

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: **Fairmount School (127-0308)**
other names/site number **Fairmount House**

2. Location

street & number **1501 North 21st Street**
city or town **City of Richmond**
state **Virginia** code **VA** county _____ code **760** Zip **23223**

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 of certifying official

Date

Virginia Department of Historic Resources
State or Federal agency and bureau

In my opinion, the property X 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:

____ 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

____ other (explain): _____

Signature of Keeper

Date of Action

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

Number of Resources within Property

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

Number of contributing resources previously listed in the National Register: **0**

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

Public Schools of Richmond, Virginia, 1869-1930 MPD**6. Function or Use****Historic Functions** (Enter categories from instructions)Cat: **Education** Sub: **School****Current Functions** (Enter categories from instructions)Cat: **Domestic** Sub: **Multiple Dwelling****7. Description****Architectural Classification** (Enter categories from instructions)**Simplified Second Empire with Gothic Revival details****Materials** (Enter categories from instructions)Foundation: **Brick**Roof: **Tin/Composition, Slate**Walls: **Brick**Other: **Granite sills****Narrative Description** (Describe the historic and current condition of the property on one or more continuation sheets.)**8. Statement of Significance**

U. S. Department of the Interior
National Park ServiceFairmount School
Richmond, Virginia

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 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: Education, Architecture

Period of Significance: 1895-1955

Significant Dates: 1895; 1908-9

Significant Person (Complete if Criterion B is marked above): NA

Cultural Affiliation: NA

Architect/Builder: Albert F. Hunt (1908-9 addition)

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: Library of Virginia

10. Geographical Data

Acreage of Property: 2.367 acres

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

Zone: **18** Easting: **286824** Northing: **4157898**

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: **Bryan Clark Green, Architectural Historian**
Organization: **Commonwealth Architects** date: **7 June 2005**
street & number: **101 Shockoe Slip, 3rd Floor** telephone: **804.648.5040 x135**
city or town: **Richmond** state: **Va** zip code: **23219**

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: **Mr. Gilbert Winn**
street & number: **Church Hill/Fairmount Limited Partnership, 6 Faneuil Hall Marketplace**
city or town: **Boston** state: **MA** zip code: **02109**
telephone: **(212) 653-0849**

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.

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7. Summary Description:

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**Fairmount School
Richmond, Virginia**

Summary

Fairmount School was built ca. 1895 as a two-story brick structure over a high brick basement for the education of students in the Fairmount District of Henrico County. It is a simplified Empire style with Gothic Revival details and is one of two such schools, the other being Randolph School (VDHR 127-388; VLR 8/21/84; NRHP 10/04/84), remaining in Richmond. Mansard-roofed towers characterize the primary (south) and secondary (west) elevations. A two-story addition, constructed with similar brick detailing to the tower elevations, was constructed to the north in 1908-09.

Detailed Description

The south elevation, including the main entrance to the original school, is organized as a symmetrical five-bay elevation centered on a three-story mansard-roofed tower, the whole of which is flanked by an additional two bays to the west, and a single recessed bay to the east. The entire building rests upon a high, raised brick basement. The raised basement is punctuated by pairs of small windows corresponding to the paired windows in the two stories that rise above it. Formerly, paired flanking brick steps ascended to the entrance. The central tower consists of a double entrance door on the raised first floor, fronted by a deep low-hipped portico supported by a pair of simplified Doric columns and topped by original iron cresting. The second story of the tower is lit by three grouped four-over-four double hung windows topped by segmental brick arches. The entire bay is set within a slightly recessed brick bay, ornamented by corbels at the top of the floor. The third story is lit by a similar but slightly smaller set of one-over-one double hung windows, differentiated by reduced height of the outer windows and added inset brick panels below the windows. Like the bay below it, it is organized within a slightly recessed brick bay, ornamented by corbels at the top of the floor. The uppermost stage of the tower is ornamented by additional brick corbels (the same detail that appears at the top of the second story in the rest of the school), above which is a galvanized metal cornice, over which rises a mansard roof ornamented with a decorative slate pattern. Each two-story bay on the façade consists of paired, four-over-four double hung windows set within a recessed brick bay, the top of each story ornamented by stepped corbels similar to those that appear in the tower. A flat brick arch tops each window. A brick pilaster rises from the raised basement and terminates into the brick entablature at the top of the second story. The entablature is further ornamented by stepped brick corbels, followed by deeper brick corbels, all topped by a galvanized metal cornice. At the eastern end of the south elevation is a single recessed, two-story bay, each story lit by large, paired, six-over-six double hung windows, or a door in the case of the lower right opening. At the western end of the south elevation are two additional two-story bays, designed exactly as the other bays in the elevation, except set back and lit by a single window in each bay on each floor.

The secondary, or west, elevation is similar in its original portion to the south elevation, but with a very long (1908-09) addition extending to the north. In the original portion, the main level was reached by a set of paired, brick steps as in the south elevation; the steps, however, were removed at some point after a 1983-84 rehabilitation. The west tower is narrower than the south tower. While similar in design to the south tower, instead of a portico there is a carved, Italianate door hood at the entrance, and each bay in the second and third stories of the west tower is made up of two paired two-over-two double hung windows, instead of three grouped windows. Similarly, each of the two, symmetrical flanking bays is composed as in the south elevation, except that the bays are narrower, and lit by a single window in each bay, on each floor.

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On the west elevation is an extensive addition extending to the north, built in 1908-09 by Albert F. Hunt. It is best thought of in two portions, although it was built in a single campaign. The addition, two stories over a raised

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basement, was built of brick, and the materials and details were intended in all cases to match those in the original building, including matching the entablature and cornice, and maintaining the roofline. The portion nearest the original building consists of five symmetrical bays. This portion of the addition contained eight classrooms, four on each floor. The center, and narrowest, bay contains the entrance. A flat hood supported by a pair of carved Italianate brackets and topped by original iron cresting shelters this entrance, reached by a single flight of concrete steps. Above the entrance door in the second story are a pair of slender four-over-four double hung windows. The four flanking bays – two on each side of the entrance – consist of a pair of small, segmental-arch-topped windows in the basement, and pair of segmental arch-topped, four-over-four double hung windows in each story. The northern end of the addition on the west elevation contained the assembly room. This portion of the addition consists of three bays, organized around a central entrance. Large six-over-six double hung windows with panels between the 1st and 2nd floors nearly fill the each of the two flanking bays. Above the entrance is a similar composition, though reduced to a pair of six-over-six double hung windows above a panel with a pair of three-light windows over the entrance hood. Unifying the entire addition is the same composition of brick pilasters, brick entablature, and galvanized metal cornice found on the original portion of the school. At the northern end of this long addition is a one-story connection to the new addition to the building constructed in 1983-84, resulting in minimal loss of original fabric, and a clear demarcation between the historic and non-historic portions of the enlarged complex.

The roof over the 1895 portion of the school is a low-hipped standing seam metal. The roof over the 1908-09 addition is a low-pitched membrane with center ridge interrupted by four original classroom roof vents. The mansard tower roofs are covered in a two-color decorative slate pattern (primarily grey slate highlighted with red slate) in a pattern created by rectangular and hexagonal slates. Two brick chimneys rise through the approximate center of the 1895 portion, apparently serving the original central furnace system that heats the structure.

Primary interior spaces and significant circulation networks were retained in Fairmount School during the 1984 rehabilitation for use as housing for elderly and handicapped residents: the corridor widths were retained in their historic configurations, one apartment was inserted into each classroom in order to leave the classroom walls intact, the staircase was rebuilt (to meet code requirements) but is in the exact location of the original, plaster walls and pressed tin ceilings were encapsulated by adding furred out wall board or dropped ceilings, and the volume of the auditorium was restored to an open two-story space; having been infilled in the 1950s.

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8. Statement of Significance

Statement of Significance

The Fairmount School is eligible for listing on the Virginia Landmarks Register and the National Register of Historic Places under Criteria A (Education) and C (Architecture) under the Public Schools of Richmond, Virginia, 1869-1930, Multiple Property Document as locally significant, with a Period of Significance of 1895-1955.

The Fairmount School meets the requirements for listing under Criterion A for its association with events and developmental trends in education in Richmond at the local level. The Fairmount School also meets the requirements for listing under Criterion C as it is an example of a characteristic structural type of school, reflects the characteristic use of brick, and represents the work of several significant architects, particularly Albert F. Hunt. The school retains its original appearance to a high degree. On the exterior, the structure retains a high degree of integrity, including height, mass, materials, roof form, and significant details such as decorative slate-tiled mansard roof of each of the two towers, the stepped-brick details at the top of each paired-window bay, and the galvanized metal cornice. On the interior, the structure retains integrity of its main entrance, location and configuration of corridors, floor-to-ceiling heights, its assembly room, wainscoting along corridors, and windows.

Albert F. Hunt

The 1908-09 addition was designed by Albert F. Hunt (1868-1920), a Richmond native and graduate of the Pennsylvania Military Academy with degrees in architecture and engineering. Hunt specialized in warehouses and factories, and completed projects in Virginia, North Carolina, New York, and Wisconsin. Hunt was in practice with Carl Ruehrmund from 1892-95, after which he established his own practice in Richmond.¹ Among Hunt's 66 known projects in Virginia projects are the American Tobacco Co. Warehouse, Richmond (ca. 1900); a 1903 addition to the Miller & Rhodes department store, Richmond; the J.T. Nuckols Store Building, Richmond (1905); the Stafford Apartment Building, 2213 Monument Avenue, Richmond (1909); the Mechanics and Merchants' Bank Building, Hull Street, Richmond (1912); and the Moore & Hardy Studebaker Distribution Building, 310 W. Broad St, Richmond (1916). Designed in 1919 and permitted in November of that year, 1840 West Broad Street is the last building attributed to Albert F. Hunt; he died the following year, 1920.²

Summary History

Fairmount School was constructed about 1895 at the corner of 21st and T Streets in what is now Richmond's north Church Hill neighborhood. At the time of its construction, however, it was located in – and named for – Henrico County's Fairmount District. (The original architect is unknown, as is the original cost of the structure.) It remained a part of the Henrico County school system until that district was annexed into the City of Richmond in 1906. Upon annexation in 1906, the school's fifteen teachers taught 500 students in grades one through seven. The district was an expanding one: a scant two years after annexation, the 1907-08 enrollment at Fairmount School was 685, a 37% increase in the number of students in two years.

¹ John E. Wells and Robert E. Dalton, *The Virginia Architects, 1835-1955: A Biographical Dictionary* (Richmond: New South Architectural Press, 1997): s.v. "Hunt, Albert F."

² John E. Wells and Robert E. Dalton, *The Virginia Architects, 1835-1955: A Biographical Dictionary* (Richmond: New South Architectural Press, 1997): s.v. "Hunt, Albert F." The last work previously credited to Hunt was the Tower-Binford Electric & Manufacturing Co. Warehouse and Factory, Richmond, which was announced in the Manufacturers Record on 4 September 1919. 1840 Broad Street was not previously credited to Hunt.

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The rapid expansion of the student population of Fairmount School led to a swift response by the City of Richmond. In 1908-09 the Richmond School Board undertook the first of three additions to the school. The architect of that addition was prolific Richmond architect Albert F. Hunt (1868-1920).³ In 1908, the Richmond contracting firm of James Fox and Son was paid \$26,440 to build to Hunt's design a substantial addition to the school and undertake renovations to the original building, as well as an additional \$4,246 for alterations and improvements to the heating system.⁴ The addition consisted of eight classrooms, an assembly room, and an office.

While this addition met the expanded needs of the school, it was for a relatively brief period. Only eight years later, in 1915-16, another addition was undertaken, this time to the design of prominent Richmond architect Charles M. Robinson. At a cost of approximately \$45,000, fourteen additional classrooms were added. The playground must have also been feeling the strain of the additional students, because in 1924-25, the School Board purchased a half-block of vacant land to the north of the school, to be used as additional playgrounds. That school year also saw the re-naming of the school. In 1924, the school was renamed Helen Dickenson School, in honor of its highly respected principal, who began her service before annexation, and continued until her retirement in 1924.

The School Board continued to expand the school to meet the expanding needs of what was now the northern portion of Richmond's Church Hill. A 1950 addition designed by the Richmond firm Baskervill & Son included an auditorium, cafeteria, and offices. Built at a cost of \$373,948, the school was to receive one further addition. In 1961, the auditorium was converted into four classrooms. This was the physical apex of the school; all further changes consisted of removals of these additions (with the exception of the 1908-09 Albert F. Hunt addition, which remains).

Response to *Brown v. Board of Education*

After a long, sustained legal battle, the U.S. Supreme Court announced its decision on the *Brown v. Board of Education* case on 17 May 1954. In that decision, the court held that the concept of "separate but equal" facilities for black and white citizens, upheld in *Plessy v. Ferguson* (1896) was inherently unfair for blacks. The response in Virginia, and particularly in Richmond, was swift. Sen. Harry Flood Byrd soon employed the term "massive resistance" to describe a strategy of total opposition to public school desegregation. James Kilpatrick, editor of the Richmond News Leader, who became the de facto spokesman for the Byrd machine's position, led the massive resistance movement. Through a series of editorials, Kilpatrick championed the doctrine of interposition, which allowed a state to assert its sovereignty over a federal ruling it considered unconstitutional. Massive resistance supporters resurrected the southern theory of states' rights as a rallying cry to unite southern whites. In 1956 the General Assembly, influenced by Kilpatrick, approved

³ Hunt also designed the former Barton Heights School in 1906 at 200 Wickham Street (renamed the George Thorpe School in 1922). That school was destroyed by fire in 1977. By that time, it was known as the George V. Norrell School Annex. Like Fairmount School, the Barton Heights School was built for Henrico County, but was annexed into the City of Richmond in 1914.

⁴ James Fox may have been related to Ernest Fox, a Richmond architect active in the 1920s, or Julian Powers Fox, a Brooklyn, NY-based contractor who was working in Richmond as a contractor in 1910 for Richmond architect Carl Ruehrmund, and listed in 1912 as an architect. Seven years after this addition, in 1915, Hunt designed a warehouse for James Fox & Sons on 17th Street in Richmond. John E. Wells and Robert E. Dalton, *The Virginia Architects, 1835-1955: A Biographical Dictionary* (Richmond: New South Architectural Press, 1997): s.v. "Fox, Ernest," "Fox, Julian Powers," and "Hunt, Albert F."

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interposition legislation, but two years later, both state and federal courts ruled that it was unconstitutional.⁵ Virginia deflected desegregation by sending black applicants through a Pupil Placement Board created in 1956, which took over student placement from local school board and further delayed the process. Gov. Lindsay Almond was utterly clear about his position: "Let there be no misunderstanding, no weasel words on this point: We dedicate our every capacity to preserve segregation in the schools."⁶ As a component of massive resistance, there was a significant realignment of Richmond public schools in the fall of 1958. Nine schools that were likely candidates for integration were closed, and a system of tuition grants was arranged for white students to avoid integrated schools.⁷ While these nine schools were closed, students were shifted throughout the system in the fall of 1958 to preserve segregation.

Illustrating this programmatic shift, in September 1958 Fairmount School – then known as Helen Dickinson School – was converted to use as an African American school within the segregated City of Richmond school system. The conversion of the school reflected hardening attitudes toward race on the part of the City, as well as a demographic shift in the population of north Church Hill from predominately white to primarily African American. African American students from J. Andrew Bowler (originally Springfield School, 608 North 26th St. – 1880 building demolished 1913; 1914 replacement building declared surplus by the city in 1979), Buchanan (900 Buchanan Street – 1912 building demolished 1964), George Mason (813 North 28th St. – 1881 building demolished 1974), and Woodville schools were transferred to Fairmount. White students were transferred from Fairmount to nearby Highland Park (2928 Second Ave. – 1909 building declared surplus by the city in 1978) and bussed to the more distant Nathaniel Bacon (815 North 35th St. – 1915 building declared surplus by the city in 1988) school. Early in 1959 state and federal courts ruled that the school closures were illegal, but massive resistance continued, and the realignment of African American students into the oldest schools operating in the Richmond public school system continued.

When Fairmount School became an African American school in September 1958 the name was also changed, from Helen Dickenson back to the original Fairmount School. (Springfield School -- built 1880, replaced in 1914, was the first white school on Church Hill to be converted for use by African American students. This occurred in 1948, at which time the name was changed to J. Andrew Bowler School.)

Prior to the *Brown* decision in 1954, Richmond's schools were 3/5 white, and 2/5 African American students. By 1969, the last year before the annexation of the Chesterfield suburbs, the percentage of white students in the Richmond public school system had dropped to under 1/3, representing a loss of 6,000 white students, and a gain of almost 9,000 African American students. Symbolically, as well as functionally, the 1969 election of Linwood Holton as governor provided much-needed support for school integration. The Holtons chose to send their children to predominately African American City of Richmond schools during the days of the bussing controversy in Richmond in 1970, an act that hastened the end of segregated schooling. The action was controversial, leading to death threats against the Holton family, and for his courageous stand Holton was rewarded by never again being

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5 Marie Tyler-McGraw, At The Falls: Richmond, Virginia, and Its People (Chapel Hill: University of North Carolina Press, 1994): 285-86.

6 Lindsay Almond, from Southern School News (October 1957), quoted in Robert A. Pratt, "School Desegregation in Richmond, Virginia, 1964-1984: A Study of Race and Class in a Southern City" (Ph.D. Diss., University of Virginia, 1987): 26.

7 Pratt, 16-21, 28-29; Benjamin Muse, Virginia's Massive Resistance (Bloomington: Indiana University Press, 1961): 92-94, 111-18.

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elected to state-wide office, and never again being appointed by his Republican party to a position of leadership.⁸

Fairmount School continued to serve a predominately African American student population even after Richmond schools were desegregated and massive resistance ended. In 1979, however, the school was closed, and its students transferred to other schools. The school remained in use during the 1979-80 school year, during which African American students from the George Mason program were taught there, while the remaining portions of the George Mason school underwent a renovation. Fairmount School was declared surplus on 31 January 1981, and sold for redevelopment. It was during this period in the 1980s that the 1916 Charles M. Robinson-designed and the 1950 Baskervill & Son-designed additions were removed; the 1908 Albert F. Hunt addition remains.

Physical Integrity: General

The school retains its original appearance to a high degree. On the exterior, the structure retains a high degree of integrity, including height, mass, materials, roof form, and significant details such as decorative slate-tiled mansard roof of each of the two towers, the stepped-brick details at the top of each paired-window bay, and the galvanized metal cornice. On the interior, the structure retains integrity of its main entrance, location and configuration of corridors, floor-to-ceiling heights (currently masked by dropped ceilings), its assembly room, and windows.

Physical Integrity and the 1983-84 renovation (see attached information on physical integrity)

In 1983-84 the Fairmount School was rehabilitated by the Norfolk, Virginia firm of Brundage-Kroskin & Associates for use as housing for elderly and handicapped residents. The rehabilitation included a large brick wing that, while substantial, is lightly connected to the original Fairmount School by way of a narrow corridor only, resulting in little loss of historic fabric at the point of connection, and separating the addition physically from the original school. The exterior of Fairmount School retains significant integrity. The brick load-bearing walls remain intact, only altered by sections of unfortunate re-pointing of uncertain date; the porches and towers (including decorative slate roofs) remain intact, as do the original windows. The only significant loss to the exterior is the removal of the steps to the secondary entrance, a loss of uncertain date. Primary interior spaces and significant circulation networks were retained in Fairmount School during the 1984 rehabilitation: the corridor widths were retained, floor-to-ceiling heights were retained (above dropped ceilings), classroom walls were retained, location of primary entrances and stairs were retained (though the stairs were rebuilt to code), and the volume of the auditorium was restored.

Rehabilitation Plans

Current plans are to use state and federal historic tax credits to rehabilitate the Fairmount School, while continuing its current use as housing for elderly and handicapped residents. The current plans have been awarded a grant by the VHDA with the highest-ranking possible score due to the quality of the existing building and proposed work. The Secretary of the Interior's *Standards for Rehabilitation* will be followed during the course of the rehabilitation.

⁸ Tyler-McGraw, 296-97. See also John Shelby Spong, Here I Stand: My Struggle for a Christianity of Integrity, Love, and Equality (San Francisco: Harper Collins, 2001).

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9. Bibliography

Muse, Benjamin. Virginia's Massive Resistance. Bloomington: Indiana University Press, 1961.

Pratt, Robert A. "School Desegregation in Richmond, Virginia, 1964-1984: A Study of Race and Class in a Southern City" Ph.D. Diss., University of Virginia, 1987.

Spong, John Shelby. Here I Stand: My Struggle for a Christianity of Integrity, Love, and Equality. San Francisco: Harper Collins, 2001.

Tyler-McGraw, Marie. At The Falls: Richmond, Virginia, and Its People. Chapel Hill: University of North Carolina Press, 1994.

Wells, John E. and Robert E. Dalton, The Virginia Architects, 1835-1955: A Biographical Dictionary. Richmond: New South Architectural Press, 1997.

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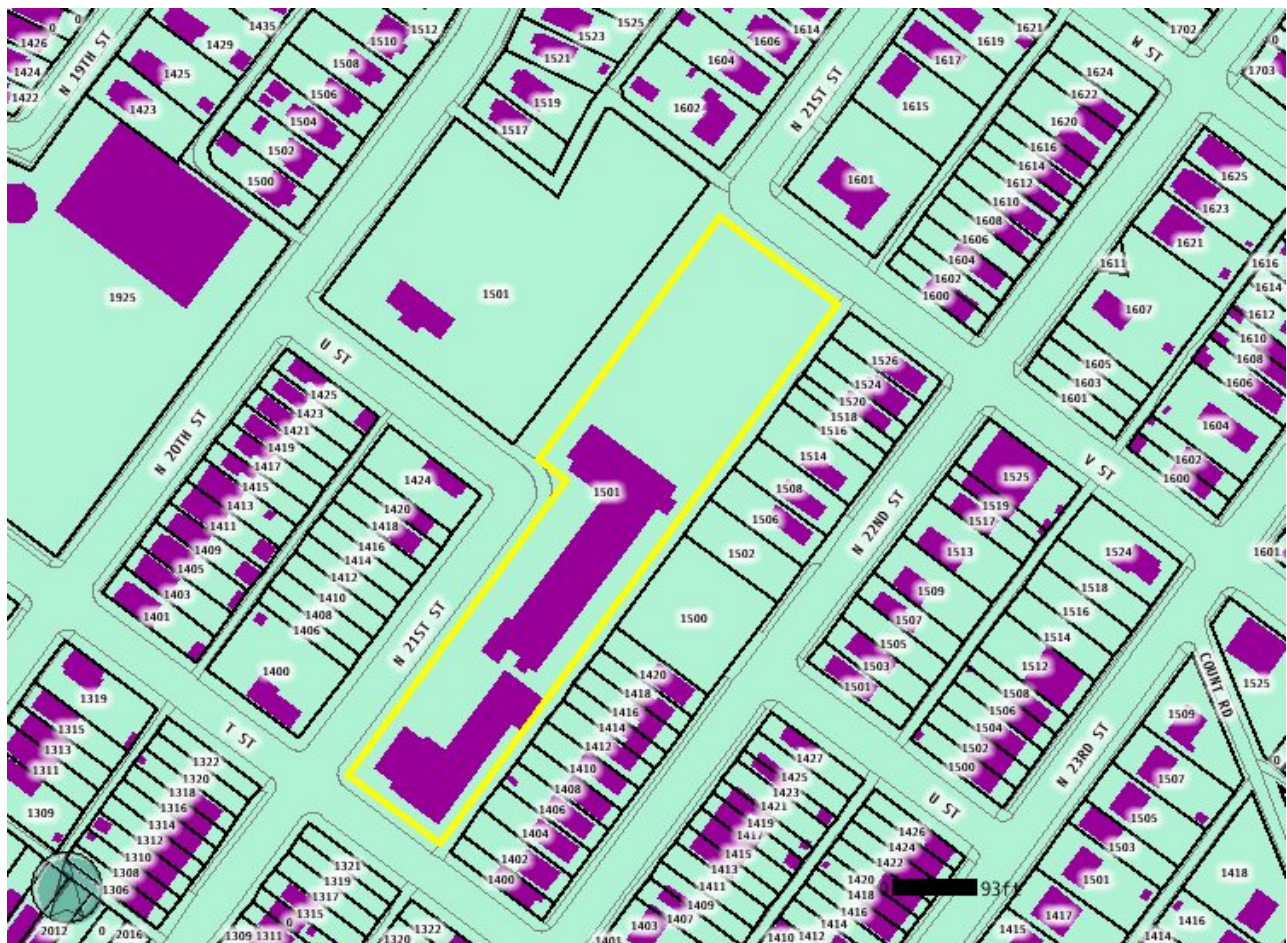
10. Geographical Information

Verbal Boundary Description

The southwestern boundary (the original main entrance to the building) is formed by the sidewalk directly in front of the building along T Street. The southeastern boundary is the alley between North 21st and North 22nd streets. The sidewalk that aligns V Street forms the northeastern boundary, like the southwestern boundary. The northwestern boundary (the re-oriented main entrance after the 1909 addition, and the present main entrance to the building) is formed by the sidewalk along North 21st Street.

Boundary Justification

The boundaries of the Fairmount School are those historically associated with the building. The property is defined by the City of Richmond as tax map reference number E0000776015.



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Physical Integrity

The Public Schools of Richmond MPD identifies the following criteria for evaluating physical integrity:

Exterior

- Original height
- Original mass
- Original roof forms
- Stylistic features should remain to a large degree

Interior “significant interior features that should remain to a large degree are”:

- Main entrances
- Location and general configuration of corridors
- Floor-to-ceiling heights
- Auditoriums where significant architectural detailing is present
- Detailed space such as the principal’s office or library
- Staircases, if prominent and of architectural interest
- Wainscoting along corridors and in classrooms
- Unusual ceiling treatments such as vaults or coffers
- Architectural features such as marble, beaded board, decorative plaster
- Windows
- Window and door trim
- Doors and transom

Physical Integrity: Exterior

The Public Schools of Richmond MPD identifies the following criteria for evaluating exterior integrity:

- Original height



Original height of Fairmount School unaltered

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- Original mass



Mass of Fairmount School as of 1909 unaltered

- Original roof forms



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Roof of Fairmount School

- Stylistic features should remain to a large degree



Tower detailing

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Brick detailing at cornice line



Brick detailing around windows

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Granite sills and stringcourse



Brick detailing

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1909 addition



1909 addition

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1909 addition



1909 addition brick detailing at cornice line

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Physical Integrity: Interior

The Public Schools of Richmond MPD identifies the following criteria for evaluating exterior integrity, “significant interior features that should remain to a large degree are”:

- Main entrances



First floor looking toward main entrance

- Location and general configuration of corridors



Present plan highlighting original classroom, corridor & auditorium walls remain in place

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Corridor looking south



Corridor looking north

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Corridor looking north above dropped ceiling tiles



Corridor ceiling above dropped ceiling tiles

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- Floor-to-ceiling heights



Original ceiling in place above dropped ceiling in classroom/apartment



Original ceiling height revealed in corridor

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- Auditoriums where significant architectural detailing is present



Auditorium space as seen from mezzanine



Auditorium space looking toward mezzanine

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Pass-through space on mezzanine

- Detailed space such as the principal's office or library
The auditorium was the only specialized space present in the building other than classrooms.
- Staircases, if prominent and of architectural interest

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Staircase was rebuilt in existing location to meet code

- Wainscoting along corridors and in classrooms



There was no wainscoting along corridors and in the classrooms, but a high chair rail was used to define "wainscot" area defined by paint instead of paneling

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- Unusual ceiling treatments such as vaults or coffers



Tin ceiling in corridor



Tin ceiling in classroom/apartment

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- Architectural features such as marble, beaded board, decorative plaster
None present historically.

- Windows
- Window and door trim



Reproduction wood windows “in kind” (had been removed in the 1950s)

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Original sashes and jambs, but trim encased beneath present drywall

- Doors and transoms



View above dropped ceiling tiles in corridor showing doors and transoms on right

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Addition and comparison to Randolph School (VDHR 127-388; VLR 8/21/84; NRHP 10/04/84):



Randolph School



Fairmount School



General view of Fairmount School

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Photo montage of distinction of Fairmount School and addition



Fairmount School 1909 addition

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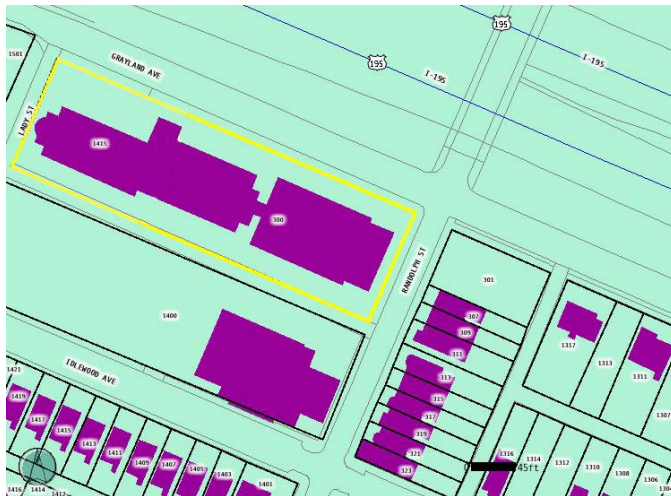
Fairmount School

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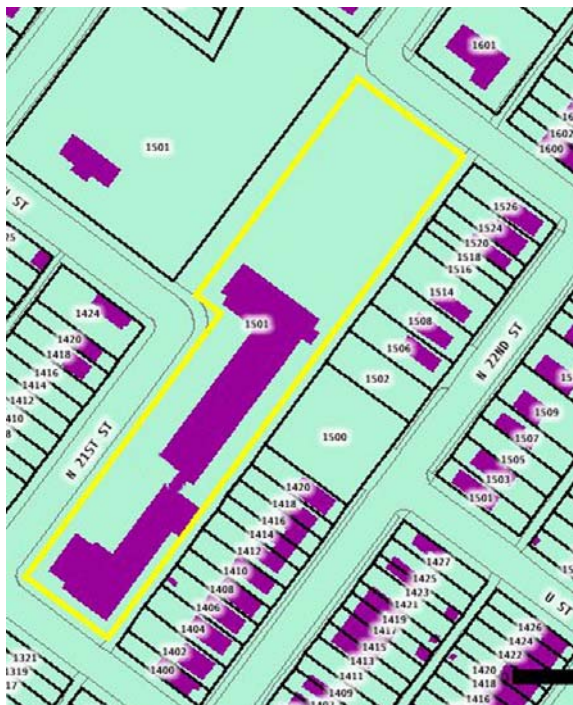
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Randolph School (VDHR 127-388; VLR 8/21/84; NRHP 10/04/84) and addition footprint



Fairmount School and addition footprint

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Photograph List Page 30

All photographs are of:
Fairmount School (127-0308)
1501 North 21st Street
Richmond, VA

VDHR Negative Numbers: 22143
Susan Reed, photographer 6/8/05

All negatives are stored with the Virginia Department of Historic Resources

VIEW: Exterior, overall south (primary) elevation
PHOTO: 1 of 12 (frame 36)

VIEW: Exterior, northwest view
PHOTO: 2 of 12 (frame 2)

VIEW: Exterior, 1909 addition original windows, west elevation
PHOTO: 3 of 12 (frame 30)

VIEW: Exterior, brick and granite, south elevation
PHOTO: 4 of 12 (frame 32)

VIEW: Exterior, original windows, south elevation
PHOTO: 5 of 12 (frame 33)

VIEW: Exterior, roof
PHOTO: 6 of 12 (frame 25)

VIEW: Interior, hallway below dropped ceiling, looking north
PHOTO: 7 of 12 (frame 17)

VIEW: Interior, auditorium, looking southeast
PHOTO: 8 of 12 (frame 18)

VIEW: Interior, auditorium, looking southwest
PHOTO: 9 of 12 (frame 21)

VIEW: Interior, auditorium mezzanine, looking south
PHOTO: 10 of 12 (frame 20)

VIEW: Interior, tin ceiling above dropped ceiling in classroom/apartment
PHOTO: 11 of 12 (frame 22)

VIEW: Interior, above hallway dropped ceiling, looking north
PHOTO: 12 of 12 (frame 6)