

Landmark: Virginia E. Cardwell

Form 10-300
(Rev. 6-72)

UNITED STATES DEPARTMENT OF THE INTERIOR
NATIONAL PARK SERVICE

NATIONAL REGISTER OF HISTORIC PLACES
INVENTORY - NOMINATION FORM

(Type all entries - complete applicable sections)

STATE:	Virginia
COUNTY:	Henrico
FOR NPS USE ONLY	
ENTRY DATE	

1. NAME

COMMON:
Virginia E. Randolph Museum - Virginia Cardwell Cottage

AND/OR HISTORIC:
Home Economics Cottage

2. LOCATION

STREET AND NUMBER:
2200 Mountain Road

CITY OR TOWN:
Glen Allen

CONGRESSIONAL DISTRICT:

STATE: Virginia CODE: 51 COUNTY: Henrico CODE: 087

3. CLASSIFICATION

CATEGORY (Check One)	OWNERSHIP	STATUS	ACCESSIBLE TO THE PUBLIC
<input type="checkbox"/> District <input type="checkbox"/> Site <input type="checkbox"/> Object <input checked="" type="checkbox"/> Building <input type="checkbox"/> Structure 	<input checked="" type="checkbox"/> Public <input type="checkbox"/> Private <input type="checkbox"/> Both 	<input checked="" type="checkbox"/> Occupied <input type="checkbox"/> Unoccupied <input type="checkbox"/> Preservation work in progress 	Yes: <input checked="" type="checkbox"/> Restricted <input type="checkbox"/> Unrestricted <input type="checkbox"/> No
PRESENT USE (Check One or More as Appropriate)			
<input type="checkbox"/> Agricultural <input type="checkbox"/> Commercial <input type="checkbox"/> Educational <input type="checkbox"/> Entertainment 	<input type="checkbox"/> Government <input type="checkbox"/> Industrial <input type="checkbox"/> Military <input checked="" type="checkbox"/> Museum 	<input type="checkbox"/> Park <input type="checkbox"/> Private Residence <input type="checkbox"/> Religious <input type="checkbox"/> Scientific 	<input type="checkbox"/> Transportation <input type="checkbox"/> Other (Specify) _____ _____ _____

4. OWNER OF PROPERTY

OWNER'S NAME:
Henrico County Board of Education

STREET AND NUMBER:
P.O. Box 40

CITY OR TOWN:
Highland Springs

STATE: Virginia CODE: 51

5. LOCATION OF LEGAL DESCRIPTION

COURTHOUSE, REGISTRY OF DEEDS, ETC.:
Henrico County Courthouse

STREET AND NUMBER:

CITY OR TOWN:
Richmond

STATE: Virginia CODE: 51

6. REPRESENTATION IN EXISTING SURVEYS

TITLE OF SURVEY:

DATE OF SURVEY: Federal State County Local

DEPOSITORY FOR SURVEY RECORDS:

STREET AND NUMBER:

CITY OR TOWN: STATE: CODE:

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7. DESCRIPTION

CONDITION	(Check One)					
	<input checked="" type="checkbox"/> Excellent	<input type="checkbox"/> Good	<input type="checkbox"/> Fair	<input type="checkbox"/> Deteriorated	<input type="checkbox"/> Ruins	<input type="checkbox"/> Unexposed
	(Check One)			(Check One)		
	<input checked="" type="checkbox"/> Altered	<input type="checkbox"/> Unaltered	<input type="checkbox"/> Moved	<input checked="" type="checkbox"/> Original Site		

DESCRIBE THE PRESENT AND ORIGINAL (if known) PHYSICAL APPEARANCE

The Virginia Randolph Museum, also known as the Virginia Cardwell Cottage, is a simple one-and-a-half story rectangular structure measuring approximately 40' x 25'. It is located on the campus of the Virginia Randolph Educational Centers in Henrico County, Virginia. The structure is of no particular architectural significance.

Built in 1937 with Federal funds, the Virginia Randolph Museum's original function was as the home economics building of the Virginia Randolph Training School. The structure provided the vocational school with a modern facility for conducting home economics classes. Virginia Randolph is also reported to have had an office in the building. The building performed this function until 1969, when the facility ceased to be a high school. With the establishment of the Virginia Randolph Educational Centers in 1969-1970, a new function was sought for the structure. The Henrico County Board of Education decided to convert it into a museum commemorating the memory of Virginia Randolph.

The building has undergone no exterior alteration since its construction. When the museum was established, the interior partitioning was rearranged to accommodate document cases and other memorabilia associated with Virginia Randolph. Today the structure is an excellently maintained small museum. Appropriately Virginia Randolph is buried on the grounds.

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8. SIGNIFICANCE

PERIOD (Check One or More as Appropriate)

- | | | | |
|--|---------------------------------------|---------------------------------------|--|
| <input type="checkbox"/> Pre-Columbian | <input type="checkbox"/> 16th Century | <input type="checkbox"/> 18th Century | <input checked="" type="checkbox"/> 20th Century |
| <input type="checkbox"/> 15th Century | <input type="checkbox"/> 17th Century | <input type="checkbox"/> 19th Century | |

SPECIFIC DATE(S) (If Applicable and Known)

AREAS OF SIGNIFICANCE (Check One or More as Appropriate)

- | | | | |
|---|---|--|--|
| <input type="checkbox"/> Aboriginal | <input checked="" type="checkbox"/> Education | <input type="checkbox"/> Political | <input type="checkbox"/> Urban Planning |
| <input type="checkbox"/> Prehistoric | <input type="checkbox"/> Engineering | <input type="checkbox"/> Religion/Philosophy | <input type="checkbox"/> Other (Specify) _____ |
| <input type="checkbox"/> Historic | <input type="checkbox"/> Industry | <input type="checkbox"/> Science | _____ |
| <input type="checkbox"/> Agriculture | <input type="checkbox"/> Invention | <input type="checkbox"/> Sculpture | _____ |
| <input type="checkbox"/> Architecture | <input type="checkbox"/> Landscape Architecture | <input type="checkbox"/> Social/Humanitarian | _____ |
| <input type="checkbox"/> Art | <input type="checkbox"/> Literature | <input type="checkbox"/> Theater | _____ |
| <input type="checkbox"/> Commerce | <input type="checkbox"/> Military | <input type="checkbox"/> Transportation | _____ |
| <input type="checkbox"/> Communications | <input type="checkbox"/> Music | | |
| <input type="checkbox"/> Conservation | | | |

STATEMENT OF SIGNIFICANCE

Virginia E. Randolph was born June 8, 1874, in Richmond, Virginia. Unfortunately, little is known of her life outside her association with the public school system in Henrico County, Virginia. She has not been the subject of a biography. Miss Randolph was the third of four children. Both of her parents were former slaves. Her father died when she was a child, leaving her mother to raise the family. As a slave Mrs. Randolph had worked in the home of a Richmond College professor. Here she learned the value of education which she passed on to her children. Virginia later remembered that her mother, who was away from the home three days out of seven, taught her children the value of improving their lives by education and by using all the meger resources at their disposal. The lesson later became a part of Virginia's approach to education.

Virginia Randolph's education was typical for the period. She entered the Baker Elementary School at the age of six. When she was eight she was forced to go to work part time, but she continued attending school in the mornings and evenings. In 1890, at the age of 16, she graduated from the Normal Department of the Armstrong High School in Richmond. Miss Randolph immediately started on the teaching career which would dominate her life.

After teaching for two years in Goochland County, Virginia, she returned to Henrico County to the Mountain Road School where she would remain for the next fifteen years.

In 1908 the superintendent of Negro instruction in Henrico County called on Miss Randolph to introduce a new type of teacher supervision in Henrico County. Although reluctant to give up her work at her school, which she had developed into one of the finest in the county, Miss Randolph decided to accept the position. In so doing she became the first Jeanes Supervising Industrial Worker and the model for a type of teacher supervision which would spread throughout the South and eventually to countries in Africa, Asia, and Latin America.

In addition to her work as a Jeanes Supervisor, Virginia Randolph continued her interest in the Virginia Randolph Training School. She divided her time and energies between these two positions until her retirement in 1949.

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9. MAJOR BIBLIOGRAPHICAL REFERENCES

Brawley, Benjamin Negro Builders and Heroes (Chapel Hill, 1937).
 Dabney, Charles W. Universal Education in the South (Chapel Hill, 1936)
 Jones, Lance G. E. The Jeanes Teacher in the United States (Chapel Hill, 1937).
 Wright, Arthur D. The Negro Rural School Fund, 1907-1933 (Washington, 1933)

10. GEOGRAPHICAL DATA

LATITUDE AND LONGITUDE COORDINATES DEFINING A RECTANGLE LOCATING THE PROPERTY			O R	LATITUDE AND LONGITUDE COORDINATES DEFINING THE CENTER POINT OF A PROPERTY OF LESS THAN TEN ACRES		
CORNER	LATITUDE	LONGITUDE		LATITUDE	LONGITUDE	
	Degrees Minutes Seconds	Degrees Minutes Seconds		Degrees Minutes Seconds	Degrees Minutes Seconds	
NW	° ' "	° ' "		° ' "	° ' "	
NE	° ' "	° ' "		° ' "	° ' "	
SE	° ' "	° ' "		° ' "	° ' "	
SW	° ' "	° ' "		° ' "	° ' "	

APPROXIMATE ACREAGE OF NOMINATED PROPERTY:

LIST ALL STATES AND COUNTIES FOR PROPERTIES OVERLAPPING STATE OR COUNTY BOUNDARIES

STATE:	CODE	COUNTY	CODE
STATE:	CODE	COUNTY:	CODE
STATE:	CODE	COUNTY:	CODE
STATE:	CODE	COUNTY:	CODE

11. FORM PREPARED BY

NAME AND TITLE:
 James Sheire
 ORGANIZATION Office of Archeology and Historic Preservation, National Park Service
 DATE July 31, 1974
 STREET AND NUMBER:
 1100 L Street NW.
 CITY OR TOWN: Washington
 STATE D.C.
 CODE

12. STATE LIAISON OFFICER CERTIFICATION NATIONAL REGISTER VERIFICATION

<p>As the designated State Liaison Officer for the National Historic Preservation Act of 1966 (Public Law 89-665), I hereby nominate this property for inclusion in the National Register and certify that it has been evaluated according to the criteria and procedures set forth by the National Park Service. The recommended level of significance of this nomination is:</p> <p>National <input type="checkbox"/> State <input type="checkbox"/> Local <input type="checkbox"/></p> <p>Name _____</p> <p>Title _____</p> <p>Date _____</p>	<p>I hereby certify that this property is included in the National Register.</p> <p>_____ Director, Office of Archeology and Historic Preservation</p> <p>Date _____</p> <p>ATTEST:</p> <p>_____ Keeper of The National Register</p> <p>Date _____</p>
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Home Economic Cottage (Continuation Sheet)

(Number all entries)

8. Significance

(Continued)

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When she finally laid down her vocation as teacher, she had devoted 57 years to black education in Henrico County and her influence had become widespread. She died in 1958 in Richmond, a scant few blocks from where she was born.

Virginia Randolph's significance in the history of black education rests in her position as the first Jeanes Supervising Industrial Teacher, or Jeanes teacher, instructor, or supervisor, as these black educators were usually called. The story of her becoming the first Jeanes supervisor is an illustration of the interrelationships among black educators, a white dominated public school system, and northern philanthropy in a period of white supremacy and Jim Crow at the turn of the 20th century.

In 1906 Jackson T. Davis, who would later make significant contributions to education in the South through service to the General Education Board and the Phelps-Stokes Fund, was appointed the first superintendent of Negro instruction in Henrico County, Virginia. Upon inspecting the black schools in the county, he was particularly impressed by Virginia Randolph's Mountain Road School. It presented a neat, well kept appearance and, more importantly, the children received an education that conformed to Davis' Hampton influenced perceptions of the best pedagogical techniques for educating black children. Davis immediately sought to spread the example of Virginia Randolph to other black schools in the county. Turning to the school board he requested funds to send Miss Randolph throughout the county to instruct other teachers in her methods. The school board turned down the request. Davis next turned to Dr. Hollis Frissell, General Samuel C. Armstrong's intellectual and administrative successor at Hampton, for advice. Frissell told Davis about a new fund to assist black education that had been established under the will of Miss Anna T. Jeanes, a wealthy Philadelphia Quaker who had shared that groups long devotion to the cause of black education. He advised Davis to write Dr. James H. Dillard, the fund's director, and request assistance.

Under the terms of Anna Jeanes will establishing the fund named after her, the money was "...to be devoted to the one purpose of assisting in the Southern United States community, county or rural school, for that great class of Negroes, to whom the smaller rural or community schools are alone available." Although the terms of the bequest seemed uncomplicated, Dr. Dillard and the fund's trustees had experienced difficulties in devising a concrete program of assistance to the local schools. Davis' request for funds to support a supervising teacher in the county immediately appealed to Dillard. The plan did indeed assist the county or rural schools in a manner consistent with Miss Jeanes' original desire. Dillard wrote Davis that funds would be made available. On October 26, 1908, Davis informed Dillard that, "I have secured Miss Virginia Randolph (colored) as the industrial teacher for the Negro schools in the county, and her work in this field began today."

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8. Significance

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The idea of employing black supervisors for the purpose of upgrading vocational training in the elementary and secondary grades had become a reality. As the program became institutionalized under the sponsorship of the Negro Rural School Fund, the formal title of the Jeanes Fund, it was instituted throughout the South and in later years was adopted by many countries in Africa and a few in Asia and Latin America. Virginia Randolph was the first Jeanes supervisor. She became a model for thousands that followed.

Although in 1908 the Jeanes teacher represented an innovation in supervision in the black public schools in the South, the basic approach followed an older educational concept. The Jeanes supervisor was a direct descendant of the Booker T. Washington - General Samuel C. Armstrong conception of black education. The Jeanes supervisor was the child of Hampton - Tuskegee vocationalism. The basic outline of Virginia Randolph's approach emphasized vocationalism. In addition to the three "r's" the black student would "learn by doing." In practice this meant that the student would be taught simple domestic functions such as gardening, woodworking, sewing, and cooking. In addition the student would utilize those resources he possessed to improve his life. He would, as Washington had proclaimed, throw down his bucket in the social and economic environment in which he lived. In practice this translated as instruction in making baskets from honeysuckle vines, making clothes from flower sacks, and the like. Finally, parents and the community would be urged to become involved in the well being of the school. The Jeanes supervisor represented a further reinforcement of vocationalism in the black elementary and secondary grades. As such the Jeanes supervisor helped extend this approach to black education well into the 20th century. At the same time as the country was experiencing an industrial revolution, black children were being instructed in gardening, woodworking, home economics, sewing, masonry, and blacksmithing. Historically the Jeanes supervisor thus symbolized dedicated and well intentioned service within a tragedy.

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