

STRATFORD MIDDLE SCHOOL

STRATFORD
JUNIOR HIGH SCHOOL

ON FEBRUARY 2, 1956, STRATFORD JR. HIGH BECAME THE FIRST RACIALLY INTEGRATED SCHOOL IN VIRGINIA. THE LONG BATTLE TO INTEGRATE VIRGINIA'S PUBLIC SCHOOLS FOLLOWED THE U.S. SUPREME COURT'S 1954 DECISION IN BROWN V. BOARD OF EDUCATION, WHICH HELD THAT RACIALLY SEGREGATED PUBLIC SCHOOLS ARE UNCONSTITUTIONAL. THE INTEGRATION OF STRATFORD SIGNALED THE END OF VIRGINIA'S POLICY OF "MASSIVE RESISTANCE," WHICH INVOLVED CLOSING SCHOOLS RATHER THAN INTEGRATING THEM. THE SCHOOL WAS BUILT IN 1951 IN THE INTERNATIONAL ARCHITECTURAL STYLE AND NAMED FOR ROBERT E. LEE'S BIRTHPLACE. IT IS LISTED IN THE NATIONAL REGISTER OF HISTORIC PLACES.

DESIGNED BY JOHN W. HALL/STONERIDGE ARCHITECTS



Agenda

1. Welcome
2. House Keeping
 - a. School Name
 - b. Ground Breaking
3. Commemoration Framework
 - a. Process Review
 - b. Framework Presentation
 - c. Committee Discussion
4. Revised Concepts Presentation
5. Process Options for Integrating Fine Art
6. Committee Discussion & Next Steps
7. Public Comments
8. Adjourn

Focus

- Roles and responsibilities
- Interpretive planning process
- Historic significance overview
- Discussion of interpretive goals and objectives

Key Outcomes

- Decision to engage an interpretive planning and design consultant
- Committee charged with setting/approving interpretive directions
- Focus on events of 2 February 1959
- Importance of historic district overlay
- Desire for visibility from Old Dominion

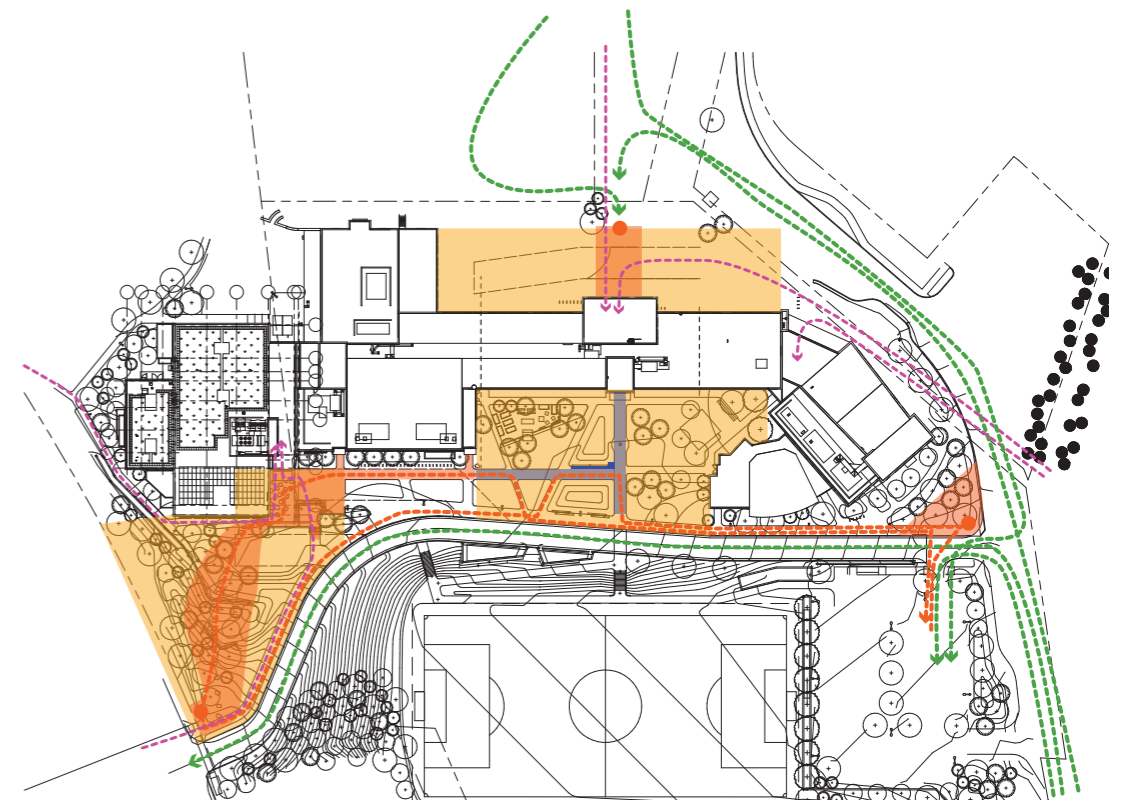


Focus

- Introduction of interpretive planning and design consultant (Main Street Design)
- Presentation and discussion of historic significance (Arlington Historic Preservation Program)
- Facilitated discussion of interpretive priorities

Key Outcomes

- Reaffirmation of “historic path” from Old Dominion as route the four students took
- Reaffirmation of new multistory atrium as central interpretive asset
- Critical importance of honoring the four students
- Importance of interpreting architectural history
- Desire to place events of 2 February 1959 in local, regional, and national context
- Desire to explore utilizing entire school building/campus
- Desire to create “timeless” experiences that will resonate with the SMS community now and in the future

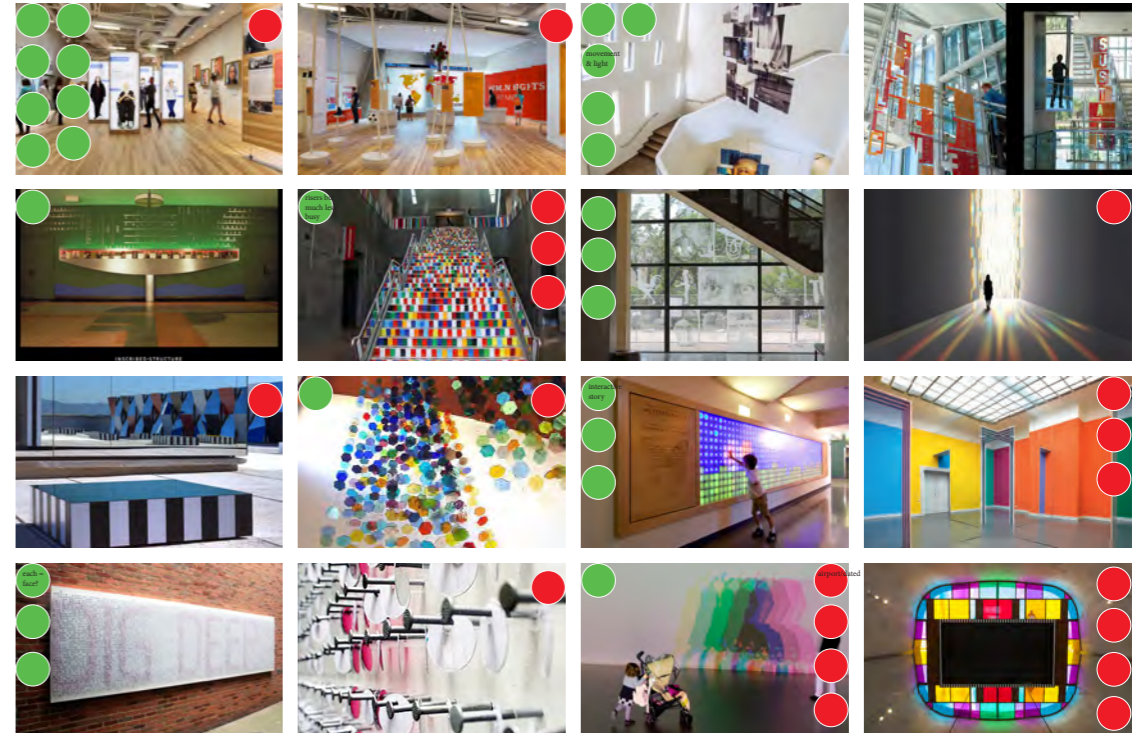


Focus

- Initial analysis of site and building interpretive opportunities and constraints
- Review and discussion of potential interpretive methodologies
- Reference image “dot exercise”

Key Outcomes

- Importance of marking multiple “gateways” to SMS campus
- Importance of marking/interpreting historic path
- Potential to use ground floor of new atrium as interpretive “gallery”
- Potential to utilize “whole school” (hallways and public spaces) for interpretation
- Need to communicate with different audiences (SMS community, Arlington, national)
- Desire to incorporate whole body experiences on exterior
- Desire to create unique, high profile, “signature” feature or features
- Desire to use muted palette of colors and materials (nothing garish)
- Desire to avoid “harsh, brutal” design directions (honest but affirmative and welcoming)
- Reaffirmation of importance of making interpretation meaningful for younger audiences



Focus

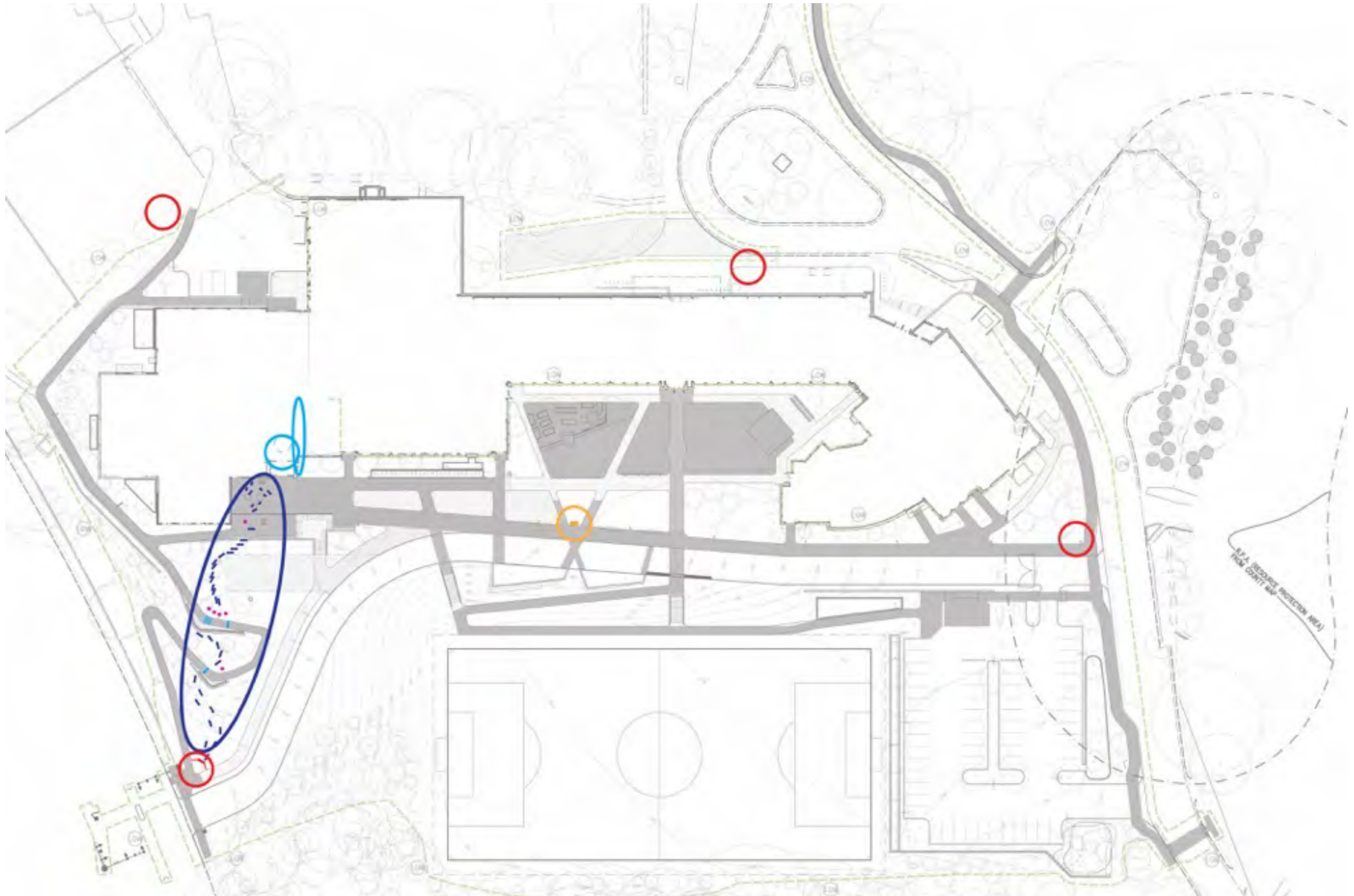
- Detailed analysis of site and building interpretive opportunities
- Presentation and discussion of preliminary interpretive experience concepts



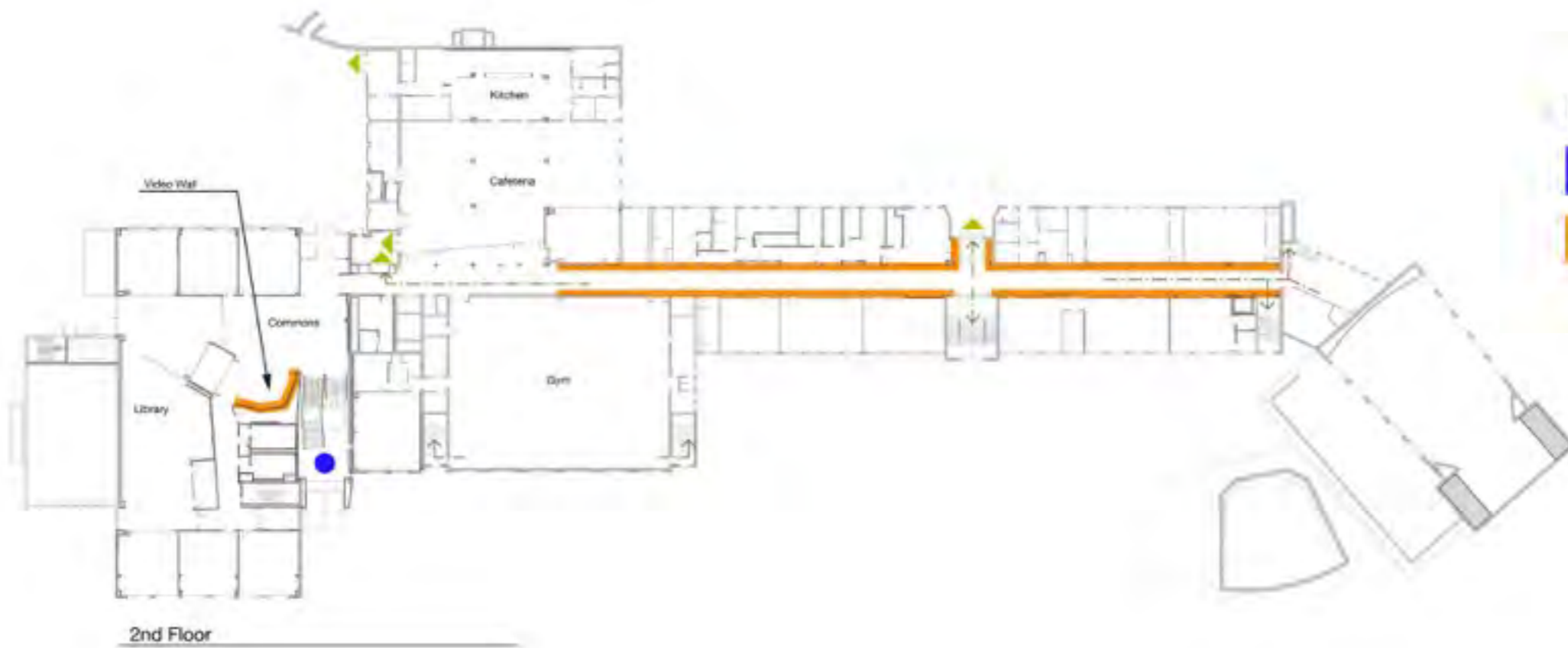
Key Outcomes

- Desire to incorporate major commissioned public artwork in project
- Desire to have “gateways” at Old Dominion, Vacation Lane, theatre, tennis courts
- Desire to have “gateways” embody/express more emotional resonance
- Desire to honor four students through prominent and realistic “portrait” depiction
- Desire to develop more distinctive “unique” design directions for gateways and historic path
- Importance of focusing historic path interpretation on events of 2 February 1959
- Desire to have interpretive/artistic elements for hallways and public spaces develop by SMS students and staff
- Desire to incorporate informal gathering/“story sharing” opportunities, without didactic prompts
- Endorsement of concept for large-scale “mobile” in atrium stair core
- Endorsement of concept for major “timeline/history wall” element in new atrium lobby
- Endorsement of concept for exterior architectural history interpretation, including tactile elements



PROPOSED LOCATIONS OF INTERVENTIONS

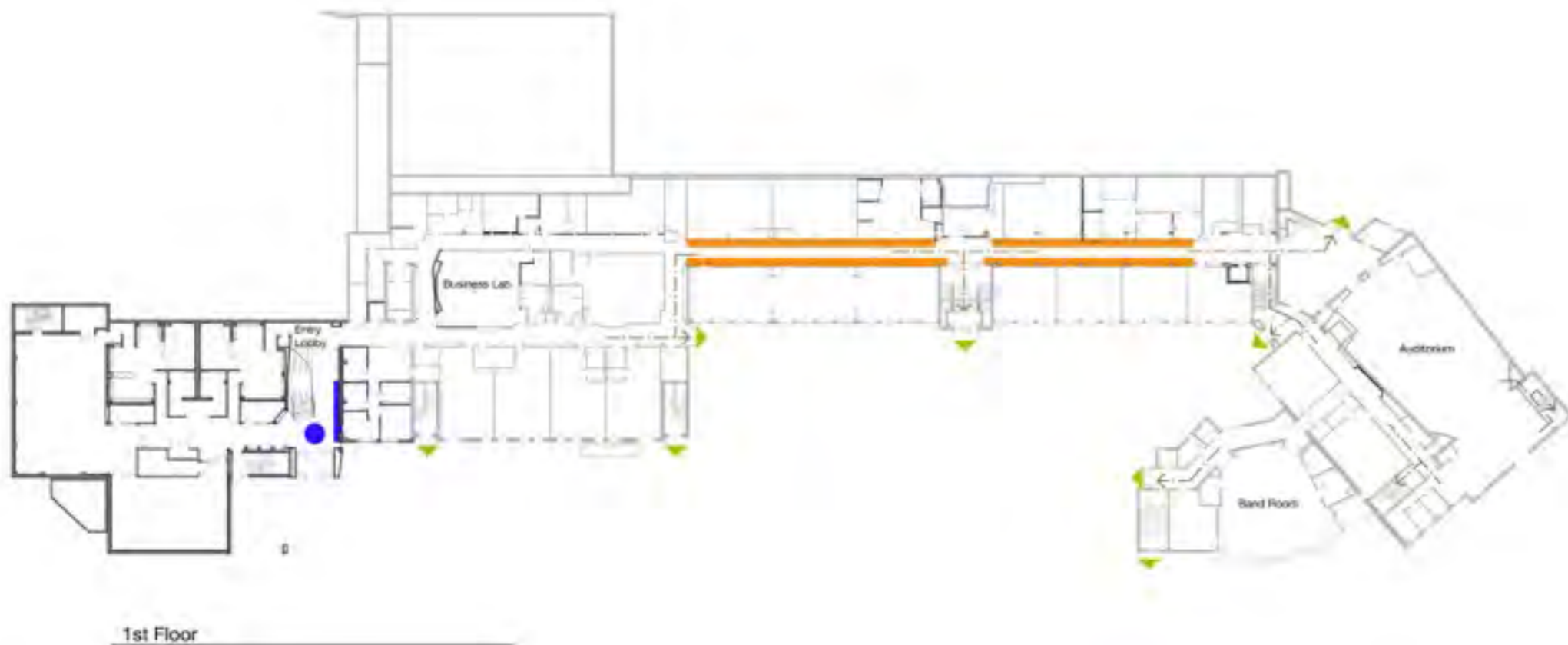


PROPOSED LOCATIONS OF INTERVENTIONS



KEY

-  Heart of School Gallery
-  Stratford Self-Portrait



HEROES WELCOME INTERPRETIVE GATEWAYS

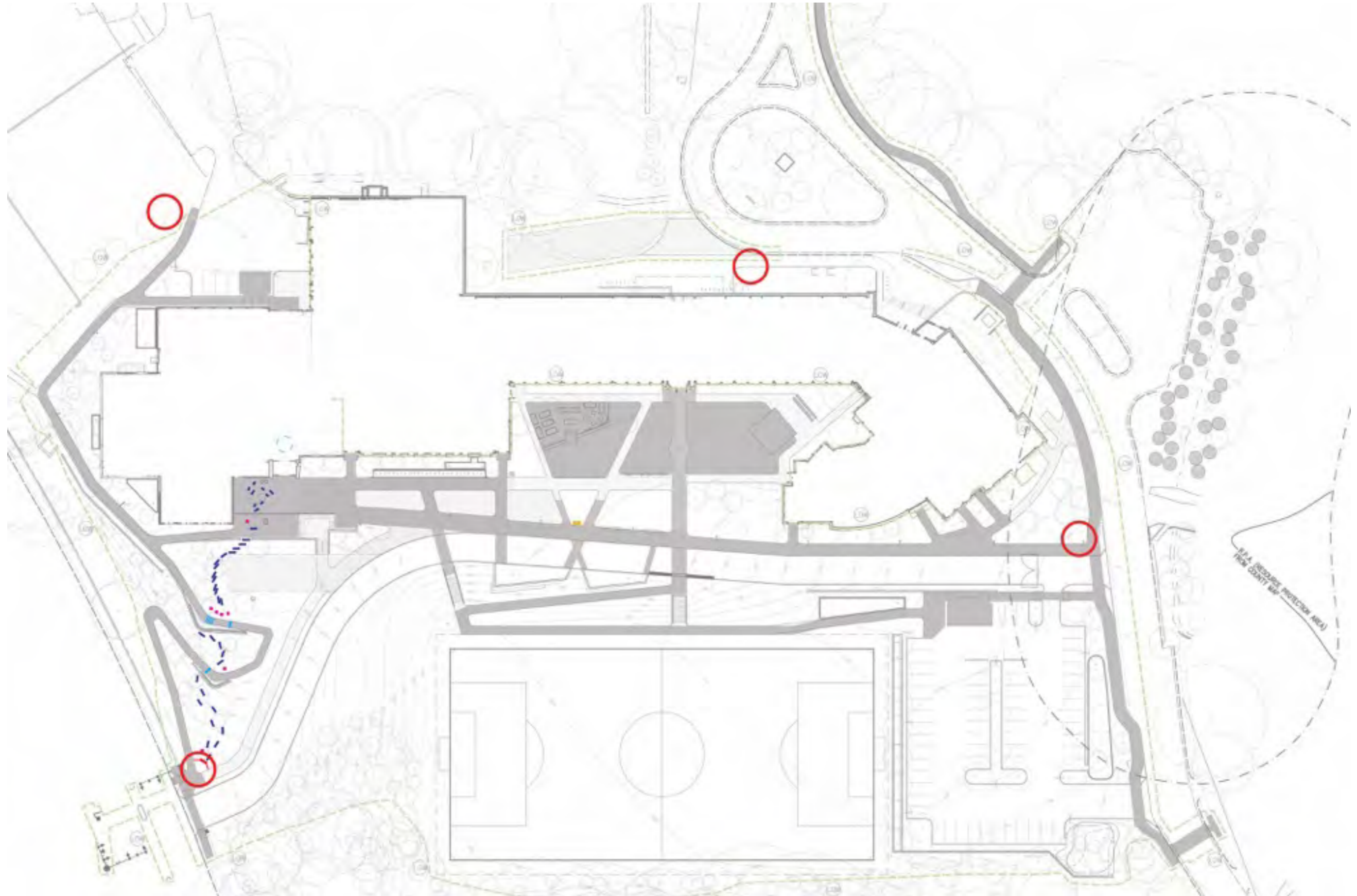
Focus

- Mark and celebrate SMS campus as historic site
- Visually striking, conceptually accessible expression of essential meaning of events of 2 February 1959
- Welcome and orientation (introduce core content/themes)

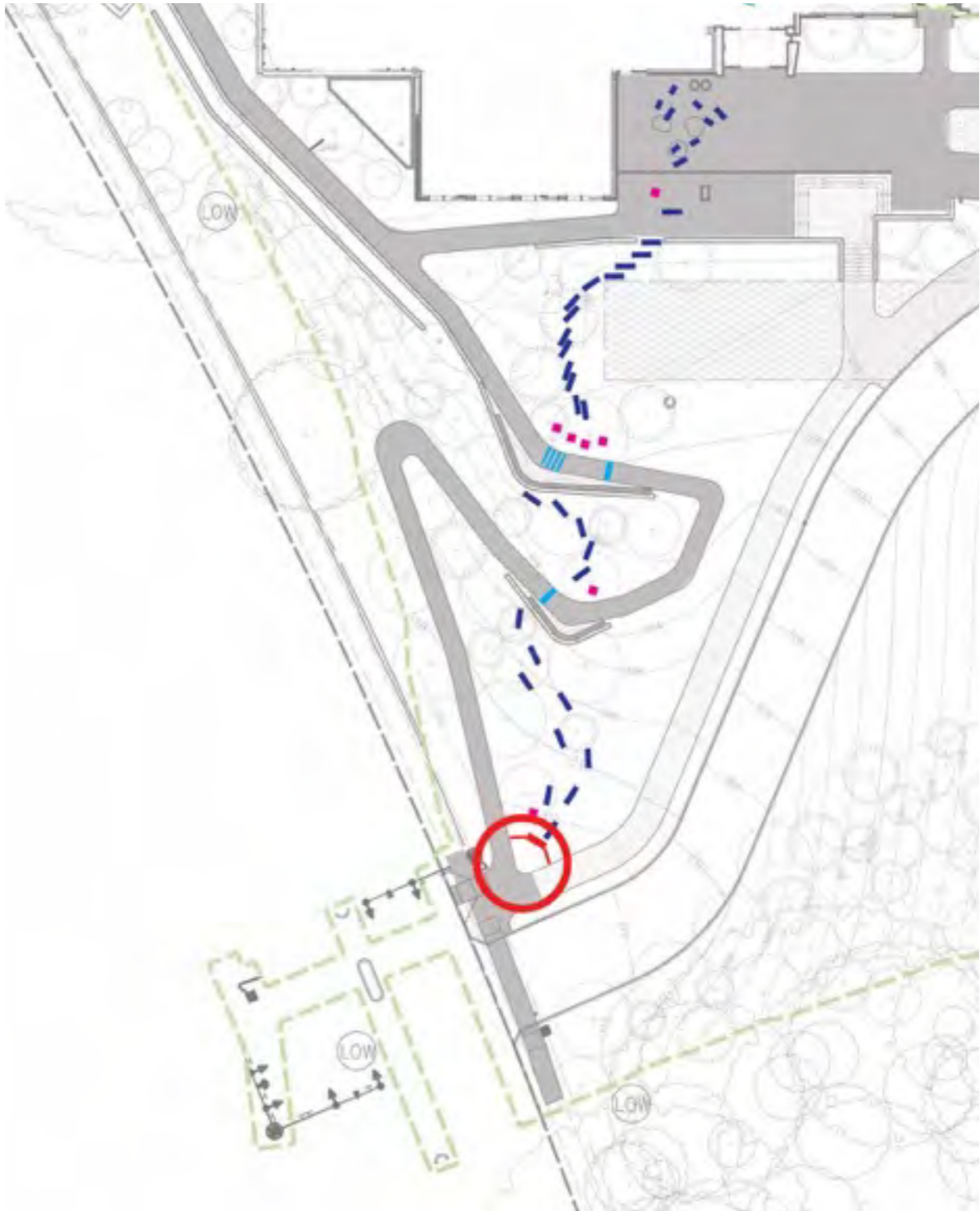
Content

- Personal statements from four students

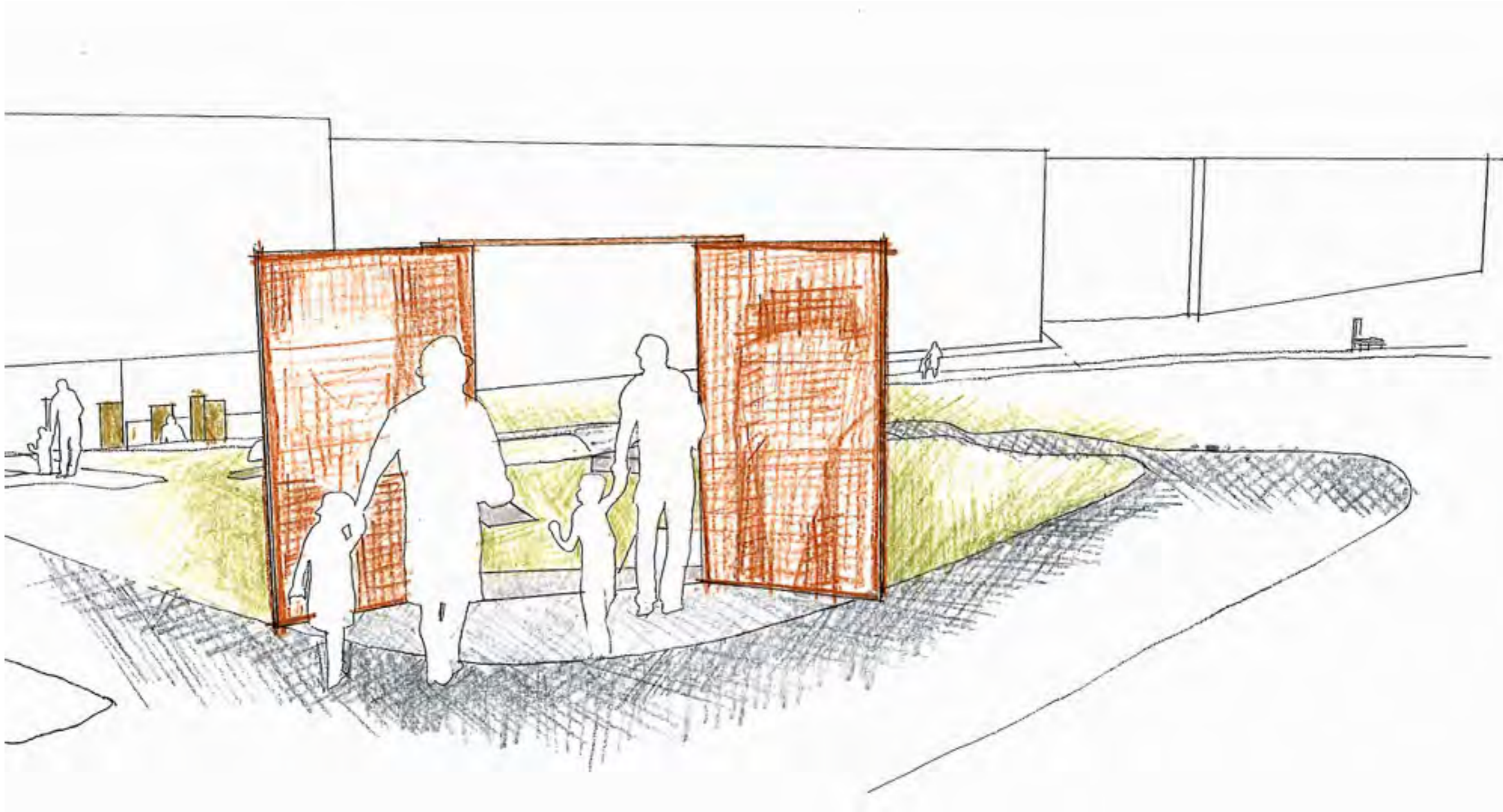
HEROES WELCOME GATEWAYS: LOCATION PLAN



OLD DOMINION



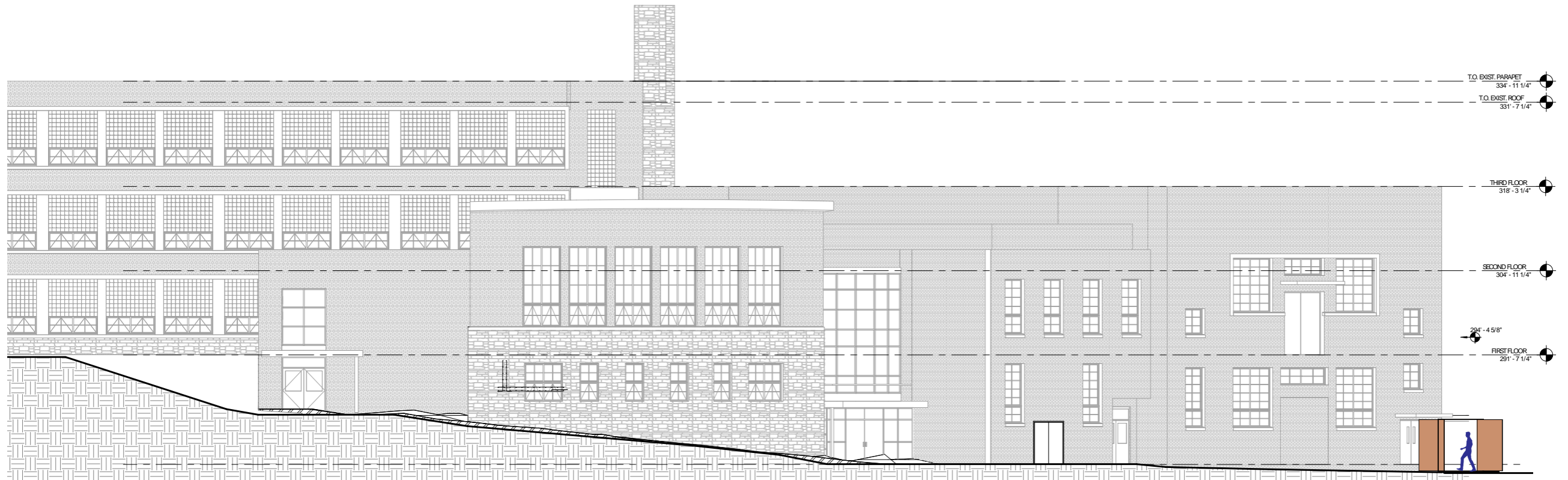
OLD DOMINION GATEWAY CONCEPT SKETCH



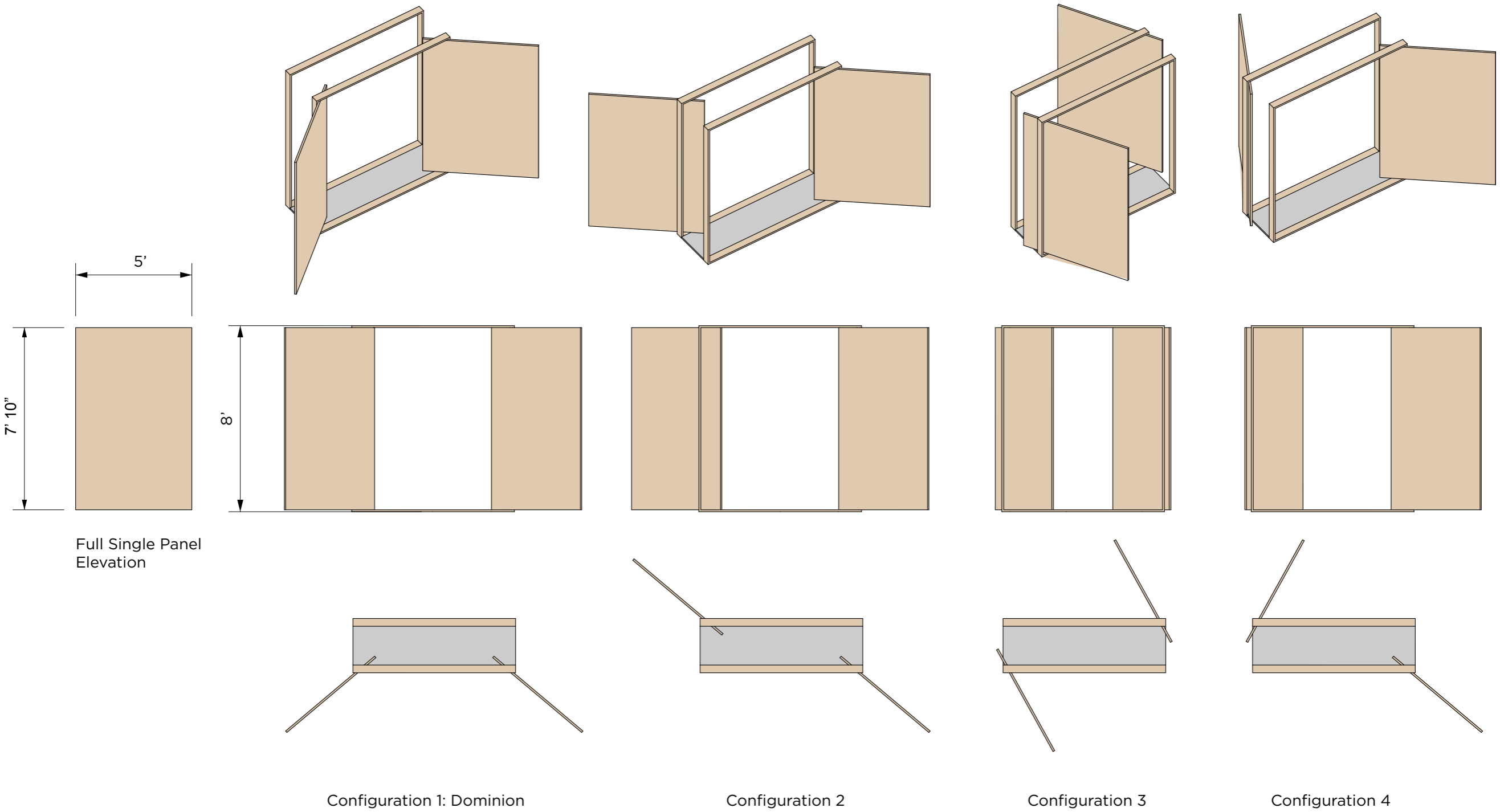
THEATRE ARTS WING



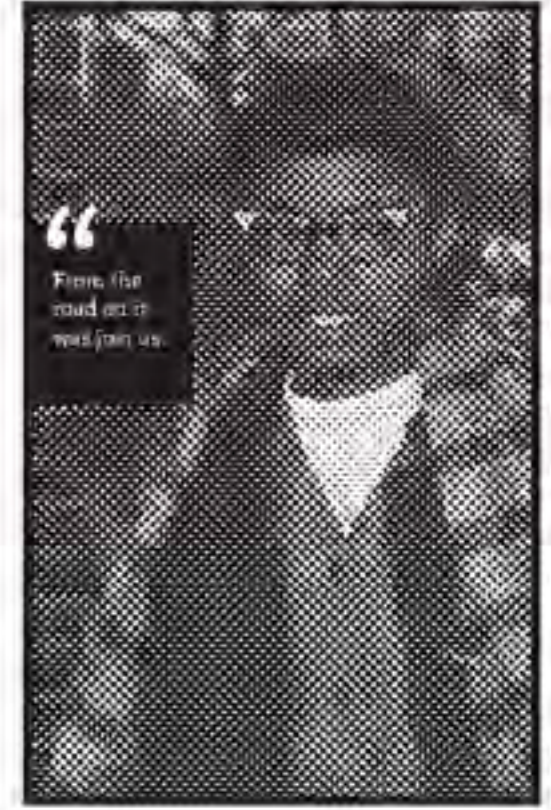
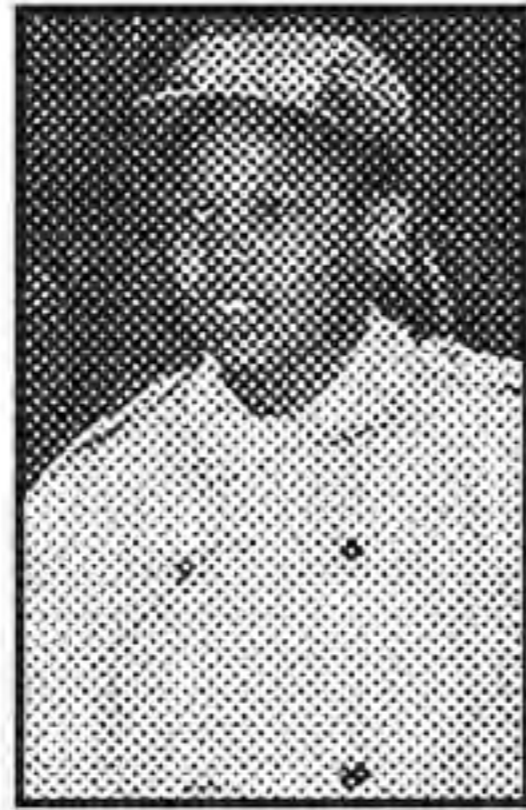
THEATER ARTS WING GATEWAY ELEVATION



GATEWAY FORM CONCEPT STUDIES



GATEWAY PANEL GRAPHIC STUDIES



“
From the
road on it was
just us.”

“From
the
road on
it was
just us.”

GATEWAY PANEL TYPOGRAPHY STUDIES

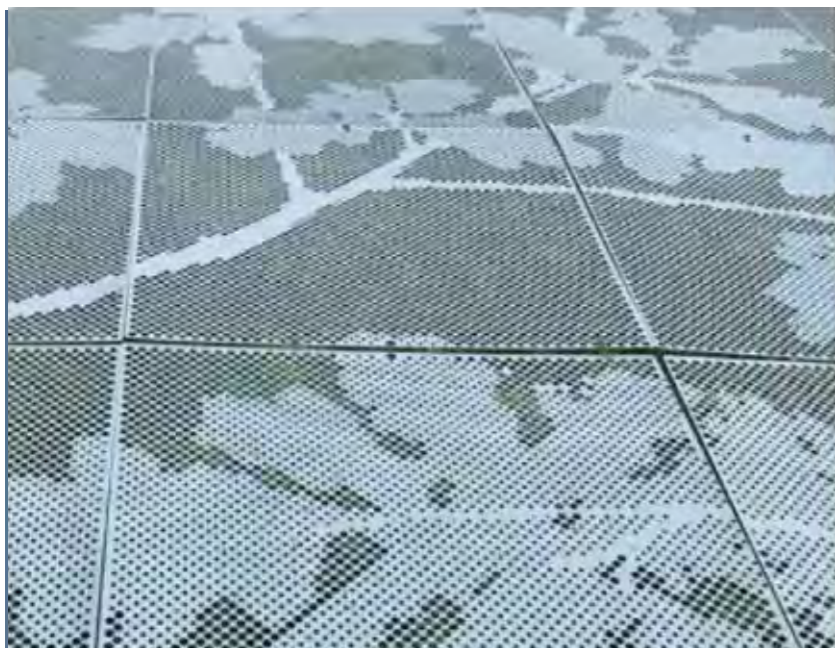
“
I was sending
him to school
not only to be loved,
but to be taught.”
DOROTHY HAMM ”

“I was sending
him to school not
only to be loved,
but to be taught.”
DOROTHY HAMM

“
If anybody were to call you
a name, you know, nigger
or something like that, this
was an ignorant person, and
you just treat them as such.
Just feel sorry for
them, because
their knowledge
was limited.”
RON DESKINS ”

“If anybody were
to call you a name,
you know, nigger
or something like
that, this was an
ignorant person,
and you just treat
them as such.
Just feel sorry for
them, because
their knowledge
was limited.”
RON DESKINS

GATEWAY SPIRIT IMAGES



HISTORIC PATH INTERPRETIVE TRAIL

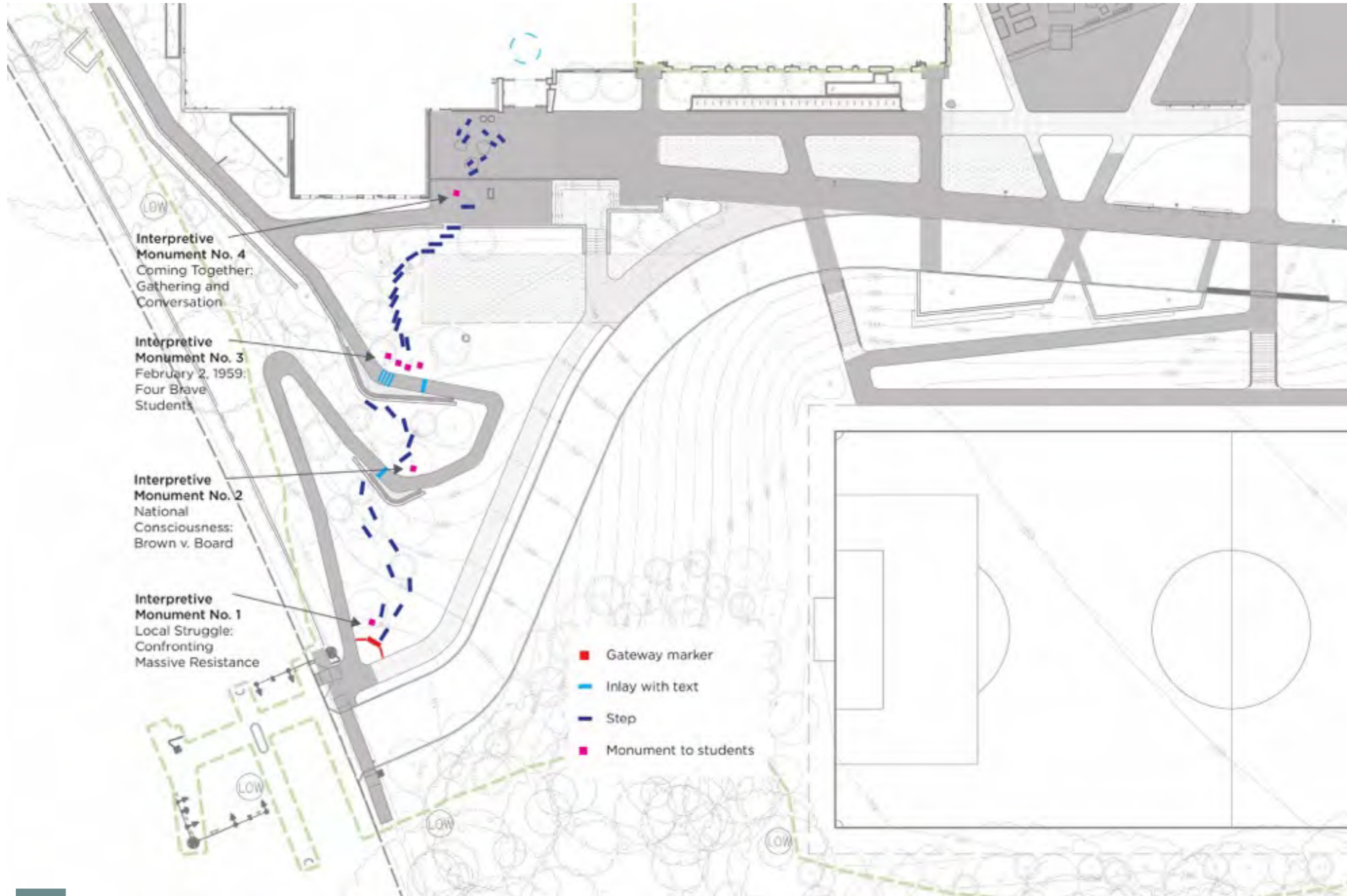
Focus

- Tell story of events of 2 February 1959
- Place events of 2 February 1959 in historical context
- Make events of 2 February 1959 meaningful for present and future SMS students
- Honor and celebrate four heroes
- Create distinctive, memorable “whole body” interpretive experience

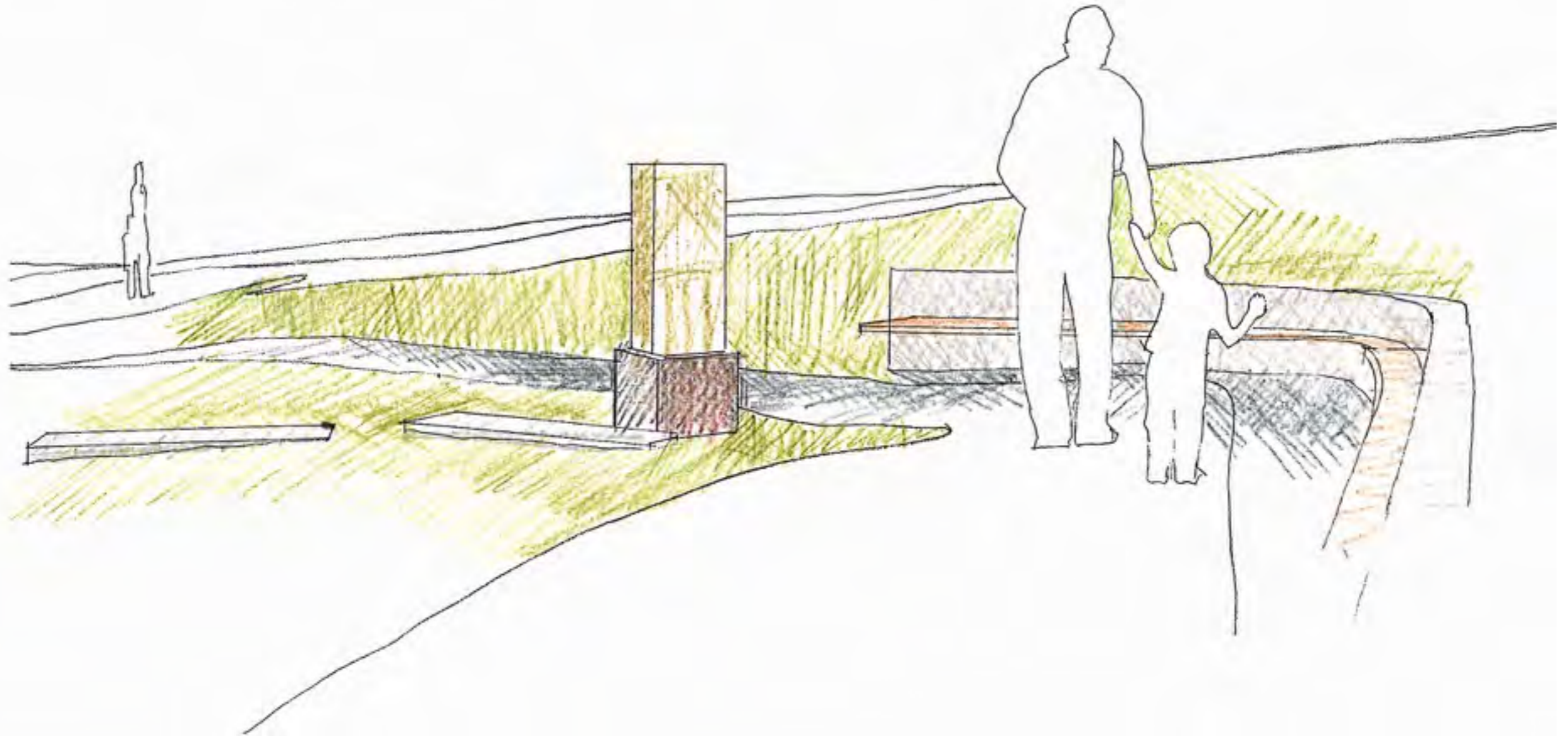
Content

- Arlington as a progressive community, symbolized by decision to commission noted modern architect to design a new school
- Emergence of school integration as a national issue and a central focus of the accelerating Civil Rights movement, symbolized by Supreme Court 1954 Brown v. Board decision
- Events of 2 February 1959, featuring profiles of four students
- Affirmation of universal values: inclusion, respect, equality of opportunity
- Expression of universal emotions: joy, fear, excitement, anticipation, anxiety, pride, hope, etc.

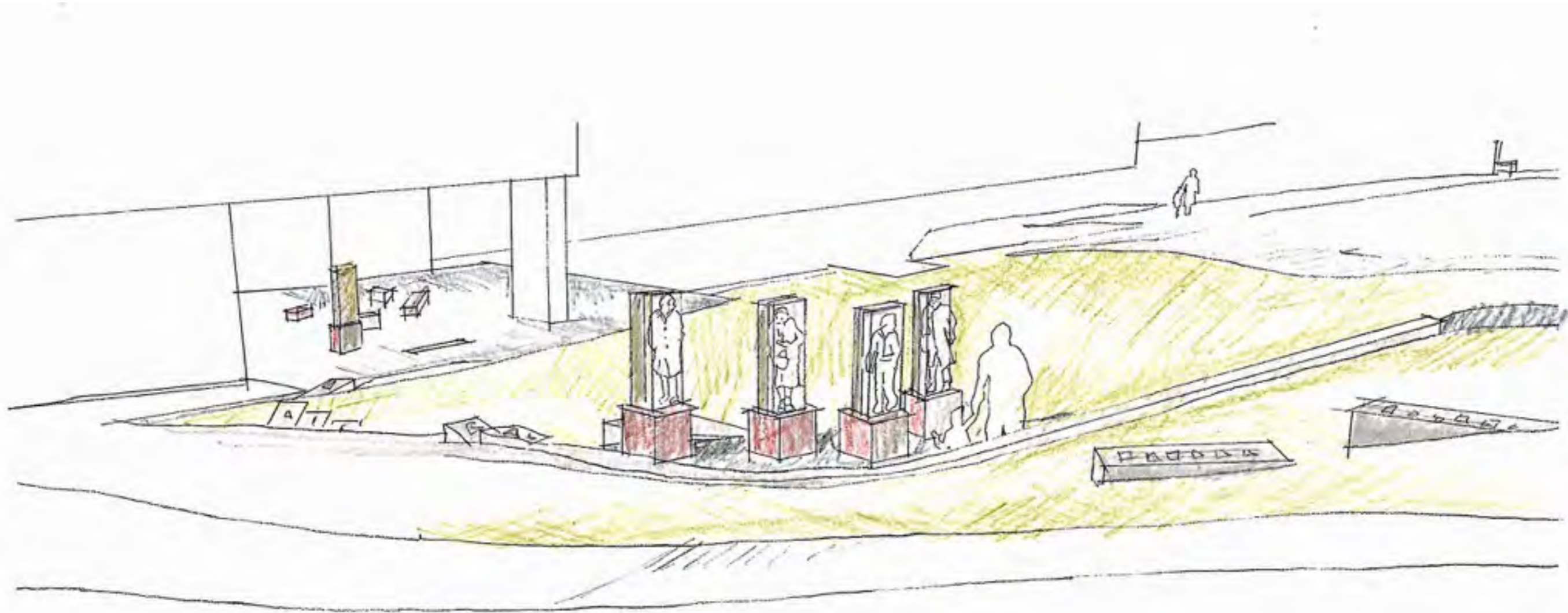
HISTORIC PATH INTERPRETIVE TRAIL PLAN



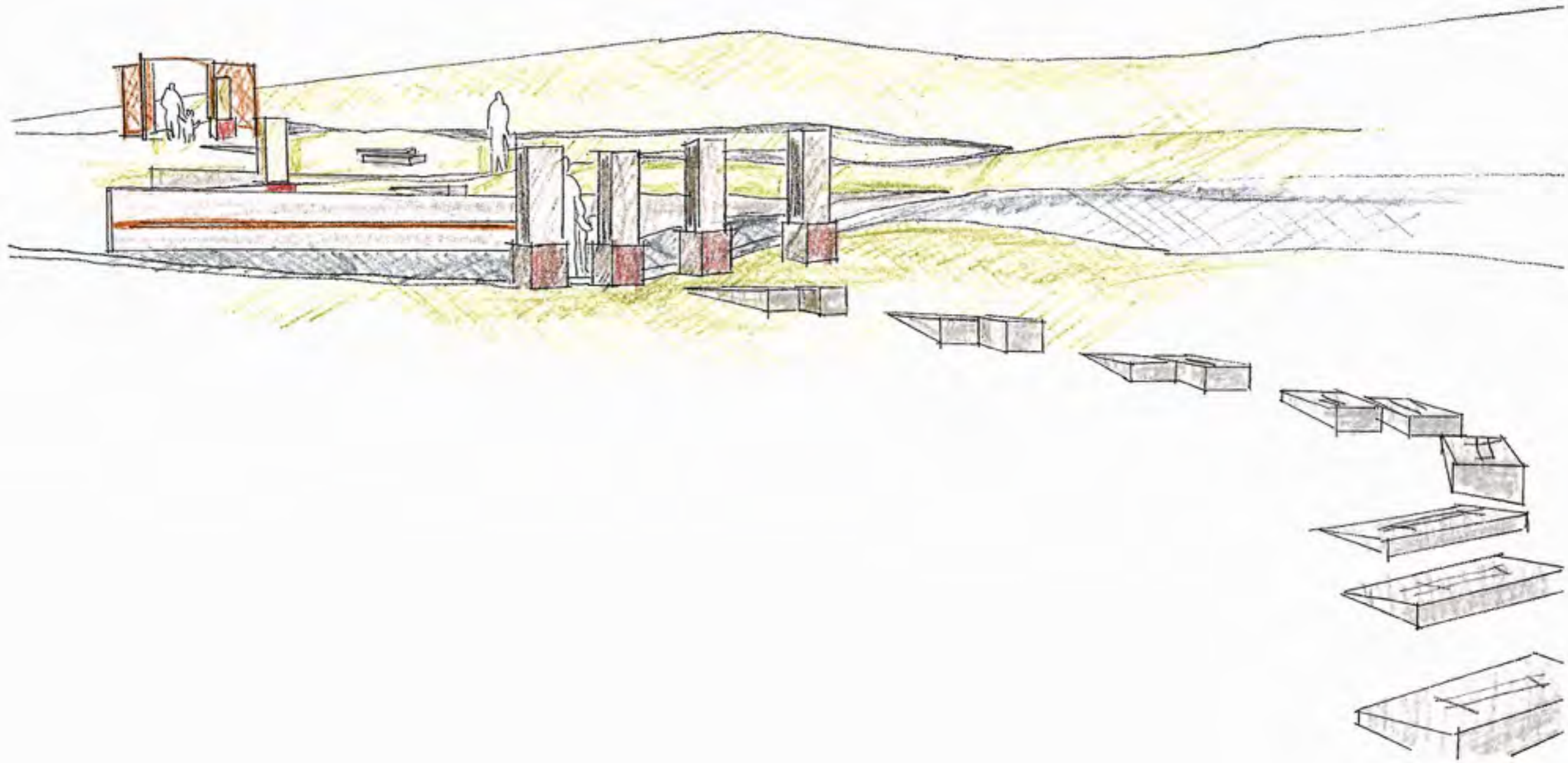
HISTORIC PATH INTERPRETIVE TRAIL CONCEPT SKETCHES



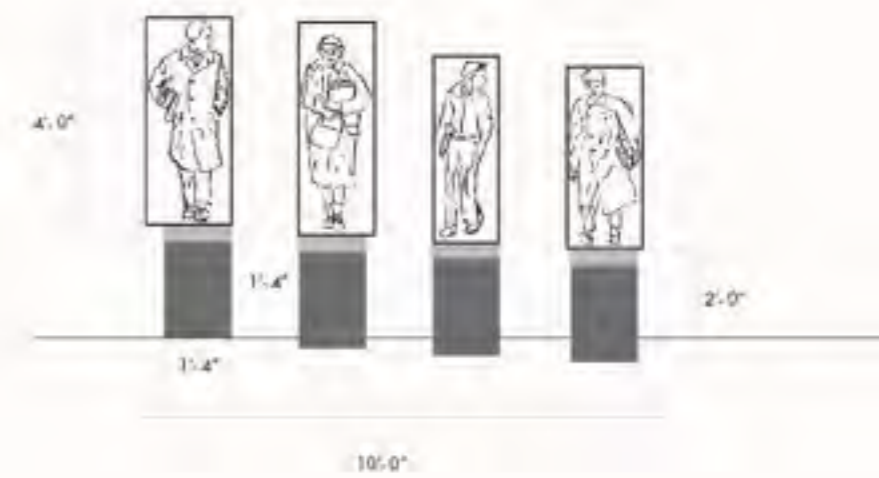
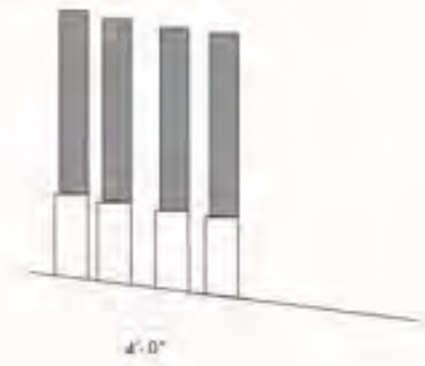
HISTORIC PATH INTERPRETIVE TRAIL CONCEPT SKETCHES



HISTORIC PATH INTERPRETIVE TRAIL CONCEPT SKETCHES



HISTORIC PATH INTERPRETIVE TRAIL CONCEPT SKETCHES



HISTORIC PATH INTERPRETIVE TRAIL GRAPHIC SKETCH



HISTORIC PATH INTERPRETIVE PAVER CONCEPT STUDIES

rage

fear

pravery

bride

hope

curiosity

doubt

uncertainty

HISTORIC PATH INTERPRETIVE PAVER CONTENT IDEAS



HISTORIC PATH INTERPRETIVE TRAIL SPIRIT IMAGES



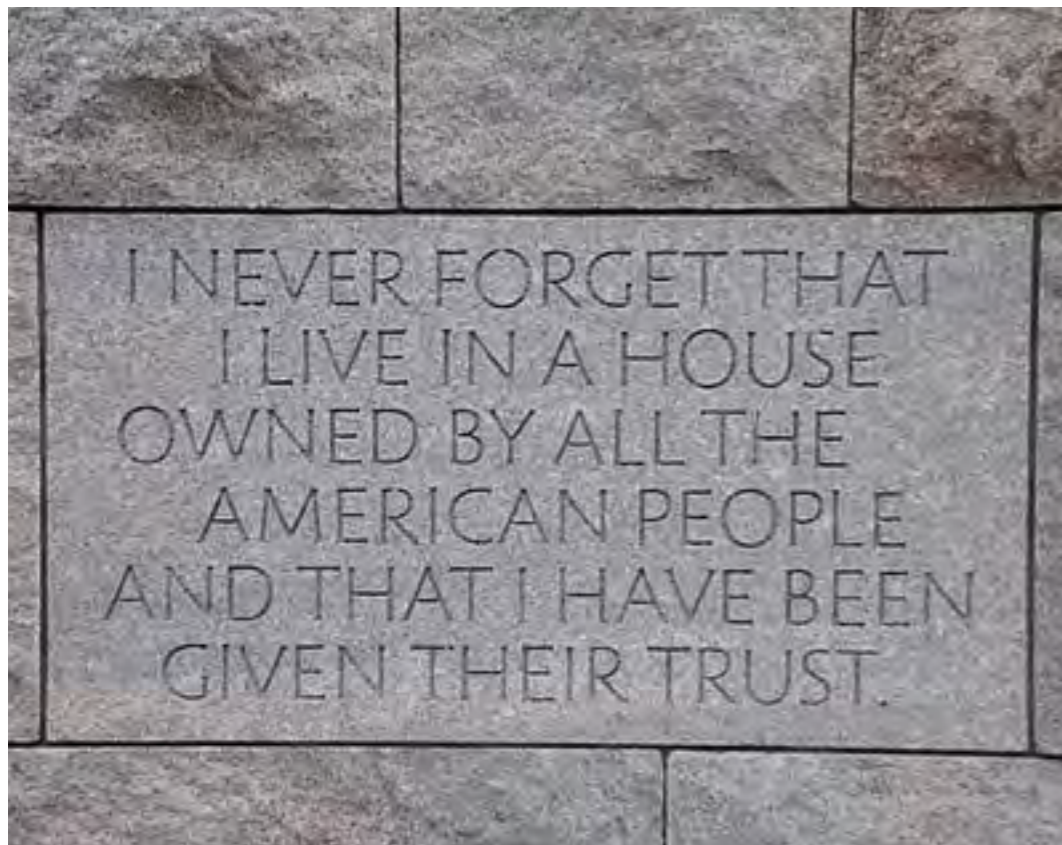
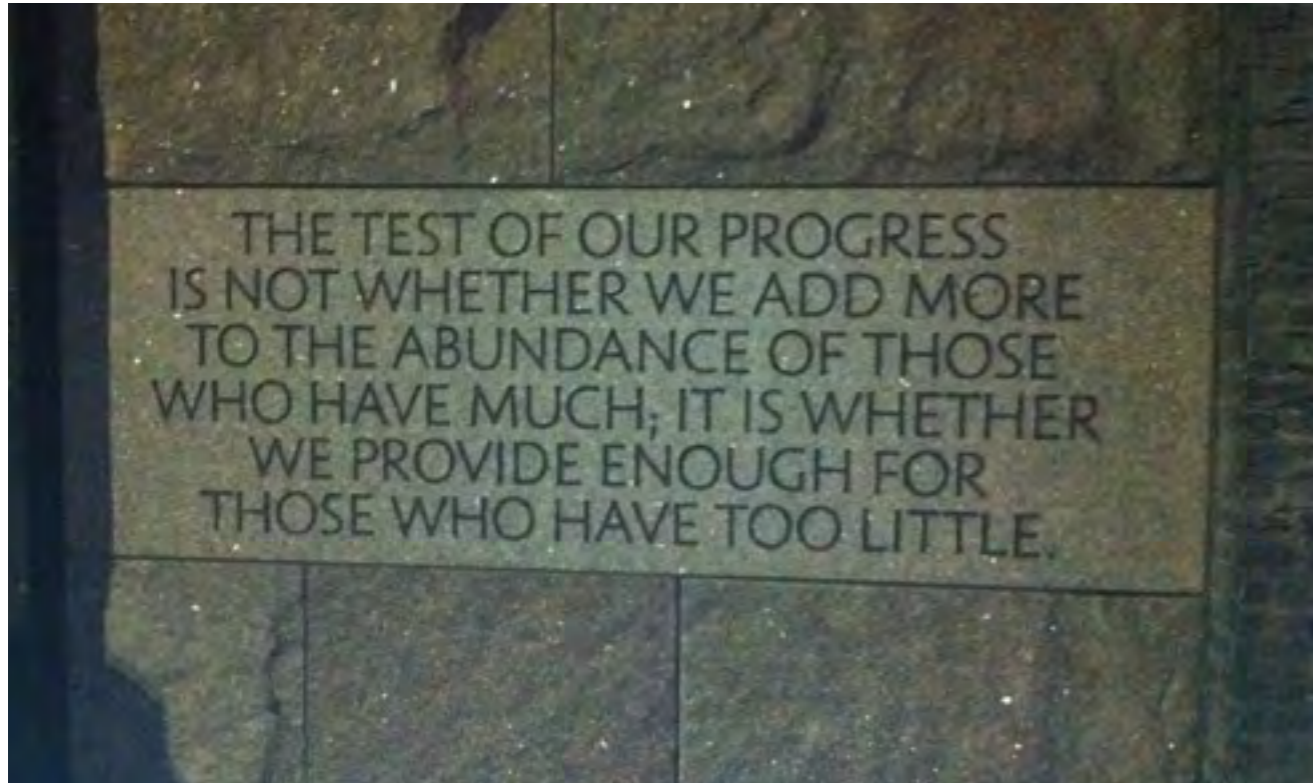
HISTORIC PATH INTERPRETIVE TRAIL SPIRIT IMAGES



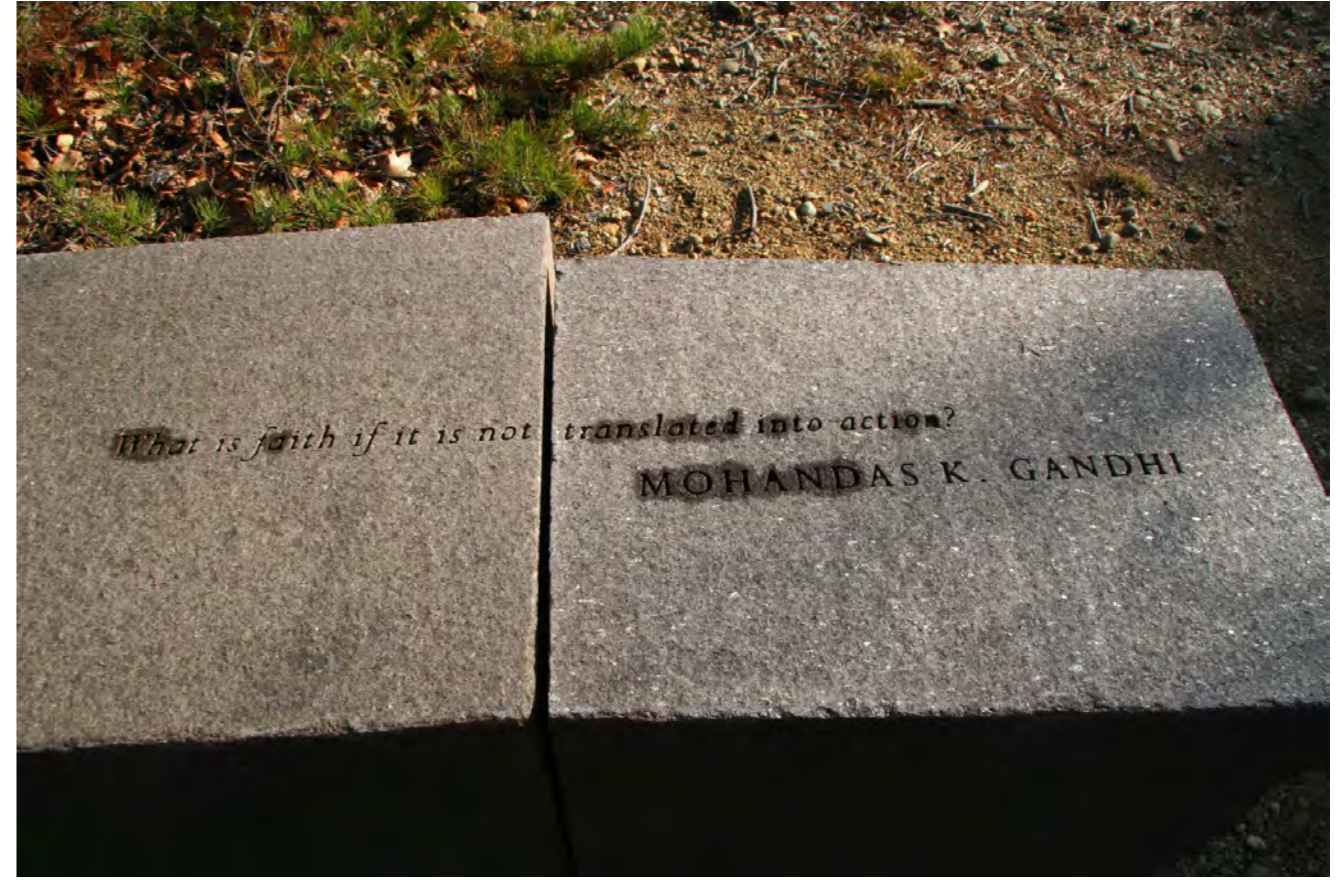
HISTORIC PATH INTERPRETIVE TRAIL SPIRIT IMAGES



HISTORIC PATH INTERPRETIVE TRAIL SPIRIT IMAGES



HISTORIC PATH INTERPRETIVE TRAIL SPIRIT IMAGES



CELEBRATION OF DIVERSITY MOBILE

Focus

- Powerful artistic expression of intersection/interrelationship between historic events and contemporary/universal experiences

Content

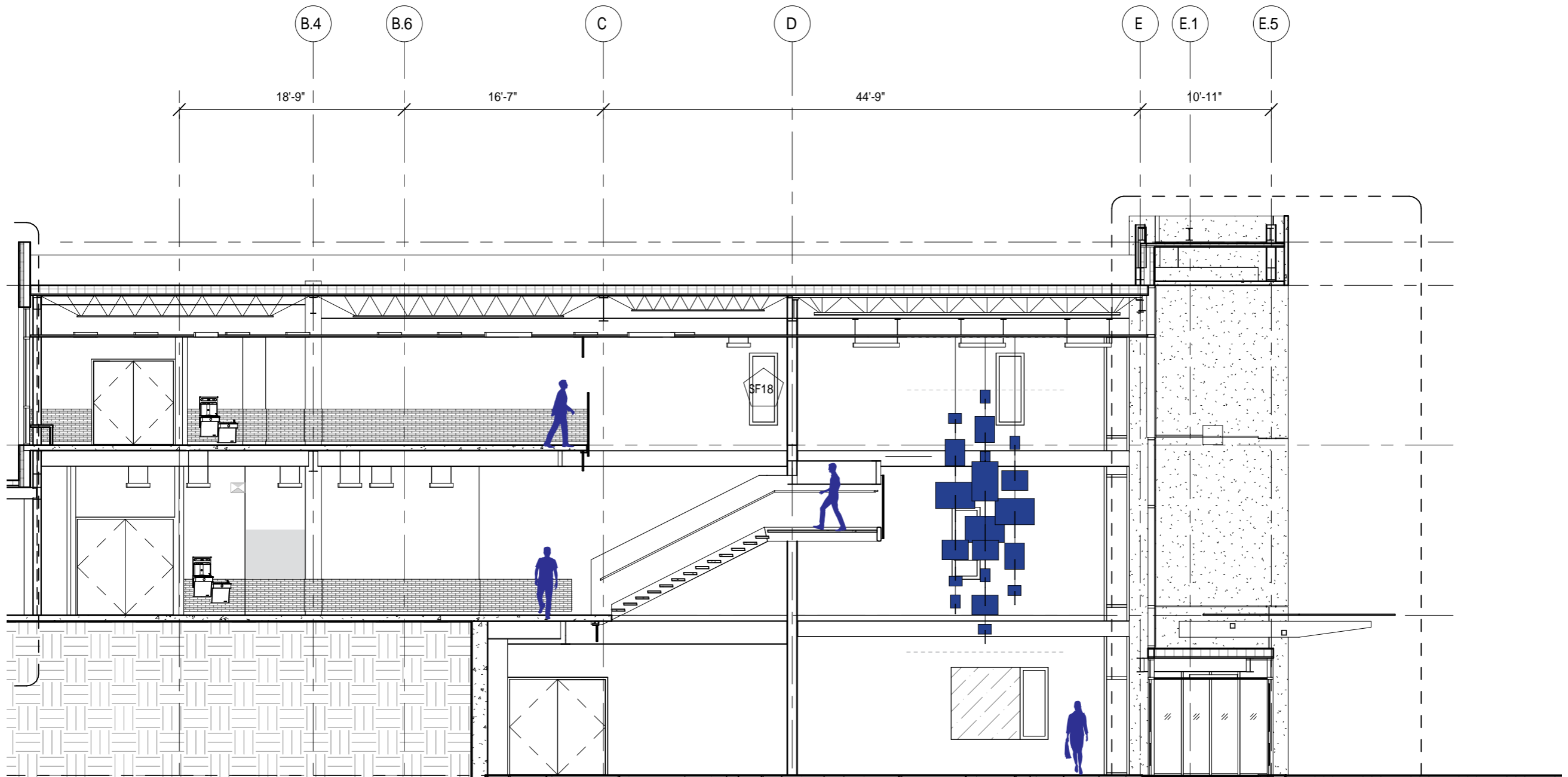
- Historic images of four heroes
- Historic images of Stratford and Arlington during period of desegregation
- Contemporary images illustrating multicultural/heterogeneous character of SMS and Arlington today

CELEBRATION OF DIVERSITY MOBILE LOCATION PLAN

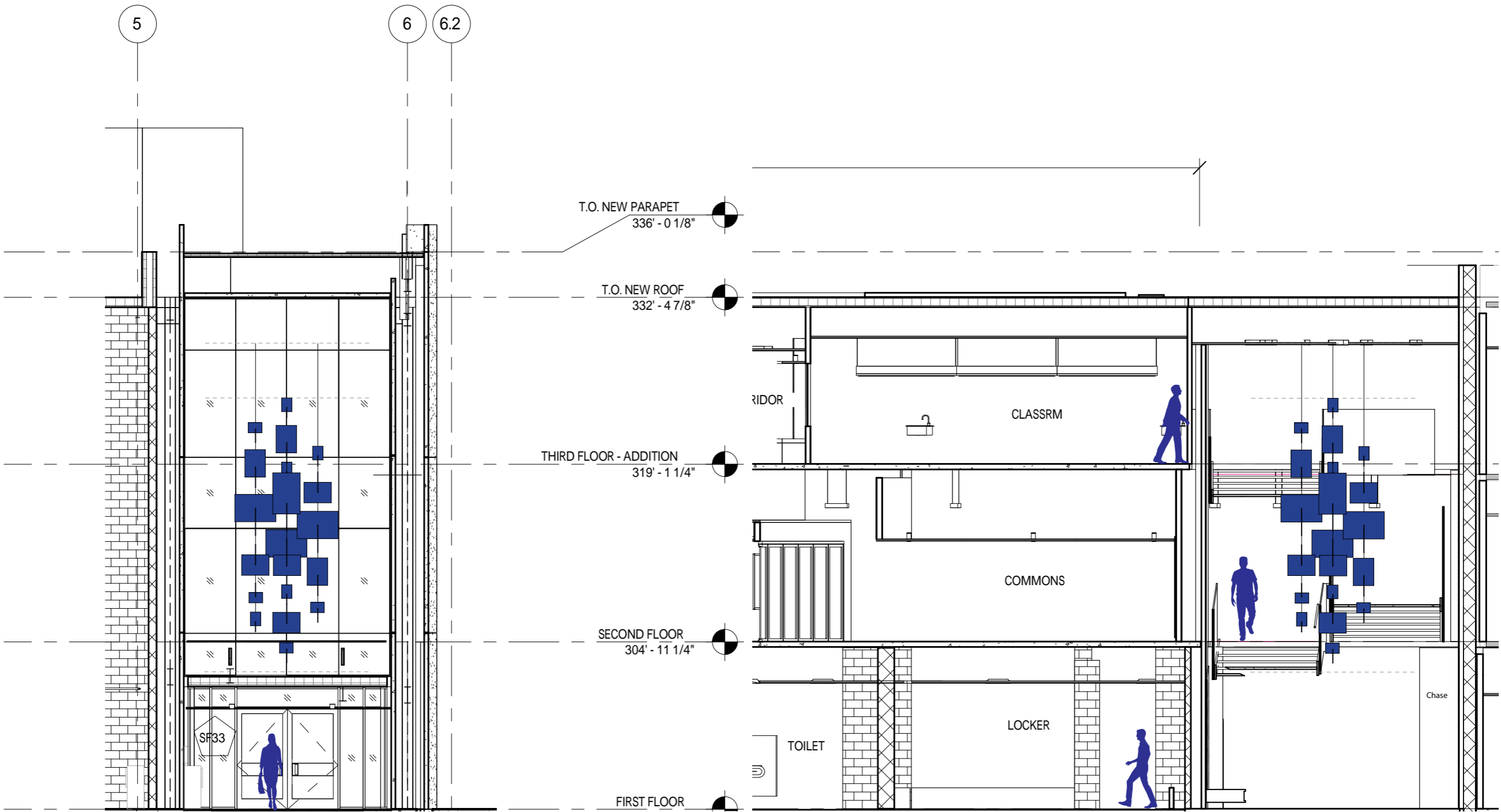


1st Floor

CELEBRATION OF DIVERSITY MOBILE ELEVATION



CELEBRATION OF DIVERSITY MOBILE ELEVATIONS

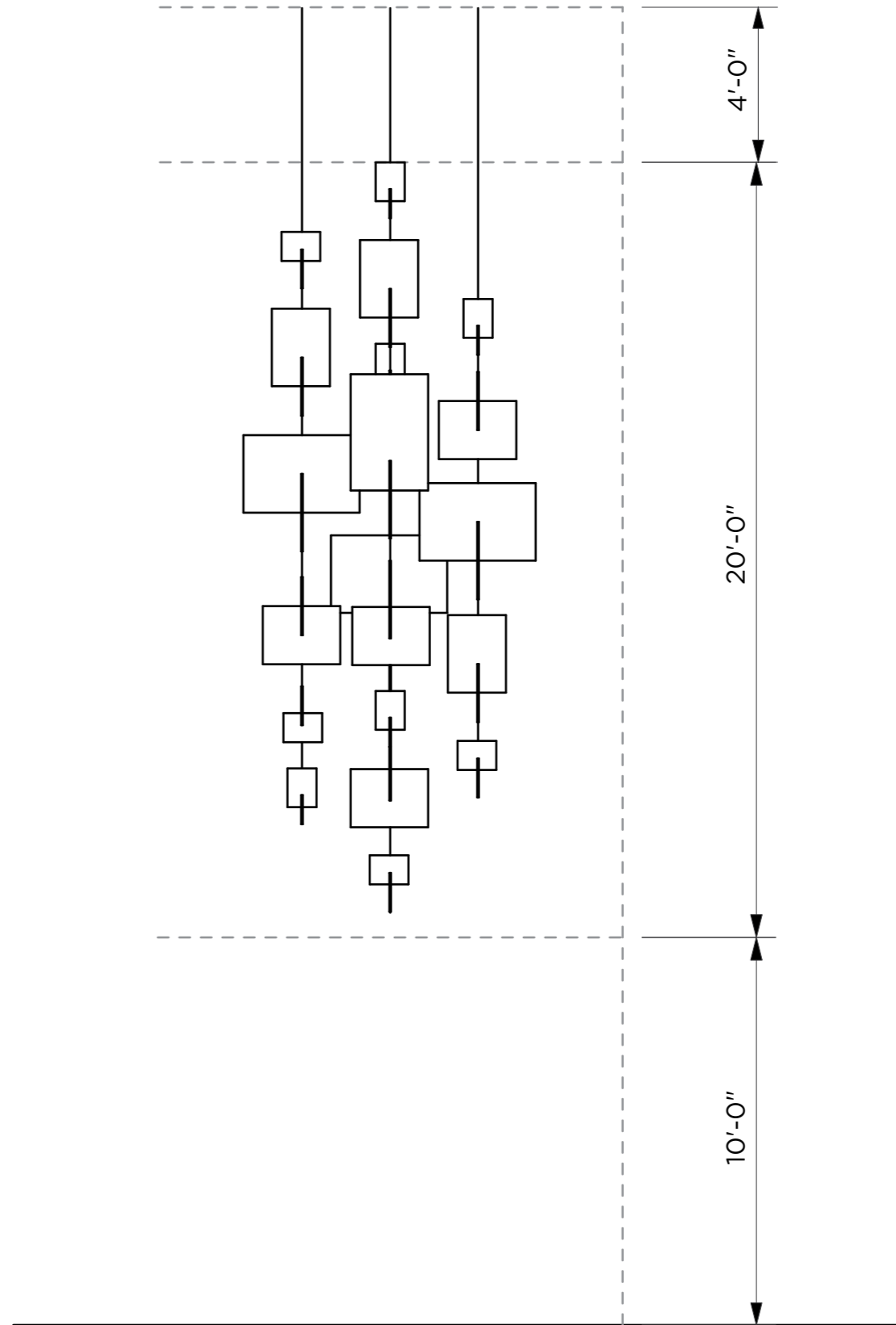
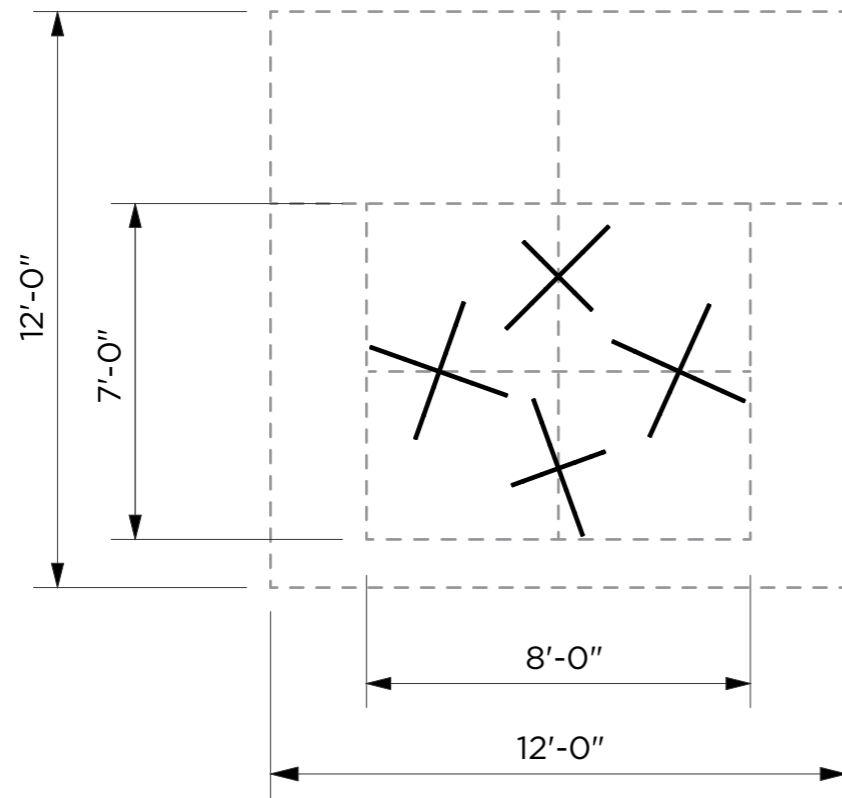


MOBILE PERSPECTIVE AND COLOR PALETTE





MOBILE PLAN AND ELEVATION



MOBILE SPIRIT IMAGE



HEART OF SCHOOL HERITAGE WALL

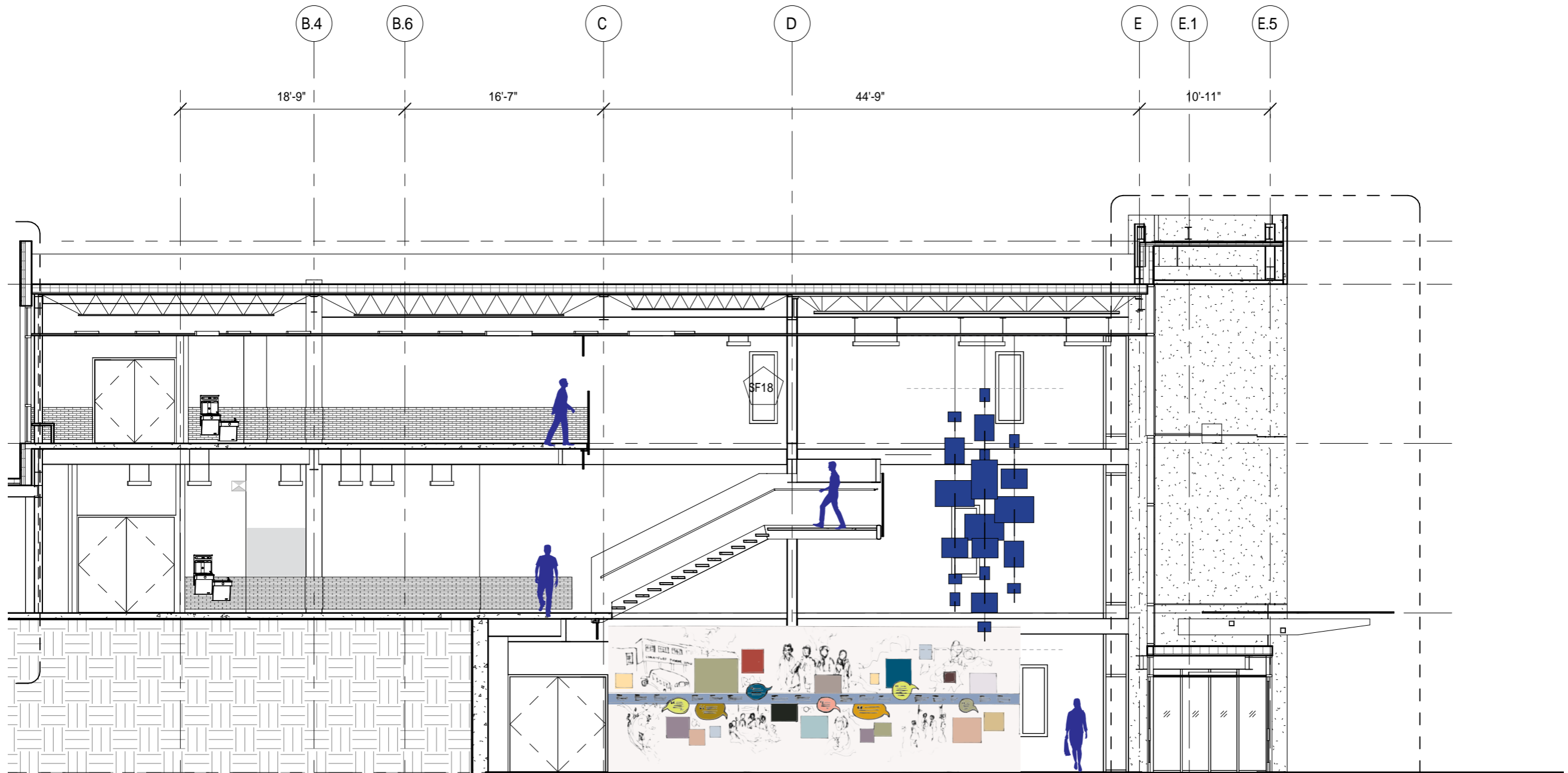
Focus

- History, heritage, and meaning of civil rights movement
- Celebration of SMS role in desegregation of Virginia schools
- Inclusion and representation of issues vital to present and future SMS students

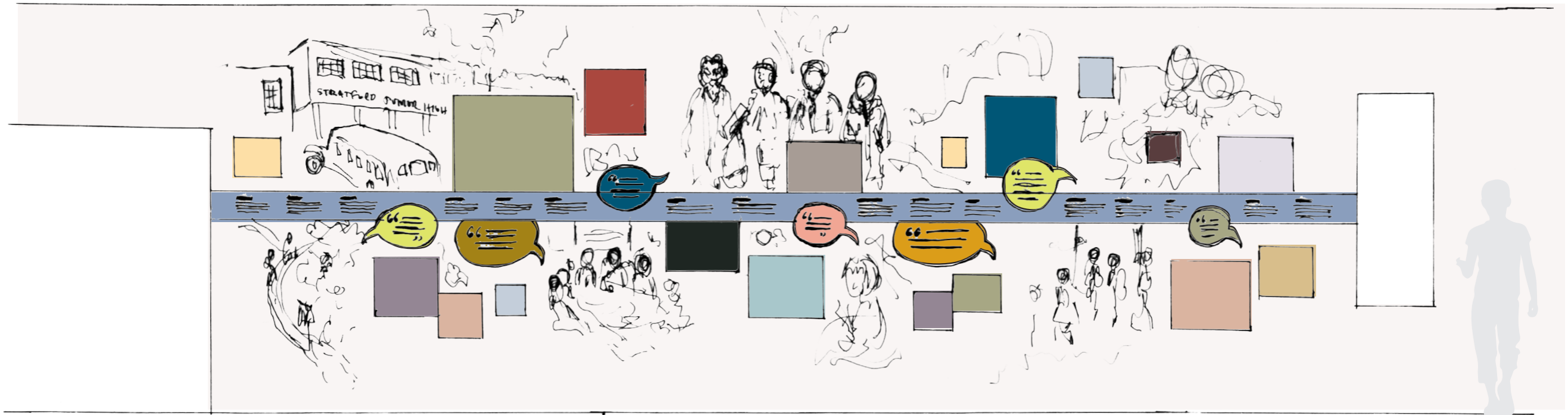
Content

- Focus on 30 – 40 year Civil Right era timespan, roughly 1940 - 1980
- Present day human rights/civil rights issues
- Recognizable national/international history and culture events as “markers”
- History of school segregation and desegregation in Virginia
- Social history of Arlington, evolution of progressive thinking in city
- Reflections/recollections of four students
- Reflections/recollections of Stratford JHS students and staff and community members during period of desegregation

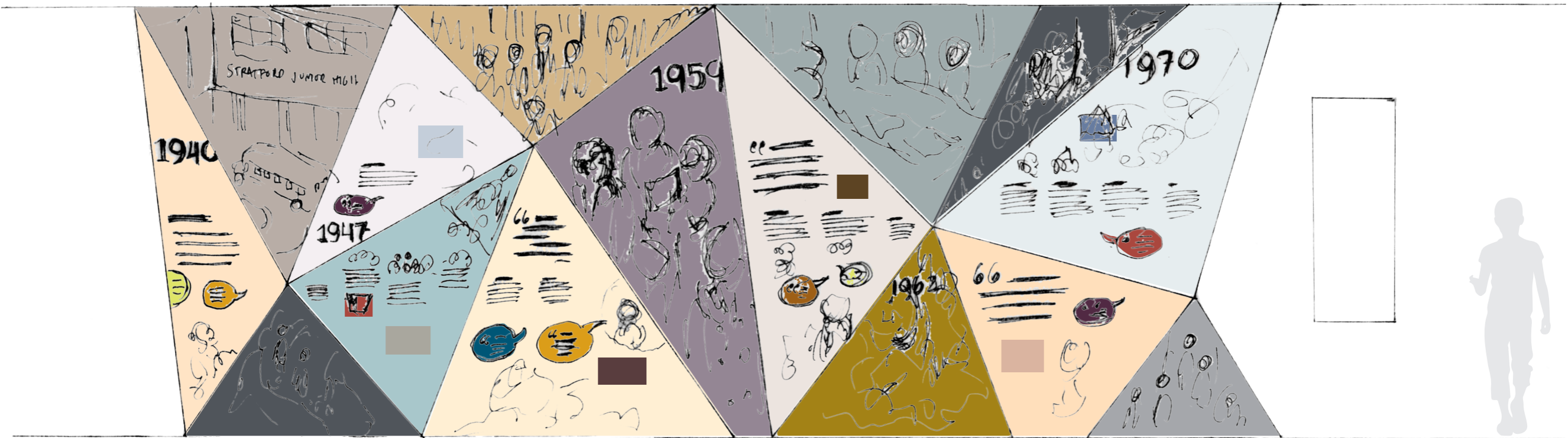
HEART OF SCHOOL HERITAGE WALL ELEVATION



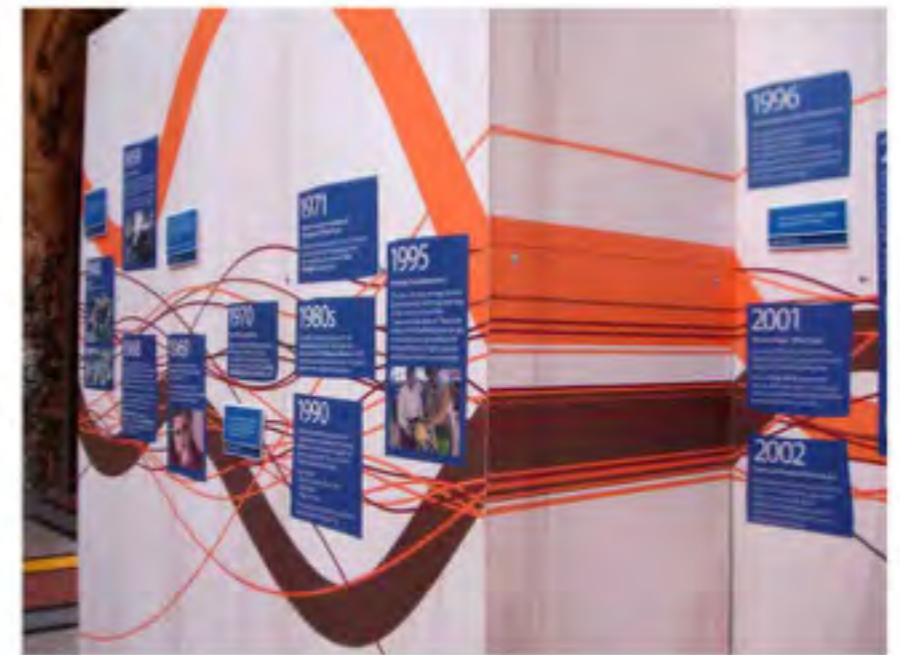
HEART OF SCHOOL HERITAGE WALL CONCEPT SKETCHES



HEART OF SCHOOL HERITAGE WALL CONCEPT SKETCHES



HEART OF SCHOOL HERITAGE WALL INSPIRATION IMAGES



HEART OF SCHOOL HERITAGE WALL INSPIRATION IMAGES



HEART OF SCHOOL HERITAGE WALL INSPIRATION IMAGES



HEART OF SCHOOL HERITAGE WALL INSPIRATION IMAGES



STRATFORD SELF-PORTRAIT

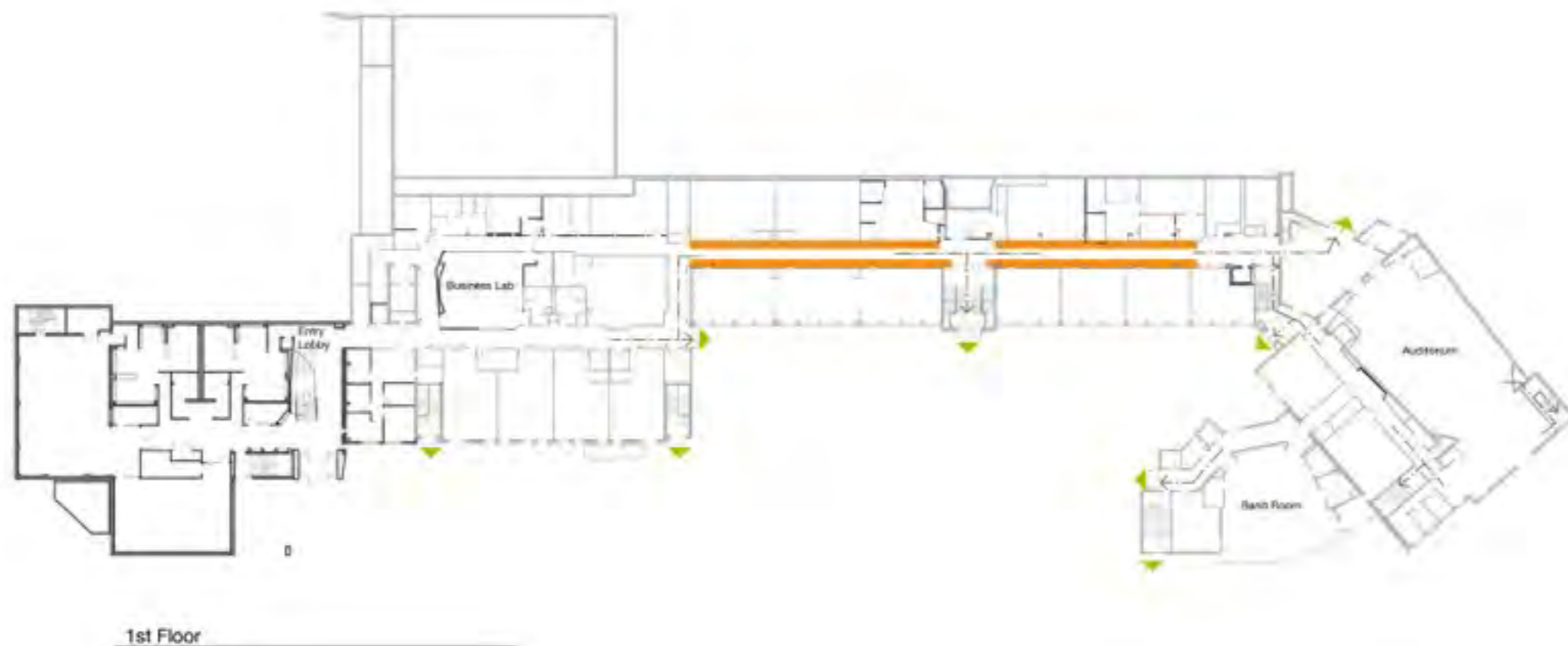
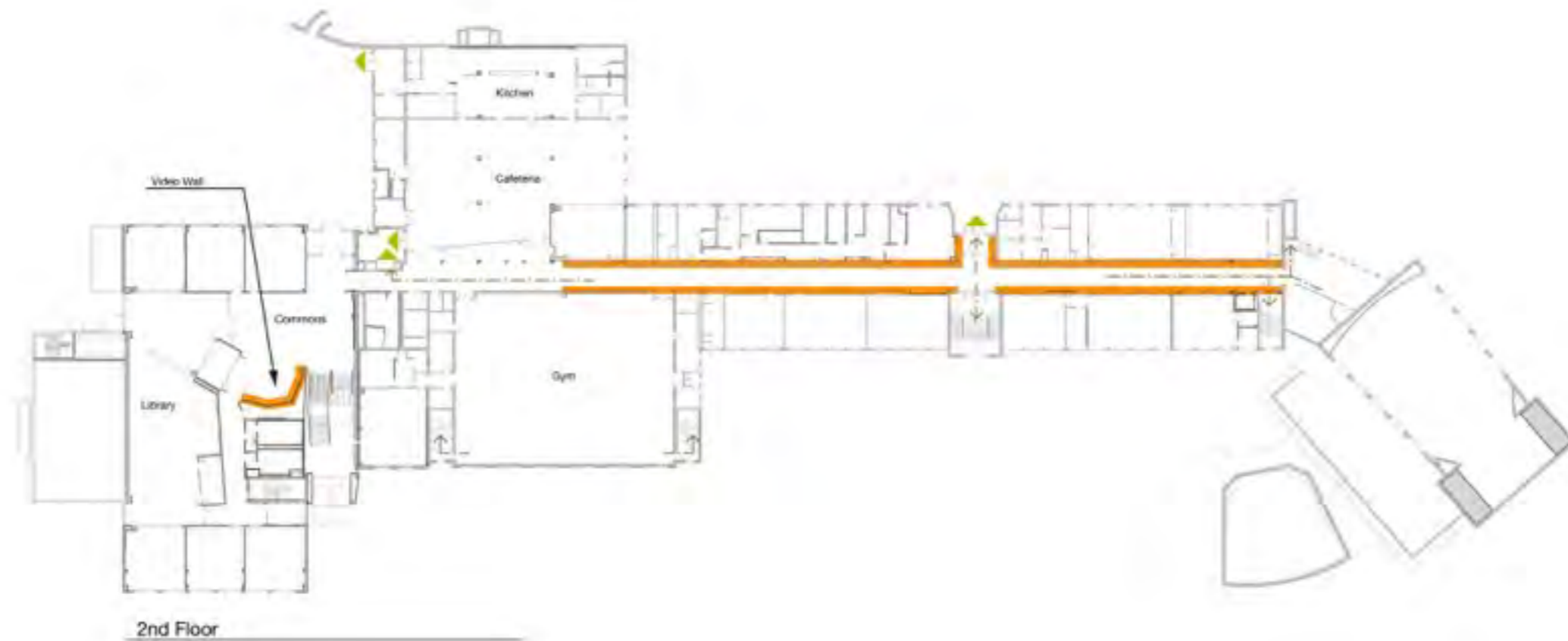
Focus

- Changing displays of student-created artworks celebrating and documenting the SMS community, installed at specific locations along hallways.

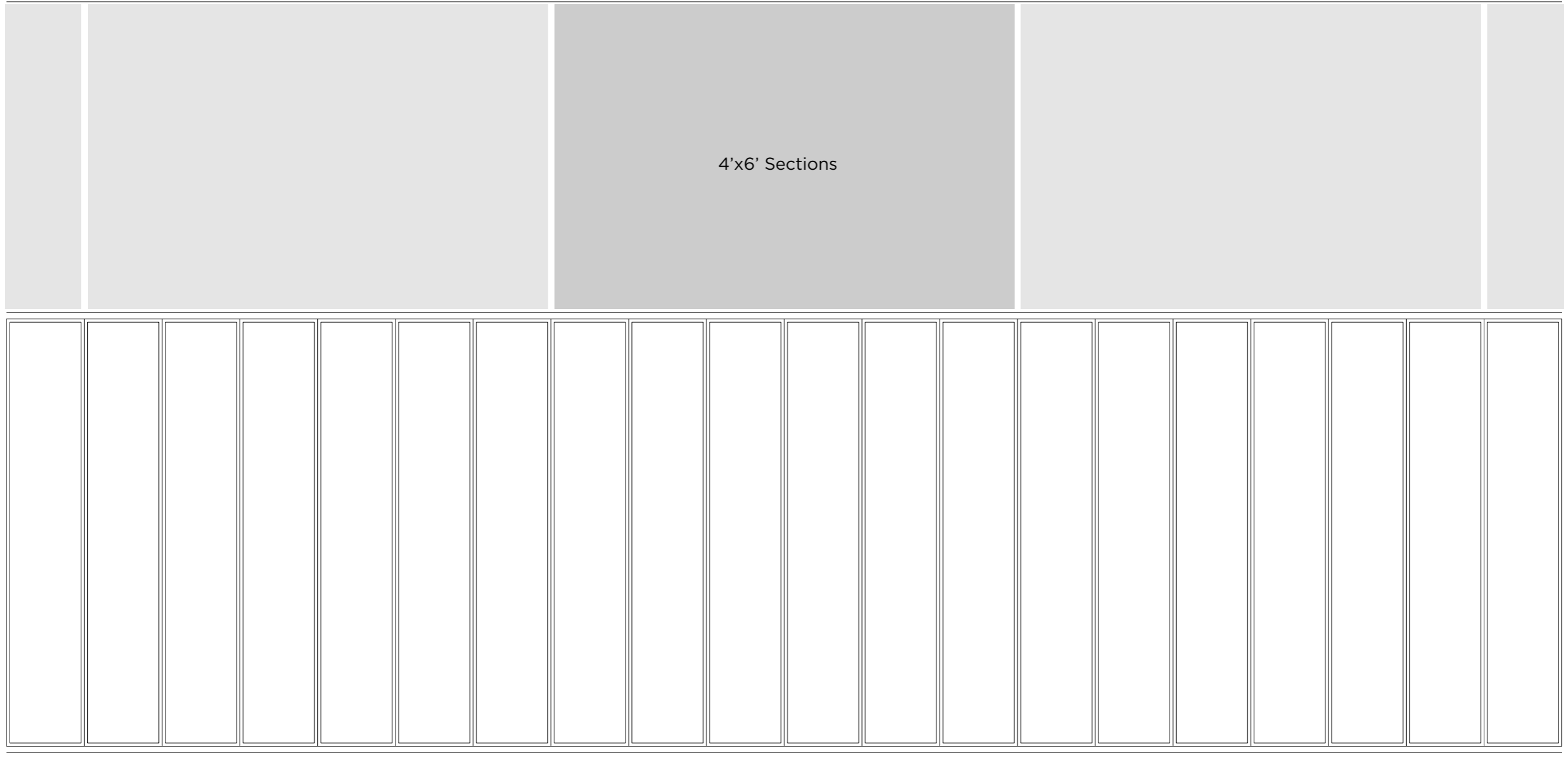
Content

- Celebration and ongoing documentation of “SMS experience”

STRATFORD SELF PORTRAIT PLAN



STRATFORD SELF PORTRAIT CONCEPT SKETCH



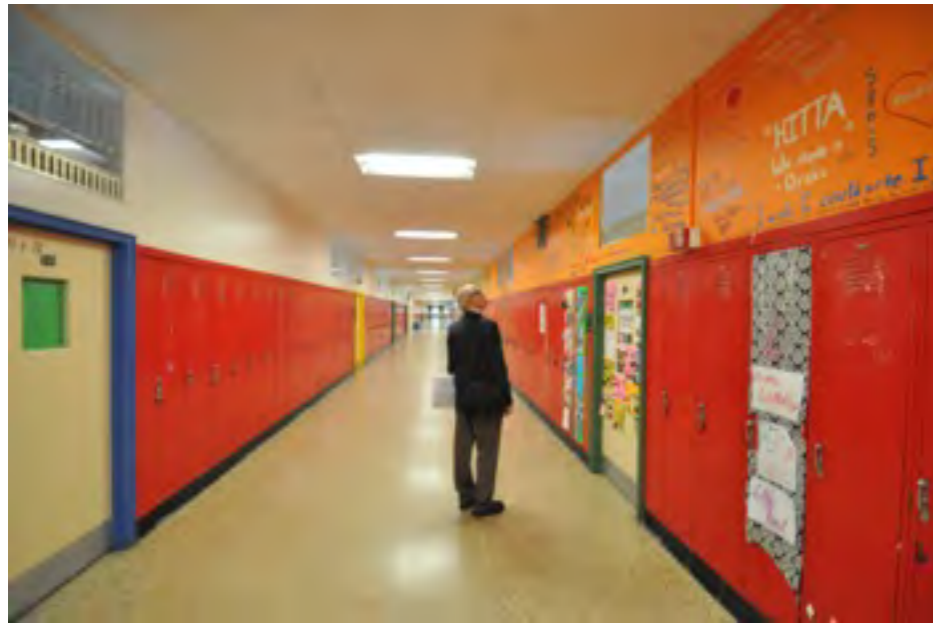
STRATFORD SELF PORTRAIT QEA CONCEPT



LOCKER STUDY



STRATFORD SELF PORTRAIT SITE IMAGES



STRATFORD SELF PORTRAIT SPIRIT IMAGES



TIME AND PLACE

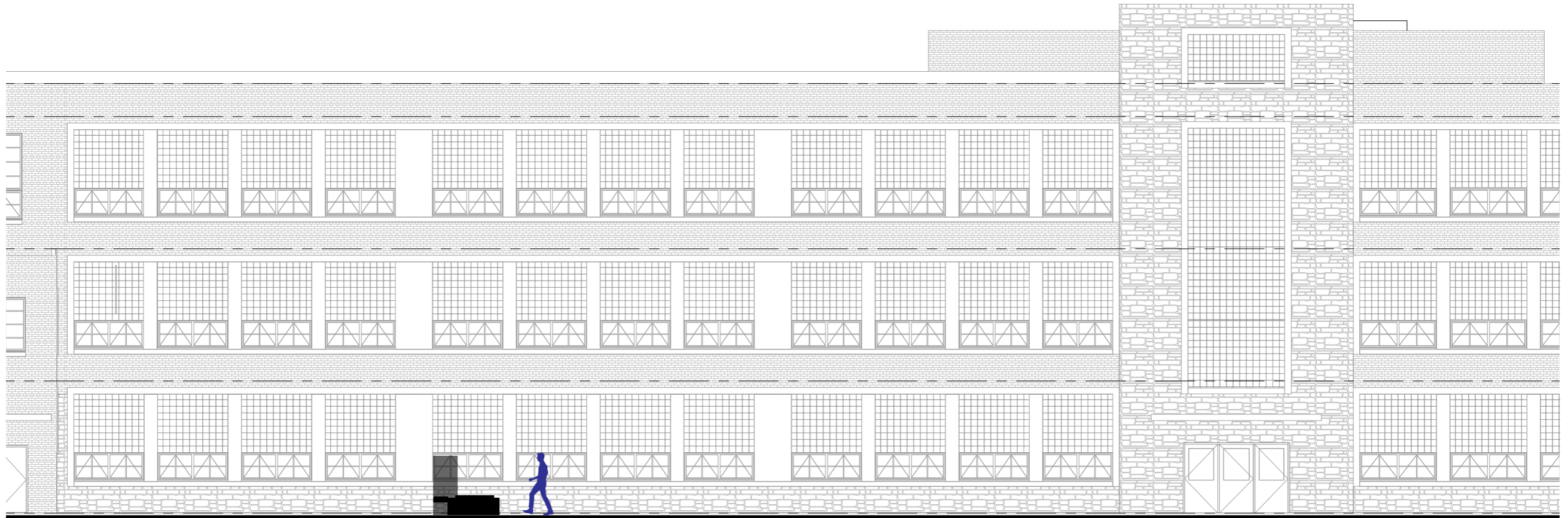
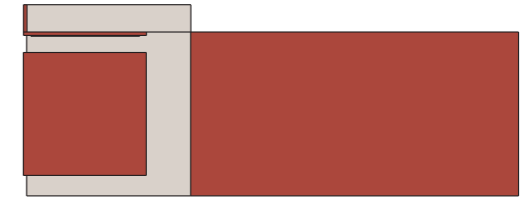
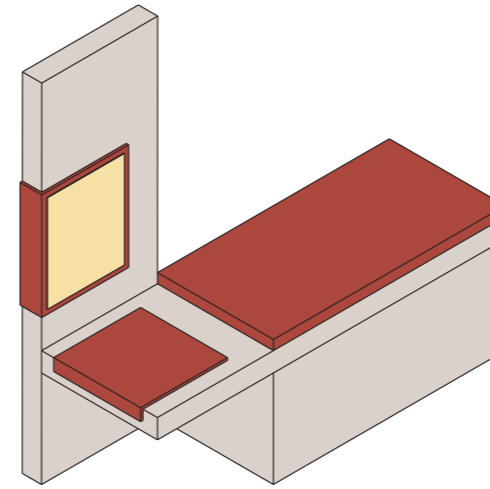
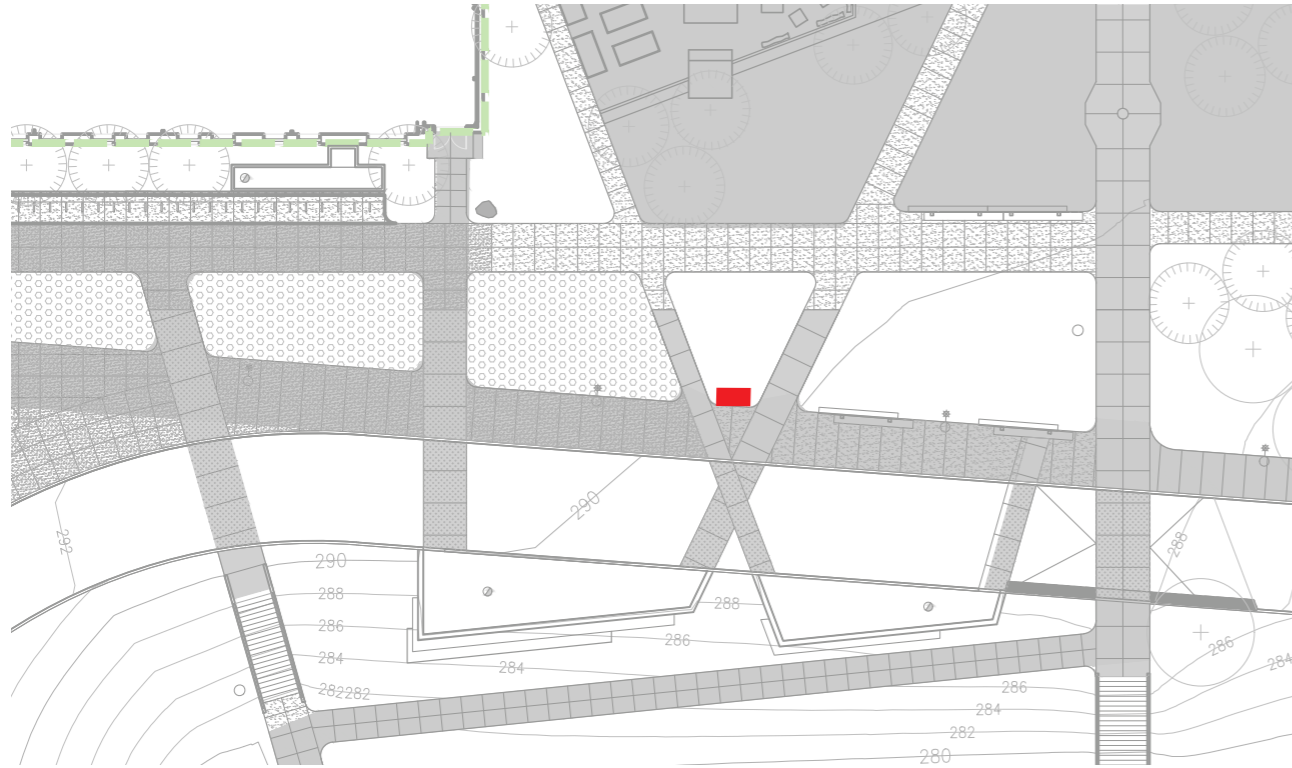
Focus

- Architectural significance of original Stratford JHS building
- Evolution of site and building over time (19th Century – Present)
- Touchable models/bas reliefs and graphics

Content

- Progressive architecture for a progressive community: history of “progressive movement” in education, and its impacts on school design
- Site as un-built native landscape; as YWCA camp; SMS as originally built; as altered/added to, and current building (after renovation and expansion)
- Identification and interpretation of character-defining features of building

TIME AND PLACE CONCEPT SKETCHES



TIME AND PLACE INSPIRATION IMAGES

