

WR 9/13/00
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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 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 Millwood Colored School
other names/site number Millwood Community Center VDHR # 021-0192-0008

2. Location

street & number 1610 Millwood Road not for publication N/A
city or town Boyce vicinity Millwood
state Virginia code VA county Clarke code 043 Zip 22620

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act of 1986, 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 statewide X locally. (See continuation sheet for additional comments.)

[Signature] 10/4/2000
Signature of certifying official 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 commenting or other official Date

State or Federal agency and bureau

4. National Park Service Certification

I, hereby certify that this property is: other (explain): _____
 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

Signature of Keeper
Date of Action _____

7. Description

Architectural Classification (Enter categories from instructions)

 NO STYLE _____

Materials (Enter categories from instructions)

foundation **STONE** _____
roof **METAL** _____
walls **WOOD (German-lap siding)** _____

other **Later addition in concrete block** _____

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)

- 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 a 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.

Areas of Significance (Enter categories from instructions)

 EDUCATION _____
 ETHNIC HERITAGE: Black _____
 ARCHITECTURE _____

Period of Significance **1910-1950** _____

Significant Dates 1910

Significant Person (Complete if Criterion B is marked above)

Cultural Affiliation

Architect/Builder Unknown

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 67) 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 # _____

Primary Location of Additional Data

State Historic Preservation Office

Other State agency

Federal agency

Local government

University

Other

Name of repository: _____

10. Geographical Data

Acreage of Property .7 acre

UTM References (Place additional UTM references on a continuation sheet)

Zone Easting Northing Zone Easting Northing

1 17 755880 4329020 2 _____

3 _____ 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: Maral S. Kalbian/ Architectural Historian

Organization: Clarke County Planning Dept. date June 6, 2000

street & number: 2026 Old Chapel Road telephone 540-837-2081

city or town Boyce state VA zip code 22620

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 The Millwood Good Will Association; Michael Banks, President

street & number P. O. Box 204 telephone (540) 837-1666

city or town Millwood state VA zip code 22646

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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 the 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 Project (1024-0018), Washington, DC 20503.

**United States Department of the Interior
National Park Service**

**National Register of Historic Places
Continuation Sheet**

**Millwood Colored School
Clarke County, Virginia**

Section 7 Page 1

7. SUMMARY DESCRIPTION:

Millwood Colored School is located on less than one acre in the west end of the village of Millwood in Clarke County, Virginia. It is a relatively unaltered frame schoolhouse constructed around 1910 to serve the local African-American community. The need for an educational facility in Millwood was addressed as early as 1866 and a school itself may have been established as early as 1869. The current Millwood Colored School building was built adjacent to and in front of an earlier Reconstruction-era school, which was demolished in the 1930s. The one-story, hip-roofed school has a two-room plan with coat closets, and a kitchen. Larger and much more architecturally refined than any of the other African-American schools in the county of its period, Millwood Colored School features a recessed entry, two entrance doors, overhanging eaves with scalloped exposed rafter ends, double-hung windows with wooden tracery, five-panel doors, and a limestone foundation. The interior, although treated with some modern materials, retains its original symmetrically molded trim with bull's eyes, oak flooring, paneled doors, and original floor plan. The Millwood Colored School was used as an elementary educational facility until it closed in 1952. At that time, the children were bussed to Berryville where they attended the Johnson-Williams School. The Millwood Colored School was sold in 1952 to the Millwood Good Will Association, a non-profit local organization formed to promote good will and civic pride in Clarke County. It currently uses the building for meetings and various social and cultural activities. It is one of the least altered surviving African-American schools in the county.

DETAILED DESCRIPTION:

Millwood Colored School sits about 30 yards from the south side of State Route 723 (Millwood Road) in the small village of Millwood in southeast Clarke County. Set near the front center of a level, nearly one-acre lot that extends back to Spout Run, the building is surrounded by a lawn. A wet-weather stream runs within the eastern boundary of the property, while a driveway along the west side of the lot leads to the rear parking area, playground, and paved basketball court. A chain link fence surrounds the property (Photo 1).

Measuring approximately 60' long by 30' wide and set on an exposed two-foot high stone foundation, Millwood Colored School is a rectangular, one-story, frame building with a hipped roof. The

**United States Department of the Interior
National Park Service**

**National Register of Historic Places
Continuation Sheet**

**Millwood Colored School
Clarke County, Virginia**

Section 7 Page 2

walls are clad in German-lap siding and the roof is covered in standing-seam metal (Photo 2). The primary facade faces north and includes a recessed entry area. The small porch, framed by sawn brackets with pendants, features two double-hung windows with a Roman lattice pattern (Photo 3). The two entrance doors, located at right angles to the windows, are five-paneled with a double-x tracery pattern in the transom (Photo 4). Although the entrance is centered, the façade is not symmetrical. The wall east of the entrance porch has triple, full-height six-over-six-sash double-hung windows, while the wall west of the entrance is blank. There is no indication that windows ever existed on this wall. A wooden wheelchair ramp was added to the front of the building in around 1991 in order to make it handicap accessible. The two sides of the school are identical and each contains two sets of paired, full-height, six-over-six-sash double-hung windows (Photo 5). A small wooden door in the foundation of the west side covers a coal chute to the basement. The rear of the school was originally a mirror image of the front, but has had some modern alterations. The recessed porch has been enclosed using six-over-six windows and German-lap siding, and a shed-roofed concrete-block bathroom wing with a side three-bay porch of pressure-treated lumber was added. A metal bulkhead entry that leads to the basement is also located along this side of the building.

The interior of Millwood Colored School consists of two large rooms, one for upper elementary and one for lower grades. The area between them contains coat closets at the front of the building, and a kitchen toward the rear, part of which was originally an open porch. The school is currently used for storage and occasional meetings by the Millwood Good Will Association, which owns it. It is in the process of updating the interior in order to use the building for more events. Unlike most of the other African-American schools in the county, the interior trim at Millwood Colored School is relatively elegant and is made up of symmetrically molded trim with bull's-eye corner blocks (Photo 6). The rooms also contain baseboard and some retain tongue-and-groove vertical beaded boards as wainscot. The ceilings of all the rooms have been dropped, and room heights currently measure about fifteen feet.

The blackboards, originally on the blank walls in each room, have been removed. The narrow wooden floorboards are still evident in the west room, but have been covered in linoleum in the east room (Photos 7, 8). The interior wall of the west room has been covered with modern 8-foot sheets of paneling, while the other three walls retain their original plaster (Photos 7, 9). The walls in the east room have been partially covered with modern paneling. The rear (south wall) originally held the blackboards but now contains two doorways that lead to the bathroom

United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Millwood Colored School
Clarke County, Virginia

Section 7 Page 3

addition (Photo 10). Except for the dropped ceilings, the modern paneling, and the linoleum in one of the rooms, all of which are easily removable, the interior of Millwood School is relatively intact.

The classrooms are entered through one of the two main doors. Access between the two rooms from inside the building is only through the rear porch, which is now enclosed. The room to the west was used by grades fourth through sixth, while grades first through third were in the room to the east. According to William Mason, who attended Millwood Colored School in the late 1920s and early 1930s, another building, originally located just behind the current structure, was also used as part of the school (Photo 11). He recalled that the two buildings were attached by a boardwalk.¹ This may have well been the original school, established in 1869. In a 1933 insurance survey of county public schools, eight colored schools are listed. For Millwood, two buildings are assessed, one for \$2,500 and the other for \$300: this latter building had zero value for contents whereas the more valuable building had contents worth \$150. The smaller building is described as a one-story frame building with a shingle roof (probably wood shingle). In all probability this is the same building referred to by Mr. Mason. The building was torn down sometime between 1933 and 1940 as it does not appear on a county fire insurance report for schools dated June 1940. In that same 1940 report, the Millwood Colored School is noted as having been constructed in 1910.²

Mrs. Louada Layton Ramsey, whose mother Alma Layton was the long time principal at Millwood Colored School, attended the school between 1926 and 1933. She too remembers the old school building, and recalls that it was used for technical classes such as blacksmithing.³ Mrs. Ramsey also remembers that her father, Benjamin Layton Jr., and her uncle, Deroy Layton, were the builders of the Millwood Colored School. They had been educated at the Lawrenceville Industrial School in Lawrenceville, Virginia. When Millwood Colored School was built it was heated by coal stoves. There was no electricity or running water. Pit privies for boys and girls were located at the back of the property near Spout Run.

No early-twentieth-century School Board records were found that directly addressed the construction of the Millwood Colored School; this may be because the Chapel Magisterial District records for that period are missing. However, other resources were located that indicate the funding for the building came from Graham F. Blandy, who resided at the nearby Tuleyries. A "Correspondence" by "A Chapel Fossil" concerning the new school and the excellence of its administration appeared on the front page of *The Clarke Courier* in March 1910, and referred to the old school

United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Millwood Colored School
Clarke County, Virginia

Section 7 Page 4

house and the construction of a new improved "Manual Training School for Colored People at Millwood."

The old house, an eyesore to the public, was rapidly going to the 'bad,' when Mr. Graham F. Blandy came to the rescue, and today the old house has been replaced by one of the most up-to-date buildings of the kind in this part of the State... The drawing, carpentry and sewing departments are well equipped with tools and material of all kind, and marked improvment [sic] is noticeable [sic] everywhere. A cooking department will be installed next session. Everything is kept in perfect order, and the work well done. After work hours carpentry tools are wiped off and put away, thimbles and scissors are collected and reported, paper removed from the floor, and the desks put in order. The discipline is good. The school is favorably located in the center of a wealthy neighborhood where capable help is in demand.⁴

Millwood Colored School was one of two schools that Blandy funded around 1910. The other was in the village of White Post, four miles to the west. The Greenway Magisterial District School Board minutes of 1909 include a letter written by Mr. Blandy whereby he offered \$1,500 for the construction of a "new Negro School Building at White Post" provided that the School Board would pay the salary of the a teacher who would "teach manual training such as bricklaying, carpentry etc."⁵ The School Board accepted Mr. Blandy's offer and authorized the construction of a "double school building including flues...the building to be erected in compliance with the plans furnished by the [Education] Department at Richmond."⁶ The White Post Negro School, a one-story, gable-roofed, structure still stands along the southern edge of White Post. It was sold as surplus by the school board in 1952, at the same time of the sale of the Millwood Colored School. Since then, it has been converted into a dwelling, with a loss of much of its architectural integrity. Although not identical to the Millwood Colored School building, their size and massing are similar.

During the late 1940s, conditions in the elementary African-American schools were becoming crowded and it was decided that the sixth graders from Millwood would be bussed to Johnson-Williams School in Berryville. In 1950-1951, Johnson Williams School was enlarged and all the African-American elementary schools in the county were consolidated there. By the early winter

**United States Department of the Interior
National Park Service**

**National Register of Historic Places
Continuation Sheet**

**Millwood Colored School
Clarke County, Virginia**

Section 7 **Page** 5

of 1952, Millwood Colored School was shut down. It was sold on November 14, 1952, to the Millwood Good Will Association for the amount of \$1,450. This non-profit organization was formed to oversee the building and hold social and cultural activities there that would foster pride and good will among Clarke County citizens. The name of the building was changed to the Millwood Community Center, and it has slowly been updated by the installation of electricity, bathrooms, and a small kitchen in the late 1960s. The center was not used from 1982 until 1991, when Harry Issacs, then owner of the nearby estate Long Branch, donated funds to help fix up the building further. Plans are currently underway to heat and cool the building so it may be used more often.

Maral S. Kalbian

ENDNOTES

- 1 Personal Interview by Maral S. Kalbian with William Mason. May 31, 2000.
- 2 Franklin Fire Insurance Company of Philadelphia. *Fire Insurance Report for the Clarke County School Board Prepared for Miss Annie E. Stribling, Agent Berryville, Virginia.* June, 1940: p. 9.
- 3 Telephone Interview by Maral S. Kalbian with Louada Layton Ramsey. June 5, 2000.
- 4 *The Clarke Courier*, March 9, 1910: p.1.
- 5 Clarke County School Board Minutes, Greenway District, June 5, 1909: p. 26.
- 6 Clarke County School Board Minutes, Greenway District, July 13, 1909: p. 28.

United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Millwood Colored School
Clarke County, Virginia

Section 8 Page 6

8. STATEMENT OF SIGNIFICANCE:

Millwood Colored School is a one-story, two-room, frame school that was constructed ca. 1910 for the African-American community of Millwood using funds donated by local citizen, Graham F. Blandy. The current Millwood Colored School was built on the same lot as an earlier Reconstruction-era school. Millwood and Berryville were the two earliest locations in Clarke County targeted as needing educational facilities for ex-slaves after the Civil War. By 1869, Millwood had a school, one that had been established by a member of the village's black community. The school's contribution to African-Americans in Millwood from its earliest founding until it was closed in 1952 marked a period of 83 years, during which time children not only learned to read and write, but also learned trades, and were exposed to educated blacks who served as role models. After the Millwood Colored School closed in 1952, the Millwood Good Will Association purchased the building. Many of its members were former students of the school. Renamed the Millwood Community Center, the building has continued to be a center for community activities. The property is eligible for listing in the National Register of Historic Places under Criteria A and C. Its local historic significance is in the areas of Education and Black Ethnic Heritage. It is eligible under Criterion C as the largest, most intact example of a two-room African-American school in Clarke County. It is relatively unaltered on the exterior, and despite a few modern alterations to the interior, retains much of its architectural integrity.

HISTORICAL BACKGROUND

The village of Millwood lies within the boundaries of a 50,212-acre grant issued to members of the Carter, Burwell, Page, and Harrison families on September 22, 1730. This land, in the heart of the Fairfax Northern Neck Proprietary, had initially been claimed by Robert "King" Carter, land agent for Thomas, Lord Fairfax. The distribution of prime agricultural lands to members of already wealthy Tidewater families, introduced into the Lower Shenandoah Valley the economic phenomenon of large-scale farming effected by slave labor. Many of the large farms in the area that would become Clarke County in 1836 continued to be farmed in this manner until the end of slavery in 1865.¹ Although Millwood had been established during the late eighteenth century around the Burwell-Morgan Mill, it grew after the Civil War as a settlement of freed African-Americans, many of whom had worked at the surrounding plantations.

United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Millwood Colored School
Clarke County, Virginia

Section 8 Page 7

Many of the largest slave owners in the county lived around Millwood, including members of the Burwell, Page, and Randolph families. In the 1860 slave census, George H. Burwell and members of his family owned approximately 100 slaves, many of whom very likely had remained on or near his Millwood area lands when the Civil War was over.² The end of the Civil War and the introduction of Reconstruction saw vigorous efforts on the part of Federal reformers to revise Southern society. Opportunities and parity for freedmen focused on education, race relations, the labor system, and economic development. Of these, education was considered of fundamental importance, “the foundation of a new, egalitarian social order.”³

The Bureau of Refugees, Freedmen, and Abandoned Lands was established in the fall of 1865 to place official military agents in areas under Reconstruction. The presence of the Bureau agents was to ‘enable’ freedmen in seeking jobs that paid a fair rate, in guaranteeing them decent living conditions, and in providing them the opportunities for education. In this latter effort, the Freedmen's Bureau (its shortened and more familiar name) was most successful. “Recognizing the stabilizing influence of education, as well as the demonstrated eagerness for it, the Freedmen's Bureau made its best effort in this field of activity, providing materials, facilities, rations, transportation for teachers, and considerable encouragement and supervision...”⁴

The Virginia Headquarters for the Freedmen's Bureau was located in Richmond, but under it, local districts were created to oversee Bureau activities within specific areas of responsibility. The “Head Quarters of the 9th District Department of Potomac” was based in Winchester, and oversaw bureau affairs in Frederick, Clarke, Warren, Page, Shenandoah, and Rockingham Counties in Virginia, and Jefferson and Berkeley Counties in West Virginia. While monthly reports were submitted to the Richmond Headquarters, some were issued from the Winchester office and others from the local offices in their respective counties.

At the end of April 1866, W. L. Coan, Assistant Superintendent of Clarke County, submitted a report to the Superintendent of the 6th District of Virginia. His letter acknowledged April as being the first month of existence of the Berryville office. The reception by the locals he found reasonable, but reiterated the importance of the Bureau in Clarke County. “The citizens in general appear to be submissive to the results of the War, Emancipation etc., but I am fully convinced that without the presence of a Military or Bureau Officers or Agents the treatment of the colored people by a portion of the Ex Slaveholders [sic] & others would make their condition very uncertain, and I fear, worse if possible than when slaves.” Coan addressed the issue of schools for the freedmen, and recognized the need for one in Millwood, “There are no schools in this County for the colored children. I think

United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Millwood Colored School
Clarke County, Virginia

Section 8 Page 8

it important that one should be established here, and a small one might also be gathered at Millwood.”⁵ A subsequent and more detailed report concerning the necessity for schools was submitted to the Richmond office by Coan's superior in Winchester in September of 1866. A careful evaluation had been made of Clarke County, and its author, Capt. Gilbert R. Chandler recommended not only a school in Berryville and Millwood, but also one in White Post. With regard to Millwood, Chandler answered the eleven questions in Circular No. 23 in given order.

“Millwood, Clarke Co. Va

1. Probable no. of pupils for day school 50 to 75

2d. There is a building available for a schoolroom about 20x30. It is public property, and under the charge of Trustees, one of whom I saw, who thought it might be procured for a school for Freedmen, but they were not able to put it in repair; also said that he would let me know whether it could be had or not but has not up to this date

3d. Will probably charge about \$60 per annum for the use of it, deducting the cost of repairs

4th. It will need a new Roof, new doors, and some new windows; will have to be heated by a stove. It will cost about \$150 to \$175 to put it in condition

5th. The freedmen have a pleasant site for a church just out of Town , on the road between Milwood and White Post which they offer the use of to build a house upon in case the one referred to above cannot be obtained, and a frame building about the size of 20x30 can be erected, suitable for a school house for about \$400

6th. The white people in this place would much prefer a teacher from their own locality, and think that one can be procured, but they will need some assistance from abroad to pay the salary, but if a teacher is to be procured from abroad, they would prefer an Episcopalian, and one could be boarded near by the schoolhouse, at a cost of about \$4 or \$5 a week, fuel and lights extra

7th. The local friends think they can raise from \$150 to \$200 a year towards defraying the expenses of books, renting or building a schoolhouse, and provide the seats, desks etc., and will furnish the fuel and lights for day and evening school, and take care of school room etc.

8th. There are no Govt. buildings, lands etc. at this place

9th. The following are the responsible persons interested in the Freedmens Schools
-- Captain William Nelson, Rev. Mr. Jones, and James Clarke of the Whites, and Robert

United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Millwood Colored School
Clarke County, Virginia

Section 8 Page 9

Cross, Thomas Brown, Charles Hubbard, & Henry Strange, Freedmen
10th. The state of public sentiment with reference to Freedmens schools is good, providing the white local friends can control it, and in fact, seem very anxious to have a school commenced, and can do it themselves with some assistance. The Freedmen themselves are willing that the White local friends should control it, if they can by this means procure an education for their little ones -- I think the public sentiment is becoming more favorable, and think if they can be assisted if but a little, it will be still better

11th. I would suggest, that in order to have a school at this place, which the freedmen are very anxious of obtaining, that the local friends, both white and colored, be assisted in whatever they can be, in paying a teacher that they may select themselves, or any other expense that may occur in regard to the schoolwork, and think that it would be better for all concerned."⁶

The Freedmen's Bureau was terminated in 1868 as having successfully completed its mission in the Military District of Virginia. During the three years of its existence, the bureau had been responsible for significant improvements for many freedmen in Virginia and throughout the South. In a year-end report in 1868, General O. O. Howard, head of the Freedmen's Bureau, reported that 50,000 Negroes had been taught to read, some had attended college, and many were already employed as teachers. In July 1869, legislative action ensured education for blacks as well as whites when Virginia ratified a new constitution guaranteeing a system of schools free to all citizens. Known as the Underwood Constitution, it took effect in 1870 but did not spell an end to private education in Clarke or in neighboring Frederick County.⁷

Capt. Gilbert Chandler's 1866 suggestion that Millwood's black education be controlled at the local level was echoed throughout Virginia until 1920. In *A Hard Country and A Lonely Place*, William Link pointed to this very desire as an overriding theme in educational politics. Even before Jarvis Jennings was appointed first Clarke County superintendent of schools in 1870 to oversee the establishment of the newly mandated public school system, an initiative had been set in Millwood. In July, 1869, *The Clarke Courier* reported local results of state legislation. Bannered "Millwood Is In Possession Of A Sensation," the newspaper article reported that John Holmes, a colored veteran who had lost a leg in the war, had set up a free school in the village.⁸

The presence of a school in Berryville by this time was confirmed in a monthly report by E. H. Ripley, Assistant Sub [District] Commander of the Freedmen's Bureau in Front Royal to General

United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Millwood Colored School
Clarke County, Virginia

Section 8 Page 10

O. Brown at the Headquarters in Richmond. Ripley reported that as of April 30th, 1868, schools in the district were still open, the only change being one in Berryville where "Mr. Keys has been relieved by Mrs. Sarah S. Jackson (col'd) who is a very good teacher & will build up a good school."⁹

The resentment of local whites to outside intervention in the education of local blacks was seen again in 1873 when *The Clarke Courier* announced the teaching appointments for the year, including that of "Nancy Jones, col'd" who would be the Chapel District teacher at the Millwood School. "It will be seen that there are three colored teachers on the list, whose duties are confined to the instruction of colored children. The white man's government of Virginia, instead of making war upon the negroes, supplies the means and affords the opportunity for their education. Radical newspapermen in the North can put this in their pipes and smoke it."¹⁰

What specific efforts were being taken to afford local African-Americans educational opportunities remains unknown. Unfortunately, Clarke County School Board records from that earliest period are incomplete, and those that have survived contain little information on the African-American schools. The Virginia School Reports for the years 1871, 1873, 1874, and 1888, however, indicate that only four years after the establishment of the public school system, Clarke County supported eighteen schools for white children, and four schools for blacks. By 1888, there were twenty-four schools for white children, and the number of black schools had more than doubled, to ten¹¹.

Goodwill on the part of whites to blacks in the Millwood community was further demonstrated when Beverly Randolph and Mary, his wife, conveyed the 1.25 acre school lot to the Chapel District School Board in April 1888 for \$162.50. Mary had received the property through the will of her uncle, Nathaniel Burwell and his wife, Elizabeth Randolph in 1884.¹²

Tension with the State Board of Education erupted in 1909 when it was proposed that Clarke County be placed under the management of M. M. Lynch, the School Superintendent of Frederick County and Winchester. This proposal was neither attractive to Clarke nor Frederick counties, and C.G. Massey, Superintendent of Clarke, was evidently unable to convince the State Board accordingly. Although Clarke and Frederick counties were eventually combined under the auspices of a single superintendent, they were once again separate by 1929.¹³

More immediate and dramatic changes were underway for Millwood Colored School, however.

United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Millwood Colored School
Clarke County, Virginia

Section 8 Page 11

Graham F. Blandy, who moved to Clarke County from New York after the war, is credited with providing the financing for the building of two black schools in the county: one at White Post and another in Millwood. The earlier Millwood school was left standing, and a new two-room structure built in front of it, closer to the Winchester-Berry's Ferry Turnpike, now called Millwood Road. Mr. William Mason, who attended the school in the late 1920s, remembered a ramp connecting the older structure with the new building, and while both buildings were accounted for in 1933 insurance information, there was no record of a second building on the site in the 1940 Franklin Fire Insurance Co. document.¹⁴

In the new Millwood building, students were taught the arts of carpentry, sewing, and cooking, skills they could use for employment in local households. When the new school was completed in 1910, its facilities were described as "well-equipped" and its students "well-trained" through the able efforts of Hampton Institute-trained professionals.¹⁵ The fact the school included cooking facilities was remembered eighty years after it was built as exceptional, "something few small rural schools had in the early years of the century."¹⁶

A "Correspondence" by "A Chapel Fossil" concerning the new school and the excellence of its administration appeared on the front page of *The Clarke Courier* in March 1910, and pointed out comparisons with other students, presumably white.

Correspondence

Manual Training School for Colored People at Millwood

For many years, under the old regime, W. A. Thomas, a unique, colored character from the Tidewater, presided over the Millwood school. The old house, an eyesore to the public, was rapidly going to the 'bad,' when Mr. Graham F. Blandy came to the rescue, and today the old house has been replaced by one of the most up-to-date buildings of the kind in this part of the State. But before we give your readers a brief recital of the work being done there, we must refer again to that familiar, central figure, 'Prof.' Thomas, ... was a staunch advocate of 'less book learning' and more manual training along lines tending to make the colored people efficient, useful citizens. The poor old fellow's dream has been realized, except that he has been swept aside by progress -- cruel progress --

United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Millwood Colored School
Clarke County, Virginia

Section 8 Page 12

and a younger and stronger principal has his place. Such is life. Thomas learned to read after he was grown, and deserves much credit for what he has accomplished....

Principal C. E. Cole and his assistant, Carrie Robinson, were trained for their work at Hampton Institute, and too much credit cannot be given them for having brought order, and system out of chaos. The drawing, carpentry and sewing departments are well equipped with tools and material of all kind, and marked improvemet [sic] is noticeble [sic] everywhere. A cooking department will be installed next session. Everything is kept in perfect order, and the work well done. After work hours carpentry tools are wiped off and put away, thimbles and scissors are collected and reported, paper removed from the floor, and the desks put in order. The discipline is good. The school is favorably located in the center of a wealthy neighborhood where capable help is in demand.

Not long since we visited a school, not a thousand miles from Clarke county, and to our surprise some of the big girls rushed into the room and landed into their desks as if fired from a gun. By and by an 'old boy' came dragging in and 'fell to pieces' in his seat with a thud, leading one to believe that he weighed a ton. When school closed for the day, books were pitched at the desks -- some 'stuck' and others fell to the floor -- waste paper was left strewn over the room, and the whole school was out in the open air in a 'pair of seconds, much to the relief of the teacher and visitor. Remember that these defects are traceable to the home. Some day, Mr. Editor, we may visit all the schools of our balliwick and 'write them up,' at the risk of losing what little popularity we may have.

A Chapel Fossil¹⁷

Problems of overcrowding and a threat to segregation spelled doom for the Millwood Colored School by the middle of the twentieth century. In September 1948, Governor William Munford Tuck assured the people of the state that integration would never reach Virginia. He stated, "Segregation

United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Millwood Colored School
Clarke County, Virginia

Section 8 Page 13

of the races will continue in the public schools of Virginia, regardless of outside or Federal influences." Black leaders had begun to agitate for equal facilities for black schoolchildren and in the face of this, Tuck foresaw problems if new schools were built for whites when black schools were overcrowded. "Certain persons posing as leaders of the negro race have shocked many people in Virginia by advocating and urging the violation of the Constitution of our Commonwealth on the part of public school officials. The white and negro races have lived in harmony and mutual respect in Virginia longer than in any other part of the western hemisphere. We recognize that problems exist in connection with educational facilities for both races in Virginia. Marked progress already has been made toward their solution. An expanded program of public buildings at this time would only serve to complicate and make worse an already bad situation. Building costs are higher than they have ever been in history. Labor and material are scarce...."¹⁸

Complaints of overcrowding continued, and in February 1949, the sixth grade of the Millwood Colored School was moved to the W.B. T. Williams Training School in Berryville. By March 1949, the School Board sought to issue bonds for \$180,000 that would complete a new elementary school in Berryville, and cover the cost of additions to the Boyce High School and the W.B.T. Williams Training School in Berryville. Justification for the bond proposal cited conditions at Millwood as being critical, and proposed sending students from that facility to Williams, with the expansion at Williams to handle anticipated overflow in the future.¹⁹ School Board Records of the period show that much of the concern for the condition of black schools in the county was voiced from the white citizens of the community.

At the March 10, 1950, School Board Meeting, a delegation of several prominent local citizens including Mrs. Alice Sommaripa (of Bellfield), Mrs. Kenneth Gilpin, Sr. (of Scaleby), Mr. and Mrs. Kenneth Gilpin, Jr. (of Kentmere), Mrs. Piehl, and Mr. Tom Byrd (of The Cliff), took the Board to task.

We represent a large group of white taxpayers, who believe, ...something has to be done about a colored school.... 18 percent of the total school population is colored. We maintain, therefore, that they should be allowed their just proportion of the Building Fund, especially as heretofore, two of their buildings were donated privately by Mr. Blandy and a part of their High School built by private subscription....what they need is a consolidated elementary school

United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Millwood Colored School
Clarke County, Virginia

Section 8 Page 14

for which there is ample room on their present 6 acres in Josephine City... You have built two white schools in the last 8 years and this time we think there is an emergency for a colored one....²⁰

Apparently the pressure applied to the School Board got results and in the spring of 1950 work began on the Johnson-Williams School addition. The last announcement of teachers at Millwood School was published in the August 30, 1951, issue of *The Clarke Courier*. That year, Miss Catherine Jones and Miss Louise Bannister taught in Millwood's two classrooms. By the second semester of the 1951-1952 school year, Millwood Colored School was closed and the students were bussed to the newly enlarged school in Berryville. For the first time in ninety years, black students were not educated at the school site in Millwood.²¹

The Clarke County School Board had purchased the Millwood Colored School from the Boyce School Board -- formerly known as the Chapel District School Board -- in 1922, for the token price of \$1.00. The now "surplus" structure was offered for public sale in 1952, its usefulness as a public education facility over. Several of the wealthier white citizens in the Millwood area pooled resources to purchase the building from the School Board in October 1952, for \$1,450. They then turned it over to the newly formed Millwood Good Will Association, a non-profit organization that had grown out of the Busy Bees and the Mother's Club of Shiloh Baptist Church in Millwood.²² This made it possible for members of the Millwood community to continue to benefit from the presence of the former school. When chartered in November of 1952, the trustees of the Association were Isabella Tyson Gilpin, Thomas B. Byrd and Tyree Dillard, Jr., many of the same people who had championed for the cause of improved conditions for black schools several years earlier.

Beginning in 1952, the building was used by the Association as a community center, but closed in 1982. It reopened in 1991, with plans to bring new life to the building. The Association's mission, "to foster, encourage and promote any and all cultural, charitable, educational, literary, civic, religious, and recreational activities... for the health or well being of the people of the Clarke County, Virginia area..." has expanded Millwood Colored School's outreach to not only the African-American citizens of Millwood and Clarke County, but to the rest of her citizenry as well.²³

Leila O. Boyer, Historian
Maral S. Kalbian

United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Millwood Colored School
Clarke County, Virginia

Section 8 Page 15

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1 Gray, Gertrude E. *Virginia Northern Neck Land Grants, Vol. I 1694-1742*. Baltimore, Md.: Genealogical Printing Company, Inc., 1987, C-77; O'Dell, Cecil. *Pioneers of Old Frederick County, Virginia*. Marceline, Mo.: Walsworth Publishing Company, 1995, p. 228; Hofstra, Warren. *A Separate Place. The Formation of Clarke County, Virginia*. White Post, VA: Clarke County Sesquicentennial Committee, 1986, p.11.

2 1836 Persons Chargeable With Tax in Clarke County, Virginia; 1850 List of Taxable Property in Clarke County, VA; Description of Burwell Family Papers, 1770-1965, Mss1B9585a in the *Guide to African-American Manuscripts in the Collection of the Virginia Historical Society*, compiled by F. Holly Hodges, Richmond: Virginia Historical Society, 1995, 28, no.98.

3 Foner, Eric. *A Short History of Reconstruction*. New York: Harper and Row, 1984, pp. 156-157.

4 Litawik, Leon F. *Been in the Storm So Long, The Aftermath of Slavery*. New York: Vintage Books, 1979, pp. 379, 477.

5 National Archives. *Records of the Assistant Commissioner for the State of Virginia, Bureau of Refugees, Freedmen, and Abandoned Lands*, 1865-1869 (Reel 1048- 44, frames 0697-0701).

6 Correspondence of Capt. Gilbert Chandler, 26 September, 1866; National Archives, *Records of the Superintendent of Education for the State of Virginia, Bureau of Refugees, Freedmen, and Abandoned Lands* 1865-1870 (Reel 1053-14, Frames 0174-0176).

7 *The Negro in Virginia*, Compiled by Workers of the Writers' Program of the Work Projects Administration in the State of Virginia. Winston-Salem, NC: John F. Blair, Publisher, 1994, p.297; Gold, Thomas D. *History of Clarke County Virginia*. Berryville, VA: Chesapeake Book Company, [1914], reprint 1962.

8 Link, William A. *A Hard Country and A Lonely Place: Schooling, Society, and Reform in Rural Virginia, 1870-1920*. Chapel Hill: University of North Carolina Press, 1986. pp. 3-10; *The Clarke Courier*, July 28, 1869.

9 National Archives, *Freedmen's Bureau Records*, Reel 1048-49, Frame 006.

10 *The Clarke Courier*, November 13, 1873.

11 Virginia School Reports for the years 1871, 1873, 1874, 1888, Archives and Handley Library, Winchester, VA.

12 *The Clarke Courier* 13 November, 1873; Clarke County Deed Book (hereinafter CCDB) R:361; CCDB S:74; Clarke County Will Book B:347,416.

13 *The Clarke Courier*, June 23, 1909; Kalbian, Maral. *Frederick County Virginia, History Through Architecture*. Winchester-Frederick County Historical Society, Rural Landmarks Publication Committee, Winchester, VA, 1999, p. 137.

**United States Department of the Interior
National Park Service**

**National Register of Historic Places
Continuation Sheet**

**Millwood Colored School
Clarke County, Virginia**

Section 8, 9 **Page** 16

14 Kalbian, Maral S. *Report of Historic Resources At Blandy Experimental Farm*. Clarke County Historic Preservation Commission, Virginia Department of Historic Resources, 1992, 11; *The Clarke Courier*, March 9, 1910; Interview by Maral S. Kalbian with William Mason. May 31, 2000.

15 Hampton University, in Hampton, Virginia was founded by General Samuel Chapman Armstrong, the commander of a regiment of Negro troops during the Civil War, and an agent of the Freedmen's Bureau. First known as the Hampton Normal and Agricultural Institute, it was supported by Freedmen's Bureau contributions, land grants, donations, and the efforts of the Hampton Institute Singers who alone raised \$20,000 between 1873 and 1874 while touring the US and Canada. Its best known graduate, Booker T. Washington, was a student during that period, and gave up his position as commandant of the Hampton Institute in 1883 to form a similar facility in Alabama, Tuskegee. When Miss Carrie Elizabeth Robinson of Frederick County, Virginia, enrolled at the Institute in October 1903, she would remain there until her graduation in 1909. Her first assignment upon the completion of her education was to serve as assistant to principal C.E. Cole at the Millwood School in Clarke County, Virginia. She remained at the Millwood until 1917, when she returned to Winchester and eventually married.

16 *The Clarke Courier*, February 25, 1998. Mr. Stanley Lawson's recollections of black schools in Clarke County were described in a series of Courier "Retrospect" articles from February 1998, until May of that year. The February 18th article discussed schools in White Post, and referred to 1949 School Board minutes that credited Blandy with building two black schools in the County. Recollections pertaining to the Millwood School were contained in the February 28, 1998 "Retrospect" article by Val Van Meter, and in the May 6, 1998 "Retrospect" article by Ann Vokes.

17 *The Clarke Courier*, March 9, 1910.

18 *The Clarke Courier*, September 16, 1948.

19 *The Clarke Courier*, October 21, 1948; March 24, 1949.

20 Clarke County School Board Minutes, March 10, 1950: p. 113.

21 *The Clarke Courier*, September 15, 1949, June 1, 1950, August 30, 1951, August 28, 1952.

22 Telephone interview by Maral S. Kalbian with Elizabeth Banks. June 6, 2000.

23 CCDB 42:549; CCDB 14:247; *The Clarke Courier*, May 6, 1998; Clarke County Charter Book 2:102-104.

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United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Millwood Colored School
Clarke County, Virginia

Section 9 Page 17

Clarke County Deed Books, Clarke County Courthouse, Berryville, Virginia.

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United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Millwood Colored School
Clarke County, Virginia

Section 9 Page 18

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United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Millwood Colored School
Clarke County, Virginia

Section 10 & Photos Page 19

SECTION 10: GEOGRAPHICAL DATA

VERBAL BOUNDARY DESCRIPTION:

The nominated boundaries include all the land currently associated with the Millwood Community Center as shown on Clarke County Tax Map 30A-A-8.

BOUNDARY JUSTIFICATION:

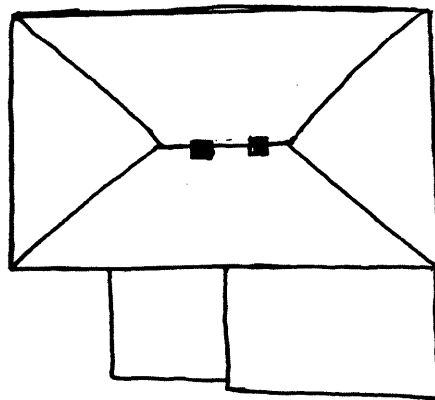
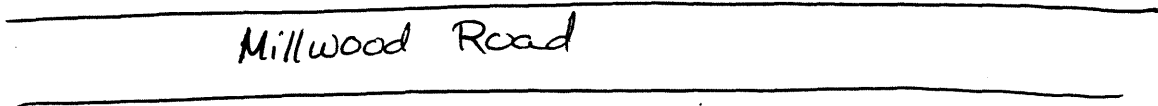
The nominated property includes the entire acreage historically associated with the Millwood Colored School tract.

**MILLWOOD COLORED SCHOOL
CLARKE COUNTY, VA**

Site map

Not to scale: June 2000

M. Kalbian



**MILLWOOD
COMMUNITY
CENTER
Clarke County
Virginia**

**UTM Reference
17/755800/4329020**

**Millwood Community
Center**



5'
4330
4329
4327
4326
2'30"
UPPERVILLE 8 MI.
MIDDLEBURG 16 MI.



BER
FREDE

4333

4332

520 000
FEET

4331

4330

4329

(ASHBY GAP)
5402 III SW

Millwood Colored
School
Clarke County, VA
UTM Reference:
17/755880/4329020

Millwood Colored School
DHR# 21-192-8