

United States Department of the Interior  
National Park Service

NRHP Listed: 10/11/2024

# 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: Pleasant Ridge School Historic DistrictOther names/site number: VDHR# 134-0399

Name of related multiple property listing:

N/A

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

## 2. Location

Street & number: 1392 Princess Anne RoadCity or town: Virginia Beach State: VA County: Independent CityNot For Publication: N/AVicinity: N/A

## 3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act, as amended,

I hereby certify that this X nomination      request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60.

In my opinion, the property X meets      does not meet the National Register Criteria. I recommend that this property be considered significant at the following level(s) of significance:

     national      statewide X local

Applicable National Register Criteria:

X A      B      C X D

Signature of certifying official/Title:

Date

Virginia Department of Historic Resources

State or Federal agency/bureau or Tribal Government

In my opinion, the property      meets      does not meet the National Register criteria.

Signature of commenting official:

Date

Title :

State or Federal agency/bureau  
or Tribal Government

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#### 4. National Park Service Certification

I hereby certify that this property is:

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

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Signature of the Keeper

Date of Action

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#### 5. Classification

##### Ownership of Property

(Check as many boxes as apply.)

- Private: ☒
- Public – Local ☐
- Public – State ☐
- Public – Federal ☐

##### Category of Property

(Check only **one** box.)

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

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**Number of Resources within Property**

(Do not include previously listed resources in the count)

Contributing	Noncontributing	
<u>2</u>	<u>2</u>	buildings
<u>2</u>	<u>0</u>	sites
<u>0</u>	<u>0</u>	structures
<u>0</u>	<u>0</u>	objects
<u>4</u>	<u>2</u>	Total

Number of contributing resources previously listed in the National Register 0

**6. Function or Use**

**Historic Functions**

(Enter categories from instructions.)

EDUCATION – school

RELIGION – religious facility

FUNERARY – cemetery

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**Current Functions**

(Enter categories from instructions.)

VACANT/NOT IN USE

RELIGION – religious facility

FUNERARY – cemetery

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## 7. Description

### Architectural Classification

(Enter categories from instructions.)

OTHER – Vernacular

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

Principal exterior materials of the property: WOOD – Weatherboard, BRICK, METAL,  
ASPHALT, CONCRETE

### Narrative Description

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

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#### Summary Paragraph

The 1.58-acre Pleasant Ridge School Historic District is located south of Pungo in the Capps Shop-Centerville community of rural Virginia Beach, Virginia. It is oriented along Princess Anne Road at the intersection with Jarvis Road and is surrounded by open farmland. In addition to the school, the property also contains one contributing church building, Asbury Christian Fellowship Church, one non-contributing shed, one contributing cemetery, one contributing archaeological site (44VB0440) and one non-contributing former rectory. The Pleasant Ridge School retains a relatively high degree of four of the seven aspects of integrity. Although the school building has been moved, Criterion Consideration B applies as it is a rare surviving one-room schoolhouse in the region and may be the only extant example in the City of Virginia Beach. As such, the school's relocation has done nothing to diminish its important history. So, although the building no longer retains integrity of location, setting, and association in relation to its original location and function as a school for White children, it retains a high degree of integrity of design, materials, workmanship, and feeling. Furthermore, it retains a high degree of integrity of location, setting, and association with its use as an African American school at its present location along Princess Anne Road. Additionally, it can be argued that the fact of it beginning its existence as a White school, and then being handed down to the Black community adds to the significance of this notable resource by offering a stark representation of the disparate

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allocation of resources for these two communities in the Jim Crow era. This c. 1886 vernacular, one-story, one-bay, rectangular school building has a brick pier foundation, wood weatherboard siding, and a red front-gable standing-seam, metal roof with boxed eaves and eave returns. The façade features a central, single-leaf, six-paneled wood door, while the three-bay north and south side elevations each feature three symmetrically placed six-over-six, double-hung, wood sash windows. The high level of integrity for the school during this period is further confirmed by the distinct, stratified archaeological deposits that inform our broader understanding of the severely understudied African American schools of this period.

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## **Narrative Description**

### Setting and Landscape

The Pleasant Ridge School Historic District is located south of Pungo in the Capps Shop-Centerville community of rural Virginia Beach, Virginia. Surrounded by open, actively cultivated farmland, the 1.58-acre property is oriented along Princess Anne Road at the intersection with Jarvis Road. The site is roughly bound by a light row of trees to the north, south, and east, with a slightly denser group of trees at the southeast corner.

In addition to the school, the district also contains a church building, shed, cemetery, dilapidated former rectory, and an archaeological site associated with the school (44VB0440). The Pleasant Ridge School sits at the southwest corner of this small rural parcel, facing west toward Princess Anne Road. The larger church building, which also faces Princess Anne Road, is located at the center of the property. The current use of the property is for congregation activities. A partially overgrown gravel driveway loops around the church building from Princess Anne Road. The former rectory is located at the northwest corner of the property. A shed is located at the northeast corner of the property, and a cemetery, with an undefined/irregular boundary, is located along the rear, or eastern border of the property. The archaeological site boundary includes the majority of the property excepting the outbuilding. A single concrete sidewalk surrounds the church building, while the rest of the property largely consists of an open grass lawn. Small bushes are located immediately adjacent to the school building along the façade and along the west and north elevations of the church. Additionally, an iron bell, which rests on a short brick base, is located at the southwest corner of the church's perimeter. A brick monument sign is also located on the lawn in front of the church.

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*Figure 1: Historic 1958 Aerial of the Pleasant Ridge School Historic District site. (City of Virginia Beach Historic Aerial Viewer, <https://virginiabeach.gov/services/map-center>)*

## Description

### **School (c.1886) - Contributing**

The c.1886 vernacular, one-story, one-bay, rectangular school building has a brick pier foundation, wood weatherboard siding, and a red front-gable standing-seam, metal roof with boxed eaves and eave returns. The façade features a central, single-leaf, six-paneled wood door, with a simple wood trim surround. It is accessed by a brick stoop with wood post-and-rail-style handrails. The three-bay north and south side elevations each feature three symmetrically placed six-over-six, double-hung, wood sash windows with wood sills and simple wood trim. The east, or rear, elevation has no window or door openings. The building appears to be in good to fair condition with some exterior deterioration, including failing paint, damaged siding, and roof corrosion.

The interior features one open schoolroom with wood floors, a painted wood board ceiling, and painted shiplap interior wood siding. It has a low ceiling height and simple features. An old cast iron heating stove and pipe are located toward the center of the room. Physical evidence at the south end of the east wall suggests the possibility of a former door in that location, which may

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have served as an access point to the second part of the school when it was located on Charity Neck Road. A small chalkboard and a flagpole are attached to the east wall at the front of the classroom. Additionally, a semi-built-in wood beadboard cabinet is located in the northwest corner. Modern ceiling light fixtures have been installed, but the room otherwise retains its appearance as a historic schoolroom.

### **Church (c. 1949) - Contributing**

This c.1949 one-story, three-bay, rectangular church building features three main sections, including the one-bay entrance tower, a primary central five-bay-long rectangular section, and a smaller three-bay-long rectangular addition. It has a stretcher-bond brick foundation and veneer walls. Engaged brick buttresses are located between each bay along the side elevations of the central and rear sections. The building has a front-gable asphalt shingle roof with boxed eaves and flat stock trim. One concrete block interior-slope chimney is located within the rear addition.

The façade is characterized by a one-bay, one-and-a-half-story, front-gable, asphalt-shingle entrance tower. It has a soldier-course brick cornice on the side elevations and at the peak of the front gable. Vertical board siding on the rear abuts the main portion of the building. It is topped with a square cupola with vertical board siding and a pyramidal asphalt-shingle roof. A wood cross is located at the peak of the pyramidal roof. The primary entrance, which includes double-leaf, flush wood doors, is accessed through the tower via a brick stoop and brick-and-concrete ramp with an aluminum picket railing. The face of the tower also features an octagonal stained-glass, wood window surrounded by brick headers. A single six-over-six, vinyl-sash replacement window with simulated divided lights is located on each side elevation of the tower.

The remainder of the façade features single six-over-six, wood-sash windows, with brick sills, flanking the tower. The north and south elevations of the main five-bay section are lined with tinted six-over-six wood sash windows, with brick sills, each bay separated by a brick buttress. The north and south elevations of the rear addition feature shorter six-over-six, wood sash windows with brick sills, as well as a single-leaf entrance on each side. Each accessed by a brick stoop with a single aluminum picket railing, the south elevation features a flush wood door, while the north elevation features a six-panel hollow-core fiberglass replacement door. The south elevation also features an additional single-leaf, flush wood door in the central bay. The two-bay east, or rear, elevation features a one-over-one, vinyl-sash window with a brick sill and a single-leaf entry with a six-panel hollow-core fiberglass replacement door accessed by a brick stoop with an aluminum picket railing.

The interior includes an entry vestibule that opens to a large, one-room sanctuary. The sanctuary is lined with pews and features an altar alcove at the east end. It has carpeted floors, drywall walls, and a semi-vaulted acoustical tile ceiling. A single-leaf, flush, wood door on each side of the altar alcove leads to the rear addition. Ornament is limited to the stained-glass windows, wood windowsills, and simple trim around the interior doors. The rear addition features a

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kitchen and a small office space. It has modern finishes, including a tile floor, exposed concrete block walls, and a dropped acoustical tile ceiling.

### **Shed (c. 1990) – Non-Contributing**

This one-story, one-bay shed has a poured concrete foundation, unpainted vertical board siding, and a front-gable asphalt-shingle roof with boxed eaves. The façade features a single opening, which includes an open single-leaf pedestrian entrance with a small wood and asphalt-shingle shed overhang. A single one-over-one window, which appears to be modern, is located on the west elevation. The building is in fair to poor condition. The interior has a concrete floor and appears to have one open room. Other features and their conditions are unknown.

Due to its construction date, which falls outside the period of significance, as well as its lack of a direct association with the significance of the Pleasant Ridge School Historic District, this is a non-contributing resource.

### **Former Rectory/Abandoned Residence (c. 1945) – Non-Contributing**

This one-story, three-bay, concrete block masonry dwelling formerly served as the rectory for the church but has been abandoned for several years. Constructed in the Minimal Traditional style, it is rectangular with a concrete block foundation, vinyl siding, and a side gable asphalt-shingle roof. It has one interior slope concrete block chimney. The façade features a single-leaf modern door accessed by a concrete block stoop. Another single-leaf entrance with a concrete block stoop is in the same location on the rear elevation. Windows primarily include single and paired horizontally oriented two-over-two, wood-sash with concrete sills.

The building is in a state of severe disrepair with missing siding, rotten wood elements, and vegetation growing out of the roof and impacting the foundation. Additionally, the interior is inaccessible due to severe deterioration from having been exposed to the elements for a significant period. Additionally, a fire damaged much of the first floor of the building.

Due both to the level of deterioration and damage, as well as the application of a variety of substantial replacement materials, this building no longer retains integrity and no longer conveys its significance associated with the church and rectory. Therefore, it is a non-contributing resource to the Pleasant Ridge School Historic District.

### **Cemetery (c. 1904-c. 2021) – Contributing**

A cemetery, with an undefined/irregular boundary, is located along the rear, or eastern border of the property. The graves are laid out in rows running south to north with burials facing east, however, many of the rows are offset from each other. The cemetery is open and not marked by fencing or signage, and there is no direct pathway to it.

A field survey conducted in December 2022 found that the oldest visible marker dates to 1904, with the most recent marker dating to 2021. Twelve of the visible burials date prior to 1949 with



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the bulk dating either prior to 1940 or post 1990. The oldest burials are located toward the center of the property, at the west end of the cemetery in rows C, D, E, and F (see the property sketch in Figure 2). There are three visible veteran burials; one from World War I, and two from World War II. Ground-penetrating radar also identified twelve additional potential burials.<sup>1</sup>

The cemetery features a mixture of concrete and granite headstones, footstones, and flat grass markers (vaults) identifying graves. Concrete burial vaults are the most common post-1950 type. The condition of the headstones and markers vary with most non-granite markers showing some level of deterioration/erosion. Nearly all non-granite grave markers contain lichen, and many concrete markers contain pitting, or small holes. Additionally, several flat marker stones have slightly sunken into the earth.

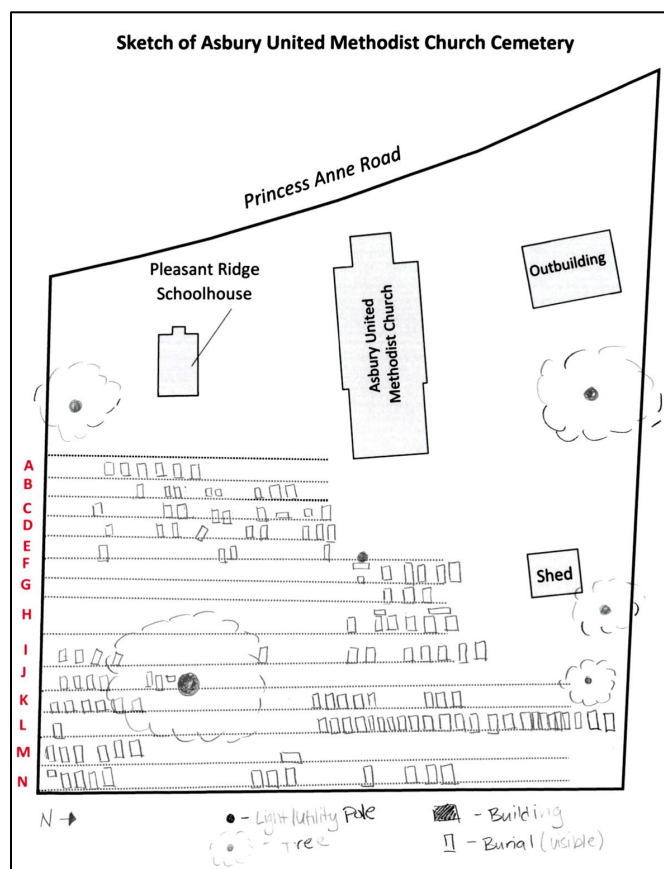


Figure 2: Sketch of Asbury Christian Fellowship Church Cemetery, 2022 (from December 2022 Cemetery Survey conducted by City of Virginia Beach Staff)

<sup>1</sup> City of Virginia Beach. *Asbury Christian Fellowship Church Cemetery Catalog - 1392 Princess Anne Road*. Virginia Beach, VA, 2022.

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### **Archaeological Site (c. 1886-1956) - Contributing**

Archaeological Site 44VB0440 extends across the entire approximately 1.6-acre property and reflects evidence of human activity from the construction of the original schoolhouse c.1886, through its burning c.1915-18, and the arrival of the current schoolhouse and beginning of classes in c.1918 through present day. The most significant archaeological deposits and artifact assemblages relate to the period associated with the African American school, including a variety of architectural and domestic materials consistent with the use of the site as an educational, and later religious, focal point for the community through the mid-twentieth century.

Archaeological testing was undertaken in 2022 by the James River Institute for Archaeology, Inc. (JRIA) and Chartrand Geophysical Solutions (CGS). CGS conducted a ground penetrating radar survey and focused on three areas within the property boundaries, totaling 0.84 acres (Figure 3, JRIA), identifying no fewer than 38 subsurface anomalies, including 12 suspected unmarked burials.<sup>2</sup> The JRIA work included excavation of archaeological test trenches to further investigate these anomalies. Ultimately, five test trenches of various dimensions were hand excavated, totaling 59 square feet (Figure 4, JRIA), successfully confirming one unmarked burial, several utilities, and a pervasive fill layer associated with post-1918 activities on the property (Figures 5, 6, JRIA).

The overall archaeological integrity and potential for the site to contribute to our understanding of the African American community's use of this schoolhouse, church, and cemetery is very high. There is demonstrated evidence of intact interpretable artifact deposits, and the potential for subsurface cultural features associated with the construction and occupation of the Pleasant Ridge school and site from c. 1886 to 1956. There is also a high potential for the presence of unmarked burials on the property, in addition to the approximately 200 marked graves in the cemetery associated with Asbury Christian Fellowship Church. While the extent of archaeological testing to date is focused and relatively limited, it still ranks as one of only a handful of excavations undertaken at an African American school site in the eastern United States and one of less than ten in Virginia. The artifact assemblage compares favorably with those at other sites, discussed in the section that follows, and not only reflects educational activities on the property, but also "play" areas for children, the site's shared function as a multi-purpose community gathering place, and subsequently, a landscape of commemoration and worship.

### **Integrity Analysis**

The Pleasant Ridge School Historic District retains a relatively high degree of four of the seven aspects of integrity. Although the school building has been moved, Criterion Consideration B applies as it is a rare surviving one-room schoolhouse in the region and may be the only extant

<sup>2</sup> Mathew R. Laird, Allison Romo, Robert T. Chartrand, *Archaeological Assessment of the Pleasant Ridge School Property (134-0399/44VB0440) Virginia Beach, Virginia*. Department of Planning and Community Development, City of Virginia Beach, Virginia. This assessment incorporated the following report as Appendix C: Robert T. Chartrand, *Ground-Penetrating Radar Survey: Pleasant Ridge Schoolhouse, Virginia Beach, Virginia*. July 2022.

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example in the City of Virginia Beach. As such, the school's relocation has done nothing to diminish its important history. In fact, with its transition from a White school to an African American school, the building's move became an integral part of its history rather than a detraction. Thus, although the building no longer retains integrity of location, setting, and association in relation to its original location and function as a school for White children, it retains a high degree of integrity of design, materials, and workmanship with its weatherboard siding, front gable roof, and one-room configuration with minimal ornament. The interior is almost unchanged with its painted wood board ceiling and shiplap walls. The unpainted wood flooring is also intact. The north wall has a large wood cabinet seen in earlier photographs, now restored. Also, while it has been moved, its current location is still set within a sparse rural landscape consistent with the original landscape and feeling. Therefore, the resource also retains integrity of feeling as a community school for African American students during the Jim Crow era in what was Princess Anne County..

Furthermore, while the school has diminished integrity of location, setting, and association with its original location at Charity Neck Road and as school for White children, it retains a high degree of integrity of location, setting, and association with its use as an African American school at its present location along Princess Anne Road. There are intact archaeological deposits and the artifact assemblage recovered during testing shows a strong correlation to school-related activities, particularly those associated with African American schools of this period. Therefore, since it is primarily significant for its African American association as a representation of an important link to the era of racial segregation in one-room schoolhouses following the Civil War until integration, it arguably also retains integrity of location, setting, and association as well.

The church and cemetery are contributing resources on the property. Given that the church and cemetery fall within the period of significance and are also associated with African American heritage in the region, as well as this location, they do not detract from the integrity of the location, setting, feeling, and association related to the school's significance.

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Inventory

**Princess Anne Road**

**1392 Princess Anne Road**

**134-0399**

*Other DHR Id#:*

*Primary Resource: School (Building), Stories 1, Style: Vernacular, c. 1886*

**Contributing** *Total: 1*

*Secondary Resource : Church (Building)*

**Contributing** *Total: 1*

*Secondary Resource : Shed (Building)*

**Non-Contributing** *Total: 1*

*Secondary Resource : Church Rectory (Building)*

**Non-Contributing** *Total: 1*

*Secondary Resource : Cemetery (Site)*

**Contributing** *Total: 1*

*Secondary Resource : Archaeological Site (Site)*

**Contributing** *Total: 1*

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## 8. Statement of Significance

### Applicable National Register Criteria

(Mark "x" in one or more boxes for the criteria qualifying the property for National Register listing.)

- ☒ A. Property is associated with events that have made a significant contribution to the broad patterns of our history.
- ☐ B. Property is associated with the lives of persons significant in our past.
- ☐ C. Property embodies the distinctive characteristics of a type, period, or method of construction or represents the work of a master, or possesses high artistic values, or represents a significant and distinguishable entity whose components lack individual distinction.
- ☒ D. Property has yielded, or is likely to yield, information important in prehistory or history.

### Criteria Considerations

(Mark "x" in all the boxes that apply.)

- ☐ A. Owned by a religious institution or used for religious purposes
- ☒ B. Removed from its original location
- ☐ C. A birthplace or grave
- ☐ D. A cemetery
- ☐ E. A reconstructed building, object, or structure
- ☐ F. A commemorative property
- ☐ G. Less than 50 years old or achieving significance within the past 50 years

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**Areas of Significance**

(Enter categories from instructions.)

EDUCATION

ETHNIC HERITAGE – African American

ARCHAEOLOGY: HISTORIC – NON-ABORIGINAL

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

**Period of Significance**

c. 1886-1956

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

**Significant Dates**

c. 1886

c. 1915-18

1918

1956

**Significant Person**

(Complete only if Criterion B is marked above.)

N/A

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

**Cultural Affiliation**

African American

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

**Architect/Builder**

Unknown

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

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

The Pleasant Ridge School Historic District consists of a one-room schoolhouse located in the City of Virginia Beach, in what was formerly Princess Anne County, as well as a mid-twentieth century church (which replaced an earlier building) and a cemetery with burials dating to at least 1904. The school was constructed c.1886 as part of the two-room Charity Neck School for White students. In c.1918, one room of the school was moved to the Princess Anne Road site of the Asbury United Methodist Church, and renamed the Pleasant Ridge School for African American students, grades one through seven. This replaced an earlier c.1886 school which had burned c.1915-18. Consolidation, the national trend of moving to larger centralized schools and eliminating smaller local schools, led to the closing of Pleasant Ridge in 1956. The Pleasant Ridge School is a rare surviving one-room schoolhouse in the region and is likely the only extant example in the City of Virginia Beach. The school is locally significant under Criterion A for Education while the school, church and cemetery are locally significant under Criterion A for Ethnic Heritage: African American for their association with African American history and culture in rural Princess Anne County, Virginia in the late nineteenth through the mid-twentieth century. Additionally, the school represents an important link to the era of racial segregation in education and to the overall use of one-room schoolhouses from after the Civil War until the end of school consolidation in the mid-twentieth century. The period of significance of the Pleasant Ridge School Historic District begins with the construction of the school, c. 1886, and ends when the school being closed due to consolidation in 1956.

The Pleasant Ridge School Historic District is also eligible for listing on the National Register of Historic Places under Criterion D due to the site's local significance relating to African American education and segregation in Princess Anne County, Virginia, during the Jim Crow era. The site's period of significance dates from c.1886 until 1956, the years in which the property housed an active school. An archaeological assessment of the 1.6-acre parcel was conducted in 2022 by the James River Institute for Archeology, Inc (JRIA), which included a ground-penetrating radar (GPR) survey and excavation of test trenches to investigate features or anomalies identified by the GPR. The assessment identified intact cultural layers across the site associated with the use of the Pleasant Ridge School from c.1886 until 1956 that have the potential to provide information about African American education, segregation, and community life during the Jim Crow era in Princess Anne County, Virginia.

The archaeological sites of schoolhouses, especially African American schoolhouses in the South, have traditionally been under-documented or discounted as not significant, despite how common these institutions were on the landscape and their importance to community life, history, and activism of Black communities during the Jim Crow era. The artifacts and intact archaeological layers at the Pleasant Ridge School Historic District contain the potential to inform not only our understanding of the history of the school, but African American education in former Princess Anne County, Virginia, and the wider American South. The artifacts already

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recovered can be used to examine how the Black community used the school for more than schooling children, the types of educational technology used, the architecture of the original c.1886 schoolhouse, and the relationship between the Pleasant Ridge School and the adjacent church. They can also place the Pleasant Ridge School within its broader context, addressing how the activities known to be occurring at the school, appear to be typical for African American schools during this period, albeit from a small comparative sample. These are topics often excluded from the historical record on African American Schools in this period or only discussed in documents with very politically motivated biases, as the Black community sought to improve their schools and fight racism while white school boards tried to portray the segregated school system as fair. Thus, archaeology provides the best avenue to look at daily life in schoolhouses, including the Pleasant Ridge School, and how they were important community institutions whose impacts were felt far beyond providing a place for the education of children. The data collected, and the conclusions reached after thorough analysis, add to the field of archaeology as a discipline by demonstrating how excavations of African American school sites, where deposits are often ephemeral and include relatively recent but frequently poorly understood material culture, confirm the ability of archaeology to contribute to discussions of race, education, community activism, and more in the early-to-mid-20<sup>th</sup> century.

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

**Criterion A: Ethnic Heritage (African American):**

*History of the Pleasant Ridge School Historic District and its role in the local community:*

While located within the current boundaries of the City of Virginia Beach, all of the relevant history regarding the Pleasant Ridge School Historic District occurred while the church and school were part of Princess Anne County, before the 1963 merger of the county with the City of Virginia Beach. Before the Civil War, formal education for African Americans, and dedicated schools in particular, did not exist. Some enslaved persons were educated either through biblical teachings or as required for service to the enslavers. For all of its existence, Princess Anne County was an almost entirely rural community consisting of subsistence agriculture and small towns and villages. For the most part, the crops grown in the area did not support plantations or large numbers of enslaved laborers, and there were small numbers of free African Americans. During the Civil War, the American Missionary Association began to establish schools in the south, including at least one in Princess Anne County. After the Civil War, several small African American communities formed in Princess Anne County, but most people continued to work and live in an agricultural setting. During the brief period of Reconstruction period, the Freedmen's Bureau operated two schools in the county, enrolling both adults and children.<sup>3</sup>

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<sup>3</sup> Edna Hawkins-Hendrix, *Black History, Our Heritage, Princess Anne County Virginia Beach, Virginia, a pictorial history* (Virginia Beach, Virginia: Edna Hawkins-Hendrix, 1998), 38, 41-42, 55, 107-08; Stephen S. Mansfield, *Princess Anne County and Virginia Beach, a pictorial history* (Norfolk, Virginia: The Donning Company



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The creation of dedicated African American churches followed much the same path as schools, with these churches emerging soon after the end of the Civil War. This congregation of the Asbury Methodist Church was founded in 1871, with the first church building constructed a year later. These African American churches represented not only a focal point for nearly all community activities, but also a respite from the racial realities of the Jim Crow era. "The Black Church has no challenger as the cultural womb of the black community." It provided the support the African American community needed for schools, businesses, political involvement, as well as the all-important role of music.<sup>4</sup> The Asbury Methodist Church represented the reality that "...historic rural African-American churches signified the establishment of a sacred place where community institutions would be nurtured, cemeteries would be established, and rituals of culture and identity perpetuated and protected."<sup>5</sup>

In many small, rural communities, such as those which dotted Princess Anne County after the Civil War, churches were the most likely sponsor of any schools, usually small and simple buildings, such as Pleasant Ridge. These schools, no larger than "a moderate sized room," held classes for a wide variety of ages, and covered multiple subjects, again much like the Pleasant Ridge school.<sup>6</sup> Churches also helped the poor in rural areas where there were often no other sources of support. A rural church was also often the primary source of community information, with the minister reading out local notices to the congregation. Additionally, the local church was the primary source of recreation through singing, social meetings, picnics, and general social interaction.<sup>7</sup>

The church also generally took the lead in raising funds for not only church improvements, but other community financial needs as well. Over time, as churches became more established and prosperous, and the congregations grew, the church buildings would often be expanded, or replaced entirely, by larger, more ornate facilities.<sup>8</sup> This was seen with the Asbury Methodist Church when it replaced its 1872 timber church with a new frame building in 1917.

Throughout the nineteenth and twentieth centuries, churches were maintained as the "center of African American life." This was stated clearly by W.E.B. Dubois in 1907 when he declared that "the church became the center of economic activity as well as of amusement, education and social intercourse."<sup>9</sup> Many Blacks in rural communities interacted with their churches daily,

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Publishers, 1989), 50-51, 67-68, 75-76; Edna Hawkins-Hendrix and Dr. Joanne J. Lucas, *History of African-American Communities in Princess Anne County/Virginia Beach* (Virginia Beach, Virginia: Virginia Beach Historic Preservation Commission, 2017), 6.

<sup>4</sup> Center for Historic Preservation, Middle Tennessee State, *Powerful Artifacts: A Guide to Surveying and Documenting Rural African-American Churches in the South* (Murfreesboro, Tennessee: Middle Tennessee State University, July, 2000), 5.

<sup>5</sup> Center for Historic Preservation, *Powerful Artifacts*, 27.

<sup>6</sup> William E. Montgomery, *Under Their Own Vine and Fig Tree* (Baton Rouge, Louisiana: Louisiana State University Press, 1933, 151.

<sup>7</sup> Montgomery, *Under Their Own Vine and Fig Tree*, 301-02.

<sup>8</sup> Montgomery, *Under Their Own Vine and Fig Tree*, 303-04.

<sup>9</sup> Montgomery, *Under Their Own Vine and Fig Tree*, 306.

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providing “a sense of belonging among people in isolated...settlements...a distinctive African-American identity.”<sup>10</sup> One of the founders of the National Association for the Advancement of Colored People, Mary White Ovington, stated that “it was not church, a place away from the world, that a boy or girls visited occasionally in busy life, but a part of home.”<sup>11</sup>

The new 1870 Virginia constitution required the establishment of county public schools. By the 1880s, there were twenty-one schools for White students and ten for African American children in Princess Anne County, spread across Pungo, Seaboard and Kempsville magisterial districts. During this period, rural schools were usually one-room because of the dispersed population and poor means of transportation; children were educated with their neighbors. In the early twentieth century, a process of school consolidation began nation-wide, which consisted of closing and merging small one-and two-room schools into larger “consolidated” schools. In Princess Anne County, in 1913, there were twenty-five one-room schools. By 1923, the number of one-room schools had decreased to seventeen; however, eleven of those were African American schools. Another account claimed that in 1938 there were nineteen African American elementary schools, all one-room, and most without plumbing. The process of consolidation was much slower for the African American community than the larger, White school system. There was not a fully consolidated elementary school for African Americans in Princess Anne County until Seatack Elementary School opened in 1952. By the time of the *Brown v Board of Education* case in 1954, Superintendent Frank W. Cox declared that ninety percent of the African American children in the county had school facilities at least equal with those of White students. By this time, only a handful of one-room schools such as Pleasant Ridge remained.<sup>12</sup>

### *Pleasant Ridge School*

The history of the Pleasant Ridge School Historic District, and the school specifically, spans several periods of educational history in Princess Anne County. The school was first a two-room school for White students, located on Charity Neck Road, near the Charity United Methodist Church, and was named Charity Neck School. The half-acre property for the school was purchased in 1886 by the Trustees of the Public Free School of Pungo Magisterial District (William C. Fentress, R.H. Baylor, and Joseph M. Wood), Princess Anne County, for ten dollars, from Ira V. Capps and his wife, Sarah F. Capps. It was acquired “for the purpose of erecting a House for the Public Free School.”<sup>13</sup> The school is assumed to have been built soon after. As a school for White children, Charity Neck School was active until 1916 when the School Board built a newer, larger, consolidated White elementary school. Then-six-year-old Lillian White Craft enrolled at the school in 1906, and remembered the school being nicknamed “Corn Cob College”, because of a pig pen located next to the school covered with corn cobs. Overall, the school served grades one through seven, as it would when it became the Pleasant Ridge School,

<sup>10</sup> Montgomery, *Under Their Own Vine and Fig Tree*, 254-55.

<sup>11</sup> Montgomery, *Under Their Own Vine and Fig Tree*, 255.

<sup>12</sup> E. E. Ferebee and J. Pendleton Wilson, Jr, *An Economic and Social Survey of Princess Anne County*, (Charlottesville, VA: University of Virginia Record Extension Series, 1924) 31, 48-50, 52; Mansfield, *Princess Anne County*, 68, 173; Edna Hawkins-Hendrix, *Black History, Our Heritage*, 109.

<sup>13</sup> *Deed and Will Books, Princess Anne County, Virginia*, #61, p.233: September 4, 1886.

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with the lower grades using the smaller room, then “graduating” to the big room. At the end of seven grades, they received a certificate of completion.<sup>14</sup>

The school remained at the Charity Neck Road location until the larger section was moved approximately one mile to its current location in ca. 1918 to serve as a one-room school for African American children of the Pleasant Ridge area. The schoolhouse was rolled on logs and driven by mules from the Charity Neck site to the Pleasant Ridge site. The school was then renamed the Pleasant Ridge School. There was a previous school serving African American students at this location; local tradition says it burned and the current building was moved here to replace it. This current school site was purchased in 1886 by the Trustees of the Public Free School of Pungo Magisterial District, Princess Anne County, for ten dollars. In this case the seller was John D. James, a local White farmer.<sup>15</sup>

Rowena T. McFadden, who taught at the Pleasant Ridge School from 1936-1946, recounted specific details of the physical school facilities and the typical school day. The school had a tin stove and brick chimney in the center of the room; students would tend the fire and maintain the supply of wood and helped with many of the operational tasks. The stove was replaced every year. The water supply consisted of a bucket sitting on the bookshelf at the back of the room. The students sat on benches, five to a bench, and their desks were the back of the bench in front of them. There was no electricity in the building until the end of McFadden’s tenure. Before electricity, the large windows along the sides of the building were the only source of light, by design. Outside, there was an outhouse for the girls and a separate one for the boys. The younger students attended school in the morning, until eleven o’clock, while older students attended from eleven to three o’clock in the afternoon; there were approximately twenty-five students in total for each school session. There was singing by all of the students during devotionals. The school year was from September to June but, as was typical in farming communities, the students were often absent in the spring and fall so that they could help work at local farms. Demonstrating the poverty of the area, about half of the students could not afford school supplies or books.<sup>16</sup>

An interview with Reverend Johnnie E. Williams and his wife, Nevvia, in 1983 provides excellent early oral history linked to the site. Mr. Williams was once president of the Pleasant Ridge School PTA and organized a committee of parents to attend a School Board meeting to request a new school; he believed this was part of what led to the construction of the Seaboard Elementary School in 1956. During this time, the curriculum spread from first grade through seventh, with the school term beginning in late September and ending in March, so that children could help their families plant crops. Mrs. Williams remembered some students not arriving at school until mid-October, after the cotton had been picked.<sup>17</sup>

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<sup>14</sup> Mary Reid Barrow, “Tiny school may graduate to historic status,” *Virginian-Pilot, The Beacon*, February 22, 1990, 4; Barbara Murden Henley, *Glimpses of Down-County History: Southern Princess Anne County* (Virginia Beach, Virginia: Eco Images, 2013), 130.

<sup>15</sup> *Deed and Will Books, Princess Anne County, Virginia*, #61, p.234: September 4, 1886; Henley, *Glimpses of Down-County History*, 130-32.

<sup>16</sup> Henley, *Glimpses of Down-County History*, 131-32.

<sup>17</sup> Mary Reid Barrow, “Halls of academia were only one-room,” *The Beacon*, January 11/12, 1983, 6.

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In addition to “the three R’s”, reading, writing, and arithmetic, the curriculum covered domestic skills such as sewing and cooking. On Fridays, there were etiquette programs and students also reviewed the Sunday School lesson. At recess, they would play “hide in the woods” or hopscotch. The girls would use pine boughs and straw to build houses, then the boys would tear them down at recess. Mrs. Williams recounted how students alternated taking the wash bowl towels to be washed and ironed at home, and that her walk to and from school totaled over five miles. Students brought their lunch in pails, but sometimes the teacher would bring a hot lunch made by Effie Munden, from the Munden farm across Princess Anne Road. Before she was married, Mrs. Munden taught children in the Pleasant Ridge School building when it was still part of the Charity Neck School. When they needed water, they used the well outside. The “library” consisted of the cabinet that still stands at the back of the schoolhouse today.<sup>18</sup> An article in 1945 listed the Pleasant Ridge School as being “a one-room school with grades one through three,” serving a total of twenty-five pupils, five fewer than the year before.<sup>19</sup> The Pleasant Ridge School continued to operate as a one-room school for African American children until it closed in 1956, when all remaining students moved to the new Seaboard Elementary School.

#### *Asbury Christian Fellowship Church (current name)*

The Asbury Christian Fellowship Church is a contributing resource, and its history is important to address. The congregation was organized in 1871 and the first church building was constructed on one acre of land purchased for \$25 from John D. James and Mary Frances (Fentress) James. The land was deeded to Thomas W. Wright, Cornelius Hodges, Noah Cotton, Wilson Barnett, David Munden, and Henry Irwin for the purpose of creating “a place of Divine worship for the use of the ministry and membership of the Methodist Church in the United States of America.”<sup>20</sup> This transaction was extraordinary because it represented a man who was an enslaver before the Civil War, and a White veteran of the Confederate Army, offering financial and personal support to a group of African Americans to organize a congregation and build a church.<sup>21</sup>

The first church was completed in 1872, built with logs from the timber they cleared from the site. In 1917, the log building was torn down and a new frame church was constructed, led by Reverend J. J. Dickens. The building was used as an education center until the county built a school, likely the first Pleasant Ridge School, ca. 1886. The Good Samaritan Lodge also met at the church. In 1944, a hurricane destroyed the 1917 frame church, and a new church was constructed between 1947 and 1949, an effort led by Reverend J.A. Panky and Reverend J.W. Gamble. The Asbury congregation joined the United Methodist Church in the Virginia

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<sup>18</sup> Barrow, “Halls of academia,” 6. Mary Reid Barrow, “Restoring a School, History,” *Virginian-Pilot*, November 19, 1997, B1; Mary Reid Barrow, “Tiny school may graduate,” 4.

<sup>19</sup> “Schools,” *The Virginian-Pilot*, September 14, 1945, 34.

<sup>20</sup> *Deed and Will Books, Princess Anne County, Virginia*, #50, p.409: September 12, 1872.

<sup>21</sup> Laird, Romo, Chartrand, *Archaeological Assessment of the Pleasant Ridge School Property*, 7.

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Conference in 1968. The fellowship hall and kitchen were added after 1970.<sup>22</sup> Before being named the Asbury Christian Fellowship Church, the church was referred to as the Asbury United Methodist Church, particularly after 1968, the Asbury Methodist Church, or simply the Asbury Church.

### ***Asbury Church Cemetery***

Historic African American cemeteries are often not well documented and have been categorized into three main types: slave cemeteries, antebellum free black cemeteries and postbellum nineteenth and twentieth century cemeteries. The cemetery in the Pleasant Ridge School Historic District falls within the postbellum period. Within the category of postbellum cemeteries, most fall within three subcategories: graveyards of churches, neighborhood cemeteries and family cemeteries. Family cemeteries are usually small and located on private property, sometimes still in the ownership of the original family who established the cemetery. With family cemeteries sometimes inaccessible, and always at risk of being part of a land sale and potential development, the African American community for the most part shifted towards the use of church or community cemeteries by the mid-twentieth century. Today surviving family cemeteries typically have a small number of graves, some with headstones and some unmarked, and sites which are overgrown and poorly maintained, if at all. In contrast, later church and community cemeteries are often easily identifiable and well maintained. Clearly the Asbury Church cemetery meets these criteria.<sup>23</sup>

The fairly large cemetery is located to the rear (east) of the property with an undefined boundary, and no fencing or signage. A survey of the cemetery in December of 2022 revealed a great deal of information. There were a total of 129 identifiable markers, with the earliest being for Milton Warner, dated July 19, 1904, “aged 21 years” and the most recent dating to 2021.<sup>24</sup> An archaeological examination of the cemetery in 2023 found multiple unmarked graves and estimated there could be as many as 200 burials dating to as early as 1880.<sup>25</sup> The graves are generally laid in irregular rows running south to north, with burials facing east. Twelve of the visible markers were dated before 1949, with the oldest burials located toward the center of the property. There are three visible veteran burials; one from World War I and two from World War II. The marker types vary and include concrete and granite headstones, footstones, and flat grass markers (vaults).<sup>26</sup> While many markers show signs of deterioration, the cemetery is an excellent representation of the multigenerational presence and commitment to the site by the local African American community.

### **Oral History**

<sup>22</sup> United Methodist Church, *United Methodist Church History (The Norfolk District)* (Norfolk, Virginia: United Methodist Church Norfolk District, 1984), 3.

<sup>23</sup> Lynn Rainville, *Hidden History: African American Cemeteries in Central Virginia* (Charlottesville, VA: University of Virginia press, 2014), 12, 16, 78, 94, 101-02.

<sup>24</sup> City of Virginia Beach, *Asbury Christian Fellowship Church Cemetery Catalogue*, 2022.

<sup>25</sup> Laird, Romo, Chartrand, *Archaeological Assessment of the Pleasant Ridge School Property*, 8.

<sup>26</sup> City of Virginia Beach, *Asbury Christian Fellowship Church Cemetery Catalogue*, 2022.

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As part of this project, in April of 2022, members of the Asbury Christian Fellowship Church, the current owners of the school, completed five oral history interviews with former students of the Pleasant Ridge School. These interviews resulted in short summaries of basic information. Separately, in October 2023, Marcus Pollard, with Commonwealth Preservation Group, completed five additional interviews with other former students. These interviews were recorded and transcribed. Information from these interviews is included in this nomination form. Additionally, all ten interview forms are attached to this submission. The reference information for each individual interview is also included in the bibliography. Collectively, these interviews revealed a wealth of information about the school, the typical school day, the overall student experience, as well as information about the larger African American community that the school served.

The period during which these ten students attended the school ranged from 1934 until its closing in 1956. The former students uniformly spoke fondly of their time at the Pleasant Ridge School. Many recalled walking a long distance, sometimes along the railroad tracks, to a school that served first through seventh grades. Some students from the 1950s, towards the end of the time the school was open, remember taking the bus or a community vehicle, rather than walking to school. The school day was always run by a single teacher. The teachers who were remembered by name were Rowena Towe, Mrs. Holloman, Ravena Talva and Mrs. Reid. Jaquelyn Mohammed and Ruth Williams-Bell both specifically remembered cooking peaches on the stove in the classroom as a favorite memory. Two male former students interviewed remembered Mrs. Holloman as a strict disciplinarian; sometimes she would joking ask “do you want ice cream or cake?”<sup>27</sup> when it came to punishment. Pastor John C. Smith particularly remembered Mrs. Holloman as “an amazing lady...they loved her to be...the first black principal of...Princess Anne County.”<sup>28</sup> Mrs. Eula Coston said that they couldn’t “run wild like the children today...we got in trouble...they were allowed to spank us, and we got spanked by Mrs. Holloman.”<sup>29</sup> Mrs. Williams-Bell also remembered first through third grades attending in the morning, and fourth through seventh in the afternoon to accommodate everyone in the one-room building.

Pastor Smith remembered a distinct difference between the families “fortunate with finance...and some of us families we live way far off the road...getting up early in the morning...getting dressed, and then coming down the paths of the fields, getting out on the highway...” to get to school.<sup>30</sup>

Mrs. Nellie Bell remembered students being so cold that they were shaking and crowding around the heater to get warm. Then the bell, “ding-a-ling-a-ling” would start the day.<sup>31</sup> While earlier

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<sup>27</sup> John C. Penn, interview w Georgia Allen, April, 2022; Pastor John C. Smith, interview with Marcus Pollard, October 11, 2023.

<sup>28</sup> Pastor John C. Smith, interview with Marcus Pollard, October 11, 2023.

<sup>29</sup> Eula Coston, interview with Marcus Pollard, October 11, 2023.

<sup>30</sup> Pastor John C. Smith, interview with Marcus Pollard, October 11, 2023.

<sup>31</sup> Nellie Bell, interview with Marcus Pollard, October 11, 2023.

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students remember using wood for the stove, later students remembered shoveling coal to keep it running. Pastor John C. Smith recalled that when the school day started, they would open with a prayer. After the prayer, the teacher would teach one grade at a time, while the other grades were working on assignments; the teachers kept it orderly, with everyone at their desks. Smith estimated about twenty students were present in the school at a time. Smith also stated that they learned their “ABC’s, your numbers...most of all...the biblical part and our manners, the way that we should...carry ourselves and give respect to adults.”<sup>32</sup> All of the women remembered playing hopscotch during recess... “you would draw it in the dirt,” said Mrs. Coston.<sup>33</sup>

As for daily life outside of the school, each of the former students mentioned the importance of church and family as the two most important aspects of their community. Students remembered working on the farm and doing chores. Richard Beary remembered himself and friends making their own toys.<sup>34</sup> School events, such as plays, were held at the church because the school was so small. Mrs. Williams-Bell remembered competing on the track team against local schools for “colored children” and winning the last competition she could remember and received a trophy cup.<sup>35</sup> Mrs. Shirley Hughes said that they would often go to church, play baseball in her grandfather’s backyard, “and...then sometimes we would pick apples...he told us not to, but...”<sup>36</sup>

Some of the students shared the memory of moving to the two-room Creeds school after the Pleasant Ridge School closed, specifically remembering that their new school had running water. Recalling moving from Pleasant Ridge to his new school, Pastor John C. Smith said that it was a “great adjustment...[to] experience inside restrooms, running water...just blew my mind to walk into a new facility.” Regarding discipline at the Pleasant Ridge School versus his new school, Mr. Smith mused that while there was discipline at both schools, at Pleasant Ridge it was a “discipline of love.”<sup>37</sup>

Mrs. Georgia Allen was a member of the church but did not attend the Pleasant Ridge School. She spoke at length about the use of the school during community and church events, after it closed as a school. The site hosted religious revivals and various anniversaries, as well as family events with members from other area churches, including Christ Disciples, Piney Grove, and Mount Zion. Many of the congregants worked for local farmers, and vegetables such as okra, butterbeans, stock peas, and corn from these farms were served at church events. Mrs. Allen had several older siblings who attended the Pleasant Ridge School, and the biggest difference she remembered hearing about was the outdoor toilet at Pleasant Ridge; however, she recalled that many of the children at the new school still had outdoor toilet facilities at home. She also had heard stories of shoveling coal for the stove and the lack of electricity at the Pleasant Ridge School. She also said that it was the schoolhouses and churches that kept the community

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<sup>32</sup> Pastor John C. Smith, interview with Marcus Pollard, October 11, 2023.

<sup>33</sup> Eula Coston, interview with Marcus Pollard, October 11, 2023.

<sup>34</sup> Richard Beary, interview with Georgia Allen, April, 2022.

<sup>35</sup> Ruth W. Williams-Bell, interview with Gina Owens, April, 2022.

<sup>36</sup> Shirely Hughes, interview with Marcus Pollard, October 11, 2023.

<sup>37</sup> Pastor John C. Smith, interview with Marcus Pollard, October 11, 2023.

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connected. Mrs. Allen grew up on Gum Bridge Road, which was “pretty much all black people,” until further down the road when the demographic shifted to primarily White residents. Then, when she entered high school, the two groups went to school together and “we began to know the Tatums” and other families.<sup>38</sup>

According to interviewees, families who attended the school and had relatives in the cemetery included: Heady, Lawrence, Dozier, Lamb, Fisher, Davenport, Brian, Coston, Bryant, Fisher, and Wilson.

### **Criterion A: Education:**

*The role of the Pleasant Ridge School in African American Education in Princess Anne County and Virginia*

Formal education for African Americans, both enslaved and free, was rare in Virginia until after Emancipation. The education of enslaved persons was made illegal during the Antebellum period, particularly after the Nat Turner slave revolt in 1831. As of 1860, it is estimated that only five percent of the enslaved population in the United States was literate.<sup>39</sup> During the Civil War, opportunities for education increased as the Union army expanded its reach. Schools had opened in Alexandria, Fort Monroe, Hampton, Newport News, Norfolk and Portsmouth, Virginia by 1862.<sup>40</sup> After Emancipation, African Americans recognized that education was the key to ensuring other rights were not again taken away and spurred the development of the Southern public school system.<sup>41</sup> While Freedman’s Bureau schools, American Missionary Association Schools, and other private and informal African American schools appeared across the South during Reconstruction, it was only during the post-Reconstruction era that the public school system was established in Virginia, including in Princess Anne County.<sup>42</sup>

Following the Civil War, Virginia’s constitutional convention resulted in the 1868 Underwood Constitution, which included a requirement that Virginia establish a public school system and begin construction of public schools to be open for the 1870-71 school year. Additionally, the new system would provide for schools within walking distance of every student. The result in many areas, and most rural communities, was the construction of one-room, rectangular, gable-roofed schoolhouses, mostly with a gable-end entrance. Most of the earliest one-room school buildings dating to the 1870s were of log construction, however, from 1880 until 1910, nearly all featured frame construction with minimal decorative elements and six-over-six or nine-over-nine windows providing natural light. The interiors featured blackboards opposite the entrance and

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<sup>38</sup> Georgia Allen, interview with Marcus Pollard, October 11, 2023.

<sup>39</sup> Heather Andrea Williams, *Self-Taught: African American Education in Slavery and Freedom* (Chapel Hill, NC: North Carolina Press, 2007), 9; Wilma King, *Stolen Childhood: Slave Youth in Nineteenth-Century America* (Bloomington, IN: Indiana University Press, 2011), 97.

<sup>40</sup> Susan Cianci Salvatore, Waldo E. Martin, Jr., Vicki L. Ruiz, Patricia Sullivan and Harvard Sitkoff, *Racial Desegregation in Public Education in the United States: Theme Study*. (Washington, DC: National Historic Landmarks Program, U.S. Department of the Interior, National Park Service, 2000), 10.

<sup>41</sup> Williams, *Self-Taught*, 4, 193-95.

<sup>42</sup> Williams, *Self-Taught*, 98; Wilma King, *African American Childhoods: Historical Perspectives from Slavery to Civil Rights* (New York City: Palgrave MacMillan, 2005), 64, 169



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were heated from stoves fueled by wood or coal.<sup>43</sup> This set of parameters and descriptors matches closely with the c.1886 Pleasant Ridge School.

Unsurprisingly, the Underwood Constitution did not prohibit school segregation, and separate Black and White schools were established across Virginia.<sup>44</sup> There were twenty-one White and ten African American schools established in Princess Anne County by 1886.<sup>45</sup> The Pleasant Ridge School was established around 1886 when property next to the Asbury Christian Fellowship Church was purchased by the Public Free School Pungo District. A schoolhouse for Black children was presumably built on the site shortly after, which stood until c.1915-18 when it burned down. One of the two rooms of the recently closed White Charity Neck school was moved to the Pleasant Ridge lot to serve as the new schoolhouse for African American students. This is the building that remains and is considered Pleasant Ridge School.<sup>46</sup> In 1923, eleven of the seventeen one-room schools remaining in Princess Anne County were for African American students and in 1938, seemingly all nineteen African American schools in the county were of a one-room configuration without plumbing.<sup>47</sup> In this way, the Pleasant Ridge School is highly representative of the African American educational experience in Princess Anne County during the first half of the twentieth century. The school only had twenty-five students in 1945 and served grades one through three. The Pleasant Ridge School closed in 1956, two years after the *Brown v Board* decision, when students were moved to the newly constructed Seaboard Elementary School.<sup>48</sup> The Pleasant Ridge School, like nearly all Black schools, served as a center for community events, as well as an educational institution, though most events had to be held in the church next door since the schoolhouse was so small.

The closing of the Pleasant Ridge School in 1956 was part of a national trend of school consolidation. Most public schooling in the nineteenth century was conducted in one-room schools, with each school constituting its own local school “district.” In 1910, there were still at least 200,000 one-room schools in the United States, however, by 1972, almost none remained. By 1956, there were fewer than 30,000 active one-room schools, putting the Pleasant Ridge School decidedly at the end of the consolidation movement. Two contributions to this dramatic change in building type and use include the increase in urbanization and the corresponding decline in the share of the population connected with agriculture. Additionally, the mechanization of farming, as well as the steady consolidation of smaller farms, contributed to a

<sup>43</sup> John Kern, *Thematic Evaluation of County Public School Buildings in Southwest Virginia*, (Virginia Department of Historic Resources: 2000), 5-6.

<sup>44</sup> W.A. Link, *A Hard Country and a Lonely Place: Schooling, Society, and Reform in Rural Virginia, 1870-1920* (Chapel Hill, NC: University of North Carolina Press, 1986), 8; Virginia Constitutional Convention, *Journal of the Constitutional Convention of the State of Virginia: Convened in the City of Richmond, December 3, 1867, by an Order of General Schofield, Dated November 2, 1867, in Pursuance of the Act of Congress of March 23, 1867* (CIS State Constitutional Conventions, Office of the New Nation, 1867), 35.

<sup>45</sup> Joanne Harris Lucas, *The History of Princess Anne County Training School and Union Kempsville High School, Princess Anne County/Virginia Beach, Virginia, 1925-1969* (Blacksburg, VA: Virginia Polytechnic Institute and State University, Dissertation, 2013), 48; Edna Hawkins-Hendrix, *Black History, Our Heritage*, 109.

<sup>46</sup> Laird, Romo, Chartrand, *Archaeological Assessment of the Pleasant Ridge School Property*, 9.

<sup>47</sup> Ferebee and Wilson, Jr, *An Economic and Social Survey of Princess Anne County*, 49; Mansfield, *Princess Anne County*, 173.

<sup>48</sup> Mansfield, *Princess Anne County*, 107; “Schools,” *The Virginian-Pilot*, September 14, 1945, 34.

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marked decrease in the requirement of children participating in family farming endeavors. The net result of these changes were fewer children in rural areas and more children available to attend school regularly. Additionally, there was a movement towards age-graded schooling, which was not easily accommodated in single classroom schools. In the early twentieth century, before closing, some one-room schools became dedicated to certain grades within a district, which was a step towards age-graded districts. Other one-room schools, including Pleasant Ridge, adapted to age-grading, but were forced to combine multiple grades into the single classroom.<sup>49</sup> At the Pleasant Ridge School, students recalled that the school day was split into halves, with first through third grades attending in the morning and fourth through seventh grades attending in the afternoon.<sup>50</sup> These changes, coupled with improved transportation and the introduction of bussing led to the rapid closure of most one-room schools in favor of fewer, but larger elementary and middle schools. Another factor, represented by the transition of students from Pleasant Ridge School to the new Seaboard Elementary School, was the decision by school districts to fund larger, consolidated schools either because of greater financial capacity or due to legal and societal pressures.

The Pleasant Ridge School is a rare, intact one-room schoolhouse in the former Princess Anne County portion of the City of Virginia Beach. The school building reveals the reality and history of rural education in Virginia in the late nineteenth and early twentieth centuries, before the statewide consolidation movement. The Pleasant Ridge School also relays the story of segregated African American schools in the Jim Crow era and the role of these local schoolhouses in the community. The Pleasant Ridge School is eligible for listing on the National Register under Criterion A: Education.

### **Other comparable early African American Schools in Virginia on the National Register**

There are few African American one-room schoolhouses with strong integrity surviving in Virginia, and only a handful listed on the National Register. Most of the surviving early twentieth-century African American schools are either in poor condition or are more substantial than the Pleasant Ridge School. Additionally, most documented former African American schools were former Rosenwald schools, unlike the Pleasant Ridge School. The Millwood Colored School in Clarke County (VDHR # 021-0191-0008) was a two-room school and was “larger and much more architecturally refined than any of the other African American schools in the county of its period...”. The Chatsworth School (VDHR # 043-0544) is a similar one-room schoolhouse, located in the African American community of Antioch in Henrico County. It was built in 1915 and served grades one through four. This was an early Rosenwald-associated school, funded by Mr. Rosenwald, but before the establishment of the formal Rosenwald program. The Eckington School (VDHR # 023-5041), in Culpeper County is very similar in design to the Pleasant Ridge School: built in 1895, one room, gabled with a gable end entry. The

<sup>49</sup> William A. Fischel, “Neither ‘Creatures of the State’ nor ‘Accidents of Geography’: The Creation of American Public School Districts in the Twentieth Century,” *The University of Chicago Law Review*, vol.77, no.1 (Winter 2010), 177-182.

<sup>50</sup> Interviews with former students conducted in 2022 and 2023: full interview information forms and transcriptions are attached to this submission.

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Hill Grove School (VDHR # 071-5187) in Pittsylvania County was built in 1915 for the African American community; it featured two rooms and a gabled roof. The Jericho School (VDHR # 016-5014), in Caroline County was built c.1917 for African American students; it was gabled and a single room. Finally, the Cornland School in Chesapeake was built in 1903 as an African American school; it also featured one room and a gabled roof.

### **Criterion D, Archaeology**

The Pleasant Ridge School Historic District is locally significant under Criterion D (Archaeology/Historic-Non-Aboriginal) for the period from 1886 until 1956 because of the site's potential to yield information related to its use as a segregated African American school. The second Pleasant Ridge schoolhouse, moved to the site c.1918, still stands, which prompted the City of Virginia Beach to commission an archaeological assessment of the site in 2022. The assessment, including a GPR (ground penetrating radar) survey and excavation of five test units, identified intact layers across the site relating to the period of the school's use. Two separate schoolhouses have stood at the Pleasant Ridge School site, the first from c.1886 until c.1915-18 and the second from 1918 until the present day, although it ceased serving as a school in 1956. Artifacts and deposits dating to both schoolhouses were identified during the assessment. The archival record relating to daily life at African American schools, including Pleasant Ridge, is limited and the intact deposits at the Pleasant Ridge School have the potential to increase knowledge of African American education in the Jim Crow era.

The 2022 archeological assessment of the Pleasant Ridge School by JRIA consisted of an initial GPR survey and then five test units, the location of which were chosen based on the GPR results. All five test units revealed intact stratigraphy, including a historic topsoil layer that contained artifacts dating from the time that the Pleasant Ridge School operated. The only noted disturbances were small utilities. A total of 1,481 artifacts were recovered, as well as brick, slate, charcoal, coal, oyster shell, and slag.<sup>51</sup> The majority of the assemblage was architectural, which falls in-line with what is expected from schoolhouse sites.<sup>52</sup> Personal items almost certainly associated with students or teachers at the school included pencil parts, a marble, a bead, and buttons. The 6.5 grams of slate are more likely to be a piece of writing slate rather than roofing slate, since writing slate was still being used in African American schools in Virginia through the 1930s and there does not seem to be enough to represent a slate roof compared to the 4,208.3 grams of brick and 171 pieces of window glass. Other artifacts included soft drink bottles, can parts, a coin, ceramics vessels, and ammunition. These artifacts are very similar to what has been found at other Black schools in Virginia and elsewhere in the South.<sup>53</sup>

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<sup>51</sup> Laird, Romo, Chartrand, *Archaeological Assessment of the Pleasant Ridge School Property*, 38.

<sup>52</sup> James G. Gibb and April M. Beisaw, "Learning Cast up from the Mire: Archaeological Investigations of Schoolhouses in the Northeastern United States," *Northeast Historical Archaeology* (29(1):6), 113.

<sup>53</sup> Dena Lyn Struchtemeyer, *Separate but equal?: the archaeology of an early twentieth-century African American school* (Baton Rouge, LA: LSU Scholarly Repository, 2008), 44-81; Sarah Love and Emma Mason, "Community Archaeology and Collaborative Interpretation at a Rosenwald School: Understanding Fairview's Past Through Its Present," *Creating Participatory Dialogue in Archaeological and Cultural Heritage Interpretation: Multinational Perspectives* (John H. Jameson and Sherene Baugher, editors.; Springer Cham, 2022), 132-33; Bruce McRoberts,

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The five units only totaled 59 square feet, leaving much of the 1.6-acre site unexplored.<sup>54</sup> School sites generally have features such as privies, wells or pumps, wood or coal houses, and middens, none of which have not been identified at the Pleasant Ridge School site. Because schools usually kept their yards clean, most school-related artifacts can be found in middens. Middens at schools often have heavy concentrations of coal or ash, which may be the case at the Pleasant Ridge School site around test trench PR-1, where a large concentration of coal and 78% of the artifacts were found.<sup>55</sup> This suggests that the site has a large potential to provide information about activities at the school, not just architecture, as many previous studies of schoolhouses have assumed.<sup>56</sup> The excavators believed that the melted glass and artifact dates found across the site in Strata B may indicate the layer is related to landscaping efforts after the burning of the first Pleasant Ridge schoolhouse in c.1915-18, indicating the potential for the site to discuss temporal differences between education from 1886 until 1918, and 1918 until 1956.<sup>57</sup>

### *Comparative Sites*

Schoolhouse sites, especially African American examples, have been largely ignored archaeologically until recently under the false assumption that schoolhouses have no archaeological analytical potential due to a preponderance of architectural materials and relatively small archaeological footprint.<sup>58</sup> This perspective has been changing in the past two decades as schoolhouse excavations have shown a significant analytical value and the potential to inform about education, community life, segregation, politics, and childhood among other topics.<sup>59</sup> Archaeology, alongside archival research and oral histories, provides an important perspective in the interpretation and understanding of schoolhouse sites, one that is more material-based and focused on the day-to-day life of students, teachers, and community members. This approach contributes to a greater understanding of how daily life was influenced by the larger social and political context.<sup>60</sup>

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John Mullin, Kerri Holland and Mary Davis, *Everything Was Baylors: The Archaeology of an Early 20<sup>th</sup> century Black Community Schoolhouse at Fort A.P. Hill, Virginia*. (Paper presented at the Middle Atlantic Archaeology Conference annual Meeting, Ocean City, MD, 2022); Colleen Betti, 'Go Ahead and Erect the Buildings Themselves: An Archaeological Study of Three Black Schools in Gloucester, Virginia' (Chapel Hill, NC: University of North Carolina at Chapel Hill, 2023), 227; Zera Camille Richardson, *Jim Crow and Education: The Seldom Told Story* (Charlotte, NC: University of North Carolina at Charlotte, NC, 2023 Masters Thesis), 45; Jannie Nicole Scott, *Constructing Place, Building Community: The Archaeology and Geography of African American Freedmen's Communities in Central Texas* (Austin, TX: University of Texas at Austin, 2016), 111.

<sup>54</sup> Laird, Romo, Chartrand, *Archaeological Assessment of the Pleasant Ridge School Property*, ii.

<sup>55</sup> April Beisaw, "The Archaeology of Michigan's One-Room Schools," *Michigan Archaeologist* (49(3-4):1-20), 29; Betti, 'Go Ahead and Erect the Buildings Themselves', 206.

<sup>56</sup> Gibb and Beisaw, "Learning Cast up from the Mire," 113.

<sup>57</sup> Laird, Romo, Chartrand, *Archaeological Assessment of the Pleasant Ridge School Property*, 39.

<sup>58</sup> Gibb and Beisaw, "Learning Cast up from the Mire," 107-126.

<sup>59</sup> This topic has been addressed by multiple contributors to current scholarship: Struchtemeyer 2008; Scott 2016; Love and Mason 2022; McCuistion 2022; McRoberts et al. 2022; Betti 2023; Richardson 2023.

<sup>60</sup> Betti, 'Go Ahead and Erect the Buildings Themselves', 22.

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There are no other African American schools in the former Princess Anne County (now City of Virginia Beach) that have been investigated archaeologically. In the state of Virginia, there are 148 schools inventoried as archaeological sites from the Jim Crow Era (1870-1964), including 38 African American schools. Of those 38 African American schools, 23 have had subsurface testing. Importantly, of these 23 African American schools, 12 have been registered since 2020 and only two before 2000. Thus, there are few directly comparable sites in Virginia, but of those, most have been surveyed or excavated recently. The white school sites that have been excavated from this period, of which there are 29 with subsurface testing, can also be used as comparative sites, but primarily to identify differences between white and Black schools due to the segregated system.

Excavations at the Bethel (44GL273), Woodville (44GL532), and Glenns/Dragon schools (44GL550) in Gloucester County comprise the largest archaeological study of Black schools in Virginia. The in-depth analysis of these three schools used archaeology to address the question of how temporal changes affected schoolhouse architecture, community use, education, and childhood socialization at the schools. The Bethel School (1924-1951), Woodville School (1886-1939), and Glenns/Dragon School (1883-1929) chronologically overlap with the Pleasant Ridge School (1886-1956) and had nearly identical artifact types. The Woodville School had a coal-dominated midden full of school-related artifacts, similar to the potential midden at the Pleasant Ridge School.<sup>61</sup> The Baylorsville School (44CE1028) in Caroline County also had similar artifact types and a similar interpretative potential (McRoberts et al. 2022). The Pleasant Ridge School has the same potential as these three Gloucester County schools and the Baylorsville School to inform about African American education and community through archaeology.

While not in Virginia, the Mount Vernon School in Iron Station, North Carolina was excavated by the University of North Carolina at Charlotte in 2022. This school was located next to a church, like the Pleasant Ridge School, and produced similar artifacts, specifically large quantities of soda bottles, which were interpreted as evidence of community and church activities involving the schoolhouse.<sup>62</sup>

Because of the small archaeological footprint of schoolhouses, shovel test surveys often do not reveal the full potential of sites, and excavation based on historic documents, closer interval shovel tests, or oral histories are needed.<sup>63</sup> The GPR survey, followed by test trenches at the Pleasant Ridge School, was successful in identifying intact cultural layers and showing the potential of the site to provide information about its history and African American education in former Princess Anne County. Topics which could be addressed by any future archaeological research at the Pleasant Ridge School include the location of privies, a water source, and associated features or outbuildings. Additionally, there might be greater differentiation between the pre-and post-1918 layers. Finally, additional information may yet be determined related to the original ca. 1886 school location, footprint, dimensions, layout, and architectural elements.

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<sup>61</sup> Betti, *'Go Ahead and Erect the Buildings Themselves'*, 235.

<sup>62</sup> Richardson, *Jim Crow and Education*, 45.

<sup>63</sup> Beisaw, "The Archaeology of Michigan's One-Room Schools," 4; Betti, *'Go Ahead and Erect the Buildings Themselves'*, 422.

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The few previously excavated African American schools in Virginia, and elsewhere in the South, provide evidence that a site like the Pleasant Ridge School has the potential to answer many questions and yield information important in history, and thus is significant under Criteria D.

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Mohammed, Jaquelyn Williams Interviewed by Gina Owens, April, 2022.

Penn, John C. Interviewed by Georgia Allen, April, 2022.

Smith, Pastor John C. Interviewed by Marcus Pollard, October, 11, 2023.

Williams-Bell, Ruth W. Interviewed by Gina Owens, April, 2022.

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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
- ☐ designated a National Historic Landmark
- ☐ recorded by Historic American Buildings Survey # \_\_\_\_\_
- ☐ recorded by Historic American Engineering Record # \_\_\_\_\_
- ☐ recorded by Historic American Landscape Survey # \_\_\_\_\_

**Primary location of additional data:**

- ☒ State Historic Preservation Office
- ☐ Other State agency
- ☐ Federal agency

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☒ Local government

☐ University

☐ Other

Name of repository: Virginia Department of Historic Resources

**Historic Resources Survey Number (if assigned):** 134-0399

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## 10. Geographical Data

**Acreage of Property** 1.58

Use either the UTM system or latitude/longitude coordinates

### Latitude/Longitude Coordinates

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

(enter coordinates to 6 decimal places)

1. Latitude: 36.682797                      Longitude: 76.02245

**Or**

### UTM References

Datum (indicated on USGS map):

☐ NAD 1927    or    ☐ NAD 1983

1. Zone:                      Easting:                      Northing:

2. Zone:                      Easting:                      Northing:

3. Zone:                      Easting:                      Northing:

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

The site of the Pleasant Ridge School Historic District is located on a single irregularly-shaped parcel oriented toward Princess Anne Road to the west, with two rectangular parcels at the rear (east) that contain a portion of the cemetery. The 1.58-acre site is bound by Princess Anne Road to the west, a row of trees to the north, an agricultural field beyond the cemetery to the east, and a sparse group of trees and another agricultural field to the south. The true and correct boundary is shown on the attached Sketch Map, which has a bar scale of 1" = 79'.

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

The Pleasant Ridge School Historic District boundary includes all of the property historically associated with the church and two schools that have occupied the site. The boundary includes the single parcel associated with the school and church, as well as the two narrow parcels on the eastern edge of the cemetery. The boundary is clearly defined by Princess Anne Road and a natural border of trees along the north property line and agricultural fields along the east and south property lines. The property's historic setting and all known associated extant resources since the relocation of the school, have been included within the historic boundary.

---

**11. Form Prepared By**

name/title: Marcus Pollard, Victoria Leonard, Dr. Colleen Betti, Dr. David Brown  
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e-mail: marcus@commonwealthpreservationgroup.com  
telephone: 757-651-0494  
date: 12/22/2023

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**Additional Documentation**

Submit the following items with the completed form:

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

**Photographs**

Submit clear and descriptive photographs. The size of each image must be 1600x1200 pixels (minimum), 3000x2000 preferred, at 300 ppi (pixels per inch) or larger. Key all photographs to the sketch map. Each photograph must be numbered and that number must correspond to the photograph number on the photo log. For simplicity, the name of the photographer, photo date, etc. may be listed once on the photograph log and doesn't need to be labeled on every photograph.

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### Photo Log

Name of Property: Pleasant Ridge School Historic District

City or Vicinity: Virginia Beach

County: N/A

State: VA

Photographer: Marcus Pollard

Date Photographed: 10/11/2023

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

Photo Number of	Description	Camera Direction	Date	Photographer
1	View of overall site from the intersection of Jarvis Road and Princess Anne Road	SE	10/11/2023	MP
2	View of overall site from southeast corner of site	NW	10/11/2023	MP
3	Site, front yard in front of school, view toward the church	N	10/11/2023	MP
4	Pleasant Ridge School, façade (west elevation)	E	10/11/2023	MP
5	Pleasant Ridge School, corner of west and south elevations	NE	10/11/2023	MP
6	Pleasant Ridge School, corner of south and east/rear elevations	NW	10/11/2023	MP
7	Pleasant Ridge School, corner of east/rear and north elevations	SW	10/11/2023	MP
8	Church, façade (west elevation)	E	10/11/2023	MP
9	Church, corner of west and south elevations	NE	10/11/2023	MP
10	Church, corner of east/rear and north elevations	SW	10/11/2023	MP
11	Church, north elevation	SE	10/11/2023	MP
12	Cemetery, southeast corner of site	NE	10/11/2023	MP
13	Cemetery, east side of site	E	10/11/2023	MP
14	Cemetery, northeast corner of site	SE	10/11/2023	MP
15	Shed, corner of façade/south and west elevations	NE	10/11/2023	MP

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16	Abandoned Residence, corner of façade/west and south elevations	NE	10/11/2023	MP
17	Abandoned Residence, corner of south and east/rear elevations	NW	10/11/2023	MP
18	Overall view of site from neighboring parcel to the southeast	NW	10/11/2023	MP
19	Pleasant Ridge School, interior, view to front of schoolroom	SE	10/11/2023	MP
20	Pleasant Ridge School, interior, view to front of schoolroom	NE	10/11/2023	MP
21	Pleasant Ridge School, interior, view toward back of schoolroom/entrance	NW	10/11/2023	MP
22	Pleasant Ridge School, interior, view toward back of schoolroom/entrance	SW	10/11/2023	MP
23	Church, interior, vestibule	NE	10/11/2023	MP
24	Church, interior, vestibule	SW	10/11/2023	MP
25	Church, interior, sanctuary, view toward front/altar	E	10/11/2023	MP
26	Church, interior, sanctuary, view toward rear/entrance	W	10/11/2023	MP
27	Church, interior, rear addition, hallway between the sanctuary and main room of the addition	S	10/11/2023	MP
28	Church, interior, rear addition, fellowship hall	SE	10/11/2023	MP
29	Church, interior, rear addition, fellowship hall, view toward front of church	NW	10/11/2023	MP

### Historic Images Log

Figure No.	Caption
1	Historic 1958 Aerial of the Pleasant Ridge School Historic District site. (City of Virginia Beach Historic Aerial Viewer, <a href="https://virginiabeach.gov/services/map-center">https://virginiabeach.gov/services/map-center</a> )

### Embedded Images Log

Figure No.	Caption
2	Sketch of Asbury Christian Fellowship Church Cemetery, 2022 (from December 2022 Cemetery Survey conducted by City of Virginia Beach Staff)
3	Pleasant Ridge School, Virginia Beach, VA GPR Elevation Slice: 0.75ft below the surface (JRIA)

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4	Location of test trenches in relation to GPR features (JRIA)
5	West profile drawing of Test Trench PR-4 (JRIA)
6	East profile photograph of Test Trench PR-4 (JRIA)

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## Appendix A – Archaeology Figures

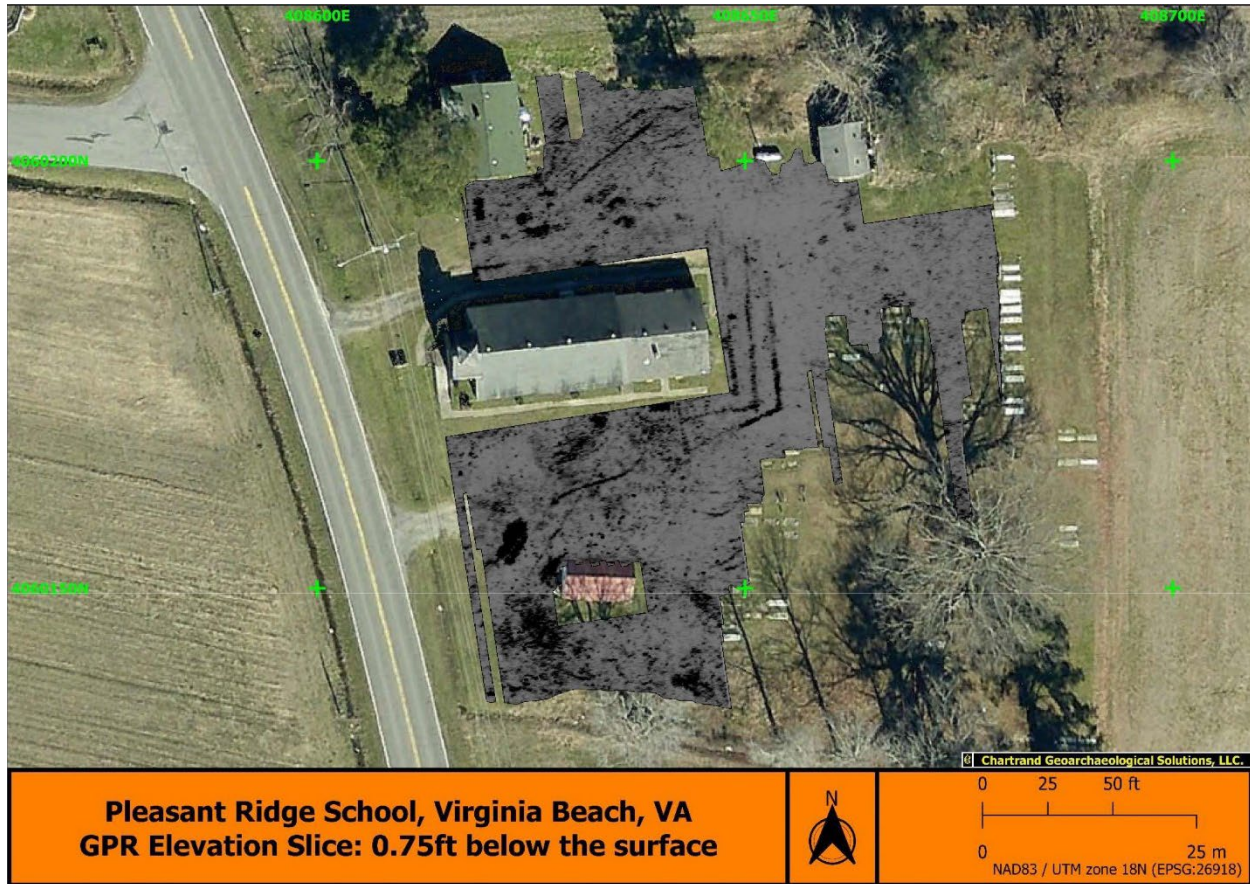


Figure 3: Pleasant Ridge School Historic District, Virginia Beach, VA GPR Elevation Slice: 0.75ft below the surface (JRIA)



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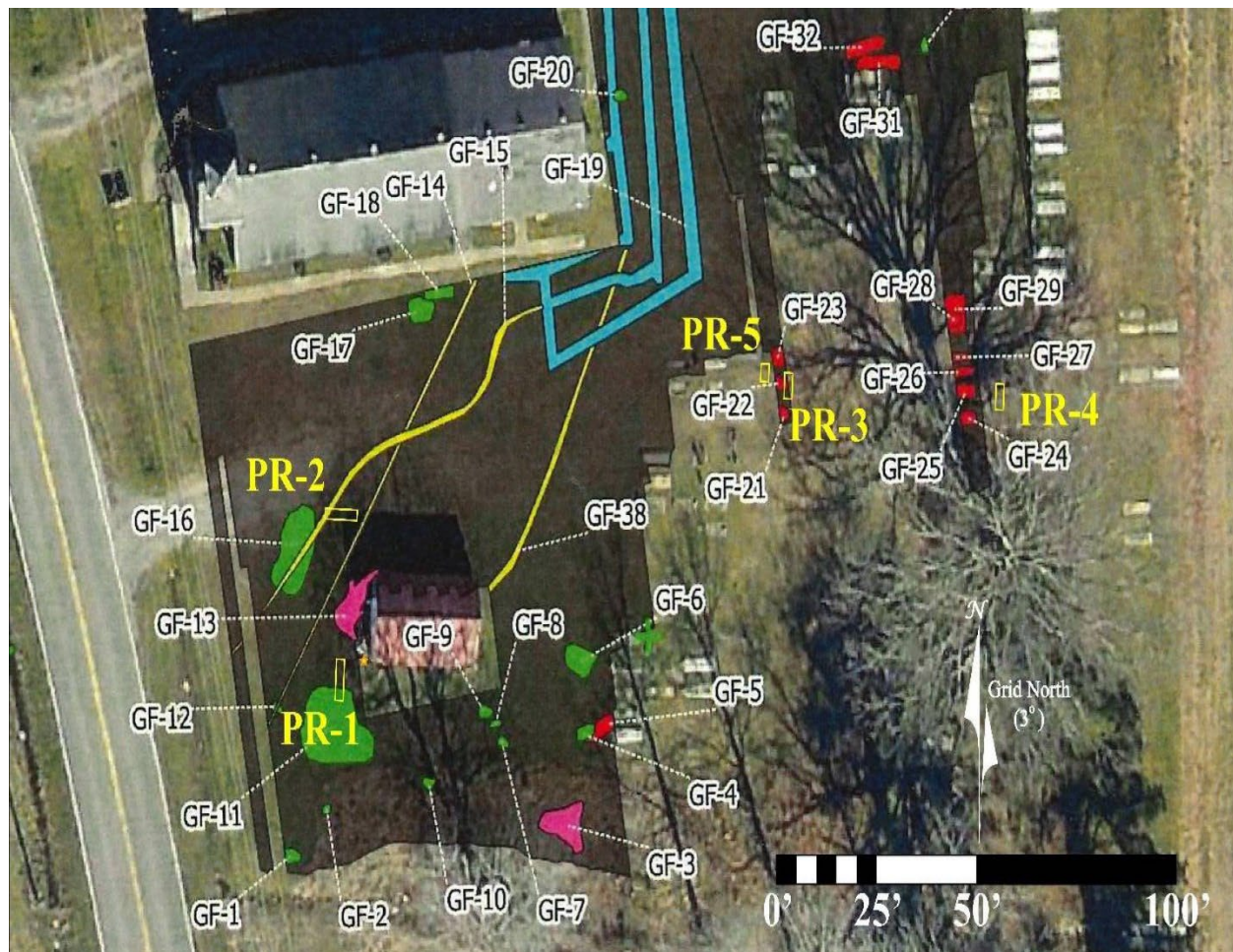


Figure 4: Location of test trenches in relation to GPR features (JRIA)



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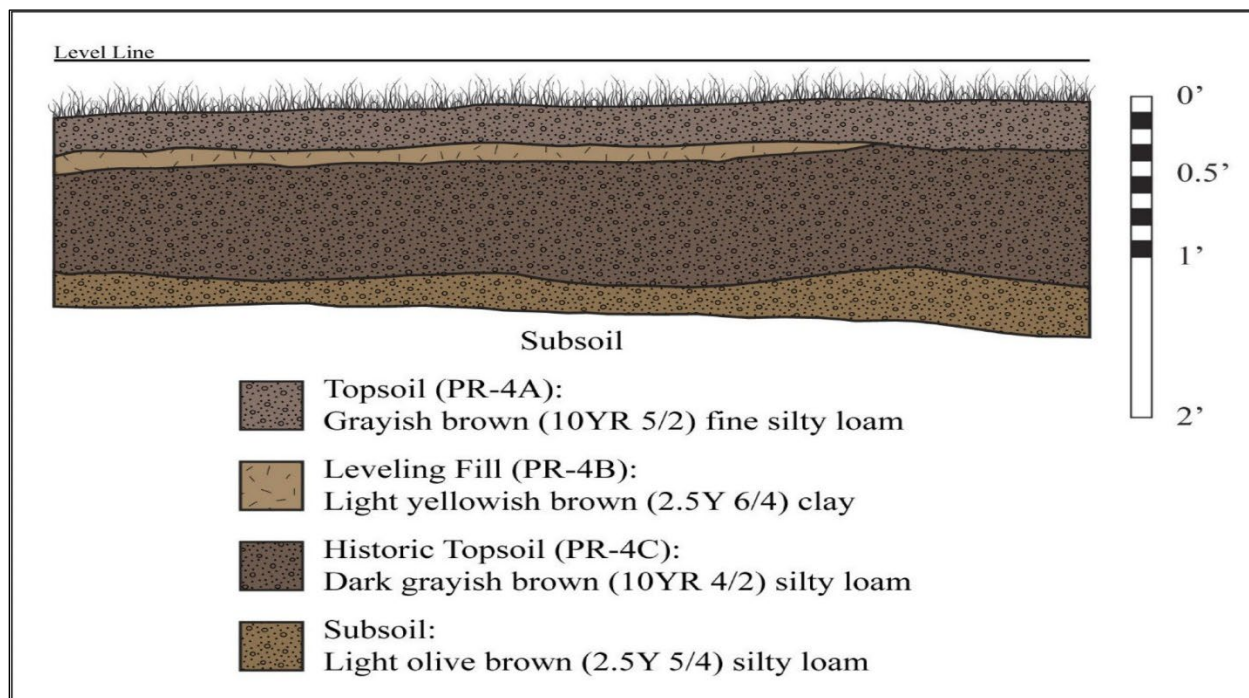


Figure 5: West profile drawing of Test Trench PR-4 (JRIA)



Figure 6: East profile photograph of Test Trench PR-4 (JRIA)

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County and State

**Paperwork Reduction Act Statement:** This information is being collected for nominations to the National Register of Historic Places to nominate properties for listing or determine eligibility for listing, to list properties, and to amend existing listings. Response to this request is required to obtain a benefit in accordance with the National Historic Preservation Act, as amended (16 U.S.C.460 et seq.). We may not conduct or sponsor and you are not required to respond to a collection of information unless it displays a currently valid OMB control number.

**Estimated Burden Statement:** Public reporting burden for each response using this form is estimated to be between the Tier 1 and Tier 4 levels with the estimate of the time for each tier as follows:

Tier 1 – 60-100 hours  
Tier 2 – 120 hours  
Tier 3 – 230 hours  
Tier 4 – 280 hours

The above estimates include time for reviewing instructions, gathering and maintaining data, and preparing and transmitting nominations. Send comments regarding these estimates or any other aspect of the requirement(s) to the Service Information Collection Clearance Officer, National Park Service, 1201 Oakridge Drive Fort Collins, CO 80525.





### Legend

County Boundaries

### **Pleasant Ridge School (134-0399)**

**1392 Princess Anne Road,  
Virginia Beach, VA**

= Property Boundary

1) Latitude: 36.682797

Longitude: 76.02245



Feet

0 20 40 60 80

1:1,128 / 1"=94 Feet

### **Title: Pleasant Ridge School | Location Map (134-0399)**

**Date: 9/27/2023**

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

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





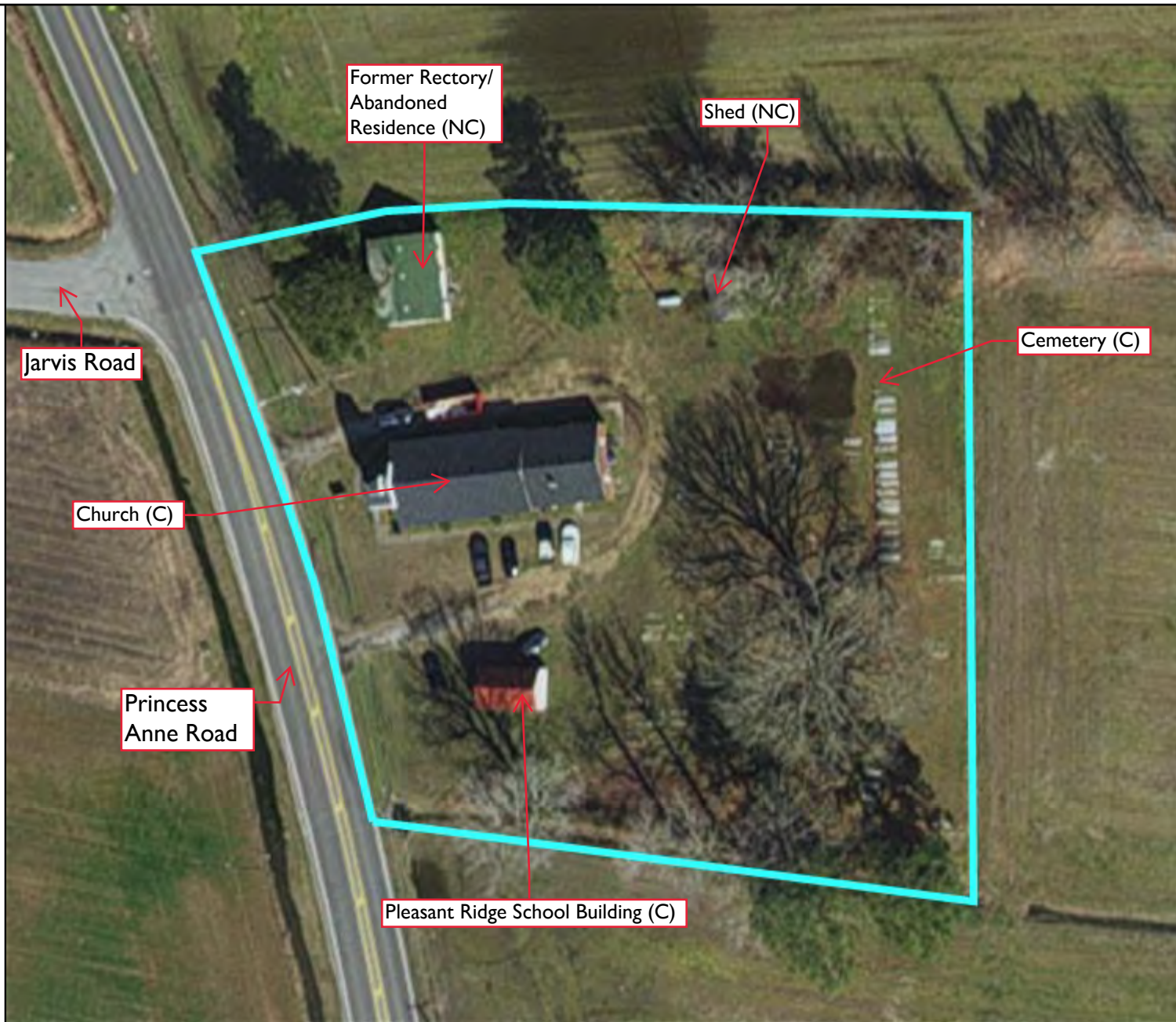
## Legend

County Boundaries

### Pleasant Ridge School and Archaeological Site (134-0399)

1392 Princess Anne Road,  
Virginia Beach, VA

= Property Boundary



Feet

0 20 40 60 80  
1:950 / 1"=79 Feet


**Title: Pleasant Ridge School & Archaeological Site | Sketch Map (134-0399) Date: 9/27/2023**

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## Legend

 County Boundaries

### Pleasant Ridge School (134-0399)

1392 Princess Anne Road,  
Virginia Beach, VA

 = Property Boundary



Feet

0 20 40 60 80

1:950 / 1"=79 Feet

**Title: Pleasant Ridge School | Photo Key (134-0399)**

**Date: 9/27/2023**

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United States Department of the Interior  
National Park Service

National Register of Historic Places  
Continuation Sheet

Section number SLR Page       

Pleasant Ridge School Historic District

Name of Property

Virginia Beach (Independent City), Virginia

County and State

Name of multiple property listing (if applicable)

**SUPPLEMENTARY LISTING RECORD**

NRIS Reference Number: 100010898

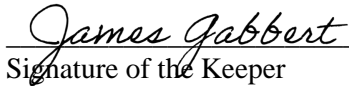
Property Name: Pleasant Ridge School Historic District

County: Virginia Beach (Independent City)

State: VA

Multiple Name: N/A

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This property is listed in the National Register of Historic Places in accordance with the attached nomination documentation subject to the following exceptions, exclusions, or amendments, notwithstanding the National Park Service certification included in the nomination documentation.

  
Signature of the Keeper

10/11/2024

Date of Action

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Amended Items in Nomination:

Criteria Consideration A is hereby checked. The property contains a church, but the nomination includes the church as a contributing resource for its use as an ancillary school facility during the period of significance.

Criteria Consideration B is unchecked. The school was moved during the period of significance and the move is part of the Criterion A significance.

The period of significance under Criterion A is 1918-1956, coinciding with the move of and use of the current school until its closure.

The period of significance under Criterion D is 1886-1956 to coincide with the entire period the property was utilized by the school

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The VA State Historic Preservation Office was notified of this amendment.

**DISTRIBUTION:**

National Register property file

Nominating Authority (without nomination attachment)