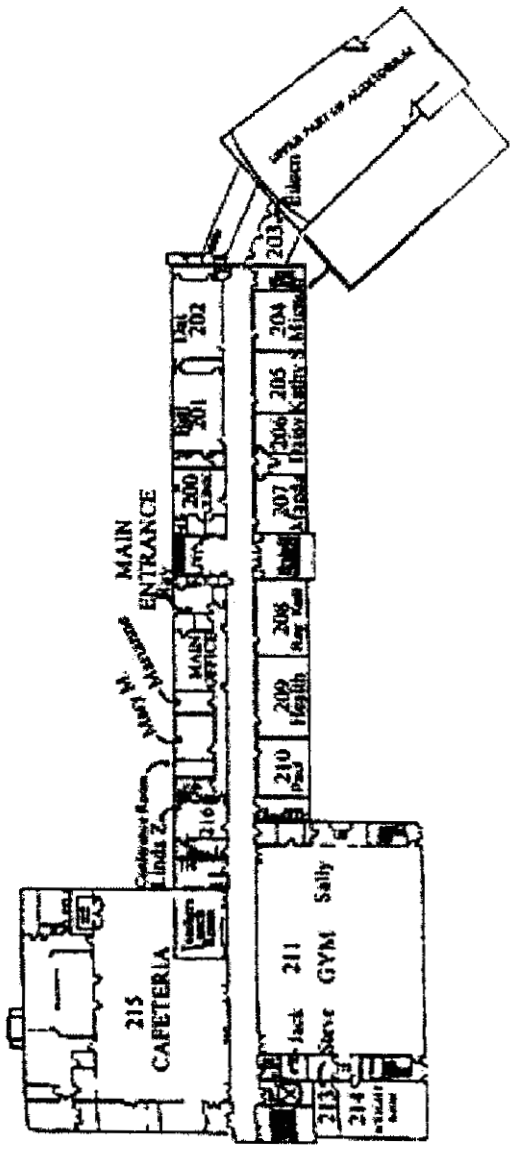

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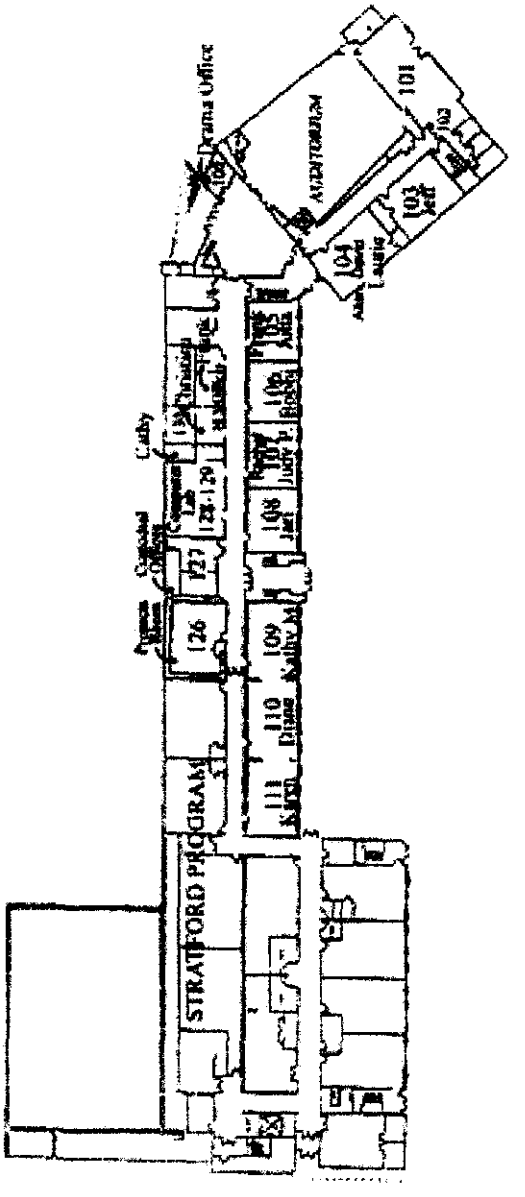
Continuation Sheet

STRATFORD JUNIOR HIGH SCHOOL, ARLINGTON, VA (VDHR #000-9412)

Section number Current Floor Plans **Page** 28

FIRST FLOOR PLAN



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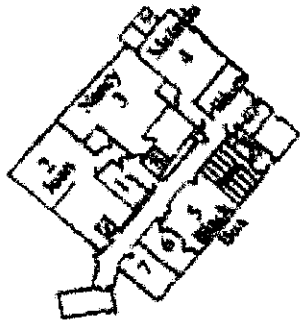

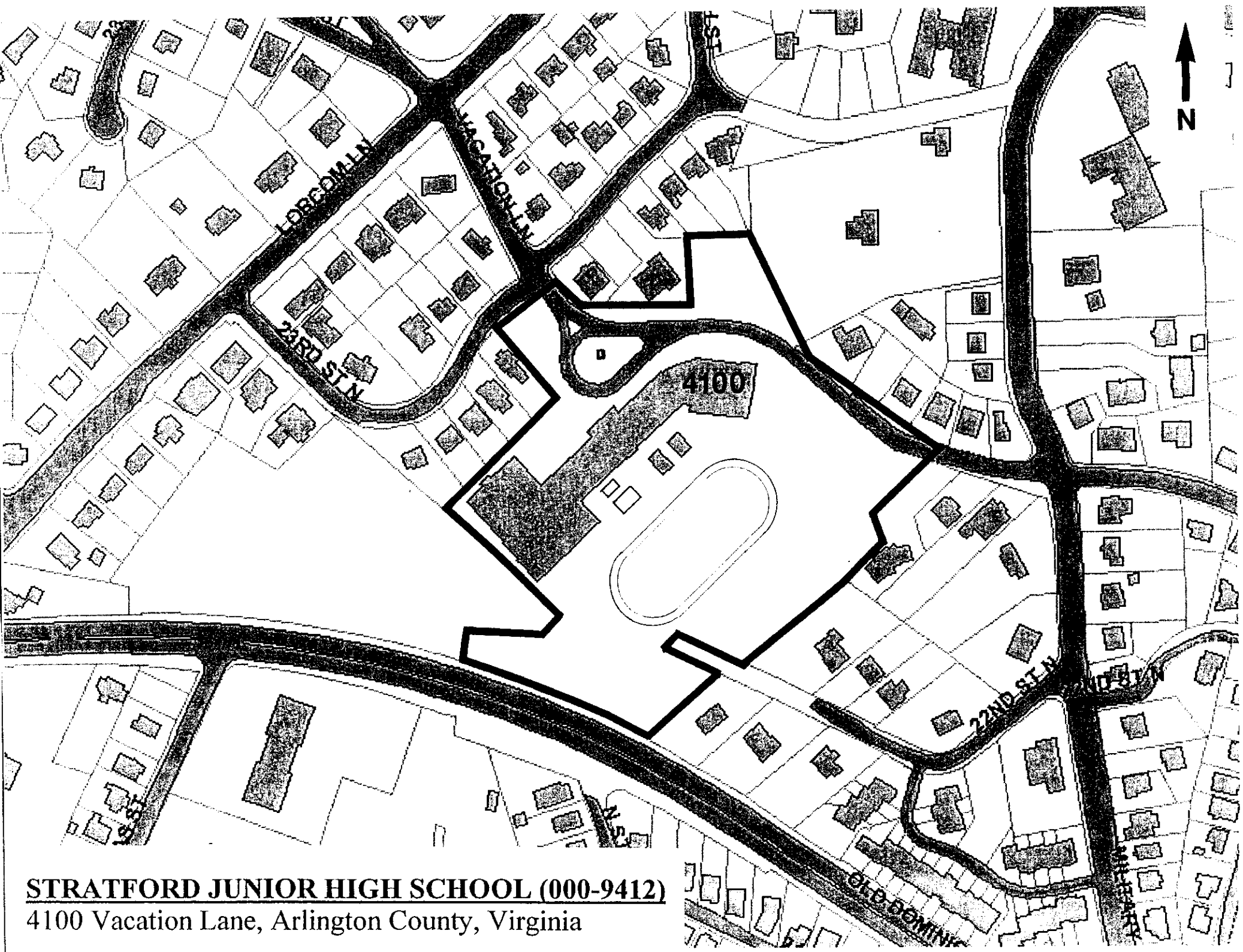

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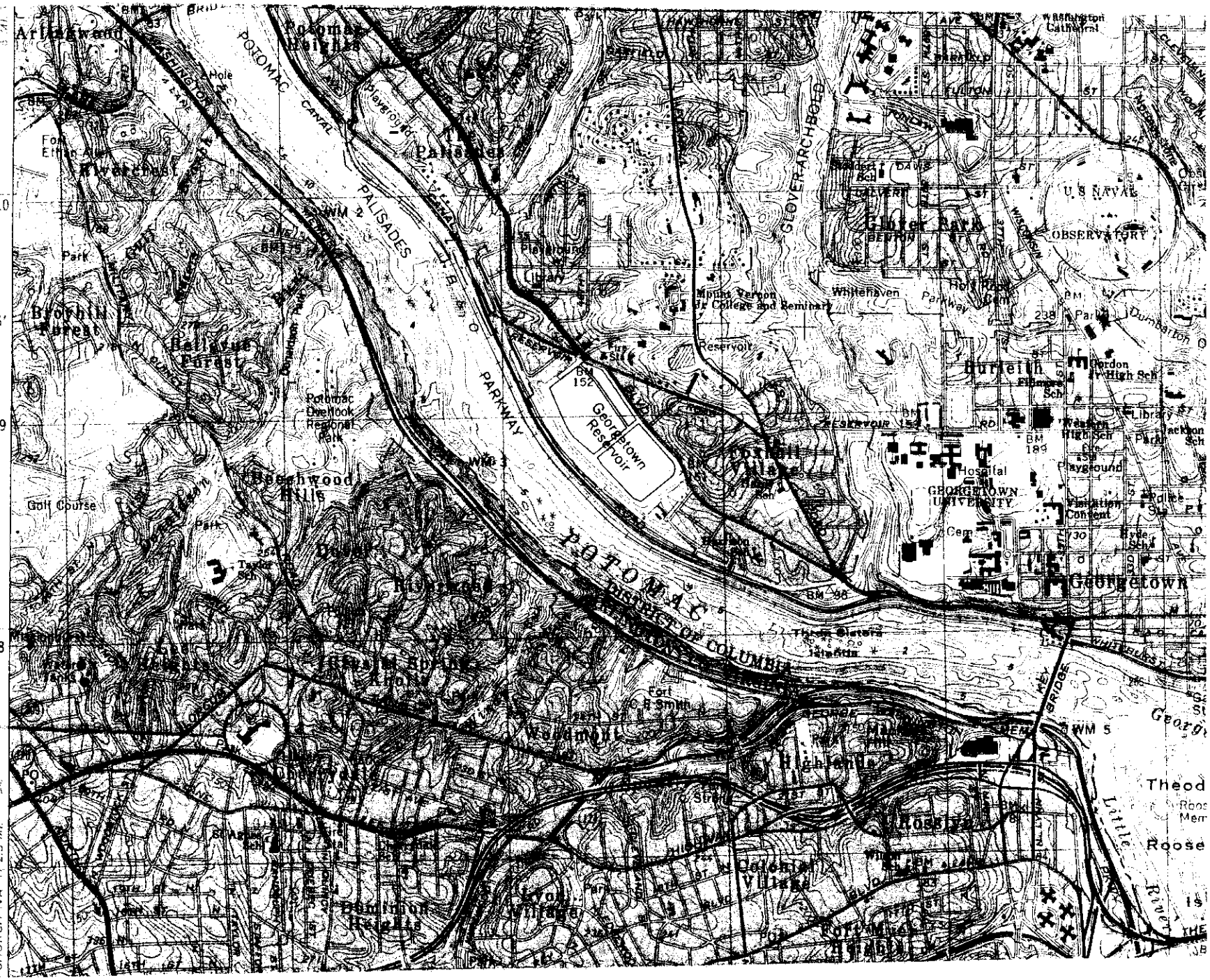

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