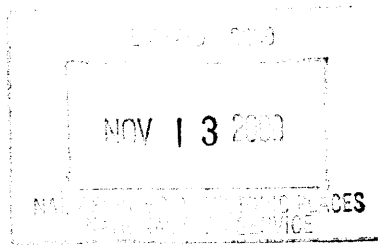


United States Department of the Interior
National Park Service



1561

NATIONAL REGISTER OF HISTORIC PLACES
REGISTRATION FORM

This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in 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 any item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classification, materials, and areas of significance, enter only categories and subcategories from the instructions. Place additional entries and narrative items on continuation sheets (NPS Form 10-900a). Use a typewriter, word processor, or computer, to complete all items.

1. Name of Property

historic name JAMES HOUSE

other names/site number "Chappie" James House

2. Location

street & number 1606 North Martin Luther King Boulevard N/A not for publication

city or town Pensacola N/A vicinity

state FLORIDA code FL county Escambia code 033 zip code 32501

3. State/Federal Agency Certification

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

Janet Snyder Hawthorn 11/7/2000
Signature of certifying official/Title Date

Florida State Historic Preservation Officer, Division of Historical 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 the property is:

- entered in the National Register See continuation sheet
- determined eligible for the National Register See continuation sheet.
- determined not eligible for the National Register See continuation sheet.
- removed from the National Register.
- other, (explain) _____

Edson H. Beall
Signature of the Keeper

12/13/00
Date of Action

James House
Name of Property

Escambia Co., FL
County and State

5. Classification

Ownership of Property
(Check as many boxes as apply)

- private
- public-local
- public-State
- public-Federal

Category of Property
(Check only one box)

- buildings
- district
- site
- structure
- object

Number of Resources within Property
(Do not include any previously listed resources in the count)

Contributing	Noncontributing	
1	0	buildings
		sites
		structures
		objects
1	0	total

Name of related multiple property listings
(Enter "N/A" if property is not part of a 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)

DOMESTIC: single dwelling

EDUCATION: school

Current Functions
(Enter categories from instructions)

VACANT

7. Description

Architectural Classification
(Enter categories from instructions)

OTHER: frame vernacular

Materials
(Enter categories from instructions)

foundation BRICK

walls ASBESTOS

roof METAL

other WOOD

Narrative Description

(Describe the historic and current condition of the property on one or more continuation sheets.)

8. Statement of Significance

Applicable National Register Criteria

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

- A** Property is associated with events that have made a significant contribution to the broad patterns of our history.
- B** Property is associated with the lives of persons significant in our past.
- C** Property embodies the distinctive characteristics of a type, period, or method of construction or represents the work of a master, or possesses high artistic values, or represents a significant and distinguishable entity whose components lack individual distinction.
- D** Property has yielded, or is likely to yield information important in prehistory or history.

Criteria Considerations

(Mark "x" in all the boxes that apply.)

Property is:

- A** owned by a religious institution or used for religious purposes.
- B** removed from its original location.
- C** a birthplace or grave.
- D** a cemetery.
- E** a reconstructed building, object, or structure.
- F** a commemorative property.
- G** less than 50 years of age or achieved significance within the past 50 years

Narrative Statement of Significance

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

9. Major Bibliographical References

Bibliography

Cite the books, articles, and other sources used in preparing this form on one or more continuation sheets.)

Previous documentation on file (NPS):

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

- recorded by Historic American Engineering Record

Areas of Significance

(Enter categories from instructions)

Ethnic Heritage: Black

Education

Period of Significance

1901-1950

Significant Dates

1901

Significant Person

James, Lillie Ann

Cultural Affiliation

N/A

Architect/Builder

unknown

Primary location of additional data:

- State Historic Preservation Office
- Other State Agency
- Federal agency
- Local government
- University
- Other

Name of Repository

James House
Name of Property

Escambia Co., FL
County and State

10. Geographical Data

Acreege of Property less than one

UTM References

(Place additional references on a continuation sheet.)

1	1 6	4 7 9 5 0 0	3 3 6 6 5 0 0
	Zone	Easting	Northing
2			

3			
	Zone	Easting	Northing
4			

See continuation sheet

Verbal Boundary Description

(Describe the boundaries of the property on a continuation sheet.)

Boundary Justification

(Explain why the boundaries were selected on a continuation sheet.)

11. Form Prepared By

name/title Robert O. Jones, Historic Sites Specialist

organization Bureau of Historic Preservation date November 2000

street & number R.A. Gray Building, 500 S. Bronough Street telephone (850) 487-2333

city or town Tallahassee state Florida zip code 32399-0250

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 SHPO or FPO.)

name City of Pensacola/ Attn. Thomas Bonfield, City Mngr.

street & number 180 Government Center, P.O. Box 12910 telephone 850-435-1603

city or town Pensacola state FL zip code 32521-0073

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 amend 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 Management and Budget, Paperwork Reductions Projects (1024-0018), Washington, DC 20503.

United States Department of the Interior
National Park Service

**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section number 7 Page 1

**JAMES HOUSE, PENSACOLA, ESCAMBIA
COUNTY, FLORIDA**

SUMMARY

The James House is located at 1606 North Martin Luther King Boulevard, Pensacola, Escambia County, Florida. The small, frame, one-story house has a front gable metal roof. Built on brick piers, the exterior fabric is asbestos shingles, and has 6/6 double-hung sash wooden windows. The main elevation has a porch with a hip roof. The house was built in 1901.

SETTING

The James House is located on a small lot near downtown Pensacola, approximately one mile to the northeast from the Palafox Street commercial center. The house is within a large platted residential development laid out on a orthogonal grid. Alcaniz Street, a north/south thoroughfare, runs two blocks east, and parallel to the Louisville and Nashville Railroad tracks that bisect the city.

PHYSICAL DESCRIPTION

The narrow house has a front gable metal roof. The house is built on brick piers, and its exterior is surfaced with asbestos shingles. Windows are filled with 6/6 double-hung wooden sashes.

The main, west façade is a front gable of a one story house, and fronts onto Alcaniz Street (recently renamed Martin Luther King Jr., Boulevard). A porch with a hip roof spans the narrow (20 foot) elevation. The porch roof is supported by square, wooden columns. A grouping of three columns is on the two corners, and a pair is beside the front step landing. On the northern half, four concrete steps flanked by simple wood handrails and stepped brick cheeks with concrete caps, rise to the porch. Wooden railings and square balusters line the porch. A single main door is in the north half of the west wall, and a pair of tall windows is in the south half of the wall. The south and north elevations are identical with three windows. The east, rear elevation of the house has a gable end, and contains a single door, offset to the north. A square, louvered vent is in the center of the gable end.

The interior of the house has wooden floors covered in carpet. Non-historic paneling has been applied over the walls, and acoustic tile covers the ceilings. Original doors, windows and window trim, and floor boards remain. The house is divided into five rooms. Within the front door and composing the north half of the building, is the large living room where Mrs. James taught students. At the eastern end of the room is a bathroom. The southern half of the building has two large bedrooms and a kitchen in the southeast corner. The kitchen has the rear door in the east wall.

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National Park Service**

**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section number 8 Page 1

**JAMES HOUSE, PENSACOLA, ESCAMBIA
COUNTY, FLORIDA**

SUMMARY

The James House is proposed for nomination to the National Register for local significance under Criterion A in the areas of Ethnic Heritage: Black and Education, and under Criterion B for association with Lillie A. James. James was an outstanding local teacher of Black children, who used her home and adjacent buildings as a community school. She emphasized education as a means of personal and social advancement, and members of her family and former students became prominent public leaders. Mrs. James taught from 1901 until her death in 1957.

HISTORIC CONTEXT

Pensacola in the late 19th century and very early 20th century was a progressive city for the times in regard to race relations. The Black population was as large as the white, and there was an established familiarity between the races, with integration of some neighborhoods and many streets. Palafox Street was the main north/south thoroughfare and place of business. Some Blacks owned businesses on Palafox, and others were only one block away. Society was segregated, but opportunities were available to Blacks on the basis of ability and civility. There was no racial ghetto. There was one Black newspaper editor, several physicians, twenty teachers, one builder, five dressmakers, three owners of meat markets, thirteen grocers, ten restaurants, and one undertaker. Booker T. Washington visited Pensacola in 1900 for a public speech. Many whites attended, and Washington spoke optimistically of Blacks' possible advancement in such a "healthy" city (McGovern 1985:7).

Within a few years economic conditions began to restrict the opportunities for Blacks. The prosperity of the port city drew many uneducated Blacks and racially intolerant whites from Alabama seeking laboring jobs. At the same time the timber industry that provided an abundance of labor jobs was depleting the regions' forests (Parks 1986:86). Resentment for all but the most successful Blacks was expressed in Jim Crow laws passed in 1905 to segregate restaurants, the railroad station, street cars, public amusements, and the jail. The Democratic Party began holding all-white primary elections. In 1911 a new Englewood Heights sub-division had a no "Negros" restriction (McGovern 1985:9). Lynchings in 1908 and 1909, marked the low in an increasingly racially stratified city (McGovern 1976:67).

Educational opportunities for Blacks in Pensacola at the turn of the twentieth-century were not encouraging. State legislation had provided for public education that was implemented in Escambia County in 1870. Public schooling meant that school was available, but attendance was voluntary. Five public schools for Blacks existed in Pensacola in 1902. A three-room building was constructed that year (Narrative Reports 1900-1902:19). Most public schools were rented single rooms or one-room buildings, with one teacher. Most built schools were constructed with community assistance (Education 1982:8). Since public education was supported by local taxes, poor Black neighborhoods that paid few taxes had poor schools. Most Blacks performed jobs that required little formal training, and administrators considered educational opportunities a low priority (Williams 1962:7). Few Black teachers had a high school education, and few planned or prepared lessons

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**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section number 8 Page 2 **JAMES HOUSE, PENSACOLA, ESCAMBIA
COUNTY, FLORIDA**

(Williams 1962:16). In 1912 Washington High School for Blacks was being built (Narrative 1912:88), but by 1917 the state office claimed only two high schools existed for Blacks in Florida; one was in Tallahassee, and the other was in Jacksonville (Education 1982:162). By 1920 high school subjects were being taught at Washington High, one of only seven Black high schools in the state. In 1926, however, the state office reported only one accredited "negro school" (Central Academy, NR1998) in Palatka because "no attention has been paid to them in this matter" (Biennial Report 1926:220).

"Public education for Negroes was so retarded that it was necessary to employ a person in the State Department of Education for the sole purpose of promoting improvement of educational opportunities for Negroes" (Williams 1965:5). This statement was written by the State Agent whose position was created in 1920.

One good opportunity for Black education did exist in Pensacola for those that could afford it. The private Catholic St. Joseph's School was the largest of the seven Catholic schools for "Negros" in the state. The school had four teachers (Negro Education 1916:180).

SIGNIFICANCE

Lillie Ann (Brown) James (?-1957)

Lillie Ann James was born in Pensacola according to her tombstone, but several accounts give New Orleans as her birthplace. She grew up in Pensacola with parents well situated within the Black community. Her father was a mail carrier, a rare position of public trust, and her mother was a domestic helper to an established white family. She received the equivalency of a high school education from St. Joseph's Catholic School (Phelps 1991:8). In 1893 she married Daniel James who was working as a migrant worker when he moved from Alabama. His first job in Pensacola was as a lamp lighter. Later he worked in the city gas plant, where he managed other workers and regulated the combustion of coal. It was a job of responsibility and skill. He believed in personal advancement through hard work and industriousness (McGovern 1985:10). Lillie James believed that education was the key to personal advancement, and these two strong willed and loving parents made a lasting impression on their children. Lillie James made a lasting contribution to the community by becoming a teacher.

James was of medium height and heavy build. She was energetic, decisive, and charismatic. She was a perfectionist who wanted individuals to strive for excellence. Lillie James felt that with a good education, Blacks who wished to succeed could obtain what they needed in society. She was nurturing, often sitting up with a sick child, listening to problems, and being patient with simple mistakes. She loved to cook and spent hours baking breads, biscuits, sauces, and gumbos. Bananas and grapes were kept for her children, and every Saturday night a bag of oysters was delivered for her family to the back steps for Sunday's oysters and biscuits (Phelps 1991:12).

Mrs. James was critical of the typical public education available to Black children, for she thought low expectations and lax discipline would not produce excellent results. By the turn of the century it became known within her community that she was tutoring her children at home. Neighbors asked her to tutor their children, which she agreed to do. At one time she had seventy students in her school (West 1983).

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**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section number 8 Page 3 **JAMES HOUSE, PENSACOLA, ESCAMBIA
COUNTY, FLORIDA**

As a need for space grew, Mr. James built a wooden building behind their home and painted it red. The enrollment continued to grow, so the James's bought a house next door, and removed its interior walls to create an assembly space. Younger children studied in the red school building, and the older children were taught in the converted house (Phelps 1991:7). James taught children through grade eight (McGovern 1985:13).

The desks were plain and there were few books. Students provided their paper and pencils. Upon entering in the morning each student would place a nickel, the daily fee, in a box at Mrs. James' desk. Each morning the children would gather and recite "Good morning dear teacher; Good morning to you! Good morning dear teacher, and how do you do?" To which Mrs. James replied "Good morning dear children! Good morning to you. I am glad as your teacher; I am glad to see you" (Phelps 1991:7,8). This was intended to teach friendly, reciprocal relations with authority. They then recited the pledge of allegiance, and sang "My Country 'Tis of Thee," and sometimes "God Bless America." Mrs. James taught reading, writing, and arithmetic, as well as manners, patriotism, religion, literature, and physical education. Rhythmic recitations were used to learn Roman numerals and multiplication tables up to twelve times twelve (Phelps 1991:9). James was strict and tolerated no tardiness or laziness. Those students who did not apply themselves were severely reprimanded. In contrast, recess was unstructured time to relax and play, but without unruly behavior (Phelps 1991:10). To foster student self-confidence and provide a community outreach the school hosted an annual theater production (Phelps 1991:10). Mrs. James instilled a practical philosophy. Her son Daniel, Jr. recalled several of her principles: be prepared with education, patriotism, and honor, so when a door of opportunity opens "you charge in." She also taught that there was an 11th Commandment, "Thou shall not quit" (Phelps 1991:2).

During the last several years of her life rheumatism affected James' legs, so she used a wheel chair. A wooden ramp was built from her house to the main school building to give her easier access. She died on November 3, 1957, a Sunday morning, having taught school through Friday the week before. The school closed with her death. Due to the uncertainty of her birth date, her age was unknown. Her daughter estimated she was in her eighties, though her tombstone indicates she died in her mid seventies (West 1983).

Mrs. James' instruction prepared her students well to attend Washington High, the public high school for Blacks, which was active by 1920. All of the James' children went to college, and one daughter Frances, upon graduation from Florida A & M, assisted her mother in the instruction of pupils (West 1983). The most prominent of her students though, was her son Daniel, Jr., who became the first Black to become a four-star general in the United States military, and Air Force commander of a base. General James said "there are a lot of walking monuments to my mother's love, faith and skill. I would not try to count the number who found a sense of purpose and direction and set of values that sustain them to this day" (McGovern 1985:15). Daniel "Chappie" James was born 11 February 1920. Only seven of the James' seventeen children were then still alive, and of those, three had left home (Phelps:1). After leaving her school in 1933, Chappie James attended Washington High School. Upon graduation in 1937, he attended Tuskegee Institute from 1937 until 1942, and he completed civilian pilot training. He remained at Tuskegee as a civilian instructor pilot in the Army Air Corps Aviation Cadet Program until January 1943. He was commissioned as a second lieutenant in July 1943, and had his bars pinned on by his mother (McGovern 1991:45). In 1975, he became a four-star general, and while headquartered at Peterson Air Force Base in Colorado, was given command of the North American Air

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**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

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**JAMES HOUSE, PENSACOLA, ESCAMBIA
COUNTY, FLORIDA**

Defense Command, with responsibility for all air defense of the United States and Canada. He died 25 February 1978, shortly after retirement. General James' achievements were based on the foundational training and education he obtained from his mother at home and at the school she established in the James House.

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**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section number 9,10 Page 1 **JAMES HOUSE, PENSACOLA, ESCAMBIA
COUNTY, FLORIDA**

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**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section number 9,10 Page 2

**JAMES HOUSE, PENSACOLA, ESCAMBIA
COUNTY, FLORIDA**

VERBAL PROPERTY DESCRIPTION

Block 100, Lot 4, East King Tract Plat, City Atlas 65

BOUNDARY JUSTIFICATION

This boundary encompasses the home historically associated with Lillie A. James, and excludes the adjacent vacant property where her school was located.

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**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section number _____ Photo _____ Page 1

**JAMES HOUSE, PENSACOLA, ESCAMBIA
COUNTY, FLORIDA**

PHOTOGRAPHIC LIST

1. James House, 1608 North Martin Luther King Boulevard, Pensacola
2. Escambia County, Florida
3. Tom Muir
4. September 2000
5. Historic Pensacola Preservation Board
6. Main, eastern façade, facing east
7. Photo #1 of 10

Items 1-5 are the same for the following photographs.

6. South elevation, facing north
7. Photo #2 of 10

6. Rear, east elevation, facing west
7. Photo #3 of 10

6. North elevation, facing south
7. Photo #4 of 10

6. Adjacent lot where large school building was, looking east
7. Photo #5 of 10

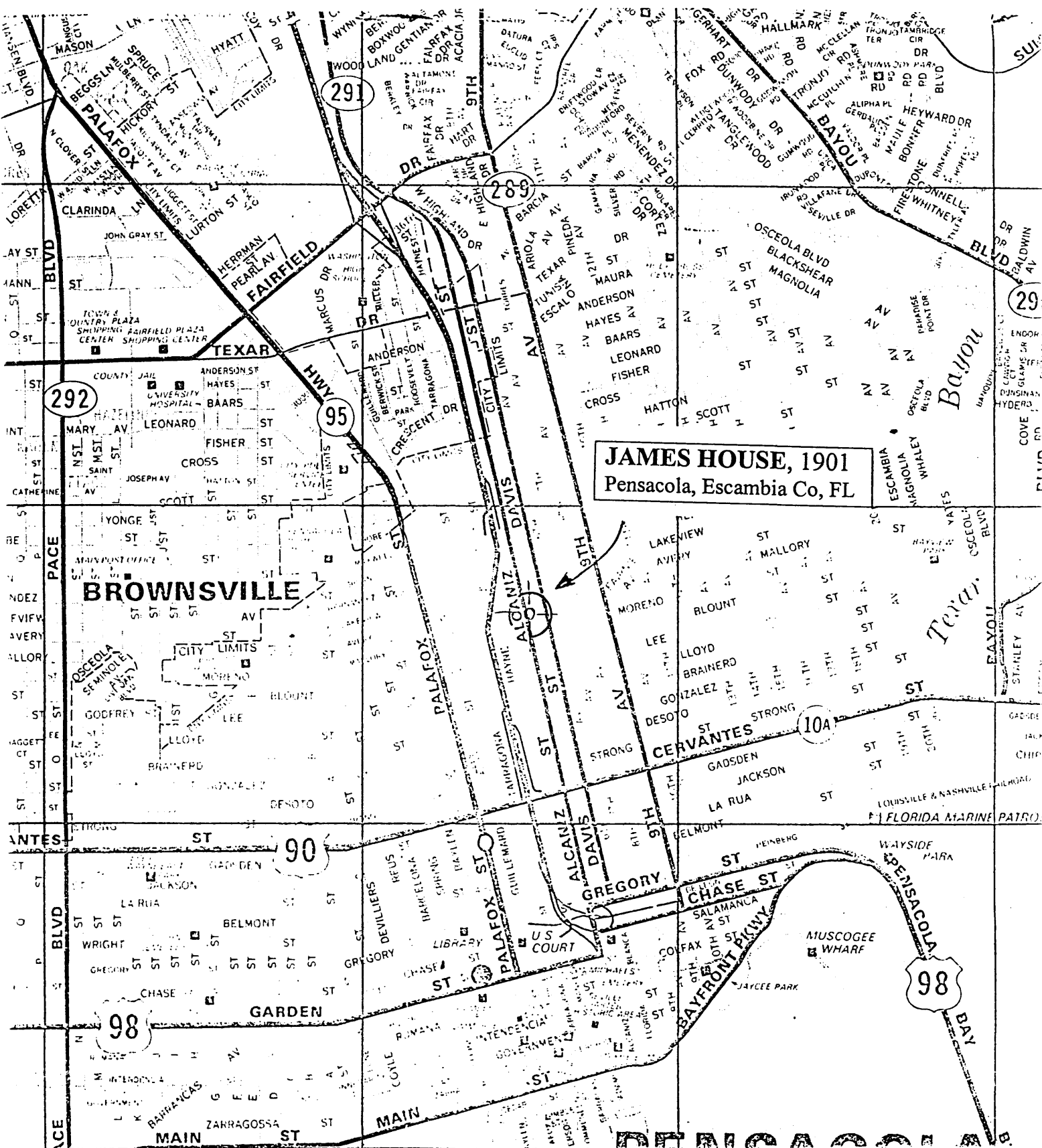
6. Interior of living room, looking west
7. Photo #6 of 10

6. Living room looking east
7. Photo #7 of 10

6. Bedroom, looking west
7. Photo #8 of 10

6. Bedroom, looking east to kitchen
7. Photo #9 of 10

6. Bathroom, looking east
7. Photo #10 of 10



JAMES HOUSE, 1901
Pensacola, Escambia Co, FL

BROWNSVILLE

TEXAS

98
BAY

90

104

292

289

291

29

98

DETROIT

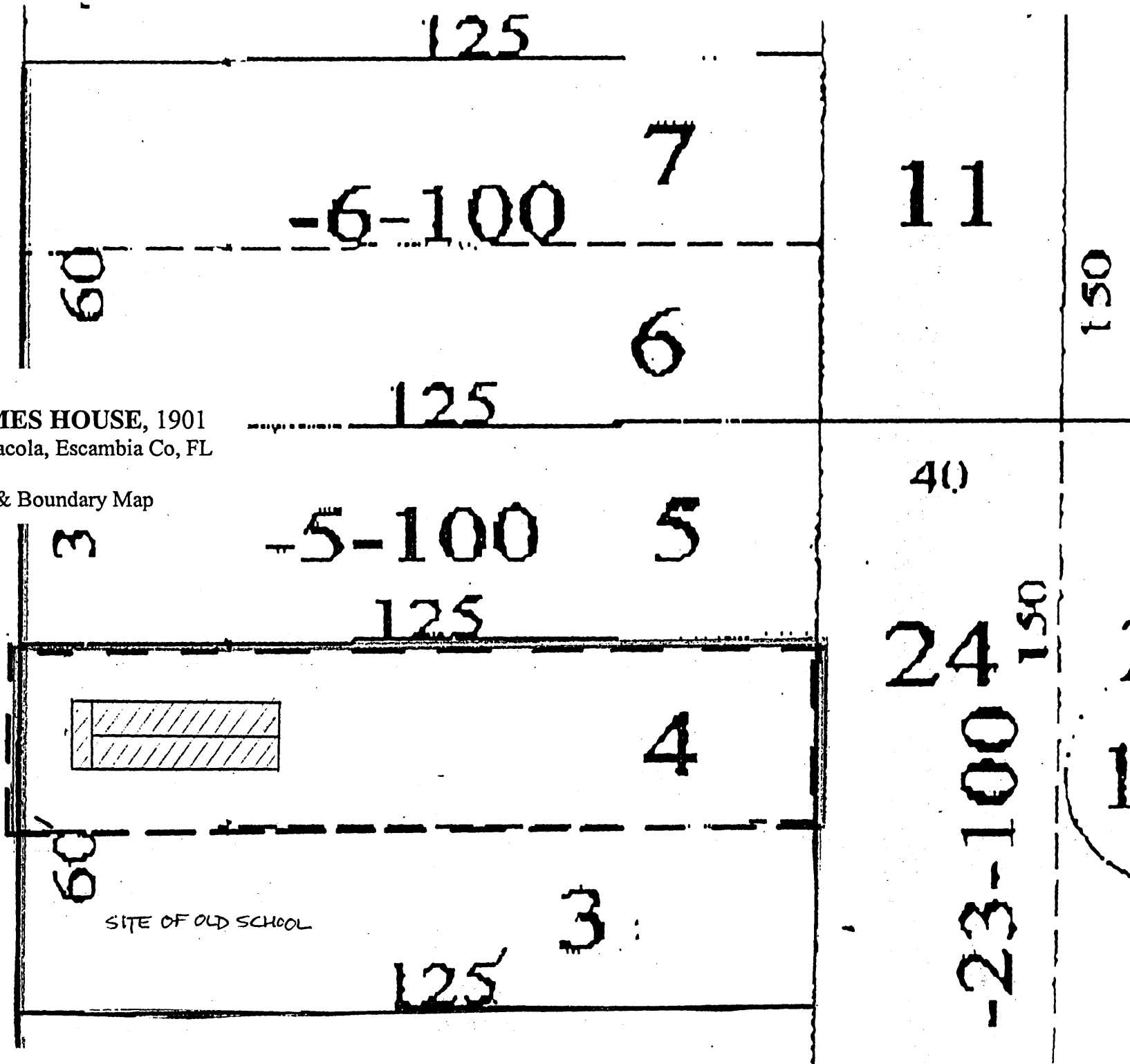
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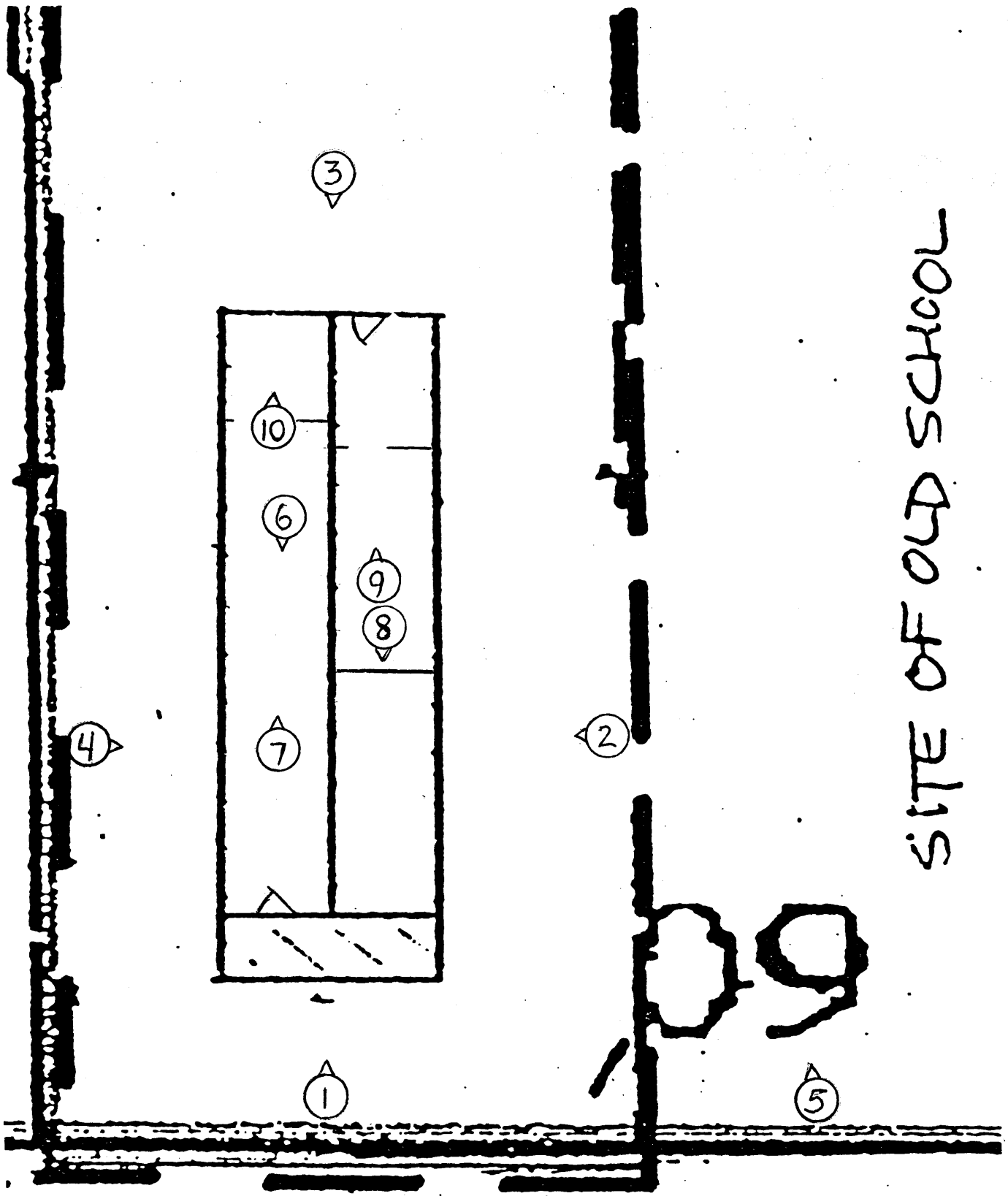


JAMES HOUSE, 1901
Pensacola, Escambia Co, FL

Site & Boundary Map

1606 DR MARTIN LUTHER KING





SITE OF OLD SCHOOL

1606 DR MARTIN LUTHER KING

PHOTO DIAGRAM

JAMES HOUSE, 1901
Pensacola, Escambia Co, FL