

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 National Register Bulletin, *How to Complete the National Register of Historic Places Registration Form*. 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.

## 1. Name of Property

Historic name: Chatsworth School  
Other names/site number: DHR #043-0544  
Name of related multiple property listing:  
N/A  
(Enter "N/A" if property is not part of a multiple property listing)


## 2. Location

Street & number: 1451 Chatsworth Rd  
City or town: Henrico State: VA County: Henrico  
Not For Publication:  N/A Vicinity:  N/A

## 3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act, as amended,  
I hereby certify that this X nomination     request for determination of eligibility meets  
the documentation standards for registering properties in the National Register of Historic  
Places and meets the procedural and professional requirements set forth in 36 CFR Part 60.  
In my opinion, the property X meets     does not meet the National Register Criteria. I  
recommend that this property be considered significant at the following  
level(s) of significance:

    national     statewide    X local  
Applicable National Register Criteria:  
   X A     B     C     D

	<u>4-19-2022</u>
Signature of certifying official/Title:	Date
<u>Virginia Department of Historic Resources</u>	
State or Federal agency/bureau or Tribal Government	

In my opinion, the property <u>   </u> meets <u>   </u> does not meet the National Register criteria.	
Signature of commenting official:	Date
Title :	State or Federal agency/bureau or Tribal Government

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#### 4. National Park Service Certification

I hereby certify that this property is:

- entered in the National Register
- determined eligible for the National Register
- determined not eligible for the National Register
- removed from the National Register
- other (explain:) \_\_\_\_\_

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Signature of the Keeper

Date of Action

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#### 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.)

- Building(s)
- District
- Site
- Structure
- Object

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**Number of Resources within Property**

(Do not include previously listed resources in the count)

Contributing	Noncontributing	
<u>2</u>	<u>0</u>	buildings
<u>0</u>	<u>0</u>	sites
<u>1</u>	<u>0</u>	structures
<u>0</u>	<u>0</u>	objects
<u>3</u>	<u>0</u>	Total

Number of contributing resources previously listed in the National Register N/A

**6. Function or Use**

**Historic Functions**

(Enter categories from instructions.)

EDUCATION: School

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Current Functions**

(Enter categories from instructions.)

RECREATION AND CULTURE: Museum

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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## 7. Description

### Architectural Classification

(Enter categories from instructions.)

LATE 19<sup>TH</sup> and EARLY 20<sup>TH</sup> CENTURY REVIVALS: Classical Revival

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**Materials:** (enter categories from instructions.)

Principal exterior materials of the property: WOOD: Weatherboard; METAL: Tin; BRICK; CONCRETE: Cinderblocks

### Narrative Description

(Describe the historic and current physical appearance and condition of the property. Describe contributing and noncontributing resources if applicable. Begin with a **summary paragraph** that briefly describes the general characteristics of the property, such as its location, type, style, method of construction, setting, size, and significant features. Indicate whether the property has historic integrity.)

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### Summary Paragraph

The Chatsworth School is located at 1451 Chatsworth Road in the Varina District of Henrico County, Virginia, within the Antioch community and occupies on a .80-acre tract of land. The building was constructed c. 1915. Built in a vernacular interpretation of Classical Revival architectural style, it is a frame, one-story school building with a gable front that shows cornice returns and a full-width, two-bay front porch accented with slender Doric columns. The porch is accessed by three steps on the front and side edges. The building and porch roofs feature standing-seam metal cladding. All of the double hung wood sash are four-over-four pattern. There are two entries on the northwest façade, each with a single-light transom. The north entry has a single-leaf door and the south entry has double doors, all with five horizontal panels on each door leaf. An interior brick chimney flue pierces the roof's north slope. The building is clad with weatherboard siding and has a painted brick foundation that shows a random bond pattern. Although some of the original interior and exterior architectural details have been altered, primarily through need of rehabilitation, Chatsworth School still maintains its historic physical integrity of design, materials, workmanship. Overall the property has excellent integrity of location, setting, feeling, and association. It reads as a prominent historic school building in a sweeping curve of Chatsworth Road. The property includes three contributing resources: the

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school, built in c. 1915; a frame storage shed, built c. 1950; and a well with a metal pump and wood casing; c. 1950 (or older). There are no non-contributing resources on the property.

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## Narrative Description

### School Building (contributing) - Detailed Exterior Description

The Chatsworth School is one of very few surviving one-room frame schools in Henrico County. Built c. 1915, the school dates to the founding era of the Rosenwald Foundation and, while it was not built according to one of the standard Tuskegee Institute plans, it is possible that Rosenwald funds were used to support construction carried out by a local architect or contractor.

The building is situated on a flat lot and the façade is oriented towards the northwest. The frame one-story building sits atop a one- to two-foot brick foundation where the ground inclines slightly from the front to rear. The building is rectangular in plan with a front and rear roof gable. Both gable ends have cornice returns and a projecting roof overhang, both of which are Classical Revival stylistic elements. Both gable end walls have generous horizontal wood-slat vents (ten slats in each vent). Both vents show a pointed arch top. The roof is clad in standing-seam tin roofing. The deep full-width, two bay porch has a hipped roof, also clad in standing-seam tin. The porch is supported by three slim Doric order columns. The columns sit on box plinths and have ornamental spacers at the junction with the porch roof. The porch structural system is left exposed on the underside with visible rafters and roof underlayment. The porch deck has been rebuilt with members that appear to be in-kind replacements. The porch steps extend on three sides and are four steps from ground to porch level.

There are subtle molding transitions on the side box cornices from wall to soffit, soffit to fascia, and fascia to roof (the modern gutter may hide some of this). The gable soffits and rake boards also exhibit subtle molding. The overall appearance of the front elevation is of a vernacular Classical Revival style with a distant reference to a Greek or Roman temple front featuring a pediment and columns.

The exterior walls are clad in weatherboard, most of which appears to be original to date of construction. During a 2018 rehabilitation project, some damaged boards were replaced. All of the school's corners are trimmed in corner boards. The northwest façade has four bays, with two four-over-four double hung sash windows at the center of the front wall and two entrances; one entrance is at the north end of the façade and one is at the south end. The north entrance features a single-leaf, door with five horizontal panels and the south entry has double-leaf, five horizontal panel doors. The north entry was most likely for the teacher and the south for students. Both entrances have single-light transoms.

The fenestration pattern is varied on all four sides on the building. All windows are of the same dimensions with four-over-four, double-hung, wood sash framed in simple flat trim. The northeast (side) wall has the most windows. A single unit is set at the north end of the wall, positioned to light the vestibule of the north entry's "teacher door." The rest of the northeast elevation has two sets of paired sash. This afforded good spring and summer sunlight into the

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classroom. The southeast (rear) wall has a centered group of three sash, while the southwest (side) elevation has one window placed at the north end of the wall to light the vestibule at the south "student" entrance.

The foundation features painted brick, most of which shows a common bond. A course of header bricks is on the three visible sides. This header row, about 5 to 6 bricks above ground level, was likely to provide wall stability. Access to the crawl space is through a flat board door towards the rear of the foundation wall on the northeast side.

The building was heated in its historic period by a stove. There is a simple brick chimney flue on the northeastern side of the roof. The brickwork shows a common bond pattern.

The building was rehabilitated in 2018, but few areas of original fabric were altered. Most of the work on the exterior involved repair and painting. The building had many broken glass panes so all of the windows were restored with new glass installed into the historic wood frames. The porch roof and columns were rebuilt along with the deck and steps. A new gutter system was installed. The lamps on the front wall were installed as was an electrical outlet. Electricity was later added to the building. Two small vertical vent pipes are on the back of the building, extending from the foundation to the roof area (possibly to vent off radon gas). A small HVAC unit is also at the rear of the school. The electrical service is installed at the southeast (rear) wall and conduit runs under the soffit on the southwest wall to an electric meter box, also on that wall, close to the front of the building.

### **School Building - Detailed Interior Description**

The interior plan of the Chatsworth School has changed very little since construction. It has a single classroom with access from the two entries on the northwest façade. In addition to the classroom space, there are four smaller rooms/spaces at the front consisting of a vestibule for each entrance and a cloak room and a storage/changing room placed side-by-side between the vestibules. Both of these latter rooms currently have signs on the flat door trim, above the doors, designating their historic use. The "Storage/Changing Room" has an operational sink that was installed after the historic period.

All interiors walls have a wainscot lower wall covering and sheetrock upper walls. The original plaster, which had sustained damage over the years when the building was not used, was replaced in 2018 with sheetrock. The wainscoting extends into all of the smaller spaces at the front of the building. The wainscot is comprised of a simple baseboard, thin vertical beaded wood strips, and a molded cap. The trim around all doors and window openings consists of simple flat boards with rounded edges. The single-, double- and triple-sash window openings have projecting sill trim set on an apron with a bottom bead.

In addition to the three five-horizontal-panel exterior doors, there are four of the same type on the interior: double-leaf doors at the south vestibule and single-leaf doors at the storage room, cloak room, and north vestibule. The vestibules are generous in dimension and could have served as closed-off small meeting spaces as needed. The vestibules and storage areas afforded privacy

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and extra insulation from weather, especially in the colder months of the school year. The interior and exterior door hardware appears to be all from the historic period.

The pattern of window openings correlates closely with the interior use of the space. The two openings that are set near the northeast and southwest corners of the side walls provide generous light into the large vestibules. The two sets of paired sash on the northeast wall provide good light into the classroom as does the triple-sash unit on the southeast (rear) wall. The solid span of wall on the southwest elevation has large blackboards taking up a long run of the interior wall.

There are two large original green blackboards on the southwest wall. The two large boards attach to the wall with a molded wide trim board and one vertical trim piece over a center seam. Two smaller green-toned black boards are on the northeast wall. One board is in-between the double unit windows and the other board is near the back southeast corner of the room.

The four light fixtures were installed during the recent rehabilitation and were chosen because they recall a historic style of lighting. The lights are ceiling mounted on dark metal bases with rounded glass globe covers.

The floors are from the historic period. The flooring in all spaces of the school is comprised of tightly fitted tongue-and-groove hardwood. The flooring has been stained dark and has several coats of polyurethane finish.

The brick chimney flue is at the northwest front corner of the classroom space and is positioned tightly into the corner. One side of the flue is visible in the vestibule and this is further evidence that the vestibules may have functioned as useable room spaces. A period stove and metal pipe have been installed.

There are few modern intrusions on the interior. A split wall HVAC system has been installed on an upper wall area. Modern electrical outlets and switch plates also have been installed.

A small square attic access door (hatch) is in the ceiling at the front northwest of the space (just in front of the storage and cloakroom wall). It is trimmed in simple strip boards.

The classroom has been outfitted with historic desks from the early period of operation. The desks have metal frame and solid wood construction.

### **Secondary Resources (contributing building and contributing structure)**

There are two other contributing resources along the northeast edge of the school property: a frame storage building (contributing building) and a well with metal pump head (contributing structure). Both date to circa 1950, but may be older.

The frame storage shed has a standing seam metal clad roof. The walls are vertical board and batten. The rafter tails extend at the roof-wall line on the front and rear of the building. The front

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elevation (facing the school, towards the southwest) features two board and batten doors set on simple metal hinges. The shed is a contributing building because it dates to the property's period of significance and was used to store assorted maintenance materials and equipment.

The well is just northeast of the school and is close to the shed. The large metal pump head has a pump handle and is set onto a box stand comprised of thick vertical boards, capped with thick boards. There is visible concrete at grade, below the well structure. The well is a contributing structure as it dates to the property's period of significance and provided drinking water for students and teachers.

The historic period privy was located about 50 feet to the rear (southeast) of the school building (see Figure 1). It was removed at an unknown date but the area otherwise is undisturbed.

### **Chatsworth School Survey and Appraisal in 1934**

A good historic description of the Chatsworth School was provided by Richmond architect Edward F. Sinnott (1890-1974). Sinnott had just opened his private business at 112 Carey Street in Richmond in 1934. He completed a "Buildings Survey and Appraisal" form for Henrico County. During the Great Depression, Sinnott likely supplemented his design work by conducting survey and appraisal work such as this. The year of the appraisal appears to be 1934. The school was noted as being in the Chatsworth School District, "Building 10." Sinnott measured the rectangular dimensions of the school at 37 feet long by 25 feet wide. He estimated the average height at the roof ridge to be 20 feet. The porch projected another 6 feet from the façade and it was also 25 feet wide. The dimensions are still the same in 2022. Sinnott estimated the building and replacement value at \$1850 and the contents for \$119.50. Sinnott thought the school had been built in "about 1924." The contents are listed as "26 (old) desks," "1 teachers desk and ch.," "2-Tables," "1-portable bookshelf," and "1-jacketed stove." Sinnott's sketch of the floor plan is inaccurate. He shows only the northern vestibule and labels two other spaces at the front of the building as "closets." The school was depicted with two entrances with large closet spaces in-between the vestibules.

### **Henrico County Rural Schools**

The Chatsworth School is Henrico County's most intact one-room school building. In the class of small rural schools, countywide, there are a small number of historic frame schools left. Many have been remodeled and no longer feature intact classroom spaces. Henrico County owns two restored schools; Deep Run and Springfield.

Deep Run School was built in 1902 and later moved in 1996. It is a small two room school built for white students and operated up to 1911. Restored after the move, it remains in ownership of the County. Also owned by Henrico County, the Springfield School was built during the 1920s. This two-room school was under supervision of Virginia Randolph. Moved in 2011, the building has been restored by the County.



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In architectural historian Jeffrey O'Dell's survey work during the 1970s, he noted the survival of two 1870s schools in the rural eastern area of Henrico County; a school on Longbridge Road, frame, built from salvaged parts of a building at Glendale, and the Mechanicsville School, a brick building that sat near the Fairfield Presbyterian Church. The current status of these two buildings is not known. These two buildings were likely originally built as one classroom buildings.

The Osborne School, also in the eastern area of the County, dates to the 1920s. It is a frame building and was likely a one classroom facility. It was remodeled into a residence likely well before the 1960s and no longer shows its original design (though it may be in restorable condition).

The Coal Pit School on Francistown Road in the Glen Allen/Springfield area is somewhat similar in dimensions to the Chatsworth School. It was named after the nearby Springfield Coal Pits. Virginia Randolph supervised the school, built about 1905. A marker placed by Henrico County notes "that there were forty-six students by 1913. The school also served as a meeting hall for the Mt. Vernon Baptist Church up until 1918. In 1955, the pupils moved to the larger Vandervall School (now Pemberton Elementary). The County of Henrico purchased the property, and in 1976 Our Lady of Lourdes Catholic Church established a pre-school program here for low-income families. Currently, the building is still functioning as a preschool facility and later additions on the rear make it a larger building.

Not far from the Chatsworth School, the St. James School on St. James Road in Varina appears to date from the 1900 to 1915 era. The school is associated with the nearby St. James Church, located on New Market Road. This two-room frame school shows turned porch posts and interior trim, milled boards with molding profiles, and bullseye blocks that date the building closer to 1910. The building was remodeled for use as Masonic lodge in the second half of the twentieth century, but it is still recognizable as a school building.

Officially, according to the Rosenwald Foundation records now at Fisk University, Henrico County had four Rosenwald-funded schools: Fair Oaks School, a three-teacher type school built in 1925-1926; Gravel Hill School, a four-teacher type school built in 1930-1931; Quioccasin School, a three-teacher type school built in 1922-1923 and the Virginia Randolph School, a ten-teacher type built in 1929-1930. Of these four, only the Gravel Hill and Virginia Randolph schools survive. Both of these are substantial brick buildings, built near the end of the Rosenwald Foundation era. The Randolph School was likely designed by an architect and it is similar to some of the non-standard plan schools found in other states.

The Rosenwald Schools Building Program started in 1912. Chatsworth School was built c. 1915 just after some of the standard Tuskegee architectural plans were distributed. It is not unusual for some of the Rosenwald Schools to show nonstandard plans. The fact that Chatsworth School is not recorded in the Fisk University records may indicate that the Rosenwald fund were used for school supplies and furniture. More research, newly discovered official documents, and updates

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to the Fisk University records may reveal how Rosenwald funding may have related to the Chatsworth School.

**Integrity**

Chatsworth School retains excellent integrity of location and setting as it remains at its original site in the rural community of Antioch. Chatsworth Road is lined with just a few residences on large lots. The nearest resource of substantial size is the Antioch Baptist Church, which stands south of the former school along New Market Road. Suburban sprawl from the north has not yet encroached on the rural area, where large open spaces and groves of trees are still present. The two buildings and structure that comprise the contributing resources retain integrity of design, workmanship, and materials. The school is exceptional for its state of preservation with no notable exterior alterations based on historic photos (see Figures 1-2). The interior likewise retains its integrity with unobtrusive additions of modern electrical and heating and air conditioning systems that do not impose on the building's historic character. Chatsworth School has excellent integrity of feeling and association as a rural one-room school with a documented use as a segregated school for African American students during the Jim Crow era of segregation.

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## 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.)

- 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 old or achieving significance within the past 50 years

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**Areas of Significance**

(Enter categories from instructions.)

EDUCATION  
ARCHITECTURE  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Period of Significance**

c. 1915-1955  
\_\_\_\_\_  
\_\_\_\_\_

**Significant Dates**

N/A  
\_\_\_\_\_  
\_\_\_\_\_

**Significant Person**

(Complete only if Criterion B is marked above.)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Cultural Affiliation**

N/A  
\_\_\_\_\_  
\_\_\_\_\_

**Architect/Builder**

Unknown  
\_\_\_\_\_  
\_\_\_\_\_

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**Statement of Significance Summary Paragraph** (Provide a summary paragraph that includes level of significance, applicable criteria, justification for the period of significance, and any applicable criteria considerations.)

The Chatsworth School is a one-room schoolhouse located in the African American community of Antioch in the Varina District of Henrico County. Built in about 1915, the school provided education to African American children in grades 1 through 4 during the period of public school segregation in Virginia. Julius Rosenwald, the president of Sears, Roebuck and Company, contributed a matching grant for the schoolhouse's construction prior to establishing the Rosenwald Fund in 1917. From 1908 to 1949, the nationally significant, visionary educator Virginia E. Randolph supervised industrial education at approximately 20 schools for black children in Henrico County, including Chatsworth.<sup>1</sup> The curriculum at Chatsworth consisted of a variety of subjects, from bookwork and banking to handicrafts and woodworking. The student population came from neighborhoods in St. Paul, Burning Tree Road, and Drinkard Town (located on Messer Road). The school also served the community as an immunization and health clinic throughout its years in operation. Chatsworth School closed in 1955 as a result of rural school consolidation efforts in Henrico County to replace one- and two-room schoolhouses with larger buildings that accommodated more students. The Chatsworth School is nominated at the local level of significance under Criterion A in the areas of Education and Ethnic Heritage: African American. The school is locally significant for its association with African American history and culture in the Varina District of Henrico County. It also contributes to the history of educational development in the United States as a school built for black children during the era of racial segregation in Virginia. The Chatsworth School additionally is locally significant under Criterion C in the area of Architecture. The school was among a small group of early twentieth century educational facilities that survive in the County. Henrico County owns the Deep Run and Springfield schools and both have been restored. In both of those cases, the schools have been moved. The Antioch Baptist Church rehabilitated the Chatsworth School building into museum-quality condition in 2018. Chatsworth today is the best example of a one-room, one-teacher African American public school built during the Jim Crow era in Henrico County. As a property owned by a religious institution, Chatsworth School meets Criteria Consideration A because its significance is due to its historic use as a public school for African American students during the Jim Crow era of segregation and for its architectural design. The property's period of significance 1915-1955, encompasses its use as a public school.

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**Narrative Statement of Significance** (Provide at least **one** paragraph for each area of significance.)

**Criterion A, Education and Ethnic Heritage: African American**

**The Establishment of Public Education in Virginia**

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<sup>1</sup> The Virginia Randolph Cottage in Henrico County was designated a National Historic Landmark (NHL) on December 2, 1974. The NHL nomination explains how Randolph became the first Jeanes Supervising Industrial Worker and was the model for a type of teacher supervision that spread through the American South as well as parts of Asia, Africa, and Latin America.

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Educational opportunities for Virginia's African Americans were extremely limited prior to the start of the Civil War (1861-1865). Most Virginians in the colonial period viewed education as a luxury reserved only for the wealthy. White families with the means to educate their children paid for private instruction at home or abroad. In the decades after the Revolutionary War (1775-1783), Quakers and Methodists, two religious groups with antislavery sentiment, were actively involved in the education of free persons of color. The Quakers and Methodists offered religious instruction along with lessons in basic reading, writing, and arithmetic. In rare instances, free black children attended private or boarding schools in the North.<sup>2</sup> In 1810, the Virginia General Assembly passed a bill establishing the Literary Fund, which authorized counties and cities to use monies collected by the state from criminal fines, penalties, and unclaimed or escheated property to build schools for the children of poor white families; school attendance, however, generally was not mandatory. The few public schools that existed were prohibited from teaching enslaved African Americans how to read and write. The events of the Haitian Revolution (1791-1804) and Gabriel Prosser's attempt in 1800 to initiate a revolt in Richmond led to the passage of legislation in 1804 and 1805 that outlawed nighttime meetings of enslaved persons<sup>3</sup> and prohibited the education of free or enslaved African Americans.<sup>4</sup> Nat Turner's 1831 Rebellion in Southampton County terrified white Virginians who feared more widespread uprisings might occur. The General Assembly enacted more stringent laws against educating African Americans to maintain white supremacy as well as limitations on the movement and assembly of free persons of color. However, enslaved and free Blacks in Virginia continued to pursue education in secret, particularly in cities such as Alexandria and Hampton. Many were determined to pass on what literacy they had despite the challenges.<sup>5</sup>

At the end of the Civil War, the U.S. Congress established the Bureau of Refugees, Freedmen, and Abandoned Lands—commonly known as the Freedmen's Bureau—in March 1865. The Bureau's most important legacy was its contribution to education for African Americans. Before it ceased operations around 1870, the Bureau encouraged black communities to purchase land for which to build schools and provided construction materials and transportation for teachers of black students. From 1865-1869, the Bureau spent more than \$200,000 on Virginia schools, which enrolled nearly 33,000 students.<sup>6</sup> Funding from Northern philanthropists supplemented the Bureau's contributions to newly built schools.

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<sup>2</sup> National Register of Historic Places Registration Form for Pine Grove Elementary School, Section 8, 10; Linda Bigger Brown, "Schooling for Blacks in Henrico County, Virginia: 1870-1933 With an Emphasis on the Contributions of Miss Virginia Estelle Randolph" (PhD. diss., Virginia Polytechnic Institute and State University, 1990), 49.

<sup>3</sup> "An Act Further Declaring What Shall Be Deemed Unlawful Meetings of Slaves (January 24, 1804)," Encyclopedia Virginia, accessed October 23, 2021, <https://encyclopediavirginia.org/entries/an-act-further-declaring-what-shall-be-deemed-unlawful-meetings-of-slaves-january-24-1804/>.

<sup>4</sup> Bigger Brown, "Schooling for Blacks in Henrico County, Virginia: 1870-1933," 48.

<sup>5</sup> "Freedmen's Education in Virginia, 1861-1870," Encyclopedia Virginia, accessed October 23, 2021, <https://encyclopediavirginia.org/entries/freedmens-education-in-virginia-1861-1870/>.

<sup>6</sup> "Establishment of the Public School System in Virginia," Encyclopedia Virginia, accessed October 24, 2021, <https://encyclopediavirginia.org/entries/public-school-system-in-virginia-establishment-of-the/>.

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As part of its readmission to the United States, Virginia was obligated to ratify a constitution that attempted to enshrine myriad protections for newly emancipated African Americans in state law. Ratified in 1869, the new constitution included a requirement that the Commonwealth establish its first statewide, albeit segregated, public school system. Two dozen African Americans, some formerly enslaved, served in the convention that approved the new constitution. William Henry Ruffner was elected as the first superintendent of public instruction in Virginia. He soon drafted a bill to form a state board of education, which would appoint all county superintendents and determine the standards and responsibilities of teachers, superintendents, and school trustees. Nicknamed the “Horace Mann of Virginia,” Ruffner believed educating the poor was better for society as a whole, and fiercely defended public schools during his 12-year tenure against opponents who saw state-subsidized education as an unfair and expensive taxation on the public. By 1871, Virginia had built more than 28,000 schools, of which more than 700 were for African Americans.<sup>7</sup> The state raised taxes on income and property by about 20 percent to support the new school system. The total expenditure for public schools, including contributions from foundations such as the Peabody Education Fund, reached more than \$580,000 in the first year of operations. However, according to Ruffner, this was still about \$175,000 short of the desired amount.

African Americans and working-class Whites became the strongest supporters of public education in Virginia. The two groups formed the Readjuster Party in 1879 to advocate for reducing the state’s antebellum debt, an action that would allow for more funding to go toward supporting public schools. The Readjusters took control of the state government in 1881 and increased appropriations for education. Unfortunately, victory was short-lived as local county officials still held most of the power to manage public schools, especially in rural districts. The Reconstruction Era ended with the landmark case of *Plessy v. Ferguson* in which the U.S. Supreme Court ruled in favor of the “separate but equal” doctrine, thus enshrining it in American law nationwide. In Virginia, a new constitution was established in 1902 that stripped African Americans of many of their hard-won civil rights and established racial segregation in all aspects of life, from public schools to restaurants and hotels, public transportation and even access to public buildings such as libraries and courthouses. Literacy tests and poll taxes disenfranchised African Americans as well as poor whites.

During the Jim Crow era of segregation, education for Black children in Virginia was separate and far from equal to that of white children. The most egregious among major disparities included lower pay for African American teachers; shorter annual school terms for black students; and far fewer good-quality, well-equipped educational facilities with modern curricula. To address these inequalities, African Americans in Virginia and throughout the South engaged in a number of grassroots efforts to improve their schools and secure more educational opportunities for their children.<sup>8</sup> Black Virginians raised money from their own communities to

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<sup>7</sup> Ibid.

<sup>8</sup> Daugherty and Miller analyze how the efforts of the African American community in Goochland County increased educational access and opportunities for their children. The authors also compared this activism to the advocacy of other communities in the Commonwealth and throughout the South. Brian J. Daugherty and Alyce

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build schools; provided transportation for their teachers and students; appeared in court to demand more aid for their schools; and actively sought funding and support from Northern philanthropy, including, to name a few, the Julius Rosenwald Foundation, the John F. Slater Fund, the General Education Board, and the Anna T. Jeanes Fund. For white children, meanwhile, the lion's share of taxpayer dollars were devoted to building and maintaining their schools, paying salaries of white teachers and principals, modernizing curricula, and providing transportation.

In 1954, the U.S. Supreme Court finally ruled that "separate educational facilities are inherently unequal" in the landmark case of *Brown v. Board of Education of Topeka, Kansas*. White elected officials in Virginia who opposed the integration of public schools led a movement known as Massive Resistance beginning in 1956. They worked to pass laws preventing Black children from attending the same schools as white children. The 1964 Civil Rights Act and the *Green v. New Kent County, Va.*, Supreme Court case of 1968 finally terminated efforts to resist desegregation, and Virginia's public schools fully integrated during the late 1960s to early 1970s.

### **Industrial Education and the Work of Virginia E. Randolph**

The height of the Southern education movement began during the first decades of the 20th century.<sup>9</sup> Northern philanthropists, such as John D. Rockefeller, Robert C. Ogden, William H. Baldwin, Jr., and others, worked closely with educators at Virginia's Hampton Institute, the Tuskegee Institute, and Southern education reformers to develop new schools emphasizing industrial education for African Americans. Two organizations established at the turn of the century, the Southern Education Board (1901) and the General Education Board (1902), were instrumental in the sponsorship and expansion of industrial education in black schools. For many African Americans in the segregated South, attending specialized schools for vocational training and the industrial arts was the only way to obtain an education beyond the elementary level. Very few options existed in Virginia for African Americans to access educational opportunities in the liberal arts. Instead, Black male students were steered into the agricultural and industrial arts and Black female students into domestic arts and homemaking. Despite the limited opportunities available to them, Black teachers, leaders, parents, and students consistently found ways to uplift their communities through the pursuit of educational advancement.

In 1905, Virginians organized around rural schools to call for improvements to the education system in a movement known as the May Campaign. These educational reformers sought changes at the local level, from longer school terms and better training for teachers to instruction beyond the elementary level. Hollis B. Frissell, president of Hampton Institute at the time, was

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Miller, "A New Era in Building," *The Virginia Magazine of History and Biography* 128, no. 1 (2020): 44-85, <https://www.jstor.org/stable/26878495>.

<sup>9</sup> Historian James D. Anderson referred to the first two decades of the 20th century as an "educational awakening" in the American South. ("Northern Foundations and the Shaping of Southern Black Rural Education, 1902-1935," *History of Education Quarterly* 18, no. 4, Winter 1978: 371). Educator Archie G. Richardson called the years between 1906 and 1936 a period of development and accomplishment spurred by an "educational renaissance" resulting from the May Campaign of 1905. (*The Development of Negro Education in Virginia: 1831-1970*, 9).



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an active supporter of the movement. In 1907, Frissell and President of Tuskegee Institute Booker T. Washington received \$1 million from Anna T. Jeanes, a Quaker philanthropist from Philadelphia, to establish the Negro Rural School Fund, later called the Jeanes Fund. Regarding her support for Black schools in the South, Jeanes was quoted saying, "Others have given to the large schools; if I could, I should like to help the little country schools."<sup>10</sup> Seventeen influential educators, businessmen, and philanthropists sat on the racially integrated Board of the Jeanes Fund, which held its first meeting in February 1908. Board members included Frissell, Andrew Carnegie, Robert R. Moton (a Virginian), and future U.S. president William H. Taft. The Board appointed Washington as chairman of the executive committee and James H. Dillard as president and director of the fund. When Board members began working on a plan for how to best utilize the Jeanes Fund, Jackson Davis, superintendent of schools in Henrico County, applied to the fund for assistance in hiring a countywide supervising industrial teacher. He recommended Virginia E. Randolph, a young Black teacher at the Mountain Road School,<sup>11</sup> for the position in Henrico. The Board agreed to Davis's request and, in October 1908, Randolph became the first Jeanes Supervising Industrial Teacher.

Virginia Estelle Randolph was born in Richmond, Virginia, to formerly enslaved African Americans Nelson Edward Randolph, a bricklayer, and Sarah Carter Randolph, a domestic worker. While her birth date has been mistakenly reported in a number of sources as June 8, 1874, the Bureau of Vital Statistics for the City of Richmond and her father's 1871 Freedmen's Bureau application reveal she was actually born in May 1870. Randolph began her education at the Baker School, the first public school built for black students in Richmond. At home, she and her three sisters learned to sew, crochet, cook, and clean from their mother. After Randolph's father died in 1874, her mother remarried twice and, in 1890, the family settled in a home near their family church, Moore Street Missionary Baptist. The Moore Street Industrial School, located on the grounds of the church, offered training in the domestic and manual arts as well as academic courses for black children. Exposure to this school and her mother's lessons in handicrafts inspired Randolph's teaching philosophy, which was later exemplified by her efforts to educate the mind, hands, and spirit.<sup>12</sup>

Randolph attended Richmond Colored Normal School but left just before graduation. She began her teaching career in Goochland County around 1890 and, in 1892,<sup>13</sup> was appointed to teach at the one-room Mountain Road School in Henrico County. As was typical of many small rural schoolhouses for black children in Virginia and throughout the South, the Mountain Road School was in a state of disrepair. Randolph immediately set out to beautify the school and its surroundings. With her own small salary she paid to have gravel transported to the school grounds. With help from her students and their parents and neighbors, she laid soil for seeding

<sup>10</sup> James H. Dillard, "Fourteen Years of the Jeanes Fund," *The South Atlantic Quarterly* 22, no. 3 (1923): 193.

<sup>11</sup> The Virginia Randolph Cottage at the former Mountain Road School is a National Historic Landmark due to its association with Randolph.

<sup>12</sup> "Virginia Estelle Randolph (1870-1958)," Encyclopedia Virginia, accessed November 4, 2021, <https://encyclopediavirginia.org/entries/randolph-virginia-estelle-1870-1958/>.

<sup>13</sup> Elvatrice Parker Belsches, "Virginia Estelle Randolph," in *African American National Biography*, Supplement 2008-2012, Volume 2, ed. Henry Louis Gates Jr. and Evelyn Brooks Higginbotham (New York: Oxford University Press, 2013), 211.

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grass, planted trees and flowers, and cleaned and whitewashed the school building. In addition to academics, Randolph taught sewing, cooking, gardening, and woodworking at the school. Teaching was difficult at times. Many parents objected to their children being taught the manual arts instead of traditional coursework. White supremacists viewed liberal arts education for Black children with great hostility, but tolerated education in the manual arts. The pragmatic Randolph faced these issues with tact and professionalism and won over many of her detractors in the end. She organized parents and local supporters into Willing Workers Clubs and patron improvement leagues, fundraised for projects, and displayed her students' work for communities in county exhibitions. A deeply religious woman, Randolph also organized a Sunday School at Mountain Road with the help of her pastor and Virginia Union University students and faculty in Richmond. Supporters donated Bibles and an organ for the Sunday school, which lasted five years.

Randolph earned accolades from both Black and white communities for her work at the Mountain Road School. Her focus on industrial education and her collaborative efforts with students, parents, and the community caught the attention of Superintendent of Henrico County Schools Jackson Davis, who then hired her through the Jeanes Fund to work with him as the supervising industrial teacher in 1908. In her new role, Randolph would split her time each week between teaching at the Mountain Road School and visiting the county's other approximately 20 schools for Black children to help teachers implement industrial education programs. She held instructional demonstrations and encouraged community mobilization during her visits. After completing her first school session as a Jeanes teacher, Randolph submitted a report to Davis detailing the industrial activities and improvements at each Black school in the county. The Jeanes Fund Board printed a thousand copies of the report and distributed them to county superintendents throughout the South. Randolph's report, which became known as the Henrico Plan, served as a blueprint for Jeanes teachers in the South, as well as in African countries with industrial schools. Randolph also advocated for public healthcare improvement in the communities of the schools that she supervised, and eventually helped secure a Black visiting nurse for Henrico County as even healthcare was racially segregated during the Jim Crow era.<sup>14</sup>

In 1915, the Virginia E. Randolph Training School was erected on the grounds of the old Mountain Road School to recognize Randolph and her achievements in education reform. Randolph received the William E. Harmon Award for her contributions to the field of education in 1926 and was awarded a certificate of meritorious service from Virginia State College (now Virginia State University) in 1938. To highlight Randolph's work with rural schools, Jeanes teachers throughout the South created the Virginia Randolph Fund in 1937, which later merged with the John F. Slater, Peabody Education, and Negro Rural School Funds to form the Southern Education Foundation, a nonprofit organization that supports quality and equitable education for all students in the South. In 1949, Randolph retired as Jeanes Supervisor of Black schools in Henrico County. She died in Richmond on March 16, 1958. Ms. Virginia Randolph was a community mobilizer, educator, internationally re-known innovator of teaching methods of African Americans in Henrico County and Virginia. She was a pioneer and without her

<sup>14</sup> "Virginia Estelle Randolph (1870-1958)," Encyclopedia Virginia, <https://encyclopediavirginia.org/entries/randolph-virginia-estelle-1870-1958/>.

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educational strategies, education in Henrico County for African Americans would not have evolved in the 20<sup>th</sup> century. She was laid to rest in front of the 1937 Home Economics Cottage at the Mountain Road School (now the Virginia Randolph Museum) and her grave and the Cottage are on the Virginia Landmarks Register (1975), National Register of Historic Places (1974), and was listed as a National Historic Landmark (1974).

### The Chatsworth School

Built in about 1915, the Chatsworth School is located in Antioch, a historically African American community in the Varina District of Henrico County. Settled by Europeans and African Americans in the early 17th century, Varina lies southeast of Richmond along the James River and is the largest out of Henrico County's five magisterial districts. It served as the first county seat and the location of Henrico's first courthouse. English planter John Rolfe arrived in Virginia in 1610 and built a tobacco farm on the James River about 43 miles upstream from Jamestown. Rolfe named his plantation Varina after the Spanish *Verinas*, a variety of tobacco that was similar to the kind he cultivated at the farm.<sup>15</sup> The Varina District takes its name from Rolfe's plantation. Several prominent Virginia families made their homes in the district during colonial times. Nathaniel Bacon, the colonist who led the 1676 rebellion against the royal governor before the Revolutionary War, owned Curles Neck Farm. James Blair, founder of the College of William and Mary, and Reverend William Stith, the college's third president, both occupied Rolfe's plantation before the Randolph family of Turkey Island acquired it in the early 18th century.<sup>16</sup> African Americans in Henrico County have deep roots in the Varina District and developed the agrarian communities of Antioch, Saint Paul, Saint James, and Gravel Hill after the end of the Civil War.

The Antioch community was founded on the easternmost section of Peter Randolph's mid-18th-century plantation, Chatsworth.<sup>17</sup> The land between Osborne Turnpike and New Market Road (Route 5) was platted with streets and individual lots. Antioch began as a small collection of houses and buildings erected across New Market Road from Capitol View (an early planned subdivision). Residents found employment at neighboring farms and in surrounding suburbs. Save for a handful of 21st-century factories nearby, the setting of Antioch is predominantly rural. Single-family vernacular- and ranch-style houses of the early- to mid-20th century punctuate a landscape of farm fields of varying sizes. In 1908, the community organized the Chatsworth School<sup>18</sup> in a one-room log house, or "hall," owned by the Grand United Order of Rising Sons and Daughters of the Star of Bethlehem, No. 6, the local chapter<sup>19</sup> of a fraternal order founded in

<sup>15</sup> "Varina District," Henrico County Historical Society, accessed November 27, 2021, <http://www.henricohistoricalsociety.org/varina.html>.

<sup>16</sup> National Register of Historic Places Registration Form for Varina Plantation, Section 8, 5.

<sup>17</sup> "Chatsworth Plantation," Colonial Virginia Portraits, accessed November 27, 2021, <https://colonialvirginiaportraits.org/location/chatsworth-plantation/>.

<sup>18</sup> Virginia Randolph refers to the school in the Antioch Community as the Chatsworth School in her Second Annual Report of 1909-1910.

<sup>19</sup> The Grand United Order of Rising Sons and Daughters of the Star of Bethlehem, No. 6, was organized on October 25, 1903, in Varina Grove in Henrico County. Virginia Bailey was serving as the chapter's president when the Antioch Sunday School began in 1908. "A New Star Appears," *Richmond Planet*, November 7, 1903, 1.

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Richmond in 1897. Built ca. 1800, the hall stood about 500 feet north of New Market Road and also served as a church for itinerant preachers, a mortuary, and a meeting place for the St. Luke Lodge Shepherd Society.<sup>20</sup> In November 1915, for a sum of \$100, the fraternal chapter deeded one acre of land to the Varina District School Board of Henrico County for the purpose of building a schoolhouse to educate the community's children.<sup>21</sup>

In 1912, President of Sears, Roebuck and Company Julius Rosenwald created a rural school building program with Booker T. Washington, the head of Tuskegee Institute, to build schools for Black children in rural Alabama. The program eventually expanded to include all other parts of the American South and Rosenwald established his eponymous foundation in 1917. Between 1913-1937, the Julius Rosenwald Fund contributed to the construction of more than 5,000 educational facilities in 15 southern states. In Virginia alone, the Rosenwald Fund contributed to the building of more than 366 schoolhouses.<sup>22</sup> The Chatsworth School was built in c. 1915 under the direction of Virginia E. Randolph, the Jeanes supervising industrial teacher of Henrico County from 1908-1949. Local historians cite that the school was built with a grant from the Rosenwald Fund<sup>23</sup> matched with contributions from the Antioch community. Randolph and other Jeanes teachers were key to helping communities across Virginia and the rest of the South secure grants from philanthropic sources such as the Rosenwald Fund to develop and improve educational facilities. An article in the Richmond Virginian notes that the Chatsworth School received \$806 in state grants/loan funds in 1916. It is possible that this supplemented earlier construction funds or this was the actual fund for the complete construction of the school.<sup>24</sup> In any case, this article places the construction to at least 1916 (or slightly later).

Chatsworth is a simple one-room schoolhouse. If Rosenwald funds were used in its construction, it is one of a group of schools in Virginia using the fund that had nonstandard plans not based on those designed by Tuskegee Institute architects for the Rosenwald school building program. Rosenwald school plans generally were designed with Craftsman stylistic elements, while Chatsworth features a Classical Revival style, a design that could have been encouraged by the community. The frame building is one story with a gable front primary elevation. A wood porch with three Doric columns projects from the primary elevation, all elevated by three steps, and extends across the front of the four-bay building. Large four-over-four double-hung sash windows on all sides of the building provide natural lighting and warmth from the sun. Capped by a standing-seam metal roof, the schoolhouse has white weatherboard siding and a brick

<sup>20</sup> Bigger Brown, "Schooling for Blacks in Henrico County, Virginia: 1870-1933," 98-99.

<sup>21</sup> In 1915 the fraternal order conveyed one acre on the western side of a two-acre tract, known as "Lot No. 6 in Crane's Plan," to the School Board of Varina District No. 4. The purchase was approved and finalized in the spring of 1916.

<sup>22</sup> "012-5041 Rosenwald Schools in Virginia MPD," Virginia Department of Historic Resources, accessed December 2, 2021, <https://www.dhr.virginia.gov/historic-registers/012-5041/>.

<sup>23</sup> Construction funding for the Chatsworth schoolhouse likely came from Julius Rosenwald and Booker T. Washington's rural school building program, established in 1912 (See "Rosenwald Schools," Encyclopedia Virginia, <https://encyclopediavirginia.org/entries/rosenwald-schools/>.) The Chatsworth School is a "Rosenwald School" in the sense that it received a grant from this program, a precursor to the 1917 Rosenwald Fund. However, the school stands on approximately one acre of land as opposed to the two-acre minimum required of Rosenwald Schools.

<sup>24</sup> "State School Board Grants \$37,000 in Loans." Richmond Virginian, Volume 7, Number 218, 3 September 1916.

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foundation that has been painted white. The façade features two entrances on opposite corners of the front wall. The single door on the left side has five horizontal panels with a transom, as do the double doors on the right, which opens into a small vestibule leading into the classroom. The schoolhouse was rehabilitated in 2018 to preserve many of its historic-period features. The plastered interior walls and ceiling have been replaced with drywall. The hardwood tongue and groove flooring was stained and coated with polyurethane and the original chalkboards remain intact. The wood-burning stove that teachers and students used to heat the classroom is still in place. Modern updates to the building include an electrical system as well as a heating and air-conditioning unit. The school did not have these mechanical systems during its period of significance. An outhouse (not longer extant) situated approximately 50 feet from the rear of the building functioned as the student restroom. A two-door storage shed with a metal roof and a hand-pump well are located on the northeast side of the building. Antioch Baptist Church, constructed in the 1920s, stands a short distance southeast of the school.

The Chatsworth School was one of approximately 20 schools for black children in Henrico County and served students in grades 1 through 4 from 1915-1955. A total of 10 teachers, all African American women, taught at the school throughout its 40 years of operation. They included Betsy Carter, Mrs. Chiles, Blanche Kinney, and Juanita Whitaker. Besides Chatsworth, four other African American elementary schools existed in the Varina District during the early- to mid-20th century. They were the St. James, Gravel Hill, Bethel, and Sydney schools. At Chatsworth, the teacher taught all four grades in one classroom and students were often required to engage in seatwork and group study. Teachers who lived outside the Antioch community traveled to the school by horse-drawn carriage. Weather conditions that made traveling difficult, such as rain or snow, sometimes prevented teachers and students from getting to school, a situation not uncommon in rural Virginia. The students of Chatsworth came from neighborhoods in St. Paul, Burning Tree Road, and Drinkard Town (located on Messer Road). They walked to school and many went home for lunch. A few students from more “affluent” families bought their lunches at Louis’s store, located at the present site of Antioch Baptist Church on Route 5 and Chatsworth Road.<sup>25</sup>

Virginia Randolph supervised industrial education at the Chatsworth School. Besides academic subjects, students also learned vocational skills such as banking and agricultural management, and received instruction in the manual arts, including sewing, woodworking, and cooking. In her second annual report to the superintendent of Henrico County schools, Randolph recorded that students at Chatsworth learned farming skills in preparation for tenant life and were given lessons in sewing and raffia and fancy work. According to the same report, Chatsworth raised \$8.46 and spent \$4.76 in the 1909-1910 school session. Randolph reported that students received instruction in sewing, raffia and reed work, cooking, and woodworking during the 1911-1912 school session. The school also purchased a bookcase and spent all of the money it raised (\$50) that year. Consequently, its total revenue (\$10.19) remained unchanged. In 1932, Randolph oversaw an exhibition in Richmond displaying the work of students from Henrico County’s Black schools, including Chatsworth.<sup>26</sup> The exhibition featured articles of clothing, handmade

<sup>25</sup> Bigger Brown, “Schooling for Blacks in Henrico County, Virginia: 1870-1933,” 98.

<sup>26</sup> “Work Done by Negro Children on Display,” *Richmond Times-Dispatch*, May 26, 1932, 7.

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household objects and furniture, paintings, and other products created by students from their industrial training. Randolph sometimes sold students' work to raise money for the schools. Throughout its years of operation, Chatsworth also functioned as an immunization and health clinic for members of the community.<sup>27</sup> To reduce local health hazards, in 1953 Henrico officials ordered cleanups of five county-run dump sites, including one located just a few feet from the Chatsworth School.

In 1946, the Virginia Governor's State Planning Board proposed a long-term school consolidation program that aimed to create efficiency in the school system and meet higher pupil enrollment levels across the Commonwealth.<sup>28</sup> One of the program's goals was to shut down one- and two-room schoolhouses in favor of larger buildings that could accommodate more students. The plan eventually trickled down to each of Virginia's counties. By the end of 1953, Henrico County officials approved a \$6,435,000 school construction program to build large consolidated schools, again with the majority of funds directed to schools for white children. Meanwhile, the County closed six small elementary schools for African Americans, including the Chatsworth School, in 1955. The county operated a total of four schools for Black children in the 1955-1956 school session.<sup>29</sup> Students who had attended Chatsworth were transferred to Henrico Central Elementary in the Varina District, one of the county's two new elementary schools for black children. Virginia Randolph High School remained the only secondary school for African Americans in the county.

In March 1956, the Henrico County School Board sold the Chatsworth School building to Theodore R. Fuller, Sr., for a sum of \$2,000.<sup>30</sup> The property remained in the Fuller family's hands until 2000, when it was acquired from Theodore R. Fuller, Jr., by the Antioch Learning Center, a branch of the Antioch Baptist Church. Located approximately 100 yards from the Virginia Capital Trail and just three miles from the Richmond Slave Trail, the site offers an indispensable resource with the potential to attract visitors at the local, state, and national levels. The Chatsworth School is locally significant for its association with African American history and culture in the Varina District of Henrico County. As a school built for Black children during the era of public school segregation in Virginia, it contributes to the broader history of educational development in Virginia.

### **Criterion C, Architecture**

<sup>27</sup> The community used Chatsworth as a free "chest clinic" for adults in 1928 and as a children's "anti-toxin clinic" in 1931. In the 1940s, immunization against diseases such as diphtheria and smallpox were administered at the school.

<sup>28</sup> Governor Darden intended for the school consolidation program to extend through a period of 6 to 8 years and be financed at the local and state levels over 12 years. (See "Study Urges County School Reductions," *Richmond Times-Dispatch*, January 12, 1946, 4.)

<sup>29</sup> Chatsworth was declared surplus and closed after the summer of 1955, ahead of the 1955-1956 school session. (See "Approval of Henrico Board Issue May Lead to Closing of 6 Schools," *Richmond Times-Dispatch*, October 18, 1953, 44; "Henrico School Zones Are Announced by Board Units Cut From 28 to 26," *Richmond Times-Dispatch*, August 5, 1955, 2.)

<sup>30</sup> "Amount of Bond Issue for Schools in Henrico Would Be Joint Decision," *Richmond Times-Dispatch*, March 16, 1956, 3.

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The Chatsworth School is an excellent and highly intact example of a one-classroom rural school—a rarity in the Richmond, Virginia, metropolitan region. Designed to maximize natural light, efficiency of space and provide features necessary to the education and comfort of the students, the Chatsworth School represents early-twentieth-century innovation in rural school design. In comparison with Rosenwald school standardized plans, Chatsworth, though small in scale, features Classical Revival stylistic aspects, including Doric columns on the front porch and gables with cornice returns, recalling the form of a Greek or Roman temple. The double unit and triple unit window openings on two sides of the building greatly improved on the naturally available light over those found on earlier school buildings. The classrooms include built-in blackboards, storage/cloakrooms, and accommodations for a heating source, such as the coal-burning stove. The Chatsworth School retains many of its original architectural features as described in Section 7 of this nomination. The building was vacant for a moderately long period and suffered some deterioration; for example, the interior plaster was replaced with sheetrock and many of the broken windows have been repaired with Plexiglas. Some of the weatherboard siding was replaced in kind and the porch and porch stairs were repaired. The exterior trim is also intact and was repaired in kind in a few places. Unlike some other small school buildings in rural areas, Chatsworth was never converted into a residence, thus leaving the interior floor plan, all room volumes, flooring, and interior trim intact. Henrico County does have two other restored two-room frame schools, Deep Run (historically for white students) and Springfield (for African American students). These schools were moved and restored. There are a few one-room schools scattered around the county, but they have been converted into dwellings or added onto since the early twentieth century. Chatsworth School is highly intact, in its original form, and stands on its original site in the historically African American Antioch community, behind the historic Antioch Baptist Church.

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Chatsworth School  
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Henrico VA  
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- "High Bids Total \$19,673 for Henrico School Lands." *Richmond Times-Dispatch*, March 7, 1956.
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**Previous documentation on file (NPS):**

\_\_\_\_\_ preliminary determination of individual listing (36 CFR 67) has been requested

Chatsworth School  
Name of Property

Henrico VA  
County and State

- 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 # \_\_\_\_\_
- recorded by Historic American Landscape Survey # \_\_\_\_\_

**Primary location of additional data:**

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

Name of repository: Virginia Department of Historic Resources, Richmond, VA;  
Henrico County Clerk's Office

**Historic Resources Survey Number (if assigned):** DHR #043-0544

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**10. Geographical Data**

**Acreeage of Property** .80

Use either the UTM system or latitude/longitude coordinates

**Latitude/Longitude Coordinates**

Datum if other than WGS84: \_\_\_\_\_

(enter coordinates to 6 decimal places)

1. Latitude: 37.482354 Longitude: -77.392390

2. Latitude: Longitude:

3. Latitude: Longitude:

4. Latitude: Longitude:

**Or**

**UTM References**

Datum (indicated on USGS map):

NAD 1927 or  NAD 1983

1. Zone: Easting: Northing:

Chatsworth School  
Name of Property

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County and State

- |          |           |           |
|----------|-----------|-----------|
| 2. Zone: | Easting:  | Northing: |
| 3. Zone: | Easting:  | Northing: |
| 4. Zone: | Easting : | Northing: |

**Verbal Boundary Description** (Describe the boundaries of the property.)

The historic boundary is coterminous with Tax Parcel No. 804-700-3598 as recorded by Henrico County, Virginia. The true and correct historic boundary is shown on the attached Tax Parcel Map and Location Map, each of which has a bar scale.

**Boundary Justification** (Explain why the boundaries were selected.)

The historic boundary for Chatsworth School encompasses the entirety of the lot historically associated with the school. All known associated historic resources are included within the boundary, as well as the property's historic setting.

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**11. Form Prepared By**

name/title: Rev. Dr. James Sailes, Ivy Tan (VDHR) and Marc Wagner (VDHR)  
organization: Antioch Baptist Church  
street & number: 1384 New Market Road  
city or town: Richmond state: VA zip code: 23231  
e-mail: pastor@antiochvarina.org  
telephone: 804-222--8835  
date: 03/03/2021

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**Additional Documentation**

Submit the following items with the completed form:

- **Maps:** A **USGS map** or equivalent (7.5 or 15 minute series) indicating the property's location.
- **Sketch map** for historic districts and properties having large acreage or numerous resources. Key all photographs to this map.
- **Additional items:** (Check with the SHPO, TPO, or FPO for any additional items.)

**Photographs**

Submit clear and descriptive photographs. The size of each image must be 1600x1200 pixels (minimum), 3000x2000 preferred, at 300 ppi (pixels per inch) or larger. Key all photographs to the sketch map. Each photograph must be numbered and that number must correspond to the photograph number on the photo log. For simplicity, the name of the photographer, photo date,

Chatsworth School  
Name of Property

Henrico VA  
County and State

etc. may be listed once on the photograph log and doesn't need to be labeled on every photograph.

### Photo Log

Name of Property: Chatsworth School

City or Vicinity: Richmond

County: Henrico

State: Virginia

Photographer: Mrs. Gloria Fisher

Date Photographed: January 19, 2021, November 25, 2020

Description of Photograph(s) and number, include description of view indicating direction of camera:

- 1 of 17\_\_ Front of Chatsworth School –Facing Southeast
- 2 of 17\_\_ Front porch and entries of Chatsworth School – Facing Northeast
- 3 of 17\_\_ Northeast Side of Chatsworth School –Facing Northwest
- 4 of 17\_\_ South side and rear of Chatsworth School – Facing Northeast
- 5 of 17\_\_ Rear of Chatsworth School – Facing Northwest
- 6 of 17\_\_ Front of Chatworth School with Well and Shed to Northeast – Facing East/  
Southeast
- 7 of 17\_\_ Well and Hand Pump – Facing Southeast
- 8 of 17\_\_ Shed – Facing North
- 9 of 17\_\_ North vestibule and door into classroom – Facing Southeast
- 10 of 17\_\_ Brick chimney in Chatsworth School –Facing Northeast
- 11 of 17\_\_ Classroom image in Chatsworth School – Facing East
- 12 of 17\_\_ Classroom image of chalkboards – Facing West
- 13 of 17\_\_ Classroom image – Facing South
- 14 of 17\_\_ Classroom chalkboard – Facing East
- 15 of 17\_\_ Classroom ceiling – Facing East
- 16 of 17\_\_ Classroom closet – Facing North
- 17 of 17\_\_ Classroom image – Facing North

**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.460 et seq.).

**Estimated Burden Statement:** Public reporting burden for this form is estimated to average 100 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 Office of Planning and Performance Management, U.S. Dept. of the Interior, 1849 C. Street, NW, Washington, DC.

Chatsworth School  
Name of Property

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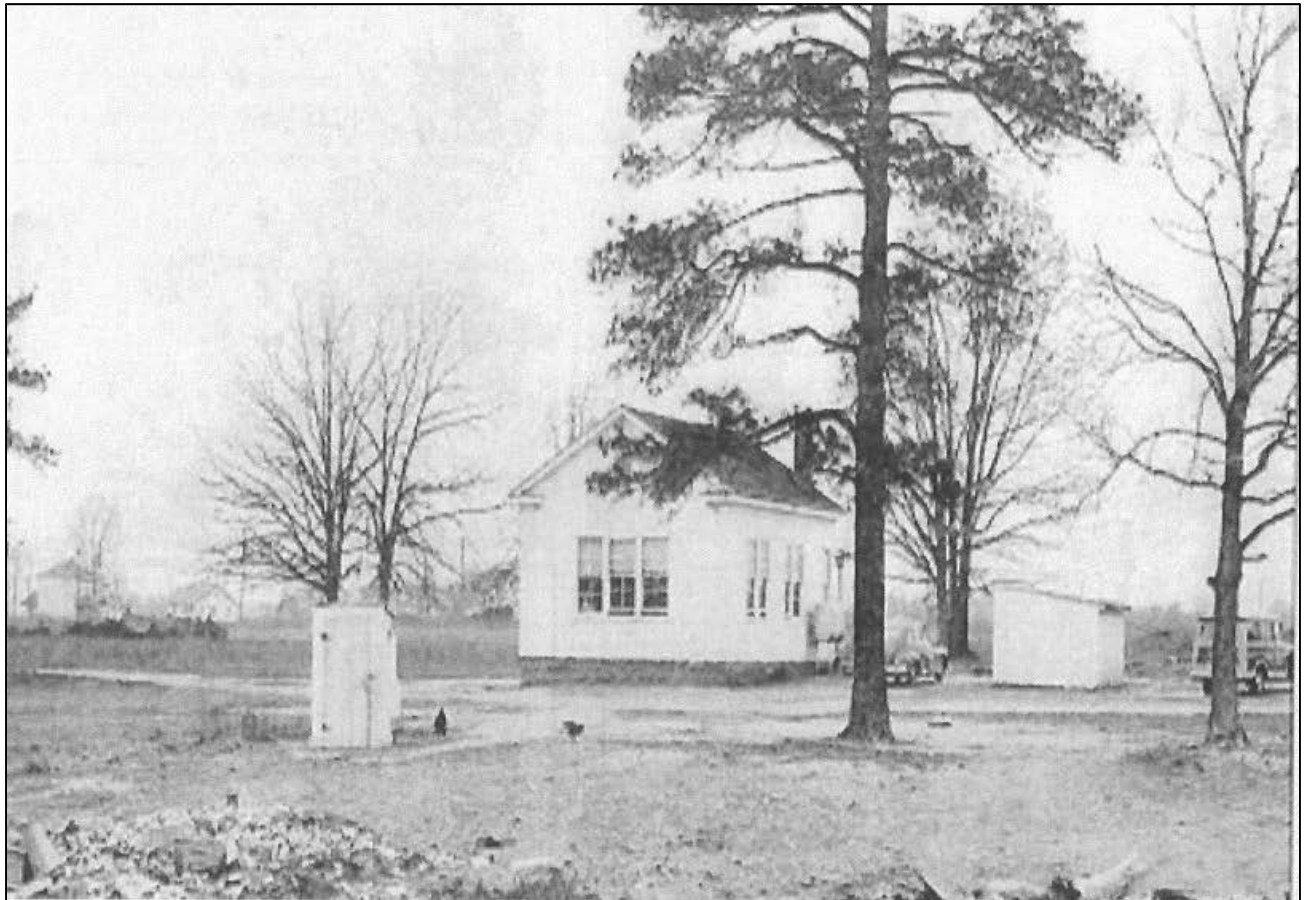


Figure 1. Taken between 1948-1956, this image shows the rear of the Chatsworth School, the small shed that stands northeast of the school, and the small privy that stood southeast of the school (the privy is no longer extant). Photo provided by Antioch Baptist Church.

Chatsworth School  
Name of Property

Henrico VA  
County and State

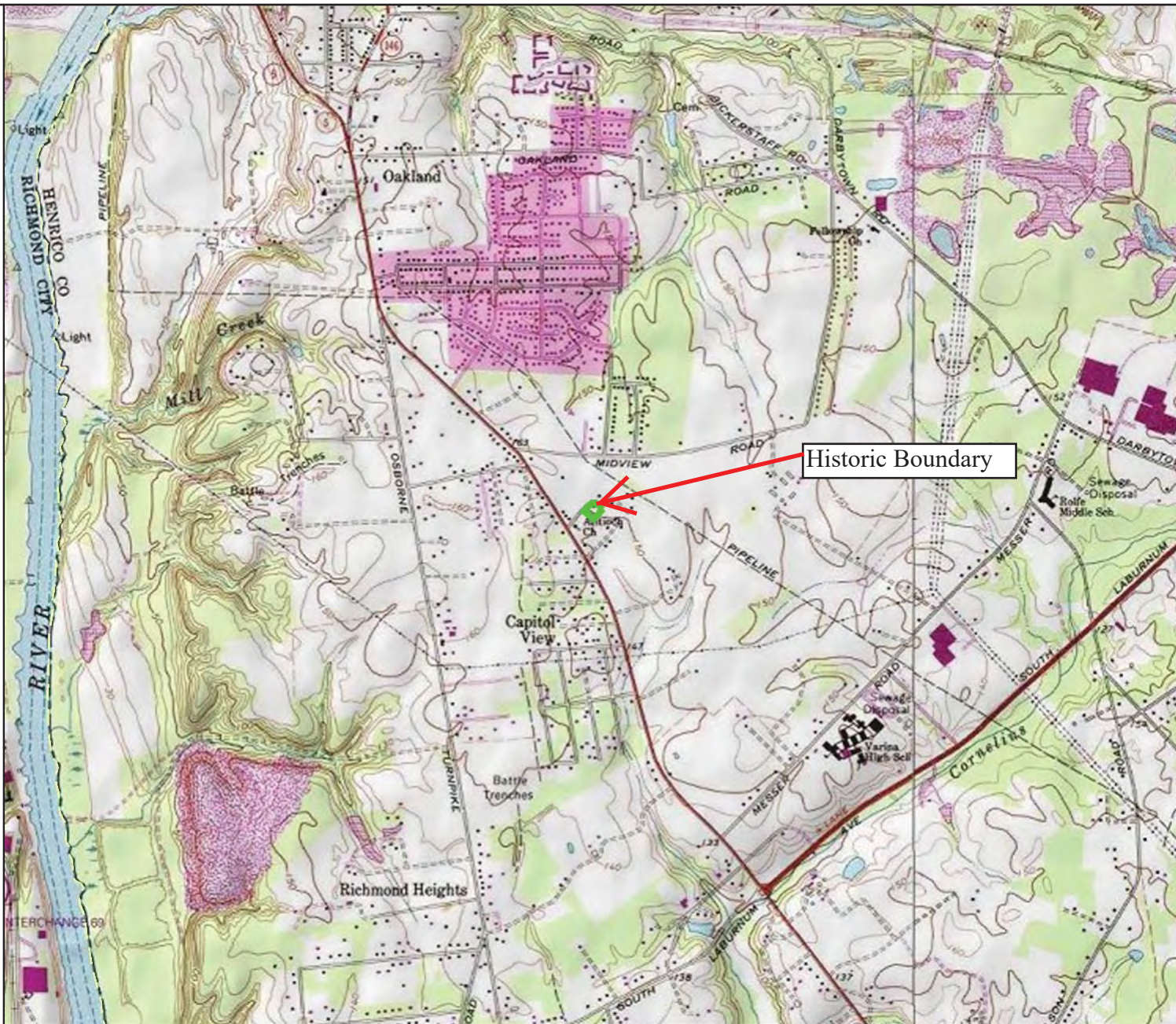


Figure 2. Taken at an unknown date after 1956, this photo shows the northwest façade of Chatsworth School. Photo provided by Antioch Baptist Church.



## TOPOGRAPHIC MAP

Chatsworth School  
Henrico County, VA  
DHR No. 043-0544



Feet

0 600 1200 1800 2400

1:36,112 / 1"=3,009 Feet

**Title:**

**Date: 3/29/2022**

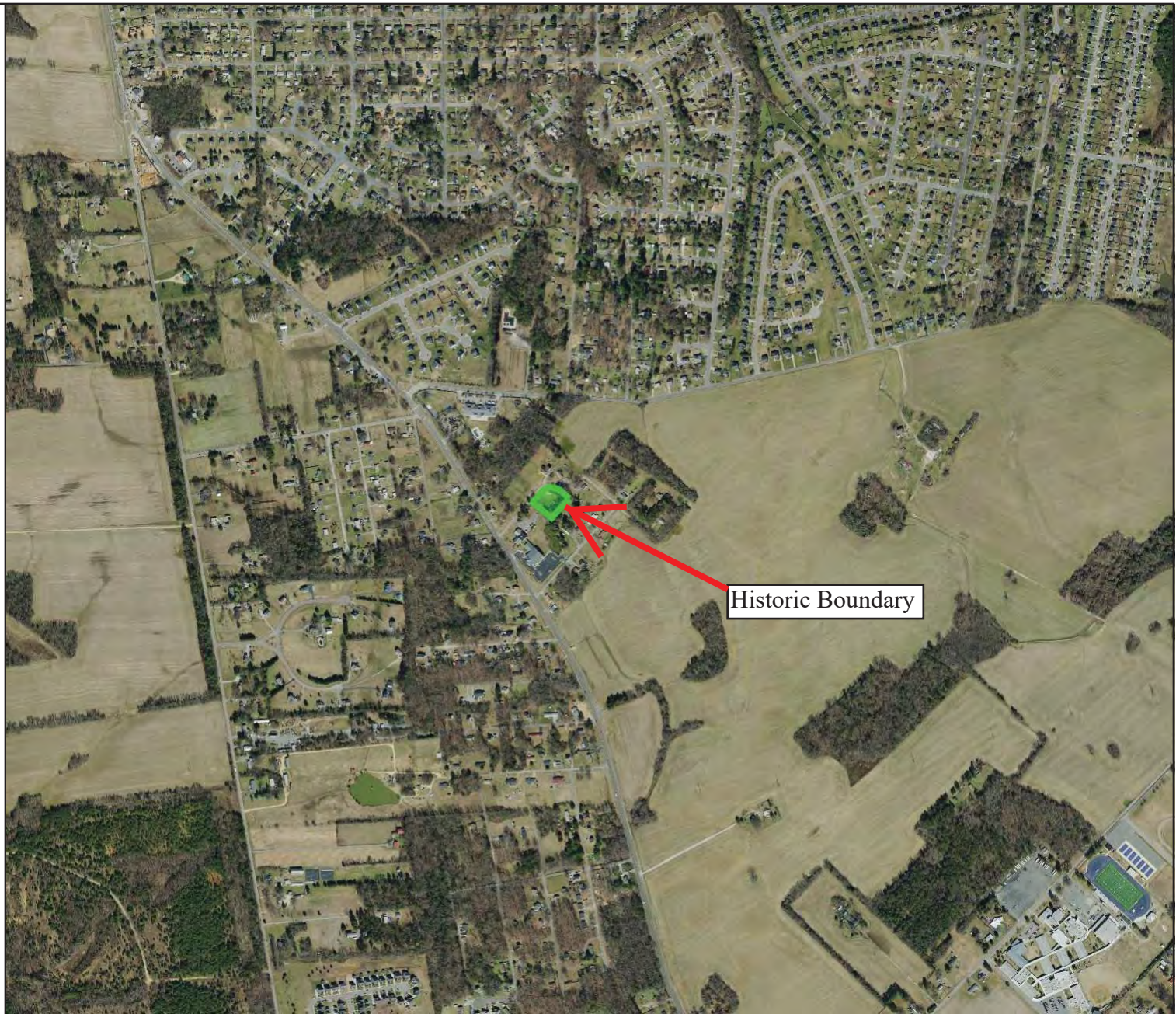
*DISCLAIMER: Records of the Virginia Department of Historic Resources (DHR) have been gathered over many years from a variety of sources and the representation depicted is a cumulative view of field observations over time and may not reflect current ground conditions. The map is for general information purposes and is not intended for engineering, legal or other site-specific uses. Map may contain errors and is provided "as-is". More information is available in the DHR Archives located at DHR's Richmond office.*

*Notice if AE sites: Locations of archaeological sites may be sensitive to the National Historic Preservation Act (NHPA), and the Archaeological Resources Protection Act (ARPA) and Code of Virginia §2.2-3705.7 (10). Release of precise locations may threaten archaeological sites and historic resources.*

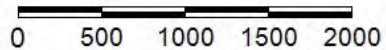


**AERIAL VIEW - Vicinity**

Chatsworth School  
Henrico County, VA  
DHR No. 043-0544



Feet



1:18,056 / 1"=1,505 Feet

**Title:**

**Date: 4/1/2022**

*DISCLAIMER: Records of the Virginia Department of Historic Resources (DHR) have been gathered over many years from a variety of sources and the representation depicted is a cumulative view of field observations over time and may not reflect current ground conditions. The map is for general information purposes and is not intended for engineering, legal or other site-specific uses. Map may contain errors and is provided "as-is". More information is available in the DHR Archives located at DHR's Richmond office.*

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**LOCATION MAP**

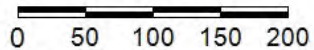
Chatsworth School  
Henrico County, VA  
DHR No. 043-0544

**Latitude/Longitude Coordinates**

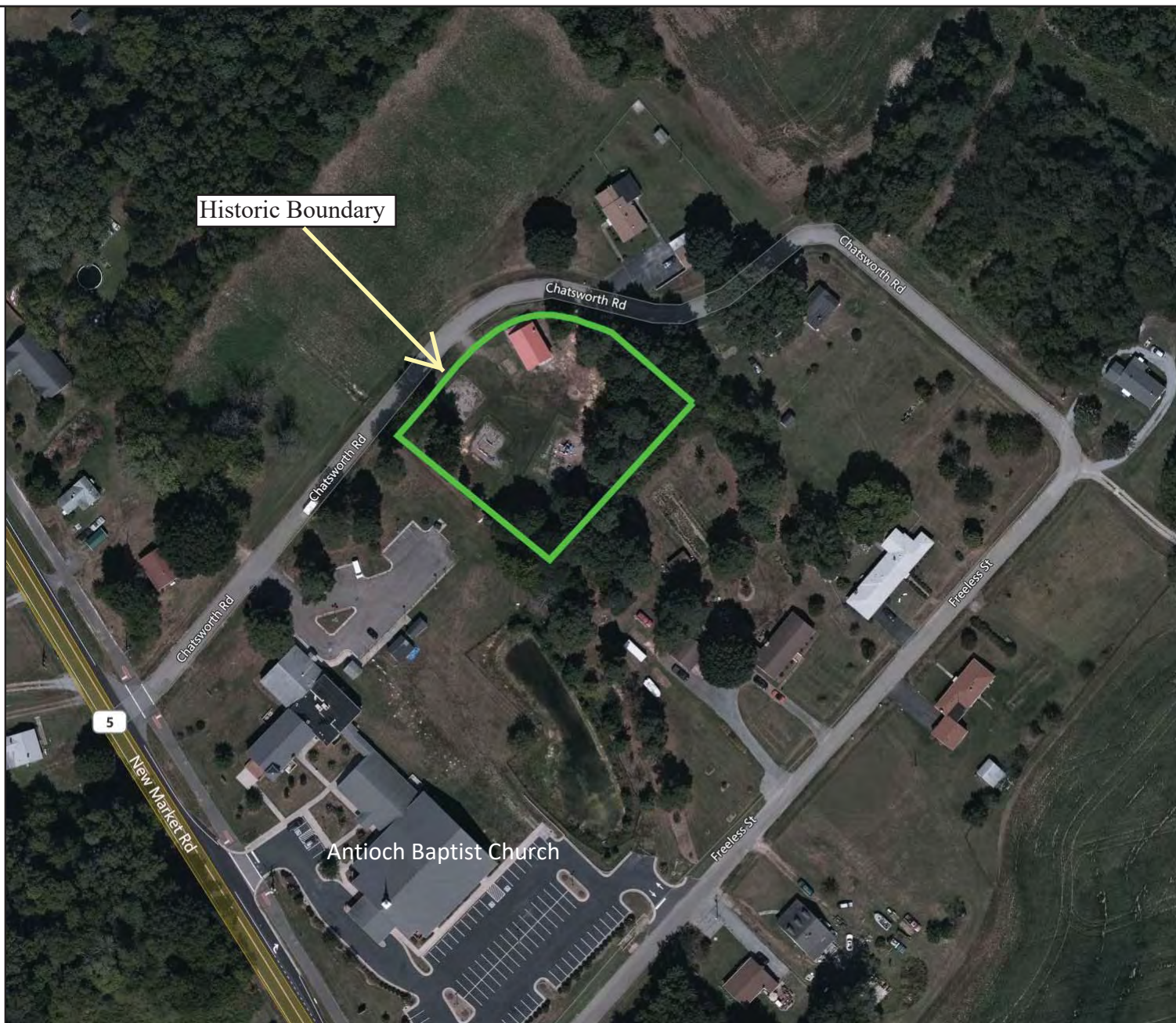
Latitude: 37.482354  
Longitude: -77.392390



Feet



1:2,257 / 1"=188 Feet



**Title:**

**Date: 3/29/2022**

*DISCLAIMER: Records of the Virginia Department of Historic Resources (DHR) have been gathered over many years from a variety of sources and the representation depicted is a cumulative view of field observations over time and may not reflect current ground conditions. The map is for general information purposes and is not intended for engineering, legal or other site-specific uses. Map may contain errors and is provided "as-is". More information is available in the DHR Archives located at DHR's Richmond office.*

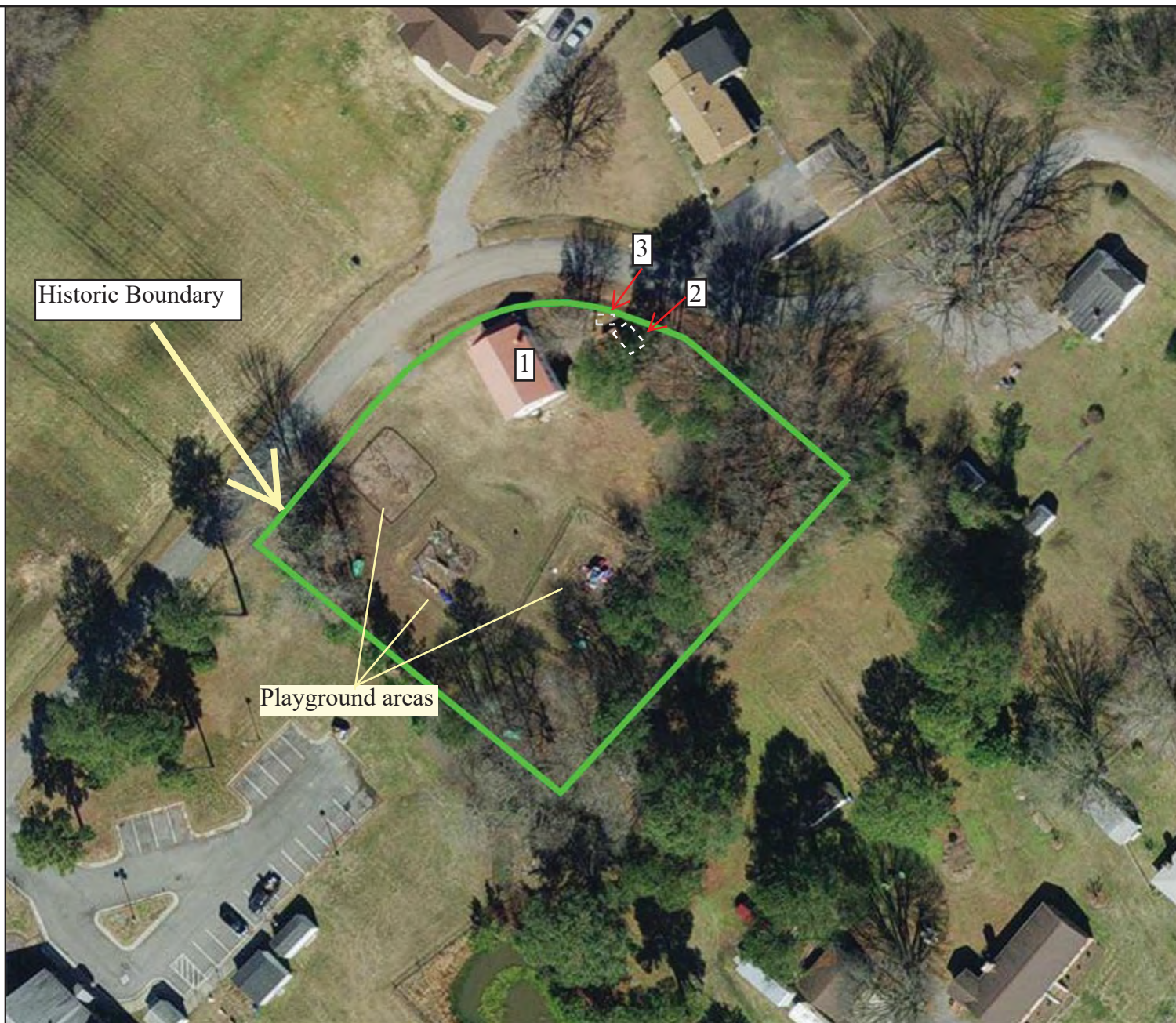
*Notice if AE sites: Locations of archaeological sites may be sensitive to the National Historic Preservation Act (NHPA), and the Archaeological Resources Protection Act (ARPA) and Code of Virginia §2.2-3705.7 (10). Release of precise locations may threaten archaeological sites and historic resources.*

**SKETCH MAP**

Chatsworth School  
Henrico County, VA  
DHR No. 043-0544

**List of Resources**

- 1. School building, contributing building
- 2. Ca. 1950 shed, contributing building
- 3. Ca. 1950 well and pump, contributing structure



**Title:**

**Date: 3/29/2022**

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*Notice if AE sites: Locations of archaeological sites may be sensitive to the National Historic Preservation Act (NHPA), and the Archaeological Resources Protection Act (ARPA) and Code of Virginia §2.2-3705.7 (10). Release of precise locations may threaten archaeological sites and historic resources.*



Feet

0 20 40 60 80  
1:1,128 / 1"=94 Feet

## PHOTO KEY (exterior views)

Chatsworth School  
Henrico County, VA  
DHR No. 043-0544

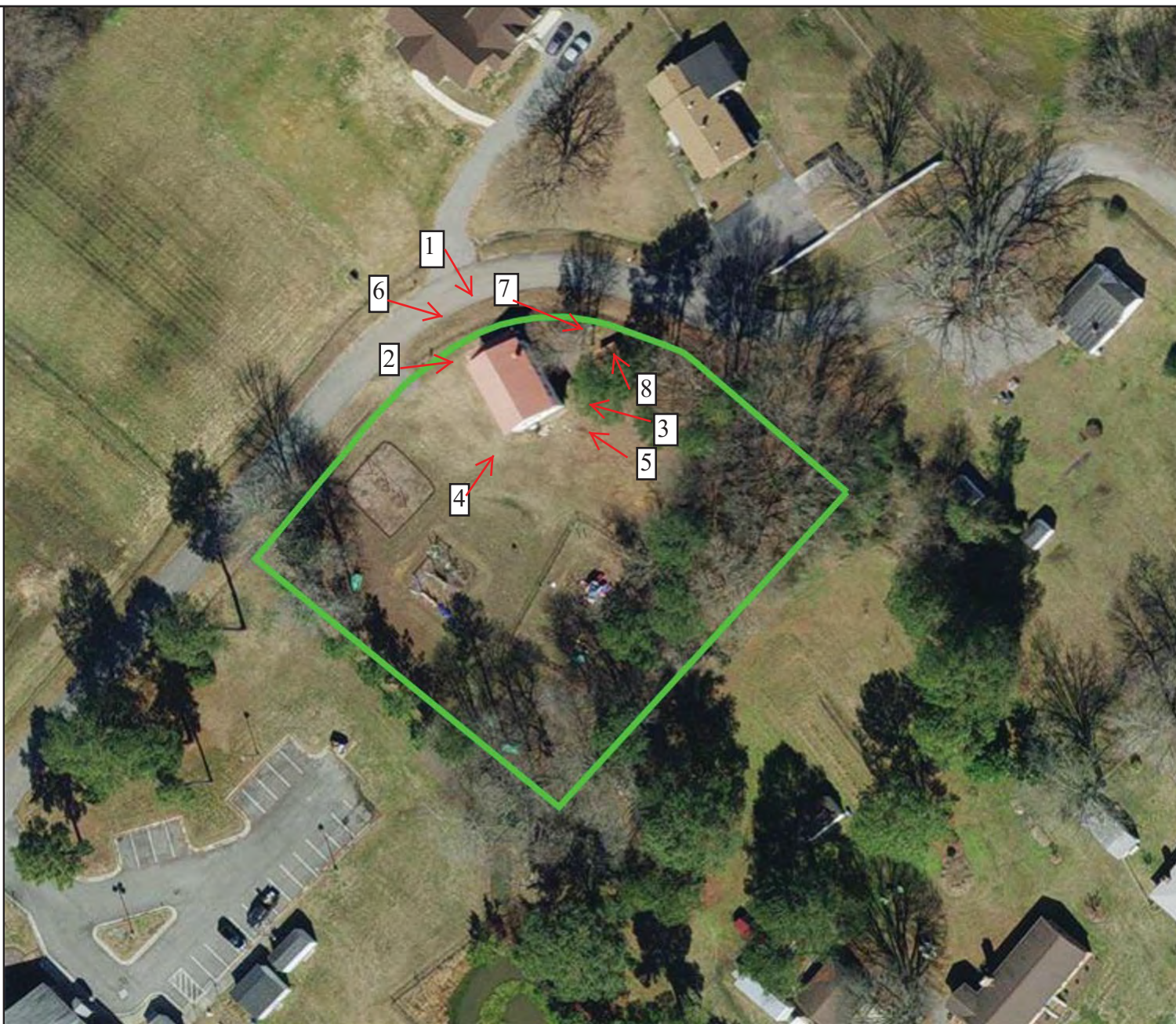


Photo Locations



Feet

0 20 40 60 80

1:1,128 / 1"=94 Feet

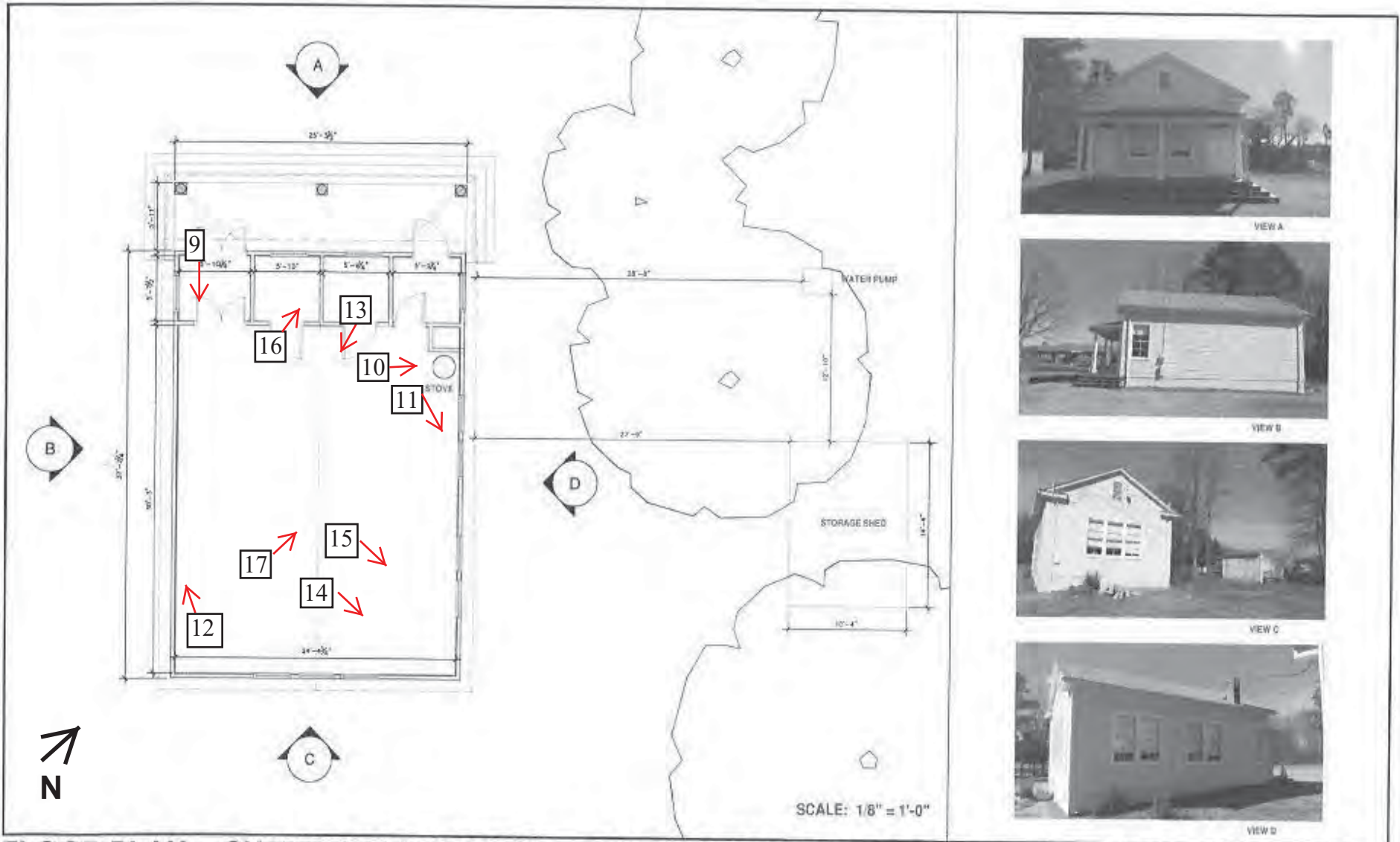
**Title:**

**Date:** 4/1/2022

*DISCLAIMER: Records of the Virginia Department of Historic Resources (DHR) have been gathered over many years from a variety of sources and the representation depicted is a cumulative view of field observations over time and may not reflect current ground conditions. The map is for general information purposes and is not intended for engineering, legal or other site-specific uses. Map may contain errors and is provided "as-is". More information is available in the DHR Archives located at DHR's Richmond office.*

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# PHOTO KEY - INTERIOR VIEWS



VIEW A



VIEW B



VIEW C



VIEW D

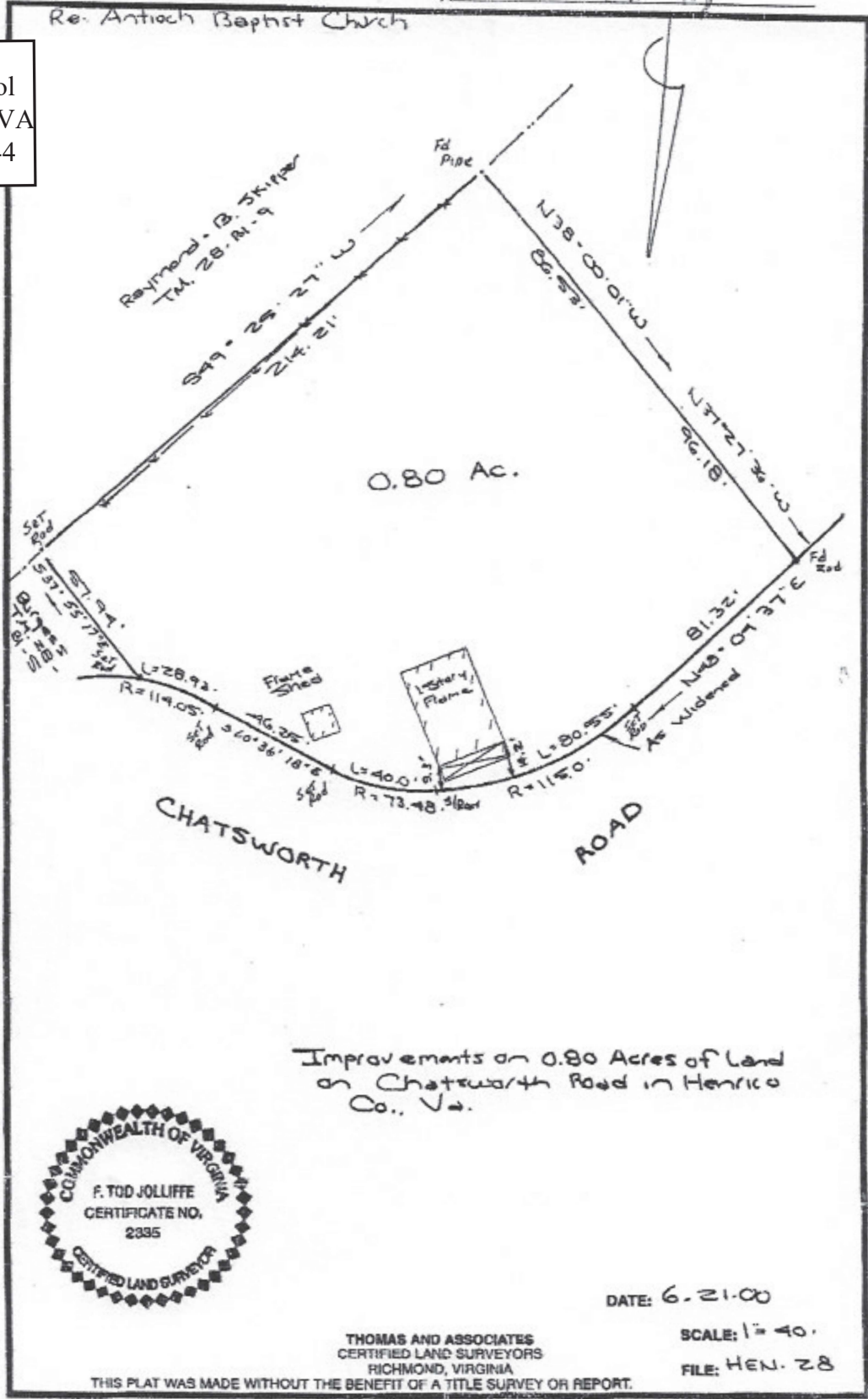
FLOOR PLAN - CHATSWORTH SCHOOL

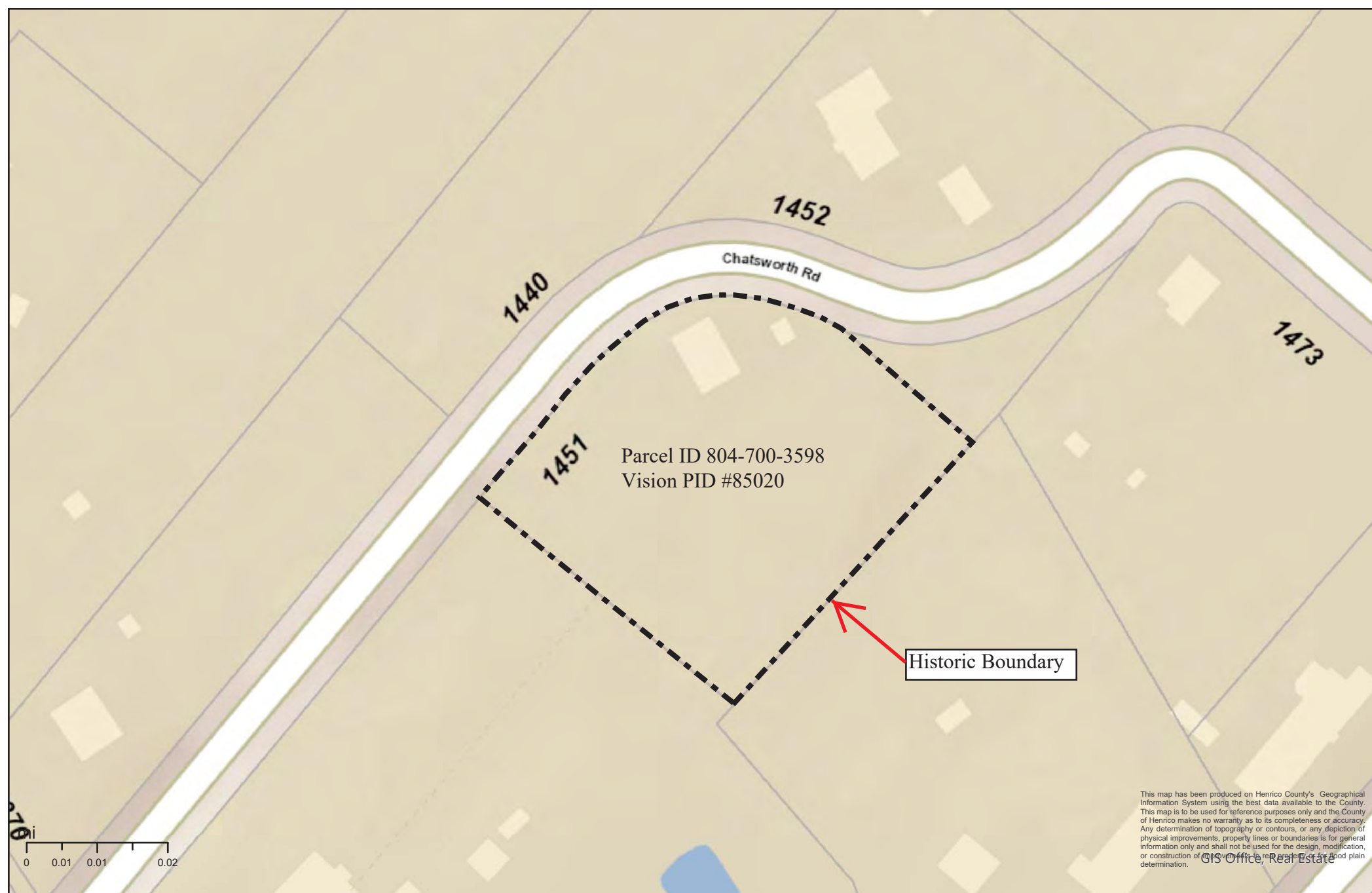
Henrico County, VA  
 DHR No. 043-0544

100-23-2000, 1012222, THOMAS & ASSOCIATES, associates made a field survey of the premise. No. 6130 recon. P. 1  
 best of my knowledge and belief all improvements and visible evidence of easements are shown hereon, that there are no encroachments by  
 improvements either from adjoining premises, or from subject premises upon adjoining premises other than as shown hereon. According to the  
 current respective National Flood Insurance Program rate map, this house is located within zone C  
 Power is  underground,  overhead; Telephone is  underground,  overhead.  
 New  Percent complete \_\_\_%; Old  By F. T. Jolliffe

Re: Antioch Baptist Church

**PLAT MAP**  
 Chatsworth School  
 Henrico County, VA  
 DHR No.043-0544





**TAX PARCEL MAP**  
**Chatsworth School**  
**Henrico County, VA**  
**DHR #043-0544**

**Henrico GIS**

Date: 3/29/2022

