

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: Pine Grove Elementary School

Other names/site number: DHR #024-5082

Name of related multiple property listing:

Rosenwald Schools in Virginia (012-5041)

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

## 2. Location

Street & number: 267 Pinegrove Road

City or town: Cumberland State: VA County: Cumberland

Not For Publication:  N/A Vicinity:  X

## 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   X   C     D

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

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

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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>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

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**6. Function or Use**

**Historic Functions**

(Enter categories from instructions.)

EDUCATION: School

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

**Current Functions**

(Enter categories from instructions.)

SOCIAL: Meeting Hall

RECREATION & CULTURE: Museum

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

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## 7. Description

### Architectural Classification

(Enter categories from instructions.)

OTHER: Rosenwald School

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

Principal exterior materials of the property: CONCRETE; METAL; WOOD: Weatherboard;  
STONE: Slate Shingles

### 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

Pine Grove Elementary School is located on Route 654 off Highway 60 in Cumberland County, Virginia, on a roughly level 3.7-acre partially wooded lot. Pine Grove School was constructed with funding from the Rosenwald Fund in 1917 and was most recently used as the Pine Grove Community Center. The school retains most of its original fabric, including the exterior wood weatherboards, interior wood cladding on walls and ceilings, wood flooring, door moldings, wood window sash, and slate roofing. The one-story, two-room wood frame school was built based on rural school plans designed by architects at Tuskegee Institute. There are no outbuildings or secondary resources on the parcel. The area surrounding the property is heavily wooded with a few residential dwellings spaced along Route 654 at considerable distances from the subject property. Pine Grove is one of six Rosenwald Schools originally constructed in Cumberland County. Today the property has excellent integrity of location, setting, design, workmanship, materials, feeling, and association.

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#### Narrative Description

##### Setting

The property is located in eastern Cumberland County close to its boundary with Powhatan County. The school is the only building on the parcel. It is set back from Route 654 and features a one lane dirt driveway leading up to the east (front) elevation of the building. The parcel is flat

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with grass cover around the building that is surrounded by dense forest. There are several large deciduous trees situated in the grassy area at the rear of the building along with a modern May Pole installed by alumni of the school to replace the historic May Pole (photo #05).

### Exterior Description

The one-story, wood frame building features what appears to be the original hipped slate roof, likely sourced from nearby Buckingham County (photo #25). The building rests upon brick and concrete piers (photo #06). The exterior is clad in painted weatherboard siding. A central projecting bay, housing the original coat closets, has a gable roof with pediment that intersects the hipped roof of the main block of the school. Centered in the pediment is a rectangular attic vent. Flanking the projecting bay on both sides are one-bay, hipped roof entry porches, each with two separate entrances; one into the coat closet and one into the classroom (photo #01). Each entry porch roof is supported by a single turned wooden column and a turned wooden pilaster on the primary façade wall. The deck of each porch is poured concrete, accessed by four concrete steps. All four entrances have single-leaf, wood, five-paneled doors, typical of the period of construction. The projecting bay on the east elevation has paired double hung, two-over-two wood sash windows, which provided light for the two identical coat closets accessible from the covered porches (photos #26-29). The building features matching paired double-hung wood sash windows at the north and south ends. The rear (west) façade has two banks of three double-hung wood sash windows centered on the wall of each of the interior classrooms—a hallmark of the architectural plans for Rosenwald Schools to assure ample natural light.

The name of the builder is unknown. However, the school was constructed between 1916 and 1917, according to the Virginia Superintendents Annual Report for 1916 and 1917.<sup>1</sup> Its construction was based on architectural plans produced by a pair of African American architects at Tuskegee Institute, Robert Taylor and W.A. Hazel. Examples of Tuskegee Institute rural school plans were published in 1915 in a pamphlet titled “The Negro Rural School and its Relation to the Community”.<sup>2</sup> The interior of the building is divided into two classrooms. Because this plan pre-dates the Rosenwald Fund’s 1920 publication of Community School Plans, it has some slight variations of note. One is the use of a hipped roof instead of a gable roof. Another is the placement of the closets in the front gable end of the building and inclusion of exterior covered porches instead of interior vestibules. This allows the two rooms in the Pine Grove Elementary School to be perfectly rectangular without any obstructions for viewing the chalkboards at the northeast and southeast corners of each classroom (photos #16-17). In this building, three of the four extant chalkboards are original.

### Interior Description

The walls of each classroom are composed of flush diagonal wood paneling in thin, long strips at about a 45-degree angle forming a downward arrow pattern centered on each wall, window, or

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<sup>1</sup> The Virginia Superintendents Annual Report for 1916 and 1917 shows Pine Grove and Mullein Bottom as built during that year. However, they are not identified as “colored” and the private donations column is inconsistent with what is listed in the Fisk Rosenwald Database for both schools.

<sup>2</sup> Tuskegee Institute. Extension Dept. The Negro Rural School and Its Relation to the Community. Tuskegee, Ala., 1915.

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door (photo #15). Hardwood tongue-and-groove flooring spans both classrooms. The window and door trim is consistent throughout and features circular rosette corner blocks at the corner of each fluted trim piece (photo #18). To complement what was surely a handsome design when the school opened in the 1917-1918 school year, decorative crown molding surrounds the perimeter of each room at the top of each wall, with a second molding strip approximately one foot below the ceiling (photo #14).

The building was originally heated by a wood stove (photo #22), and its chimney pipe still hangs from the northwest corner of Classroom 1. Electricity was added during the 1950s or 1960s, when the Pine Grove School building became a community center, and now there are electric lighting fixtures in the center of the ceiling of each room (photo #10 and 15). Pine Grove does not currently have electricity even though the earlier wiring remains. Ceilings throughout are covered with tongue-and-groove boards running the length of the classrooms. The two classrooms are separated by a partition wall that is finished with the same diagonal finishes and molding. Original, bi-fold doors that ran the entire length of the partition wall are no longer extant; however, the door jamb and fluted molding with rosette corner blocks is still in place. The coat closets are finished with wood, unpainted vertical tongue-and-groove walls and ceilings.

### **Integrity Analysis**

The property has integrity of location, as the former school continues to occupy its original parcel. The integrity of setting is intact as no recent construction or alterations have taken place within the historic boundary. Located in a rural community of African Americans in Cumberland County, the larger setting continues to be very rural. Today the vicinity is heavily forested, although historically a more mixed land use that included farming, milling, and mining would have been present.

Overall, Pine Grove School is in excellent condition with high retention of historic fabric. Some structural problems have been identified, the most notable of which is the leaking slate-covered roof. A tarpaulin currently partially covers the roof (photo #25) to prevent any further damage. There are signs of persistent leaks, including damage above the entrance in classroom 2 (photo #20), water damage to the flooring underneath the leak (photo #21), and evidence that the roofing structure underneath the slate shingles needs repair (photo #19). Flooring has already been repaired under the former woodstove (photo #23). Due to minor settling, the doors do not seal properly when closed (photo #24). Lastly, there is some damage to the exterior weatherboard siding at the left of the door into classroom 1 at the southeast end of the building (photo #30). Despite these items of deferred maintenance, the building retains nearly all of its original materials, making its integrity of design, workmanship, and materials excellent. The presence of original blackboards, remnants of the heating stove, and only slightly altered coat closets add to its high degree of integrity. Also with regard to integrity of design, the Pine Grove School remains a clearly identifiable example of an early school design in the Rosenwald Fund's history, based on the Tuskegee Institute's 1915 pamphlet, "The Negro Rural School and its Relation to the Community." Due to its early date of construction in the program's history, the Pine Grove School has certain features that distinguish it from the later designs promulgated in

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the program's 1920 publication "Community School Plans." One is the use of a hipped roof instead of a gable roof. Another is the placement of the cloakrooms in the front gable end of the building and inclusion of exterior covered porches instead of interior vestibules. Later school designs typically included an industrial arts room in the projecting bay while cloakrooms were placed on a perimeter wall of each classroom.

The Pine Grove Elementary School has high integrity of association as it is an early example of a rural two-room, two-teacher Rosenwald school. Such schools were built across Virginia to provide educational opportunities to African American children during the Jim Crow segregation era. In addition to the Rosenwald Fund's financial assistance, funding for the schools was partially provided by African American parents, who also often donated land, materials, or labor for school projects from the Reconstruction Era through the end of Jim Crow. Cumberland County's school board also had to approve the school's construction and operation. The Pine Grove School conveys its historic association by retention of its original footprint and massing, character-defining features such as large banks of windows with original wood sash, separate entries to each classroom, and intact two-classroom interior plan. A particularly significant aspect of the school's integrity of materials is retention of the original slate tile roofing, which is composed of locally available Buckingham slate, so named for its identification with nearby Buckingham County, instead of more typical metal or asphalt shingle roofing. Historic interior finishes, such as wood flooring, painted wood-clad walls and ceilings, door and window casing, and five-panel doors, also contribute to the property's integrity of association as a rural Virginia school building that dates to the early twentieth century. In its totality, the Pine Grove School possesses integrity of feeling as a rural schoolhouse associated with African American education in rural Cumberland County. The integrity of feeling is expressed by the property's continued interrelationship with its rural setting and integrity of design, workmanship, and materials.

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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.)

ETHNIC HERITAGE: African American

EDUCATION

ARCHITECTURE

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

**Period of Significance**

1917-1964

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

**Significant Dates**

1964

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

**Significant Person**

(Complete only if Criterion B is marked above.)

N/A

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

**Cultural Affiliation**

N/A

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

**Architect/Builder**

Hazel, W. A.

Taylor, Robert

\_\_\_\_\_

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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.)

Originally constructed in 1917, the Pine Grove Elementary School was built with the support of the Julius Rosenwald Fund, which was established to improve educational opportunities for African American children in the rural American South from the 1910s through early 1930s. At least 382 schools (of which approximately 126 still survive today) were constructed across Virginia through the Rosenwald Fund, which provided African American children in rural, isolated communities with state-of-the-art facilities at a time when little to no local public funds were designated for their education. Pine Grove Elementary School is one of six Rosenwald schools built in Cumberland County, Virginia, between 1917-1932. The property is being nominated under the “Rosenwald Schools in Virginia (012-5041)” Multiple Property Documentation Form (MPD) and, as a well-preserved example of a Rosenwald school built between 1917 and 1932, the Pine Grove School meets the registration requirements specified therein.<sup>3</sup> The property is nominated at the local level of significance under Criterion A in the areas of Education and Ethnic Heritage: African American, as well as under Criterion C in the area of Architecture. Constructed during the early years of the Rosenwald Fund, the property’s period of significance begins in 1917 and ends in 1964 when the school closed. That year, Cumberland County closed all of its segregated schools for African American students and started bussing them to the newly completed Luther P. Jackson High School, which, notwithstanding its name, served grades 1-12. From 1917 to 1964, the Pine Grove School was an integral part of Cumberland County’s local Black community. Like many Black churches and schools, it functioned as the hub and heartbeat of community life for Pine Grove residents.

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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**

#### **Public Education in Virginia**

From the 17<sup>th</sup> century through the late 1860s, Virginia’s African American residents had few opportunities for formal education. Teaching enslaved African Americans to read and write was forbidden, starting with state laws passed in 1805 and followed up with additional restrictions in 1819 and 1831. Religious groups, particularly those with antislavery sentiments, such as Quakers, in limited instances provided basic literacy lessons for free African Americans and enslaved people. In even rarer instances, free African American youth attended private subscription or boarding schools.<sup>4</sup>

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<sup>3</sup> Bryan Clark Green. “Rosenwald Schools in Virginia (012-5041).” Multiple Property Documentation Form. Washington, DC: National Park Service, National Register of Historic Places, 2004.

<sup>4</sup> J. L. Blair Buck, *The Development of Public Schools in Virginia, 1607-1952* (Richmond: State Board of Education, 1952), 22-23; Ronald E. Butchart, “Freedmen's Education in Virginia, 1861–1870,” *Encyclopedia Virginia*, Virginia Foundation for the Humanities, 2015, <https://www.encyclopediavirginia.org> (accessed July 2019).

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The first glimmers of new educational opportunities for African Americans came during the Civil War. Wherever Union military forces' occupied territory in Virginia, notably in Alexandria and Hampton in 1861, African American educators established schools. Missionary and freedmen's aid societies assisted these efforts by funding building construction and teacher salaries. From 1865-1870, the Freedmen's Bureau, among its many Reconstruction policies, assisted with school organization as well.<sup>5</sup>

In 1869, a new state constitution mandated, for the first time in Virginia's history, the creation of universal, albeit racially segregated, public education throughout the Commonwealth. In July 1870, the Virginia General Assembly enacted a uniform education law that established a statewide school system headed by a superintendent of public instruction and state and county boards of education. State funding based on population quickly came to be insufficient to cover costs, thus requiring local governments to assess supplementary taxes. Under the racially segregated system, white students received the majority of public funds designated for public schools, while African American children typically received inferior buildings and supplies, shorter terms, and fewer paid instructors who received less compensation than teachers of white students.<sup>6</sup> Virginia's first state-subsidized public schools opened in November 1870. During the 1870-1871 term, the system served approximately twenty-four percent of the state's Black children and almost thirty-eight percent of white youth. After centuries of being denied access to education, however, African Americans seized the opportunities that became available with formal instruction. Reverence for education became a hallmark of African American communities from Reconstruction through the Jim Crow era of segregation.

Virginia's new public schools proved to be popular among both African Americans and working-class whites, so much so that by the late 1870s the two groups found they had a common interest—the preservation of public education. This led to the formation of a coalition that became known as the Readjuster Movement. As the name implied, the Readjusters wanted to scale down Virginia's pre-Civil War debt, an action that would allow the continued funding of public schools.

Although the Readjusters were successful in keeping public education viable, Virginia's public-school system remained a system in name only. Most of the authority for operating rural schools was vested in the counties, particularly the magisterial districts. Each magisterial district had a school board composed of three trustees. Combined, the trustees from the four or five magisterial districts formed the county school board. But it was the district boards that operated the schools, determined their locations, contracted with teachers, and set the length of the school term. Education was decentralized as teachers worked independently, mostly in one-room schoolhouses, teaching a curriculum based largely on memorization and recitation.

The school calendar reflected the agricultural demands of the community. There was no compulsory attendance, and this was often how teacher performance was evaluated. Parents who

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<sup>5</sup> Butchart, "Freedmen's Education in Virginia."

<sup>6</sup> Ibid.; Buck, *The Development of Public Schools in Virginia*, 65, 69-71. Educational opportunities for Virginia Indian children were similarly limited.

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were not satisfied with the local school just kept their children at home, and many teachers lost their jobs because average daily attendance fell to less-than-satisfactory levels.

In the decades following the Civil War, much of the rest of the nation saw the former Confederate states in the American south as a benighted, impoverished backwater. Progressive reformers believed that this condition was detrimental to the entire country and found the solution in better public education. Overall, public school systems in Virginia remained haphazardly funded, regulated, and operated through the remainder of the 19<sup>th</sup> century. Most public schools initially occupied one-room buildings, although in more densely populated areas, graded two-teacher schools began to replace one-room schools for the white population in the late 19<sup>th</sup> century. In 1902, under Governor Andrew Montague, a new state constitution was passed to replace the Reconstruction-era 1869 constitution. Written just a few years after the *Plessy v. Ferguson* Supreme Court decision enshrined the “separate but equal” doctrine in American law, the new constitution did much to disenfranchise African Americans and promulgate Jim Crow segregation across Virginia. Poll taxes and literacy tests were among the methods used to restrict black voting and ensure white supremacy. However, some Progressive Era reforms also were provided in the new constitution, including increased funding for public schools, improved teacher training, and a goal of making high school available to more students.<sup>7</sup>

Around the turn of the twentieth century, education advocates began to pressure the General Assembly to improve public schools. Under the 1902 constitution, county boards of education implemented more stringent teacher qualification and compulsory attendance standards, undertook building renovation and construction projects, and consolidated smaller schools. Urban educators allied with northern Progressives to push for more reforms in a crusade that became known as the May Campaign of 1905. Progressive education meant consolidated schools, instruction beyond the elementary level, standardized curricula, transportation, better teacher training and a 180-day school year. At the same time, however, African American school appropriations declined after the constitution disenfranchised black voters, perpetuating the problem of inadequate and overcrowded facilities.<sup>8</sup> Thus, as white schools were consolidated during the 1910s and 1920s, in line with Progressive Era educational standards, black schools were often left behind.

For most white southerners, improving schools meant improving schools for white children. Thus, the disparity between black and white schools grew tremendously. In Cumberland County for example, the 1916-1917 school year was, on average, 40 days longer for white children than for black children. There was an accredited high school that served 88 white students, but no secondary education was available for African Americans. Thirty-six schools served 989 white

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<sup>7</sup> Susan Breitzer, “Virginia Constitutional Convention (1901–1902),” *Encyclopedia Virginia*, Virginia Foundation for the Humanities, 2015, <http://www.encyclopediavirginia.org> (accessed July 2019). The 1902 constitution finally was replaced in 1971, after the victories of the Civil Rights movement abolished the legal framework for Jim Crow segregation.

<sup>8</sup> Buck, *The Development of Public Schools in Virginia*, 126-139; Rand Dotson, “Progressive Movement in Virginia,” *Encyclopedia Virginia*, Virginia Foundation for the Humanities, 2012, <https://www.encyclopediavirginia.org> (accessed July 2019).

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students while 23 schools served 2,375 black students. On average, white female teachers received an annual salary of \$360 while black female teachers received \$145.

Aware of such inequities, various philanthropic individuals and organizations attempted to step in to address where governments failed to provide educational opportunities. These included the Julius Rosenwald Fund, the Jeanes Foundation, the Slater Fund, the General Education Board (later the Rockefeller Foundation), and similar private groups. The Rosenwald Fund traces its origins to May 1911, when Julius Rosenwald first met Booker T. Washington. Julius Rosenwald (1862-1932) was the president of Sears, Roebuck and Company and a benefactor of African-American causes. Aware of Washington's work to improve educational and employment opportunities for African Americans, Rosenwald hosted a luncheon in Chicago for him, with the aim of raising funds for the Tuskegee Industrial and Normal Institute that Washington had founded. Between 1911 and Washington's death in 1915, the two men collaborated on construction of 300 public schools in Alabama, Tennessee, and Georgia. In 1917, , Rosenwald established what became known as the Rosenwald Fund, management for which was based at the Tuskegee Institute between 1912 and 1920 and in Nashville, Tennessee, between 1920 and 1937. Augmented by local taxes and private gifts, the fund paid for the construction of 5,357 schools in 15 southern states. Heavily influenced by Washington and his work at the Tuskegee Institute, Rosenwald believed in the importance of industrial training and education of Blacks in the South.<sup>9</sup> An important operating principle of the Rosenwald Fund was commitment by a local community to improving educational access for children. This was demonstrated by contributions of money, labor, materials, and land from community residents, as well as a matching monetary contribution from the local school board.

W. A. Hazel and Robert Taylor, both professors at Tuskegee Institute, designed the first schools built for the Rosenwald Fund. In 1915, the Tuskegee Institute published a pamphlet, "The Negro Rural School and its Relation to the Community," of their plans for one-teacher school (Figure 1, below), two variations of a "central" (five-teacher) school, a county training school with an industrial building, a privy, and a three- and a five-room house for teachers. Other topics addressed in the pamphlet included selection and layout of a school site (Figure 2, below), equipment for industrial classes, remodeling of existing buildings, and school activities. The pamphlet also provided detailed guidance on selection and placement of student desks, blackboards, provision of chalk and erasers, maps, decorations, materials to include in a school library, and designs of a woodstove for heating as well as instructions on its operation.

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<sup>9</sup> For more information about the Rosenwald Schools in Virginia or about their importance in American history see Green, Rosenwald Schools in Virginia MPD, and Stephanie Deutsch, *You Need a Schoolhouse: Booker T. Washington, Julius Rosenwald, and the Building of Schools for the Segregated South* (Northwestern University Press, 2011).

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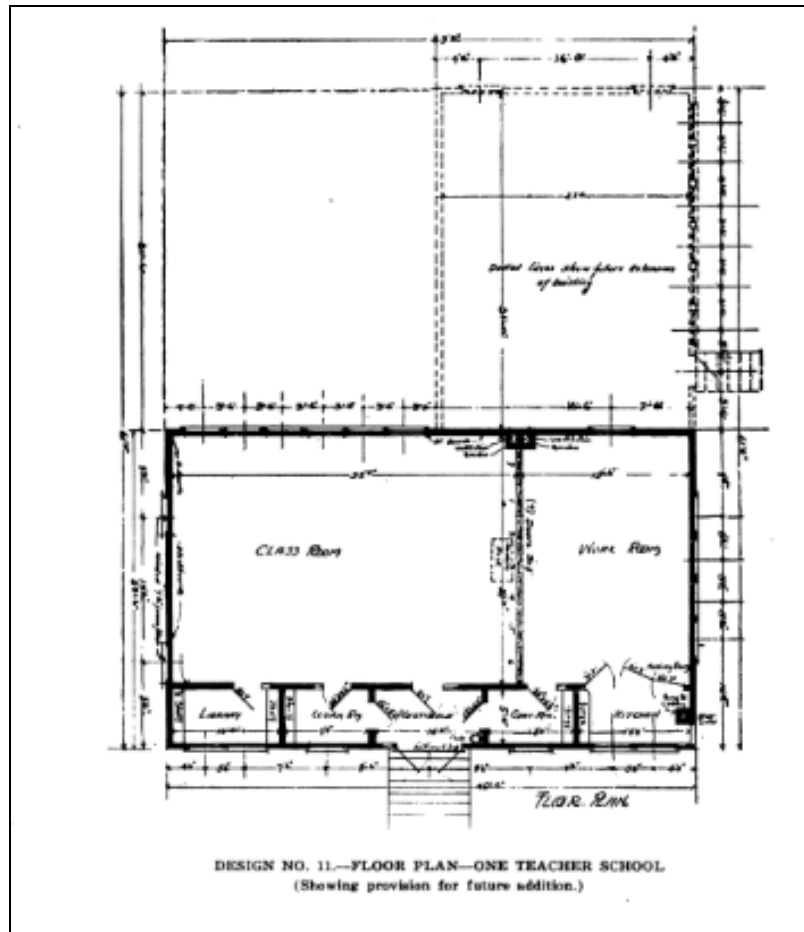
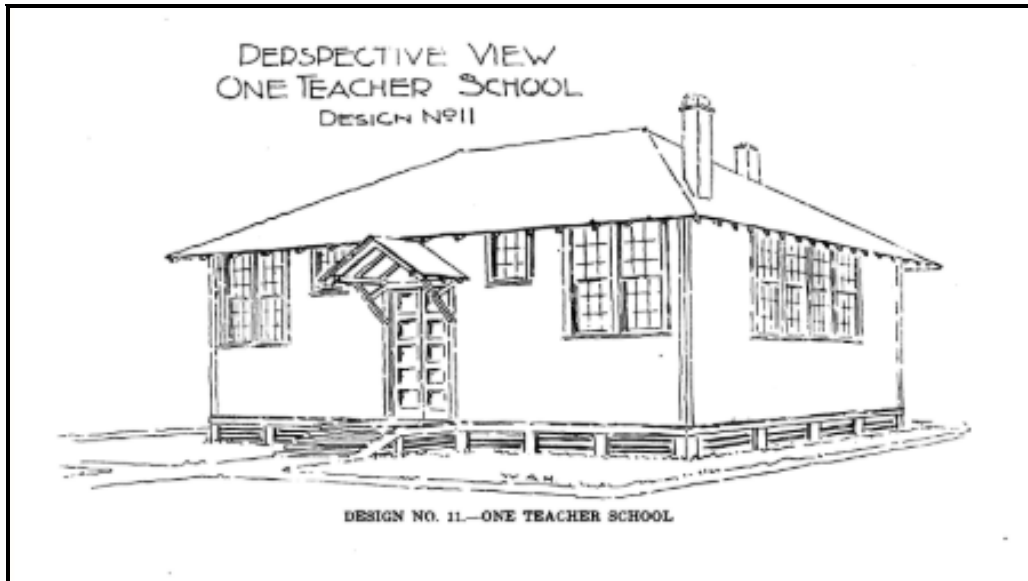


Figure 1. One-Room School Design and Floor Plan as Shown in "The Negro Rural School and its Relation to the Community."

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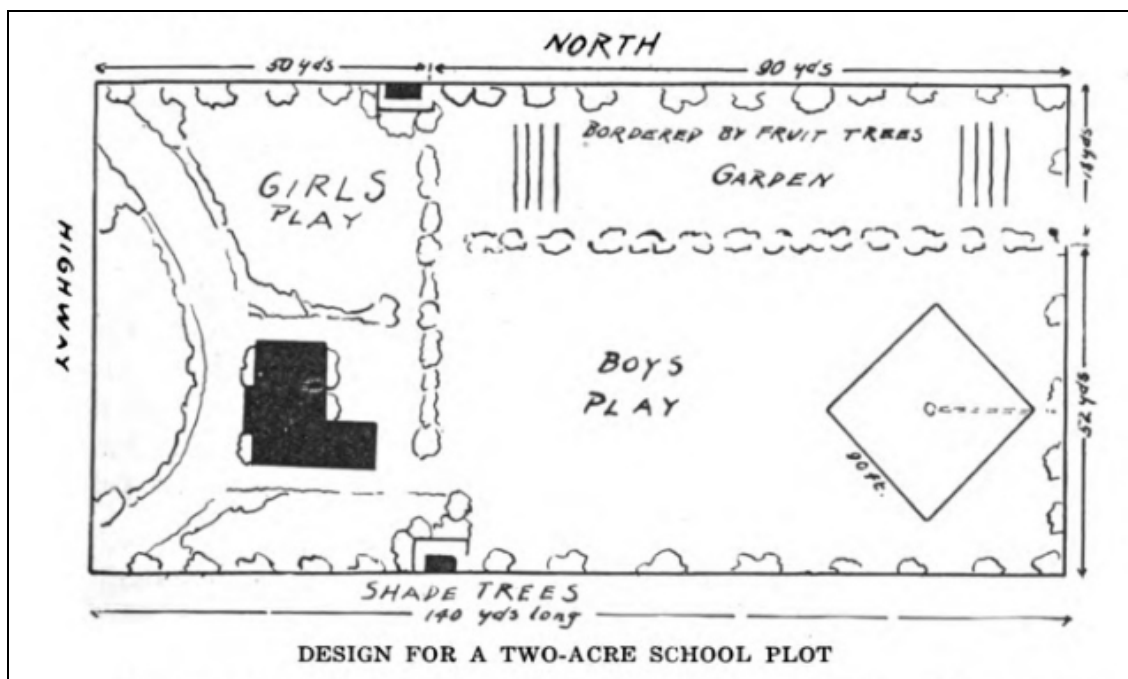


Figure 2. Example of a Site Design as Shown in "The Negro Rural School and its Relation to the Community."

Samuel L. Smith, a student of school reformer Fletcher Dresslar, was named director of the program in 1920. Smith and his colleagues expanded the repertoire of designs for Rosenwald schools, published under the title *Community School Plans* in 1921, to include 17 plans for schools accommodating from one to seven teachers. The new building designs were intended as "model schools," exhibiting best design practices in lighting, sanitation, ventilation (by means of "breeze windows"), and furnishings. The Rosenwald school plans also were closely related to designs published by national school authorities, including those issued in 1914 by the U.S. Bureau of Education, once again under the direction of Fletcher Dresslar.<sup>10</sup> In addition to classroom space, the plans called for one or more small "industrial rooms" where manual training would take place, and for the use of the schoolhouse as a resource for the entire community, including adult education. As meeting places and community centers, Rosenwald schools were vital community assets during Jim Crow and the Civil Rights movement, when policing of African American cultural institutions and gatherings was at an all-time high

While maintaining racially segregated schools, Virginia's local school boards gradually began taking advantage of the Rosenwald Fund's provision of up to one-third of construction costs for new schools, as well as cash and/or in-kind contributions from the African American community that would be served by a new school. Most often, a local committee raised the private sums that were used in combination with school board funds. Like the St. John School, most Rosenwald

<sup>10</sup> Fletcher B. Dresslar, *Rural Schoolhouses and Grounds*, United States Bureau of Education Bulletin 12, (Washington, DC: Government Printing Office, 1914).

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schools were intended to serve as elementary schools staffed by one or two teachers. About 50 percent of the Rosenwald schools in Virginia were two-teacher graded schools, for which the Fund typically contributed between \$500 and \$800.<sup>11</sup> Ultimately, Rosenwald schools were built in 83 percent of Virginia's counties, in mostly rural areas.

### **Pine Grove Elementary School**

The story of Pine Grove's school began in the May Campaign of 1905. In that year, Jackson Davis, a native of Cumberland County, was appointed superintendent of Henrico County Schools. Early in his tenure, Davis visited a school for African Americans operated by Virginia Estelle Randolph. The school emphasized industrial education, which meant that in addition to learning the educational basics, boys learned modern agricultural practices and carpentry while girls learned sewing, cooking, and canning.

Virginia Randolph attracted the attention of executives of the Negro Rural School Fund of the Anna T. Jeanes Foundation, and in 1908, she became the first Jeanes Supervising Industrial Teacher. Jeanes teachers, as they were commonly called, worked in rural counties training other African American teachers in industrial education. They also served as community organizers who solicited donations from the African American community, spoke at black churches and taught parents how to advocate effectively for their children. By 1931, the Jeanes Foundation was paying the salaries of 305 supervising industrial teachers in fourteen southern states—and more in Virginia than any other state.

In 1910, Jackson Davis was appointed State Agent for Negro Schools in Virginia. The agent's main responsibility was coordinating the efforts of the General Education Board, Jeanes Foundation, and later the Rosenwald Fund. Davis's diaries for 1911 and 1913 document the extent of his travels as he visited African American schools throughout the commonwealth. In 1913, he visited Cumberland County, met with the superintendent and visited Matilda Mosley, the county's Jeanes Supervisor.

Two years earlier, Matilda V. Mosley (later Matilda Mosely Booker) was hired as principal of the Little Bethel School in Henrico County. Like other schools for African Americans in Henrico, Little Bethel was organized on Randolph's model. In 1913, with Randolph's support, Mosely was hired as Cumberland County's first Jeanes supervisor, overseeing teachers in 23 schools for African Americans.

In the fall of 1916, R. C. Stearnes, Virginia's superintendent of public instruction and A. D. Wright, the commonwealth's inspector of what was then termed "colored schools," met with Julius Rosenwald in Washington, D.C. There, Superintendent Stearns urged Rosenwald to make a special effort to help address Virginia's needs. Rosenwald agreed to set aside \$11,100 to be distributed by Wright, thus bypassing Tuskegee's management. Stearns estimated that this fund would help build 50 to 60 schools for African Americans in the state.

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<sup>11</sup> Gibson Worsham, Switchback School National Register nomination, 2012.



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Over the next few years, \$750 from this fund was allocated to Cumberland County. By 1920, under the leadership of Matilda Mosley Booker, African Americans in Cumberland built eight new schools. Six received support from the Rosenwald Fund. These included Sunny Side, Little Fork, Mullein Bottom, Fork [Hawk], Cotton Town, and Pine Grove. Pine Grove, Mullein Bottom and Moton School (later renamed) were built in 1917. A county training school followed at a later date. Based on information from Fisk University, all of the schools were constructed to accommodate two teachers.<sup>12</sup> The Pine Grove School was constructed at a cost of \$1,550, of which \$500 came from contributions from the local Black community, \$1,000 from public contributions, and \$50 from the Rosenwald fund.

In 1920, Cumberland abolished Booker's position. She was hired as Jeanes Supervisor for Mecklenburg County Schools, and for the next thirty-five years, made the commute from her home in Cumberland to Mecklenburg County.

Beginning in 1917, generations of the Agee, Miller, Mayo, and Dungey family members, as well as the Gilliam, James, Anderson, Scales, Harris, Tate, Austin, Wade, Scott, Taylor, Boatright, Parker, Sanderson, Jefferson, Flood, and Jones family members were the beneficiaries of being able to attend the well-lit, clean, well-constructed Pine Grove School. Alumnus Muriel Miller Branch recalls that their teacher, Mrs. Mary E. Gilliam, a graduate of Hampton University, "inspired us to be proud of being Americans of African descent, by introducing us to great African American leaders, educators, scientists, artists, performers, musicians, and poets and writers who had been left out of the history books written by white men. In order to expand our horizons, Mrs. Gilliam provided a tiny library to encourage us to read beyond the ragged, hand-me-down textbooks we were given once the Caucasian children in Cumberland County had discarded them."<sup>13</sup>

From 1917 to 1964, the Pine Grove School was an integral part of the local Black community. Like many Black churches and schools, it functioned as the hub and heartbeat of community life for Pine Grove residents. Holiday programs and plays, oratory contests, spelling bees, black history programs, May Day celebrations, turkey shoots, community meetings of organizations such as the Future Homemakers of America, Future Farmers of America, and National Association for the Advancement of Colored People, were all held inside the building or on the school grounds. Pine Grove graduates went on to become journalists, ministers, scientists, and educators. Others pursued careers in the law, the military, counseling, cosmetology, and business. Cumberland County's first African American Commonwealths Attorney, Patricia Scales, is one notable alumna of Pine Grove School.

Pine Grove Elementary School closed to students in 1964 when the County decided to consolidate all of its segregated schools for African Americans and send the students to the newly remodeled Luther P. Jackson High School. The county operated Jackson High alongside

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<sup>12</sup> Fisk University, "Rosenwald Fund Card File Database," available online at <http://rosenwald.fisk.edu>.; accessed July 2019.

<sup>13</sup> Remarks of Muriel Miller Branch, prior to local showing of a documentary film about Rosenwald schools.

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three high schools for white students in an attempt to continue “separate but equal” education. Token desegregation was under way through the “Freedom of Choice” plan that supposedly allowed parents to select the school they wanted their children to attend, but African American students continued to be limited to Jackson High. Within a few years, bowing to pressure from local activists, as well as the requirements of the 1964 Civil Rights Act, the county transitioned gradually from its “Freedom of Choice” to desegregation, completing the process during the 1969-1970 school year. In 1974, the Pine Grove School was purchased by a group of concerned residents when the county put it up for auction. The Pine Grove Community Center, Inc. was very active from 1974 to at least 1994, as close as has been determined to date. After that, usage was sporadic until the Agee Miller Mayo Dungy Family Association (AMMD) took over in 2018. The AMMD plans to rehabilitate the building and use it as a cultural center and museum. Along with local residents, the AMMD embarked on a campaign to clean up the school grounds and assess the condition of the schoolhouse. Much of the work clearing the grounds of overgrowth has been completed and, based on the initial assessment, the school building appears to be in fair condition. However, efforts to restore and preserve this important and irreplaceable landmark are now threatened by the prospect that a landfill may be located on nearby property. The AMMD believes that the only way to ensure the continued integrity of the Pine Grove School property is to place that property on the Virginia Landmarks Register and National Register of Historic Places.

### **Criterion C, Architecture:**

Constructed from 1917 to 1932, Rosenwald school buildings in Virginia fall into two distinct subtypes based on their physical and associative characteristics. Subtype 1 school buildings were constructed from 1917 to 1920 under the supervision of the Tuskegee Institute according to plans and specifications drawn up by R.R. Taylor, Director of Mechanical Industries, and W.A. Hazel, Division of Architecture. Subtype 2 schools were built from 1920 to 1932 under the supervision of the Rosenwald office in Nashville according to designs and specifications prepared by Samuel L. Smith.<sup>14</sup> The Pine Grove School is an example of property subtype 1.

By 1915, Booker T. Washington, Principal of Tuskegee Normal and Industrial Institute, and Clinton J. Calloway, Director of Tuskegee’s Extension Department, had published “The Rural Negro School and Its Relation to the Community” to serve as a guide for communities which were interested in constructing a school. This booklet provided plans (numbers 11 to 20) for schools, central schools, industrial buildings, county training schools, teacher’s homes, and boys and girls dormitories. Seventy-nine of the 382 Rosenwald schools constructed in Virginia (20.68%) were built between 1917 and 1920, and a number of those remaining resemble the elevations and plans that appear in “The Rural Negro School.”<sup>15</sup>

With the pamphlet’s publication, Washington and Calloway helped standardize future Rosenwald school plans. Washington was certain that the majority of rural schools would be of the “one-teacher” type. Indicative of the time of their design, these buildings feature minimal

<sup>14</sup> Green, Rosenwald Schools in Virginia MPD, Property Type Description, Section F, page 13.

<sup>15</sup> Ibid.

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Craftsman detailing, specifically wide-overhanging eaves and exposed brackets. Typically, the building have hipped or gable roofs, bands of double-hung sash windows, and interior chimney flues. They are clad with simple weatherboard siding and rest on brick piers. As with the later designs of Samuel L. Smith, Washington and Calloway supplied alternate designs to provide for an east-west orientation and maximum lighting. The interior room arrangement contained classrooms with small cloakrooms and an industrial room. Two teacher facilities contained classrooms with a movable partition between the rooms so that the classrooms could be used as a meeting room or auditorium.<sup>16</sup>

The Pine Grove Elementary School fits neatly into the architectural characteristics identified for property subtype 1. The original design was for two teachers and included the well-lit large classroom spaces with cloakrooms. The Pine Grove School design did not include an industrial room. However, wood frame construction clad with weatherboards situated on brick piers, with an interior chimney flue and banks of paired and triple sash windows, quickly identify this building as a Rosenwald. The hipped roof has one local variation in that it is clad with the locally quarried (and well-known to this region) Buckingham slate. The use of wide, over-hanging eaves with exposed roof rafters was not included in Pine Grove's design, which has a simple box cornice.

Of the seven Rosenwald Schools built in Cumberland County, six were subtype 1. The seventh was built ca. 1921, shortly after the switch to Samuel L. Smith's design specifications. Today, Pine Grove and two others survive in the county, the Mullein School and the New Hope School, both of similar design to Pine Grove, but without as many original architectural features. Subtype 1, representing only 20 percent of the Rosenwald schools built in Virginia, but nearly 90 percent of those in Cumberland County, is indicative of the County's quick response to the newly formed Rosenwald Fund in 1917. With its outstanding historic integrity of the architectural design, the Pine Grove School is locally significant under Criterion C in the area of Architecture.

### Registration Requirements

As a well-preserved Rosenwald School in Virginia built between 1917 and 1932 and utilizing funds provided by the Julius Rosenwald fund, the Pine Grove fulfills the registration requirements provided by the Rosenwald Schools in Virginia (012-5041) Multiple Property Documentation Form (MPD). The modest, one-story, wood-frame school building retains its original design and floor plan taken from W. A. Hazel and Robert Taylor's "The Rural Negro School and Its Relation to the Community." The building also retains much of its original fabric, from the brick piers, painted weatherboard siding, wood window sash, and slate roofing to its interior finishes of tongue-and-groove flooring, wood cladding on walls and ceiling, door and window trim, doors, and even blackboards.

The Pine Grove School also remains in its original location within a rural setting in eastern Cumberland County near its boundary with Powhatan County. The building's design,

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<sup>16</sup> Ibid, Section F, page 14.

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workmanship, and materials are representative of the period of construction and the conditions of the time. Given this high degree of architectural integrity, the Pine Grove meets the MPD's registration requirements for listing under Criterion A in the areas of Ethnic Heritage: African American and Education and under Criterion C in the area of Architecture.

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## 9. Major Bibliographical References

### Bibliography (Cite the books, articles, and other sources used in preparing this form.)

Breitzer, Susan. "Virginia Constitutional Convention (1901–1902)." *Encyclopedia Virginia*, Virginia Foundation for the Humanities, 2015, <http://www.encyclopediavirginia.org>. Accessed July 2019.

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Jackson, Brie. "Efforts to save Virginia's Rosenwald schools for African-Americans draws mixed emotions" WSLA News [Roanoke, VA] 18 February 2016.

Tuskegee Institute. Extension Dept. "The Rural Negro School And Its Relation to the Community." Tuskegee, Ala., 1915.

Virginia Superintendent's Annual Report for 1916 and 1917.

Worsham, Gibson. Switchback School National Register nomination. 2012.

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### 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



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3. Zone: Easting: Northing:

4. Zone: Easting : Northing:

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

Pine Grove School's property extends approximately 400 feet along Route 654, which is its eastern boundary. The southern property boundary extends from a point approximately 286 feet past the driveway entrance along the road approximately and continues 480 feet into the wooded area southwest of the school building. From there, the western boundary continues another 395 feet in a northwesterly direction through the woods. At that corner, the northern boundary of the property extends almost straight back out to Route 654 for a distance of just over 400 feet to a point about 100 northeast of the driveway entrance to the school.

The historic boundary aligns with the property's tax parcel boundary, recorded as #44-A-17 by Cumberland County, Virginia. The true and correct historic boundary is shown on the attached Tax Parcel Map.

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

The historic boundary is taken directly from the property boundaries for the Pine Grove School, currently owned by the Agee Miller Mayo Dungy Family Association (AMMD). The boundary is drawn to encompass the property's historic setting and all known historic resources.

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**11. Form Prepared By**

name/title: Niya Bates, Muriel Branch, and Bill Obrochta  
organization: Agee Miller Mayo Dungy Family Association (AMMD)  
street & number: 9315 Radborne Road  
city or town: North Chesterfield state: VA zip code: 23236  
e-mail: nbates41@gmail.com  
email: ageemillermayoreunion@gmail.com  
date: September 1, 2019

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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.)

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

### Photo Log

Name of Property: Pine Grove Elementary School

City or Vicinity: Cumberland

County: Cumberland

State: VA

Photographer: Niya Bates

Date Photographed: July 26, 2019

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

1 of 30: Pine Grove Elementary School, east elevation (front of the building), camera facing west.

VA\_CumberlandCounty\_RosenwaldSchoolsinVirginiaMPD\_PineGroveSchool\_0001.tif

2 of 30: Pine Grove Elementary School, southeast corner elevation, camera facing northwest.

VA\_CumberlandCounty\_RosenwaldSchoolsinVirginiaMPD\_PineGroveSchool\_0002.tif

3 of 30: Pine Grove Elementary School, south elevation, camera facing north.

VA\_CumberlandCounty\_RosenwaldSchoolsinVirginiaMPD\_PineGroveSchool\_0003.tif

4 of 30: Pine Grove Elementary School, southwest corner elevation, camera facing northeast.

VA\_CumberlandCounty\_RosenwaldSchoolsinVirginiaMPD\_PineGroveSchool\_0004.tif

5 of 30: Pine Grove Elementary School, west elevation, camera facing east.

VA\_CumberlandCounty\_RosenwaldSchoolsinVirginiaMPD\_PineGroveSchool\_0005.tif

6 of 30: Pine Grove Elementary School, northwest corner elevation, camera facing southeast.

VA\_CumberlandCounty\_RosenwaldSchoolsinVirginiaMPD\_PineGroveSchool\_0006.tif

7 of 30: Pine Grove Elementary School, north elevation, camera facing south.

VA\_CumberlandCounty\_RosenwaldSchoolsinVirginiaMPD\_PineGroveSchool\_0007.tif

8 of 30: Pine Grove Elementary School, covered entrance on north end of the front of building, camera facing west.

VA\_CumberlandCounty\_RosenwaldSchoolsinVirginiaMPD\_PineGroveSchool\_0008.tif



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9 of 30: Pine Grove Elementary School, covered entrance on the south end of front of the building, camera facing west.

VA\_CumberlandCounty\_RosenwaldSchoolsinVirginiaMPD\_PineGroveSchool\_0009.tif

10 of 30: Pine Grove Elementary School, interior of classroom 1, camera facing south.

VA\_CumberlandCounty\_RosenwaldSchoolsinVirginiaMPD\_PineGroveSchool\_0010.tif

11 of 30: Pine Grove Elementary School, east interior elevation of classroom 1, camera facing east.

VA\_CumberlandCounty\_RosenwaldSchoolsinVirginiaMPD\_PineGroveSchool\_0011.tif

12 of 30: Pine Grove Elementary School, west interior elevation of classroom 1, camera facing west.

VA\_CumberlandCounty\_RosenwaldSchoolsinVirginiaMPD\_PineGroveSchool\_0012.tif

13 of 30: Pine Grove Elementary School, interior of classroom 2, camera facing north.

VA\_CumberlandCounty\_RosenwaldSchoolsinVirginiaMPD\_PineGroveSchool\_0013.tif

14 of 30: Pine Grove Elementary School, west interior elevation of classroom 2, camera facing west.

VA\_CumberlandCounty\_RosenwaldSchoolsinVirginiaMPD\_PineGroveSchool\_0014.tif

15 of 30: Pine Grove Elementary School, east interior elevation classroom 2, camera facing east.

VA\_CumberlandCounty\_RosenwaldSchoolsinVirginiaMPD\_PineGroveSchool\_0015.tif

16 of 30: Pine Grove Elementary School, interior taken from classroom 2 into classroom one, camera facing south.

VA\_CumberlandCounty\_RosenwaldSchoolsinVirginiaMPD\_PineGroveSchool\_0016.tif

17 of 30: Pine Grove Elementary School, interior taken from classroom 1 into classroom 2, camera facing north.

VA\_CumberlandCounty\_RosenwaldSchoolsinVirginiaMPD\_PineGroveSchool\_0017.tif

18 of 30: Pine Grove Elementary School, Detail of upper right corner of the window trim of the bank of windows on the west wall of classroom 1, camera facing west.

VA\_CumberlandCounty\_RosenwaldSchoolsinVirginiaMPD\_PineGroveSchool\_0018.tif

19 of 30: Pine Grove Elementary School, detail of water damage in the center of the ceiling on the south side of the dividing wall between classroom 1 and classroom 2, camera facing north toward ceiling. Tarp on roof visible from inside.

VA\_CumberlandCounty\_RosenwaldSchoolsinVirginiaMPD\_PineGroveSchool\_0019.tif

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20 of 30: Pine Grove Elementary School, detail of water damage above the entrance door in classroom 2 on the north side of the building, camera facing east.

VA\_CumberlandCounty\_RosenwaldSchoolsinVirginiaMPD\_PineGroveSchool\_0020.tif

21 of 30: Pine Grove Elementary School, Detail of water damage to the flooring in classroom two near the entrance door under the leak in photo #19, camera facing east toward floor.

VA\_CumberlandCounty\_RosenwaldSchoolsinVirginiaMPD\_PineGroveSchool\_0021.tif

22 of 30: Pine Grove Elementary School, Stovepipe hanging out of the wall in classroom 1, camera facing west.

VA\_CumberlandCounty\_RosenwaldSchoolsinVirginiaMPD\_PineGroveSchool\_0022.tif

23 of 30: Pine Grove Elementary School, Section of repaired flooring under the wood stove between classroom 1 and classroom 2, camera facing north.

VA\_CumberlandCounty\_RosenwaldSchoolsinVirginiaMPD\_PineGroveSchool\_0023.tif

24 of 30: Pine Grove Elementary School, Door inside of classroom 2 on the east wall, camera facing east.

VA\_CumberlandCounty\_RosenwaldSchoolsinVirginiaMPD\_PineGroveSchool\_0024.tif

25 of 30: Pine Grove Elementary School, Detail of the slate shingles and tarp from the west, camera facing east.

VA\_CumberlandCounty\_RosenwaldSchoolsinVirginiaMPD\_PineGroveSchool\_0025.tif

26 of 30: Pine Grove Elementary School, Interior of the closet left of the entrance to Classroom 2, camera facing south.

VA\_CumberlandCounty\_RosenwaldSchoolsinVirginiaMPD\_PineGroveSchool\_0026.tif

27 of 30: Pine Grove Elementary School, Interior of the closet left of the entrance to Classroom 2, camera facing south toward ceiling.

VA\_CumberlandCounty\_RosenwaldSchoolsinVirginiaMPD\_PineGroveSchool\_0027.tif

28 of 30: Pine Grove Elementary School, Interior of the closet to the right of the entrance to classroom 1, camera facing north.

VA\_CumberlandCounty\_RosenwaldSchoolsinVirginiaMPD\_PineGroveSchool\_0028.tif

29 of 30: Pine Grove Elementary School, Attic access inside of the closet to the right of the entrance to classroom 1, camera facing north toward ceiling.

VA\_CumberlandCounty\_RosenwaldSchoolsinVirginiaMPD\_PineGroveSchool\_0029.tif

30 of 30: Pine Grove Elementary School, Detail of damage to the exterior east façade left of the entrance to classroom 1, camera facing southwest.

VA\_CumberlandCounty\_RosenwaldSchoolsinVirginiaMPD\_PineGroveSchool\_0030.tif

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