

United States Department of the Interior  
National Park Service**National Register of Historic Places Registration Form**

This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in National Register Bulletin, *How to Complete the National Register of Historic Places Registration Form*. If any item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classification, materials, and areas of significance, enter only categories and subcategories from the instructions.

**1. Name of Property**Historic name: Forest Hill SchoolOther names/site number: BY-0976

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: 12556 Apple Harvest DriveCity or town: Martinsburg State: WV County: BerkeleyNot For Publication: ☐ Vicinity: ☐**3. State/Federal Agency Certification**

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

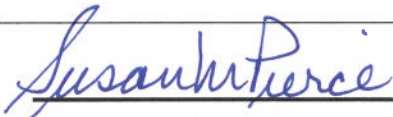
I hereby certify that this X nomination    request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60.

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

   national    statewide X local

Applicable National Register Criteria:

X A    B    C    D

		Deputy State Historic Preservation Officer	<u>3-14-25</u>
Signature of certifying official/Title:		Date	
<u>West Virginia State Historic Preservation Office, Department of Arts, Culture and History</u>			
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>1</u>	<u>2</u>	buildings
<u>0</u>	<u>0</u>	sites
<u>0</u>	<u>0</u>	structures
<u>0</u>	<u>0</u>	objects
<u>1</u>	<u>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

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**Current Functions**

(Enter categories from instructions.)

WORK IN PROGRESS

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## 7. Description

### Architectural Classification

(Enter categories from instructions.)

LATE 19TH AND 20TH CENTURY REVIVALS/Classical Revival

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

Principal exterior materials of the property: Foundation: STONE; Walls: BRICK;

Roof: METAL

### 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 Forest Hill School is a former one-room schoolhouse located on a knoll above State Route 45 in the Arden unincorporated area of Berkeley County, West Virginia. The school was established in the late 19<sup>th</sup> century during a proliferation of public education in the county. Though a very simple vernacular design, the building expresses Classical Revival elements with pronounced entablatures, paneled doors, and transom windows. A simple front porch, with some non-original posts, leads to twin entry doors, originally intended to separate boys and girls. The doors open into vestibules with hooks for hanging outerwear, which then open into the main room. The interior retains nearly all of its original millwork, but is missing the vestibule walls, some ceiling plaster, the window sash, and the chalkboard slate. Overall, the Forest Hill School retains a high degree of historic integrity.

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## Narrative Description

### *Site*

The Forest Hill School is a brick building set on a gently-sloping knoll, with a southeast-facing front porch at grade. It is sited on the south side of West Virginia Route 45 or Apple Harvest Drive, between two sharp bends in the road. The site is slightly less than two miles from the center of the unincorporated community of Arden and the same distance from the city limits of Martinsburg. The property is now shared with a non-historic house and accompanying shed, both noncontributing. The house is a one-story, brick-veneered ranch built circa 1960s and heavily expanded circa 2005<sup>1</sup>, with an irregular footprint and a large carport. The shed is premanufactured and also dates to circa 2000s. A paved driveway loops through the carport and past the east-pointing corner of the Forest Hill School, meeting Apple Harvest Drive on both ends.

### *Exterior*

The building is one story and front gabled, 18 feet or two bays wide by 37 feet or four bays long, with walls of two wythes of brick in common bond, with seven courses of stretchers between header courses. It is set on a rubblestone foundation without any fenestration, almost level with grade at front and elevated about two feet above grade at rear. The walls and foundation are flush, with no protruding water table and no string course. Most of the brick has been painted over in red, though the paint is in poor condition.

The front porch is set on a concrete slab at grade, with square posts holding the soffit of a shed roof, with a frieze recessed slightly back from the posts. The sides of the porch have vertical beadboard below the roof fascia, concealing the frieze. The ceiling inside the porch is beadboard running front to back. Two decoratively turned engaged columns connect the porch to the rest of the building, evidencing the appearance of former porch columns that the square posts replaced.

The roof, with a moderate slope, is accentuated by large-proportioned entablatures that wrap the corners and return into the gable ends. The cornice moldings are missing where the entablatures wrap to the front gable, as well as part of the rear gable. The porch shed roof has a similar molded cornice, though it is concealed on the left side by metal roofing wrapped and nailed to it. The roofing is all corrugated and ribbed metal directly over the roof battens. Though no gutters remain, some brackets for holding gutters are present.

The building is entered through twin single-leaf front doors, for separating boys and girls, with transom windows above. The doorways step up about six inches from the porch slab, with rowlock courses of brick showing below the thresholds. The right door has four panels in a 2x2

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1. NETR Online. "*Historic Aerials*." 1955, 1971, 2003, 2007. Nationwide Environmental Title Research, LLC.

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configuration and is original to the building. The left door is a replacement five-panel door from the early 20<sup>th</sup> century. Both doors swing outward with hinges exposed on the exterior.

Each side of the building has four identical window openings, all approximately four feet wide and eight feet tall, with wood sills and very tight, almost rectangular splayed brick lintels. The original sash, 6-over-6, are all missing, with only aluminum storm windows remaining. Mortises in the window jambs indicate the former presence of shutters. Both gable ends originally had an ocular attic vent, but both were removed and filled in with one wythe of brick. The rear end of the building has no fenestration besides the former vent.

### *Interior*

The interior of the Forest Hill School is finished with plaster applied directly to the brick, with a high beadboard wainscoting almost half the height of the walls, rising above the sills of the windows. Openings are trimmed with decorative moldings about 3 1/2 inches wide. A narrower trim runs as aprons under the window sills, and the same molding profile caps the wainscoting. The whole building has wood plank floors, running perpendicular to the length of the building in the classroom, but turned to run parallel to the building, or perpendicular to the entry wall, in the vestibules.

The vestibules are equal size and were formerly separated from each other and from the classroom by 2x4-framed walls. All of the interior walls have been removed, but ghost marks clearly delineate their former locations. The ceilings are missing but were plastered, as evidenced by lath marks on exposed ceiling joists, and the walls have wainscoting identical to that in the classroom. A small, rectangular wooden strip forms a crown molding in the vestibules. The walls that separated the vestibules from the classroom directly abutted the frontmost windows on either side of the classroom, so as to take the place of those windows' side trim.

The classroom has beadboard ceilings, running front to back, with a small molded crown around the perimeter. On the far end wall, a chalkboard spans most of the width of the room, with wide, approximately six inch trim around the board meeting the corners of the wall. A picture rail molding runs horizontally along the top of the chalkboard trim, and a chalk tray spans the bottom. The original slate is missing, and the plaster wall behind has been painted with chalkboard paint.

On both side walls, between the third and fourth windows from the front, were smaller chalkboards, bounded by the window casings, the wainscoting, and an additional top rail. The slate is also missing from these boards.

An escutcheon for a stovepipe remains in the center of the classroom ceiling, though the stove and pipe are gone. On either side of the escutcheon, one toward the front and one toward the rear of the classroom, are metal electric light fixtures with hardware for holding glass globes, though the globes are gone.

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

**Period of Significance**

1890-1945  
\_\_\_\_\_  
\_\_\_\_\_

**Significant Dates**

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

**Significant Person**

(Complete only if Criterion B is marked above.)

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

**Cultural Affiliation**

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

**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 Forest Hill School is locally significant under Criterion A for EDUCATION, in the period of 1890-1945, the approximate timespan when the school was operational. The Forest Hill School is a rural schoolhouse that provided a free education to the children of the Arden community for the first time. Arden was an agricultural area through the 19<sup>th</sup> century, and until the school was built, obtaining an education meant sending children to a boarding school in Martinsburg. The school was built during the expansion of public education in Berkeley County and in the new state of West Virginia, with the goal of providing a free education to all children. The Forest Hill School is among the most intact and unaltered one-room schoolhouses in the Eastern Panhandle of West Virginia, and is the last surviving of several built with its specific architectural form. Essentially all of its original components are either still present in their original forms or, through remnants, sufficiently evidenced that their historic forms could be accurately reconstructed.

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

### Berkeley County Schools

Before the 1863 statehood of West Virginia, Berkeley County had no public schools. Though public school boards were established in parts of Virginia starting with enabling legislation in 1846, no public schools were established in Berkeley before the Civil War. However, by the late 1810s, Berkeley County had a Board of School Commissioners and a Literary Fund that paid the private school tuitions for selected poor children, both enacted by Virginia state law. About one half to two thirds of the county's eligible poor children received education each year, and interest was growing in providing free schooling across the county.<sup>2</sup>

A statewide public school system came swiftly after statehood in June 1863, with legislation that December providing free education for all white children. In 1865, the law was amended to provide for free black schools. By 1868, 23 new schoolhouses had been built in Berkeley County, and 2,240 students were enrolled in Berkeley County free schools out of approximately 4,800 total school-age residents (many of which were still enrolled in private schools), with 48 teachers in the schools.<sup>2</sup> In 1875, a district system began when the public schools in Martinsburg were given their own district and superintendent, and the rest of the county was divided into districts after – Arden, Falling Waters, Gerrardstown, Hedgesville, Mill Creek, and Opequon – and additional schools were added until the turn of the 20<sup>th</sup> century.<sup>3</sup>

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2. Ross, D. Reid. "Daniel Reid Ross, Soldier, Teacher and Berkeley County Doctor, Part 2." West Virginia Historical Society, Volume XXXII, No. 2, Fall 2017.

3. Myers, Dorothy C. "Architectural and Pictorial History of Berkeley County, Volume IV." Berkeley County Historical Society, 1997.

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The onset of the Great Depression revealed the administrative and fiscal inefficiencies of the smaller scale of these districts. In 1933, under the proposal of Governor Kump, the West Virginia Legislature enacted the County Unit Plan, which consolidated the state's 398 school districts into 55, one for each county. This consolidation opened the opportunity for students to ride buses to schools further away, and for schools to consolidate within wider areas. The budgets and staff salaries of the state's schools dropped significantly, but the plan stabilized the school system through the Great Depression.<sup>4</sup>

By 1900, the Arden District had 13 schoolhouses, all built of brick. Three of these schoolhouses – Forest Hill, Tuscarora, and Vanclevessville – were substantially identical, with two separated four-panel entry doors with transom windows, four side bays of six-over-six windows, molded entablatures, and ocular attic vents. Vanclevessville also had the same front porch as Forest Hill, but Tuscarora was set higher above grade and was entered via an elevated wooden porch with a hipped roof. While no surviving records detail the construction of Forest Hill, Tuscarora was built in 1889 and Vanclevessville was built in 1890, evidencing a coordinated effort and likewise an approximate date of 1890 for Forest Hill. After closing, Tuscarora became a residence and received significant alteration, and is not known to be extant today. Vanclevessville became a 4-H clubhouse and then a mission church, then was abandoned by the 1990s, and also could not be found today.<sup>3</sup>

The Forest Hill School operated until circa 1945. Though the exact date is not known, records of the school's teachers and pupils end around this time, and the neighboring Tuscarora School closed in 1942. The former school districts including Arden had already started consolidating into the Berkeley County School District a decade earlier. Students from the Arden community were bussed to larger schools such as the Winchester Avenue School in Martinsburg, only three miles away, which had been built in 1920.<sup>3</sup>

### One-Room Schoolhouses

Before the advent of the automobile, schools needed either to be close enough to their pupils for them to travel by foot or horse, or to provide room and board. As boarding schools were out of reach for many families of lesser means, the archetypal one-room schoolhouse became the ultimate tool for implementing access to free education for all children throughout the 19<sup>th</sup> century. Scattered across rural areas and serving a radius of approximately three miles, one-room schools brought a community's children together into a single learning environment.<sup>5</sup>

Teachers were typically graduates or students of a normal school (teacher's college) program, and would often board with local families while teaching. The mixing of different grade levels, sometimes formally graded and sometimes informal, fostered a collaborative environment where older children could assist teaching to younger children. The different grades would take turns with the teacher at the front of the room while the other grades worked on assignments. Besides

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4. Swick, Gerald D. "County Unit Plan." e-WV: The West Virginia Encyclopedia. February 20, 2024.

5. Lutz, Paul F. "The One-Room School." e-WV: The West Virginia Encyclopedia. February 9, 2024.

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practicing the “Three Rs” (reading, writing, arithmetic), students would sing, play games, and clean the schoolhouse. Bathroom facilities consisted of two outhouses, one for boys and one for girls, and water was consumed from a communal bucket.

As these schools typically served agricultural communities, their operation and attendance expectations were usually tied to the growing season, with the typical school terms being Summer and Winter. If boys were needed during the growing season on their families’ farms, they would only attend the winter terms.<sup>6</sup>

Rural one-room schools disappeared throughout the 20<sup>th</sup> century as automobile transportation became available, school districts consolidated, and educational standards were modernized. One-room schools were obsolete by the 1950s and completely defunct by 1980.<sup>5</sup>

### Brick Masonry Construction

The use of brick masonry construction for one-room schoolhouses is unusual in West Virginia broadly, but was fairly common in the lower Shenandoah Valley. Brick construction in general was accessible, common, and no longer luxurious in Berkeley County by the middle of the 19<sup>th</sup> century. Skilled masons worked with stone in what is now Berkeley County before the founding of the nation, slowly transitioning to bricks likely with small kilns. The arrival of the Baltimore & Ohio Railroad in 1842, and an influx of German immigrants skilled in masonry, led to an increase in brick construction. Only just across the Potomac River from Berkeley County, the brick factory in Williamsport, Maryland that eventually became the Cushwa company operated from 1814 to 2020.<sup>7</sup> Two brick manufacturers within Berkeley County, North Mountain Brick and Continental Brick, were founded in 1910<sup>8</sup> and 1917<sup>9</sup> respectively.

The earliest known brick house in Berkeley County is the Archibald Shearer House “White Bush” in Falling Waters, built by 1790.<sup>10</sup> Additional examples of brick construction in Berkeley County predating the Forest Hill School include, among others, the Baldwin-Grantham House “Locust Grove” in Shanghai, with a brick section added circa 1820;<sup>11</sup> the George Washington Hollida House in Scrabble, built circa 1842;<sup>12</sup> the William R. Leigh House “Maidstone Manor

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6. Sauceman, Jill & Kathy Mays. “Oak Hill School Heritage Education Center: An 1886 One-Room Schoolhouse. Teacher's Resource and Curriculum Guide.” Jonesborough, Tennessee: Jonesborough-Washington County History Museum, 1999.
  7. Lewis, Mike. “Williamsport brick plant to close.” *Herald-Mail*. Hagerstown, MD: Herald-Mail Media, March 3, 2020.
  8. Berkeley County Historical Society. Facebook Post, May 4, 2019.
  9. Umstead, Matthew. “W.Va.'s only brick manufacturer marks 100 years.” *Herald-Mail*. Hagerstown, MD : Herald-Mail Media, June 10, 2017.
  10. Wood, Don C. “White Bush.” National Register of Historic Places, National Park Service, December 10, 1980.
  11. Gioulis, Michael & Don C. Wood. “Baldwin/Grantham House.” National Register of Historic Places, National Park Service, October 7, 1994.
  12. Taylor, David L. “Hollida, George Washington, House.” National Register of Historic Places, National Park Service, February 11, 2004.

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Farm” in Marlowe, built in 1848;<sup>13</sup> the Priscilla Strode Turner House in Bedington, built circa 1850;<sup>14</sup> and the Morgan Chapel in Bunker Hill, rebuilt in brick circa 1851.<sup>15</sup>

These examples of brick construction in Berkeley County demonstrate that brick was locally available and was a reasonable choice for a durable, quality building, making it the best building material candidate for many of the county’s schools.

### Separated Entrances

The use of separated entrances for boys and girls for one-room schoolhouses was rare in the Eastern Panhandle of West Virginia. However, Forest Hill is one of four schoolhouses in Berkeley County that are documented to have had separated entrances, the others being Mount Pleasant/Eagle School built in 1886, Tuscarora built in 1889, and Vanclevessville built in 1890.<sup>3</sup> The close construction dates of these schools also evidences Forest Hill to have been built approximately 1890. Of these four, Forest Hill is the only one known to be extant. There is no record of why these schoolhouses in particular were built with separated entrances when most did not.

There are churches in the Eastern Panhandle with dual entrances, for example the Ambrose Chapel in neighboring Morgan County,<sup>16</sup> but this is also rare.

### Conclusion

In evaluating the Forest Hill School using the National Register of Historic Places Criteria for Evaluation (36 CFR § 60.4[a-d]), the building is locally significant under Criterion A with the function of EDUCATION for bringing free education to the children of Berkeley County, West Virginia, specifically the agrarian Arden community in which it is sited. The school was built during the expansion of public education after the Civil War and the statehood of West Virginia, when free schooling was legally guaranteed across the state for the first time. Originally one of three substantially identical schoolhouses built in close vicinity, Forest Hill is the only one remaining intact, and is one of the least altered schoolhouses in the Eastern Panhandle of West Virginia.

In evaluating the Forest Hill School based on the National Register of Historic Places Aspects of Integrity, the building retains a high degree of integrity in all seven aspects. The building remains in its original *location*. Though some components of the building are missing, the original architectural *design* intent is substantially intact and unaltered by renovation. Likewise,

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13. Wood, Don C. “*Maidstone Manor Farm*.” National Register of Historic Places, National Park Service, November 1, 1979.

14. Henry, Geoffrey B. and Jared N. Tuk. “*Turner, Priscilla Strode House*.” National Register of Historic Places, National Park Service, October 29, 2002.

15. Ruth, Frances D. “*Morgan Chapel and Graveyard*.” National Register of Historic Places, National Park Service, December 16, 1983.

16. Sherrard, Brent & Katherine Jourdan. “*Ambrose Chapel*.” National Register of Historic Places, National Park Service, December 15, 1998.

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essentially all of the extant components of the building are the original *materials* and *workmanship*. Though the surroundings of the building have been altered by the close proximity of a newer house and shed, the Forest Hill School's *setting* still largely consists of the agricultural land on which it was constructed. Though the missing components have a negative impact on its *feeling*, its *association* with educational history remains sufficiently legible.

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## 9. Major Bibliographical References

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

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<https://npgallery.nps.gov/GetAsset/155ab2bc-f5d6-4f7c-9b5f-9d562f4e256b>

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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  
☐ Local government  
☐ University  
☐ Other  
Name of repository: \_\_\_\_\_

**Historic Resources Survey Number (if assigned):** BY-0976



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## 10. Geographical Data

Acreage of Property 2.1

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: | Longitude: |
| 2. Latitude: | Longitude: |
| 3. Latitude: | Longitude: |
| 4. Latitude: | Longitude: |

Or

### UTM References

Datum (indicated on USGS map):

☐ NAD 1927 or ☒ NAD 1983

- |               |                 |                   |
|---------------|-----------------|-------------------|
| 1. Zone: 17 N | Easting: 756461 | Northing: 4368788 |
| 2. Zone:      | Easting:        | Northing:         |
| 3. Zone:      | Easting:        | Northing:         |
| 4. Zone:      | Easting:        | Northing:         |

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

Lot 2 as surveyed by David E. Lellock in June-July 2003 and recorded in Berkeley County Deed Book 739 Page 261.

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

The boundary selected is the same lot that has been the schoolhouse property since the school was operational.

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**11. Form Prepared By**

name/title: Zachary Salman  
organization: \_\_\_\_\_  
street & number: PO Box 106  
city or town: Berkeley Springs state: WV zip code: 25411  
e-mail: contact@zacharysalman.com  
telephone: 304-620-2676  
date: September 2024

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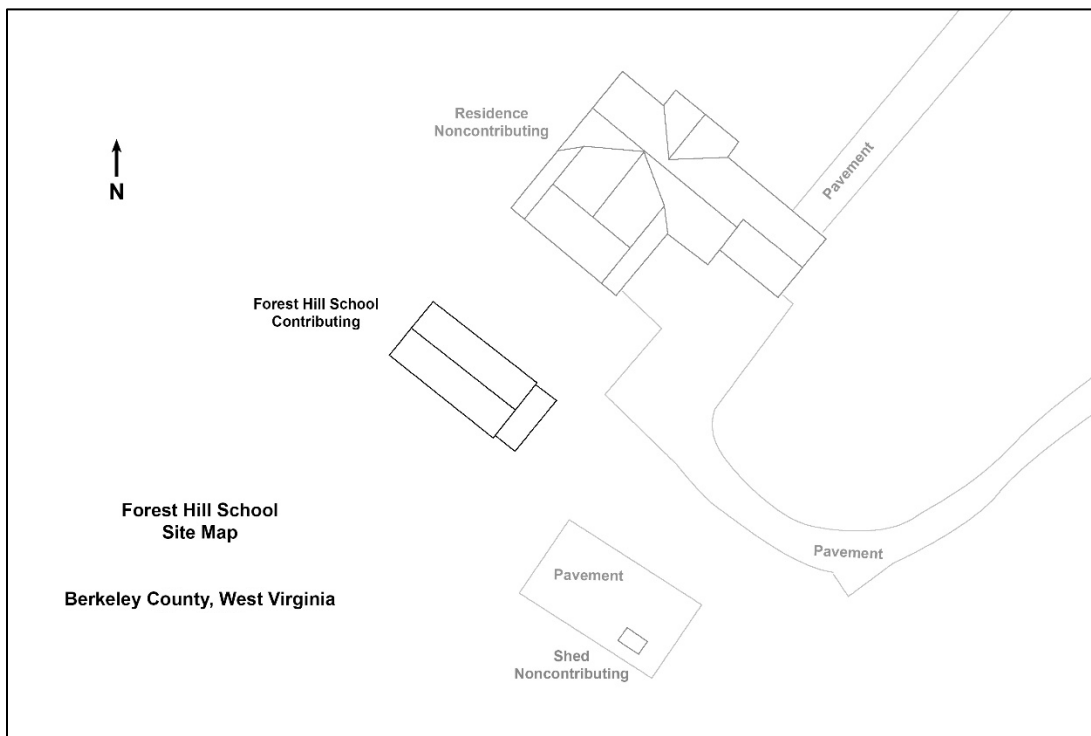
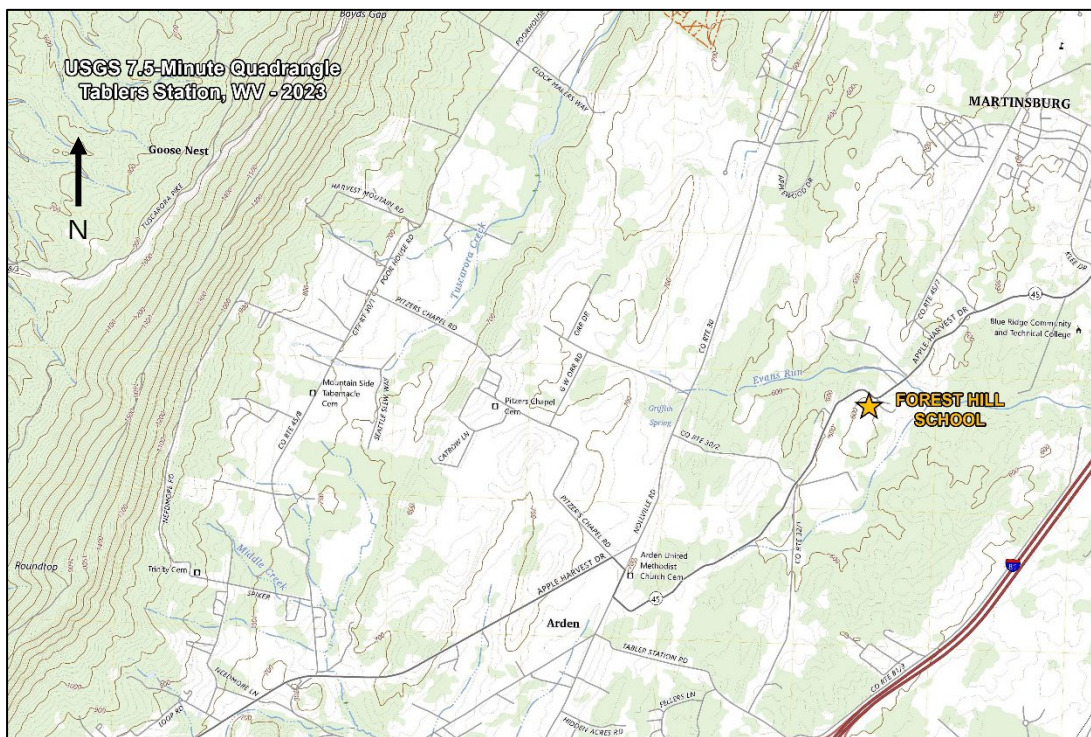
**Additional Documentation**

Submit the following items with the completed form:

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

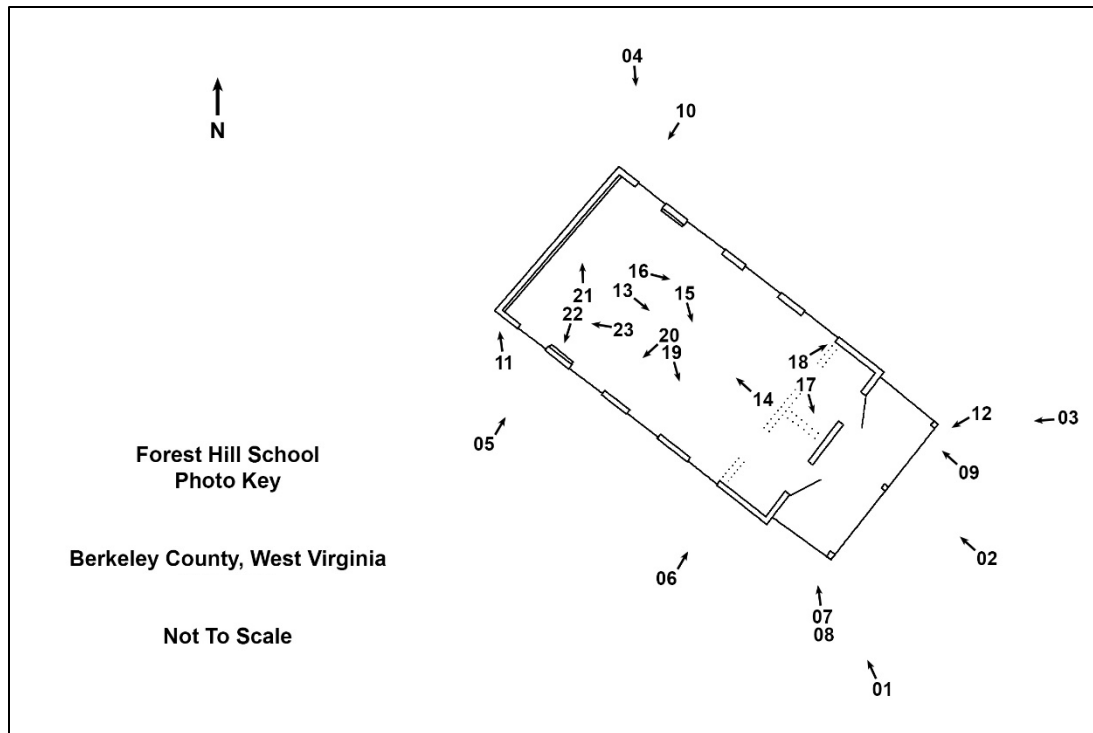
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Forest Hill School  
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## Photo Log

Name of Property: Forest Hill School

City or Vicinity: Arden District

County: Berkeley

State: West Virginia

Photographer: Matthew Grove, AIA

Date Photographed: November 24, 2023

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

- 01 of 23: Exterior facing North – Front Left Corner
- 02 of 23: Exterior facing Northwest – Façade
- 03 of 23: Exterior facing West – Front Right Corner
- 04 of 23: Exterior facing South – Rear Right Corner
- 05 of 23: Exterior facing Northeast – Left Wall at Rear
- 06 of 23: Exterior facing Northeast – Left Wall at Front
- 07 of 23: Exterior facing North – Left Bottom Corner of Porch
- 08 of 23: Exterior facing North – Left Top Corner of Porch
- 09 of 23: Exterior facing Northwest – Inside Porch including Beadboard Ceiling
- 10 of 23: Exterior facing Southwest – Foundation Detail
- 11 of 23: Exterior facing North – Entablature Detail
- 12 of 23: Exterior facing West – Porch
- 13 of 23: Interior facing Southeast – Wide View toward Entry
- 14 of 23: Interior facing Northwest – Wide View toward Rear
- 15 of 23: Interior facing South – Wide View toward Front Left Corner
- 16 of 23: Interior facing East – Wide View toward Front Right Corner
- 17 of 23: Interior facing Southeast – Attic, Joists, Rafters, and Filled-In Ocular Vent
- 18 of 23: Interior facing East – Attic, Joists, Rafters
- 19 of 23: Interior facing South – Windows
- 20 of 23: Interior facing Southwest – Windows
- 21 of 23: Interior facing North – Large Chalkboard
- 22 of 23: Interior facing South – Beadboard Wainscoting and Small Chalkboard Chalk Tray
- 23 of 23: Interior facing West – Beadboard Ceiling



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01 of 23: Exterior facing North – Front Left Corner



02 of 23: Exterior facing Northwest – Façade



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03 of 23: Exterior facing West – Front Right Corner



04 of 23: Exterior facing South – Rear Right Corner



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05 of 23: Exterior facing Northeast – Left Wall at Rear



06 of 23: Exterior facing Northeast – Left Wall at Front



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07 of 23: Exterior facing North – Left Bottom Corner of Porch



08 of 23: Exterior facing North – Left Top Corner of Porch



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09 of 23: Exterior facing Northwest – Inside Porch including  
Beadboard Ceiling



10 of 23: Exterior facing Southwest – Foundation Detail



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11 of 23: Exterior facing North – Entablature Detail



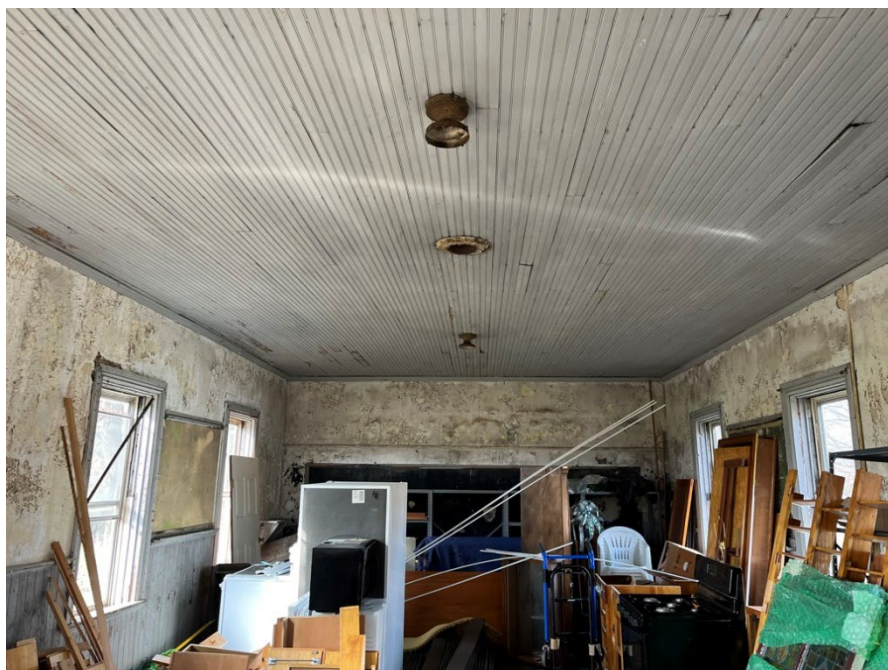
12 of 23: Exterior facing West – Porch

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13 of 23: Interior facing Southeast – Wide View toward



14 of 23: Interior facing Northwest – Wide View toward



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15 of 23: Interior facing South – Wide View toward Front



16 of 23: Interior facing East – Wide View toward Front

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17 of 23: Interior facing Southeast – Attic, Joists, Rafters,  
and Filled-In Ocular Vent



18 of 23: Interior facing East – Attic, Joists, Rafters



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19 of 23: Interior facing South – Windows



20 of 23: Interior facing Southwest – Windows

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21 of 23: Interior facing North – Large Chalkboard



22 of 23: Interior facing South – Beadboard Wainscoting and  
Small Chalkboard Chalk Tray



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23 of 23: Interior facing West – Beadboard Ceiling

**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.