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Virginia E. Randolph: A Hero of African American Schooling in Virginia

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In 1915, a new high school for African Americans, the Virginia Randolph County Training School, was built in honor of Virginia Randolph for her lifetime contributions. The school was a tribute to her reputation throughout the South as a preeminent leader in the field of education. In 1924 a dormitory for girls that housed 30 students was opened; however, this was not enough for Miss Randolph. She wanted as many children as possible to receive a quality education. The 1930 census shows she had fourteen "adopted" sons and daughters, all of whom were in their adolescent stages, living in her home so they could be provided an education (Virginia Estelle Randolph, 2009). Virginia Randolph went to extraordinary measures throughout her life to give the gift of education to as many people as she could. Throughout her life she remained fiercely committed to her goal of making school available to everyone, especially for African-American children of her time.

Very few people have the honor of being associated with the word "hero." There are many daunting requirements and tasks people must complete to achieve heroic status. Virginia Randolph was one of these people. Today, most people think of heroes at a very superficial level, such as the level of the fictional comic book superhero. But Virginia Randolph was a real hero in the truest sense. She didn't physically save a single person's life, but she improved the quality of living for millions of people and strongly aided in the development of an entire society.

Scholars have proposed many definitions and theories of heroism. For example, Allison and Goethals (2011) offered the idea that heroism is in the eye of the beholder, a definition that recognizes the wide range of opinions about who is a hero and who is not. Allison and Goethals (2011) also discovered that most heroes possess eight central qualities that they called the great eight traits of heroes. These traits are smart, strong, charismatic, caring, resilient, reliable, selfless, and inspiring. Joseph Campbell (1949), a comparative mythologist, argued that a hero must undergo the hero's journey consisting of many stages of growth and development. All heroes in literature travel this journey, prompting Campbell to call the journey a hero monomyth. Franco, Blau, & Zimbardo (2011) proposed a situation-based taxonomy of heroes consisting of 12 primary subtypes of heroism. Kinsella, Ritchie, and Igou (2017) conducted research uncovering another set of heroic traits consisting of bravery, moral integrity, conviction, courage, self-sacrifice, protectiveness, honesty, selflessness, determination, willingness to save others, inspirational, and helpfulness. This chapter describes Virginia Randolph's heroism in relation to all these theoretical perspectives.

virginia randolph's hero's journey

Joseph Campbell (1949) described the hero's journey and the hero monomyth in this way: "A hero ventures forth from the world of common day into a region of supernatural wonder: fabulous forces are there encountered and a decisive victory is won: the hero comes back from this mysterious adventure

with the power to bestow boons on his fellow man" (Campbell, 1949, p. 23). The journey consists of the three major stages of *departure*, *initiation*, and *return*. This chapter will now explore the many ways that Virginia Randolph undertook this journey and experienced these three heroic stages.

Departure

The first major step of Virginia Randolph's journey was her departure, which describes the time when the hero leaves her familiar world to embark on an adventure (Campbell, 1949). Virginia Estelle Randolph was born in 1870 as the child of former slaves (Fairfax, 2013; Virginia Estelle Randolph, 2009). She completed her education at the age of sixteen. The fact that she saw and understood the value of education for adolescent African-Americans was the force that called her into action. She saw that there was an important problem that needed attention, and she felt a calling to find a solution. Miss Randolph took her first teaching job in Goochland County and in 1892 she began teaching at the Old Mountain Road School in Henrico County (Virginia Estelle Randolph, 2009).

Initiation

The next step of the hero's journey that Virginia Randolph underwent was initiation (Campbell, 1949). During the start of the initiation period, the hero has already begun her heroic work. The hero may not be completely successful and may not perform at the highest level she can. Virginia Randolph had already begun her teaching career, but she was not well known and was not yet as successful and as impactful as she would later prove to be. It was during the initiation phase when Randolph truly began to take the educational world of the south by storm. Virginia Randolph's initiation began at the Old Mountain Road School, where she confronted horrific working conditions that were sadly characteristic of most African American schools of that time.

Her first goal when she arrived was to improve the physical condition of the school building (Pincham, 2005). Here she developed her famously unique approach to education. Her strategy involved a combination of practicality, creativity, and involvement from parents and the community, all of whom she recruited to help contribute and support the education of African American children. Regarding the practicality component of education, Randolph taught her students woodworking, sewing, cooking, and gardening so that the children would would be productive members of society upon leaving the school (Virginia Estelle Randolph, 2009). She paired those skills with the teachings of more standard academic subjects to develop her students on a multilevel basis.

Road of Trials

The road of trials is a subcategory in the initiation stage of the hero's journey. It refers to the challenges that a hero faces while attempting to perform her heroic duties. The dreadful conditions of the school system were one of the primary challenges that Virginia Randolph encountered. She described the school as "old, bare within and without, and stood on a roughly cleared patch of ground by the side of a hilly road in which the visitor's buggy would sink at times to the wheel hub" (Pincham, 2005). Virginia Randolph implemented improvements in the school conditions because she realized that it would have been nearly impossible for her to educate students under those horrible conditions. She used almost a third of her own salary from the first month she worked there to buy gravel for the road that led to the school (Pincham, 2005). She was willing to do anything it took to deliver a proper education to the students.

Another challenge she faced was getting the community interested and involved in the school (Pincham, 2005). Without community involvement, the school would not acquire the resources that the students needed, nor would the parents and students see the value of the school and its importance in their children's education. To gain attention, Virginia organized various activities for the community. For example, she held an Arbor Day event, which consisted of twelve trees being planted on the school grounds. Each tree was planted by a member of twelve different families (Pincham, 2005).

This immediately attracted attention from the parents in the community who now had a vested interest in maintaining the condition of the trees. Virginia Randolph implemented many more strategies to promote participation in the school, such as the Patrons Improvement League, which commissioned volunteers to whitewash the school building, clean the walls, and make the schoolhouse look more attractive by adding vines and flowers around it. She also created her League of Willing Workers which raised money to fund these projects. The School Improvement Club was another fundraising club she created to maintain the plants surrounding the school. Finally, Virginia Randolph established a Patron's Day, where parents of the students were encouraged to come to school and see exactly what went on there (Pincham, 2005). Now that the parents were more invested in the school, it would be easier for the children to become excited about learning both at home and at school.

The Vision Quest of Virginia Randolph

Another aspect of the initiation section of the hero's journey is the vision quest, which refers to the hero's plan of action that she will take to accomplish her heroic goals (Campbell, 1990). Virginia Randolph had a stirring vision question, as from a very young age she knew what she wanted to achieve, and she knew exactly how she wanted to do it. As previously mentioned, her goal was to increase and improve the education of African-Americans in Virginia, and she knew how to go about it by using her technique of combining "practicality, creativity, and involvement from parents and the community" (Virginia Estelle Randolph, 2009). Records kept about Randolph's heroic effort to improve her school clearly show the "documented success" that she had (Fairfax, 2013). It also is a perfect depiction of her vision quest and what parts of her plan Randolph accomplished. Examples of the improvements she made include "white washed trees, taught domestic science, sewing, and carpentry, kept the yard in good condition" (Randolph, 2009a).

Miss Randolph's documented reports of her work plans demonstrate her clear vision, her desire to improve the school, and how exactly she did so. She also used the many activities and community involvement she organized to improve educational opportunities. Randolph used her passion, her desire to succeed, and assistance from parents and students to accomplish her goals.

She had an innovative plan, or vision quest, she stuck to it, and she achieved what she set out to do, overcoming formidable obstacles along the way.

Allies and Enemies

The third part of the initiation phase of the hero's journey, according to Christopher Vogel, involves encounters with allies and enemies (Vogel, 2007). Throughout her life, Virginia Randolph did not have many enemies per se; however she did have people who presented her with challenges and who stood in the way of her reaching her goal. For example, the parents of the students did not always agree with her style of teaching and did not believe that it was the most effective way for their children to learn. They believed that their children should learn through a more traditional style, namely, from books and not from physical activities. At one point, some parents started a petition to get Randolph fired from the school. However, the superintendent ignored the petition because he had faith in Randolph and knew that ultimately she was making the right decisions by teaching students in ways that would lead them to be most successful. The parents still did not agree with Randolph's style, and some attempted to keep their children from going to school. This effort failed because the students were learning so much, and enjoyed school so much, that they ignored their parents and went to school anyway (Pincham, 2005).

The second group of people who presented a challenge to Randolph were some of the other African American teachers in Henrico county. It had been arranged for Miss Randolph to visit other schools in Henrico by the county superintendent, Dr. Jackson Davis, so she could present her ideas and methods elsewhere in hopes they might spread. However, some of the other teachers became jealous and did not follow her instructions. They also believed that they were being "shown like children" how to do their jobs and that they knew better themselves than Randolph (Pincham, 2005). This was a challenge for Randolph because all she was trying to do was what she believed was best for the children. Out of all the people she needed on her side, her fellow teachers were some of the most important. Without the support of other African American teachers, it would be very difficult to make changes and to further develop the education of African American children.

Another enemy that Virginia Randolph faced was white opposition. During this time period in the South, there was considerable white opposition to establishing schools for African-Americans. Virginia Randolph was one member of society who was "risking their own safety in the name of education. Many African-American school-teachers demonstrated their commitment to African-American progress and defined themselves as community activists" (Fairfax, 2013). In Randolph's case, this was not as big a problem as it could have been. She focused heavily on her plan of education and on the importance engaging the community in education, African-American communities as well as white communities. Many of the programs that she implemented, such as ones mentioned above, were directly designed to get the greater community involved, regardless of race. Even white teachers borrowed her ideas, which helped prevent whites in general from heavily opposing Virginia Randolph's work.

Virginia Randolph had allies on her side throughout her life who played large roles in contributing to the success she enjoyed. All the people involved in the programs and groups Randolph implemented -- the Arbor Day group, the Patrons Improvement League, the League of Willing Workers, and the School Improvement Club -- provided vital contributions to the considerable success she had. Randolph knew that she could not accomplish what she wanted alone, and in creating these groups she fortuitously formed a small army of allies. This was one of the most brilliant aspects of Randolph's plan; she understood that she needed help from others, so she did what she had to do in order to gain the trust and loyalty of the members of the community so that when she really needed them, they were there for her.

The second ally to Virginia Randolph was the superintendent of Henrico county, Jackson Davis. He was a strong advocate for Randolph and believed in her methods of teaching and improving the schooling community for African Americans in the county. Having the superintendent on her side was crucially important and helped her accomplish many things she would not have been able to without him. Davis said about her: "Here was a teacher who thought of her work in terms of the welfare of the whole community, and had the school as an agency to help the people to live better, to do their work with more skill and intelligence, and to do it in the spirit of neighborliness" (Pincham, 2005).

Davis clearly had a firm faith in her and what she was doing, and it was he who encouraged her to visit the other schools in the county and share her ideas and ways of teaching with them. Davis also was the one who proposed that the Jeanes Fund help pay the wage of an industrial supervisor. The supervisor would be Virginia Randolph. Her job would be to oversee the Henrico Plan, which was, in short, a plan to engage in all of the ideas and strategies that she had developed, and it listed all the many improvements she had made. The Jeanes Foundation was also a heavily important ally because the million dollars that Anna T. Jeanes donated was imperative to the funding side of developmental changes that Virginia Randolph envisioned. Without the monetary support from the Jeanes fund many of the activities, events, and ideas of Randolph would not have been successful.

Initiation: Reward of Virginia Randolph

A final part of the initiation phase of the hero's journey, also according to Vogel (2007), is the reward. One of the most intriguing elements of Virginia Randolph's story is that she never received a traditional reward that we think of when we hear that term. She did not receive large amounts of money, greater power, or an increased social status because of her work. Fortunately, accolades are not what mattered to her at all. Her monetary reward consisted of her being paid $40 a month for her role of as an 'industrial supervisor' and the first appointed Jeanes Supervisor (Pincham, 2005). She also did earn a few specific honors beyond Jeanes Supervisor, such having several schools named after her, including the Virginia Randolph Education Center. Other positions she earned included being appointed to the Industrial School Board of Colored Children, and she served for many years on the Inter-Racial and Health Board for the Commonwealth of Virginia.

Finally, Virginia Randolph received recognition by receiving the William E. Harmon Award in 1926 for "distinguished achievement among negroes." Later the Virginia Randolph School became an important museum. The Virginia Randolph Cottage became a National Historic Landmark (Virginia Estelle Randolph, 2009). These rewards, paired with the fact that she achieved her goal in expanding and developing African American education, were the only rewards she needed or wanted.

Virginia Randolph's Return

The final section of the hero's journey is the return. During this phase of the journey, the hero finishes up her extraordinary duties, shares everything that she has done with her community, and resumes living her conventional life. For Virginia Randolph, the return consisted of retiring from the school system of Henrico in 1949 as supervisor of Negro Education in Henrico County. She had worked in the Henrico county education system for 57 years, leaving an exemplary legacy as the supervisor of 24 schools. To maintain her standards of excellence and to honor her as well, a foundation was created in her name called the Virginia Randolph Foundation. Moreover, a bust of her was placed in the Virginia Randolph School (Fairfax, 2013). Virginia Randolph vastly improved school conditions, morale, and involvement of the schooling community throughout Henrico, and her rich body of work and innovative ideas spread to other school districts throughout America.

Virginia Randolph was very successful throughout her career and has been deemed a hero because she followed one of the most basic and widely accepted models of being a hero: Joseph Campbell's monomythic structure of departure, initiation, and return. Virginia Randolph fulfilled each of these stages of the journey in extraordinarily deep ways. She found herself in an extremely challenging situation in which she had to push above and beyond what anyone else would normally do, or even imagine doing. Randolph proved to everyone, through passion and innovation, that she could accomplish her goals as an educator of African Americans. She helped her community develop and grow, and she brought community members together under the umbrella of education. People slowly accepted her leadership as they observed its transformative effect on children.

The Great Eight Traits of a Hero

The great eight is widely accepted theoretical framework of heroism developed by Allison and Goethals (2011). The framework outlines eight main characteristics that describe a hero. Allison and Goethals conducted a study in which they asked participants to list as many traits as they could that best

describe heroes. These traits were sorted by other participants into piles based on similarity. The resultant factor and cluster analyses revealed the following eight categories of traits describing heroes: intelligent, strong, reliable, resilient, caring, charismatic, selfless, and inspiring. Allison and Goethals (2011) called these trait categories "the great eight" (as cited in Allison, Goethals, & Kramer, 2017). These traits represent people's beliefs about the necessary traits to be considered a hero. Virginia Randolph is a considered a hero because she did, in fact, demonstrate all of the traits. Below I describe the specific traits that Randolph demonstrated most notably: the great eight traits of intelligence, strength, resilience, and charisma.

The first of Randolph's five heroic traits is intelligence. Without a doubt, Virginia Randolph exhibited extreme intelligence, wisdom, and sound judgment throughout the entirety of her life. "Miss Virginia Estelle Randolph, community mobilizer and social worker pioneer, was the embodiment of this skill as a master-teacher" (Fairfax, 2013). She always knew what to do and when to do it in order to be successful. As stated before, Virginia Randolph generated her own plan to change the education system in Virginia, a unique plan that that no one before her had ever devised. Not only did she develop this plan, but she implemented it to perfection. This was not an easy task; she was presented with many challenges and obstacles, yet she had the perfect responses to all of them.

For example, she faced the challenge of dilapidated school conditions, which she solved by improving the appearance of the schoolyard and building. She was extremely resourceful and used some of her own money she had earned, combined with "free lawn grass seeds she received from a member of the community." Her resourcefulness was legendary. Randolph also initiated innovative programming, such as The School Improvement Club, the League of Willing Workers, and the Patrons Improvement League. These groups exemplified another example of Miss Randolph's intelligence, namely, her response to the challenge of getting the community involved in her educational system. She established her Arbor Day event and Patron's Day to drastically improve community involvement and parental interest in the education of their children. These were all instances that demonstrated Virginia Randolph's inherent intelligence and resourcefulness.

The next of the great eight traits that Randolph demonstrated were strength and resilience. These can be paired together because many of Randolph's heroic actions required strength and resilience acting in concert with each other. According to the Merriam-Webster dictionary, resilience is defined as "the ability to become strong, healthy, or successful again after something bad happens," and strong is defined as "not easy to break or damage." These two traits are connected, as many of the intelligent ideologies, attitudes, and tactics she used also revealed her resilience and strength. For example, all of the challenges mentioned previously, which she resolved with brilliance, established that she was also very strong and resilient. Randolph did not shy away from any of these challenges but willingly took them on and did everything in her power to overcome all of them. Virginia Randolph's responses to the adversity that confronted her clearly demonstrated strength and resilience.

Another of the great eight traits that Virginia Randolph displayed is charisma. In Randolph's account of how she improved the grounds around Mountain Road School, she tells a story that reveals the role of charisma in her heroic work. A very angry mother of children who had gotten in trouble during school for fighting went to the school to talk to Miss Randolph. Randolph described what happened as follows:

She said "I want to speak to you," and I answered, "Walk right in. I'll speak to you in a few minutes. Wait till we have devotions." Then I said, "Children, this morning I'm going to pray, 'Lord have mercy on dear mother that come to school: so glad to see you, dear mother.'" I said to them "Now, children, I know you all feel proud that this is the first mother that has been to school. She is a mother with two lovely children and you know 'the hand that rocks the cradle rules the world.'" The mother was touched, and with tears in her eyes she said, "I came for one thing and I have found another: I'll never come to disturb this school any more" (Randolph, 2009a).

This incident demonstrates Miss Randolph's charisma. Merriam-Webster defines charisma as "a personal magic of leadership arousing special popular loyalty or enthusiasm for a public figure." The mother came to the school full of anger toward Randolph but this anger was completely diffused upon seeing what Randolph was doing for her children and hearing the praise and

compliments Virginia bestowed on her and the school as a whole. This incident is a perfect example of the "personal magic of leadership" and "special popular loyalty" that Randolph possessed, demonstrating heroic charisma.

The final element of the great eight that Virginia Randolph embodied is selflessness. Virginia Randolph devoted her entire life to benefiting others. She did not improve the education system for herself, or for her own children, or for any selfish reasons; she only did it for the betterment of Richmond's children and for her community as a whole. Not only did she devote her life to that cause, but throughout her fight for improved education, she sacrificed personally in order to obtain her goal. For example, as mentioned before, Randolph understood that to provide adequate education and to get the community involved, she would need to make her school, and then other schools, more aesthetically pleasing as well as practically useful.

Randolph often lacked the proper funding and materials to accomplish these objectives. She used $7.50 from her first paycheck, which totaled $25.00, to buy gravel for the road leading to the school (Pincham, 2005). She also selflessly used her own personal money to support the school in other ways such as the example described in "Virginia E. Randolph, A Teaching Pioneer" (2008): "To reach the 23 schools she supervised, outings that took up to three hours one way on often-rough country roads, she had to hire a buggy and driver, an expense that consumed much of her salary." As Randolph was poor herself, these acts were exceedingly selfless on her part and required great sacrifice for the sole purpose of helping her community. She was selfless in other ways as well. She let many children stay in her home with her because it was the only way that they would be able to get the education Randolph so desperately wanted to give them.

A Social Hero

Virginia Randolph falls into another category and definition of a hero: a social hero, as described by Franco et al. (2011). These scholars define a social hero as a person who "makes social sacrifice," and two examples of social heroes are a good-samaritan and an underdog. Throughout her life, Randolph, was clearly a social hero. Moreover, she was a good-samaritan, defined as people

"who are first to step in to help others in need." Randolph was also an underdog, defined as someone who "overcomes handicap or adverse conditions and succeeds in spite of such negative circumstances" (Franco et al., 2011). Virginia Randolph's entire life was centered around her desire to help others by increasing educational opportunities and raising the quality of education in her community and surrounding ones. She saw that there was a problem that needed fixing, so she stepped up, sacrificed, and did everything in her power to solve the problem. The task was not easy and she was presented with many challenges and obstacles, such as racial barriers in place that prevented her school district from receiving adequate funding. These challenges did not deter her. She prevailed by overcoming the conditions she was presented with. Based on the definitions of Franco et al. (2011), Randolph was both a good-samaritan and an underdog social hero.

Furthermore, to demonstrate Miss Randolph's innate sense of altruism, we can compare what she did in her life to Dik, Shimizu, and O'Connor's (2017) proposal about the link between heroism and altruism. According to Dik et al. (2017), "A career dedicated to altruism not only orients to the greater good, but also often requires significant personal sacrifice." Virginia Randolph dedicated her entire life to being altruistic; she began her teaching career in 1892 and she retired from working in the school system of Henrico in 1949 (Fairfax, 2013). That is 57 years of work, devoted entirely to aiding and benefiting the lives of other people. She spent her whole life trying to make other people's lives better, making significant personal sacrifices along the way.

Transformations of Self and Society

All heroes undergo an inner transformation that later paves the way for a transformation of society (Allison & Goethals, 2017). Virginia Randolph experienced, or brought about, both of these transformations. She cared so much about the schooling of African American children that she devoted her entire life and all of her resources toward improving the educational system. Born only nine years after America's Civil War, Virginia Randolph was thrown into supremely challenging circumstances. She faced racial discrimination and racial barriers that made success unlikely. Randolph also confronted prejudices against women, as she lived in a heavily patriarchal era. Success seemed

unlikely but what set her apart from most people was her positive attitude. Where others saw adversity, she viewed her circumstances more as a blessing than a curse, and decided to make the most of them.

Virginia Randolph transformed herself and the situation into which she was born, and later she had a transformative effect on others. Randolph's personal transformation resided in her mental outlook. Her mindset was a crucial factor in accomplishing her mission to improve the quality of African Americans' education. She recognized that the educational system for African Americans needed improvement, and so she transformed her attitude and mental outlook to make these improvements possible.

According to psychologists Decter-Frain, Vanstone, and Frimer (2017), heroes benefit society in several ways. Two of these ways involve strengthening group cohesion and encouraging group cooperation. Virginia Randolph's heroism had the transformative effect of strengthening the group cohesion among the members of her community. Her activities to serve the school brought people together and improved morale. Her heroic work also encouraged people to cooperate because she had the charisma to rally people to support a common goal. Decter-Frain et al. (2017) argued that "groups become more productive and members feel greater belonging when they bind together into a tight-knit moral community."

Virginia Randolph bound the community together on many different occasions. Specifically, she "fed the palatability of the community with the assistance of The League of Willing Workers" (Fairfax, 2013). She also brought the community together through the aforementioned Patrons Improvement League, the Arbor Day event, Patrons Day, and the School Improvement Club. Clearly, her goal was to forge friendships and unite people behind a common cause. Randolph did so in ways that strengthened the citizens' relationships, encouraged citizens to cooperate, and motivated them to work toward the goal of improving the school system in Virginia.

Virginia Randolph also explicitly followed the third way that heroes benefit society, namely, they "model behavior that followers copy" (Decter-Frain et al., 2017). Other teachers in her school district began to emulate Randolph and

adopt her innovative educational programs. Soon teachers outside of Henrico County and beyond Virginia did the same. Randolph's heroic work caught the attention of her superiors. Mr. Jackson Davis, the white Henrico County Superintendent, wrote this to the board of the Jeanes Foundation: "I have secured Miss Virginia E. Randolph (colored) as the industrial teacher for the Negro school in the county, and her work in this field began today. I think we are fortunate in securing her…She possesses common sense and tact in an unusual degree and has the confidence of all who know her" (Fairfax, 2014).

Randolph gained support from people like Davis, who had strong clout within the educational community and whose opinions were highly valued. She developed the trust and following from them and from the rest of the community who all believed in what she was doing. This brought the county of Henrico and the state of Virginia together as a whole.

summary and conclusion

In the end, Virginia Estelle Randolph is a hero of Richmond because she improved the quality of education for tens of thousands of African American children, immeasurably enhancing an entire society. Her contributions to the school system in Virginia were invaluable and transformative. Toward the end of her life and after her passing, she received many well-deserved honors and recognitions. Fairfax (2014) described a few of them as follows: "Miss Randolph's reputation as an accomplished educator and community leader received statewide approbation: Miss Rudolph succeeded Walker as head of the Richmond Council of Colored Women. On 28 July 1926, she became a recipient of the Harmon Award for her pioneering efforts of educating rural African-American children and with the Richmond Juvenile and Domestic Relations Court in aiding children with their problems."

Throughout her life, Virginia Randolph strived to create a high-quality educational experience for all African Americans. She also managed to bring a community, a county, and a state together toward to achieve a common and worthy goal. Her heroic work was never easy, as she encountered considerable resistance and faced daunting racial and gender barriers. For her

heroic contributions, she is known as one of the most influential African American teachers and contributors to the school system in our nation's history. Randolph's life mirrored Joseph Campbell's hero's journey and thus contained elements of departure, initiation, and return. Randolph's heroic attributes also corresponded to Allison and Goethals' (2011) great eight traits of a hero. She demonstrated every one of these eight characteristics of heroism during her long and storied career as an educator and administrator. As befitting a hero, Virginia Randolph transformed herself from the daughter of a slave to a prominent and respected educator whose legacy will never be forgotten.

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