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United States Department of the Interior
National Park Service



NATIONAL REGISTER OF HISTORIC PLACES
REGISTRATION FORM

This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in How to Complete the National Register of Historic Places Registration Form (National Register Bulletin 16A). Complete each item by marking "x" in the appropriate box or by entering the information requested. If any item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classification, materials, and areas of significance, enter only categories and subcategories from the instructions. Place additional entries and narrative items on continuation sheets (NPS Form 10-900a). Use a typewriter, word processor, or computer, to complete all items.

1. Name of Property

historic name Pleasant Hill Consolidated School
other names/site number Pleasant Hill Middle School

2. Location

street & number 11957 Pleasant Hill Drive, Route 3, Box 178 not for publication
city or town Hemingway vicinity Hemingway
state South Carolina code SC county Georgetown code 043 zip code 29554

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act of 1986, as amended, I hereby certify that this 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 meets does not meet the National Register Criteria. I recommend that this property be considered significant nationally statewide locally.
(See continuation sheet for additional comments.)

Mary W. Edmonds 3/25/98
Signature of certifying official Date

Mary W. Edmonds, Deputy SHPO, S.C. Department of Archives & History, Columbia, S.C.
State or Federal agency and bureau

In my opinion, the property meets does not meet the National Register criteria.
(See continuation sheet for additional comments.)

Signature of commenting or other official Date

State or Federal agency and bureau

4. National Park Service Certification

I, hereby certify that this property is:

- entered in the National Register
See continuation sheet.
- determined eligible for the
National Register
See continuation sheet.
- determined not eligible for the
National Register
- removed from the National Register
- other (explain): _____

Edson H. Beall 4-30-98

Signature of Keeper Date of Action

5. Classification

Ownership of Property (Check as many boxes as apply)	Category of Property (Check only one box)	Number of Resources within Property		
<input type="checkbox"/> private	<input checked="" type="checkbox"/> building(s)	Contributing	Noncontributing	
<input checked="" type="checkbox"/> public-local	<input type="checkbox"/> district	3	1	buildings
<input type="checkbox"/> public-State	<input type="checkbox"/> site	_____	_____	sites
<input type="checkbox"/> public-Federal	<input type="checkbox"/> structure	_____	_____	structures
	<input type="checkbox"/> object	_____	_____	objects
		3	1	Total

Name of related multiple property listing _____ Number of contributing resources previously listed in the National Register N/A
 Enter "N/A" if property is not part of a multiple property listing.)

6. Function or Use

Historic Functions (Enter categories from instructions)

Cat: <u>EDUCATION</u>	Sub: <u>School</u>
<u>AGRICULTURE</u>	<u>Processing</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Current Functions (Enter categories from instructions)

Cat: <u>EDUCATION</u>	Sub: <u>School</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

7. Description

Architectural Classification

(Enter categories from instructions)
Late 19th and 20th century
revivals

Materials

(Enter categories from instructions)
 foundation BRICK
 roof ASBESTOS
 walls BRICK
 other WOOD
STONE: limestone

Narrative Description

(Describe the historic and current condition of the property on one or more continuation sheets.)

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 prehistory or history.

Criteria Considerations

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

- A** owned by a religious institution or used for religious purposes.
- B** removed from its original location.
- C** a birthplace or a grave.
- D** a cemetery.
- E** a reconstructed building, object, or structure.
- F** a commemorative property.
- G** less than 50 years of age or achieved significance within the past 50 years.

Areas of Significance

(Enter categories from instructions)

ARCHITECTURE

Significant Dates

1938

Significant Person

(Complete if Criterion B is marked above)

Cultural Affiliation

Period of Significance

1938

Architect/Builder

Narrative Statement of Significance

(Explain the significance of the property on one or more continuation sheets.)

9. Major Bibliographical References

Bibliography

(Cite the books, articles, and other sources used in preparing this form on one or more continuation sheets.)

Previous documentation on file (NPS)

- preliminary determination of individual listing (36 CFR 67) has been requested.
- previously listed in the National Register
- previously determined eligible by the National Register
- designated a National Historic Landmark
- recorded by Historic American Buildings Survey # _____
- recorded by Historic American Engineering Record # _____

Primary Location of Additional Data

- State Historic Preservation Office
- Other State agency
- Federal agency
- Local government
- University
- Other

Name of repository: University of South Carolina

10. Geographical Data

Acreeage of Property Approximately 10.56 acres

UTM References

(Place additional UTM references on a continuation sheet)

	Zone	Easting	Northing	Zone	Easting	Northing	Zone	Easting	Northing
1	17	651300	3727620	3	17	651120	5	17	651340
2	17	651160	3727560	4	17	651150			3727220

____ See continuation sheet.

Verbal Boundary Description

(Describe the boundaries of the property on a continuation sheet.)

Boundary Justification

(Explain why the boundaries were selected on a continuation sheet.)

11. Form Prepared By

name/title Karen Nickless

organization _____ date April 28, 1997

street & number 2329 Lincoln Street telephone (803)771-4640

city or town Columbia state SC zip code 29201

Additional Documentation

Submit the following items with the completed form:

Continuation Sheets

Maps

A **USGS map** (7.5 or 15 minute series) indicating the property's location.

A **Sketch map** for historic districts and properties having large acreage or numerous resources.

Photographs

Representative **black and white photographs** of the property.

Additional items (Check with the SHPO or FPO for any additional items)

Property Owner

(Complete this item at the request of the SHPO or FPO.)

name Georgetown County Department of Education

street & number 624 Front Street telephone (803)546-2561

city or town Georgetown state SC zip code 29554

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Section 7 Page 5

Pleasant Hill Consolidated School
name of property
Georgetown County, South Carolina
county and State

Description

Pleasant Hill Consolidated School is a one-story brick school located on a 10.5 acre tract in rural Georgetown County. Opened in 1938 to house grades 1-11 (the twelfth grade was added in 1949), the school became a middle school (grades 5-8) and was renamed Pleasant Hill Middle School in 1985. In addition to the school, the site also includes a cannery, a home economics/farm-shop classroom, and a free-standing band room built in 1980. Four classrooms and a cafeteria were added to the back of the school in 1962 to accommodate a growing student population. They do not detract significantly from the overall integrity of the site.

Pleasant Hill Consolidated School was constructed as three separate buildings connected by two covered walkways. The three buildings were a grammar school (grades 1-7), a gymnasium/auditorium, and a high school (grades 8-11). The entire physical plant is constructed of brick, with wood trim, a composite shingle roof, and brick and limestone detailing. The central block of Pleasant Hill Consolidated School is the gymnasium/auditorium. A front-gable rectangular structure, it has a gabled porch which projects from the building. The porch has three round arches: the center arch is larger than the flanking arches. Each arch has decorative detailing in brick and limestone. Two double doors with Palladian fanlights lead into the building. The rear facade of the gymnasium/auditorium has four double six-over-six windows, a smokestack, a shed covering stairs that lead to the boiler room, and, on either corner, a flat-roofed addition dating from 1962. Each side facade contains a single row of high windows, and a double door leading to a covered walkway.

The walkways on either side of the gymnasium are approximately 40 feet long. The roof of each walkway is supported by brick piers. Rafters are exposed. East of the gymnasium is the original grammar school; to the west is the original high school. The grammar school is considerably larger than the high school. (In the 1938-9 school year the grammar school housed 452 students. The high school's enrollment was 79 students.) Although differing in size, the grammar school and high school have the same plan, and ornamentation that mirrors that of the gymnasium/auditorium.

Both schools are U-shaped, with cross-gabled roofs. The front facades of both schools contain five bays, but the grammar school has two additional double windows. The central bay of each school is a projecting gabled entry similar to the entry to the gymnasium/auditorium. The school entries comprise one arch flanked by double windows. A double door with Palladian fanlight leads into each school. Wings have parallel-hipped roofs. Side facades have entries that echo the front entries. (On the sides leading to the walkways doors are not fanlighted.) The grammar school has a flat-roofed addition on its east wing. The high school has a flat-roofed addition on both wings and a small addition projecting from the center of the building.

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Interior detailing on the buildings is preserved throughout. The schools and gymnasium/auditorium have beaded-board wainscoting and ceilings, hardwood floors, and original doors with transoms. The gymnasium/auditorium contains a stage, and the original fixed wooden bleachers.

Behind the school building are two contributing resources that greatly enhance the value of the site, and one non-contributing resource. Behind the high school is a home economics/farm-shop classroom, a cannery, and a band room. The home economics/farm-shop classroom is an L-shaped white-clapboard structure with a brick foundation. It has a flat roof with asbestos shingling. A door with shed roof is located in the north facade. A garage-type door is located in the south facade. The cannery is a rectangular end-gabled white-clapboard building with a brick foundation. The hip roof has asbestos shingling and exposed eaves. A door with shed roof is located in the east facade. The north facade contains a garage-type door. Behind the high school is a small brick band room, built in 1980, which is a non-contributing resource. The entire site is surrounded by a chain-link fence.

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Statement of Significance

Pleasant Hill Consolidated School is historically significant under National Register Criterion C as a representative example of school architecture in South Carolina during the 1930s. It is exceptional in that the site contains not only a consolidated grammar and high school, but also a gymnasium/auditorium, a cannery, and a home economics/farm-shop classroom building. These buildings exemplify the importance placed on practical education. Both the home economics/farm-shop classroom and the cannery were used for adult education and community outreach, other important components of education in South Carolina the 1930s. As the school built to house the white students of the school district Pleasant Hill Consolidated School stands as an example of the strictly segregated public school system of South Carolina in the years before the 1954 Brown vs Board of Education Supreme Court decision. (The "Negro School" of the district, Chopee, is extant, but has been significantly altered.)

Pleasant Hill Consolidated School opened in the fall of 1938 with a student body of 531, and a faculty of approximately 20. Pleasant Hill combined the students from the former Pleasant Hill and Good Hope grammar schools, and from Union High School. In its first year of operation the grammar school (grades 1-7) enrolled 452 pupils; the high school (grades 8-11) had 79 students. (Many South Carolina high schools terminated with the eleventh grade. At Pleasant Hill grade 12 was added in 1949.) R.H. Stone and C.E. Godbold served as principals of the high school and grammar school, respectively. The Pleasant Hill Consolidated School represented one of three white school districts in a reorganized Georgetown County School District. School buses brought students to the new school.¹ Several "teacherages" were constructed off-site by the school district to house teachers in this rural district.² Contemporary newspaper articles praised the new school, and compared "modern" education to the education of a generation before:

¹Alice Creel, "A Fond Farewell," Hemingway, S.C., 1985. (Typewritten.); "Board of Trustees, Superintendent of Education, and the New Pleasant Hill School," Georgetown Times (Georgetown, S.C.), 24 February, 1939; "The 'Country' School Goes to Town," Georgetown Times (Georgetown, S.C.), 4 March, 1939.

²Interview with Denise Applewhite, current principal of Pleasant Hill Middle School, Hemingway, S.C., 28 March, 1997. The term "teacherages" is from the Annual Report of the State Superintendent of Education of the State of South Carolina: 1939 (hereafter Annual Report: DATE(Columbia, S.C.: 1939), p.145, which reported 14 teacherages constructed in South Carolina between 1935 and 1939.

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The day of painful education for the farmer's child now has gone the way of the horse and buggy. Swift, comfortable buses hustle the children from the farms to large, steam-heated, fire-proof schools in which virtually all the arts and sciences are taught by well-trained instructors. Typical of this change from Daddy's day is the Pleasant Hill system in Georgetown County.³

Pleasant Hill Consolidated School changed with the times. In 1962 new classrooms and a cafeteria were added due to an increase in the student population. In the 1960s Pleasant Hill was "partially integrated" as students were bused to the school in an attempt to achieve racial balance. The 1970-71 school year brought total integration, and the elementary grades were moved to Deep Creek Elementary School. The school, now a combined middle and high school, was renamed Pleasant Hill Schools. In the 1985-6 school year high school students moved to the newly constructed Pleasant Hill High School, and Pleasant Hill Schools became Pleasant Hill Middle School.⁴

The history of Pleasant Hill Consolidated School parallels that of many white school in South Carolina. At the beginning of the 1930s South Carolina had the highest illiteracy rate in the United States. In 1937 the state passed a compulsory education law and mandated a state-supported school term of eight months. (In 1916 the annual school term was approximately four and one-half months for whites and two and one-half months for blacks.)⁵ In 1937 D.L. Lewis, one of two state supervisors for rural schools, described typical rural schoolhouses as:

small one and two-teacher schools with six or seven grades...the school buildings are usually old, dilapidated, poorly furnished, poorly lighted, heated and ventilated, few or no library books...miserable toilet facilities, and unattractive school grounds.⁶

³"The 'Country' School Goes to Town," Georgetown Times (Georgetown, S.C.), 4 March, 1939.

⁴Alice Creel, "A Fond Farewell."

⁵South Carolina: A Guide to the Palmetto State (New York: Oxford University Press, 1941), 94-5.

⁶Annual Report:1937, 27.

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Educational reform was touted as the key to many of the state's problems, and reorganized school districts with new facilities were a priority. Mr. Lewis and the other rural supervisor, Davis Jeffries, described the ideal rural school as a consolidated school, bringing together several schools and also consolidating grammar and high school grades on one site.⁷ (In his 1939 report Lewis explained that combining grammar schools and high schools made students "high-school minded" rather than "elementary-school-minded." Being in close proximity to a high school encouraged students to consider graduating from high school rather than completing seventh grade as "their minimum educational goal.")⁸ The supervisors also recommended home economics education for girls, and the construction of canneries and farm shops.⁹ In a paragraph in his 1939 report that could easily be a description of Pleasant Hill Consolidated School, Lewis discussed farm shops and home economics education:

Most of [the rural schools] have fairly well-equipped farm shops...The adults and out-of-school farm boys are being taught to use these farm shops. In many cases the girls and women enrolled in the home economics classes are making use of them.¹⁰

Home economics education for girls was an important component of education. Lillian C. Hoffman served as South Carolina's Home Economics Supervisor during the decade of the 1930s. In 1935 she recommended that home economics education begin early, as 50% of the girls enrolled in eighth grade did not complete high school. Instead, they went "into homes of their own very early, and some of them immediately."¹¹ By the 1937-8 school year South Carolina benefitted from money appropriated by the United States Congress in the George-Ellzey Act, which provided money for home economics education. The ideal physical plant for education for girls was:

a school set-up of canneries, work shops, vocational building with adequate space for equipment for home economics, and gymnasium for recreational work with rural girls and adults.¹²

⁷Annual Report:1937, 30.

⁸Annual Report:1939, 72.

⁹Annual Report:1937, 33.

¹⁰Annual Report:1939, 81.

¹¹Annual Report:1935, 50.

¹²Annual Report:1937, 50-1.

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Pleasant Hill Consolidated School had this ideal environment. When Pleasant Hill opened in 1938, home economics education had been extended throughout the high school years, and Ms. Hoffman credited this with keeping more girls in school. With 90% of South Carolina girls entering "the field of homemaking" rather than seeking paid employment, Ms. Hoffman considered "homemaking education...the only high school subject that offers creative work for girls and...that accrues for them an education that is of permanent value."¹³

The cannery and the home economics/farm-shop classroom served a dual purpose. Not only could students learn by doing, but local farm families could attend classes and use the cannery to put up produce. Agriculture teachers were expected to tailor their curriculum to the needs of local farmers. Each teacher was to teach three to five evening classes for farmers. One of the main functions of the agriculture teacher was to inform farmers of government programs and explain to them how to "improve [their] situation through the intelligent use of government services." Farm shops and home economics classrooms were also used by the community to repair equipment, and even to construct new farm buildings. Canneries were established at over 100 schools to help locals preserve a year-round food supply. The South Carolina Department of Education explained the dual purpose of these facilities as "teaching people...how to take care of their community needs" and "actually [serving] them in taking care of those needs."¹⁴

These educational programs and the schools built to house them reflect the progressive impulse of the Federal government during the New Deal era. The Public Works Administration (PWA) contributed money and expertise to the building of around 100 educational buildings between 1935 and 1939.¹⁵ The South Carolina Department of Education estimated in 1937 that 290 school buildings had been built or renovated with aid from the Works Progress Administration (WPA).¹⁶ During the 1937-1938 school year (the year Pleasant Hill Consolidated School was under construction) "more school buildings were constructed than during any other year in the history of the state." Over half of the funds used were from the federal government, funneled either through the PWA or the WPA. Although there is no record that Pleasant Hill Consolidated School was built with Federal monies, the Georgetown County School District did receive significant amounts of

¹³Annual Report:1939, 84-5.

¹⁴Annual Report:1939, 79-81.

¹⁵Jack Irby Hayes, "South Carolina and the New Deal" (Dissertation, University of South Carolina), 285.

¹⁶Annual Report:1937, 51.

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Federal aid from 1935 to 1939. Of the \$190,000 spent on white schools, \$40,000 came from Federal sources. (Of the \$27,575 spent on black schools, \$15,000 was Federal.)

Most white schools were constructed according to "approved plans" from the state¹⁷, and the Pleasant Hill Consolidated School is very similar in plan to other new schools illustrated in the 1941 Annual Report.¹⁸

Pleasant Hill Consolidated School was designed to be more than a place to educate children. It was also the center of the community. The school has been adapted to the needs of today's students without significant impact on the architectural integrity of the site. Pleasant Hill Middle School remains a vital part of a close-knit community; most of the faculty members are graduates of Pleasant Hill. The site stands as a monument to the impact of the New Deal on South Carolina education and agriculture.

¹⁷Annual Reprt:1937, 61.

¹⁸Annual Report:1941, 127-128. Photos include Earle School, Williamsburg; Shiloh School, Sumter,; Brittons Neck School, Marion; and Carvers Bay Elementary, Georgetown. Carvers Bay Elementary appears to be the high school wing of Pleasant Hill, incorrectly captioned.

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Major Bibliographical References

Annual Report of the State Superintendent of Education of the State of South Carolina (Columbia, S.C.:1935-1941).

Applewhite, Denise. Hemingway, S.C. Interview, 28 March 1997.

Creel, Alice. "A Fond Farewell." Hemingway, S.C., 1985. (Typewritten.)

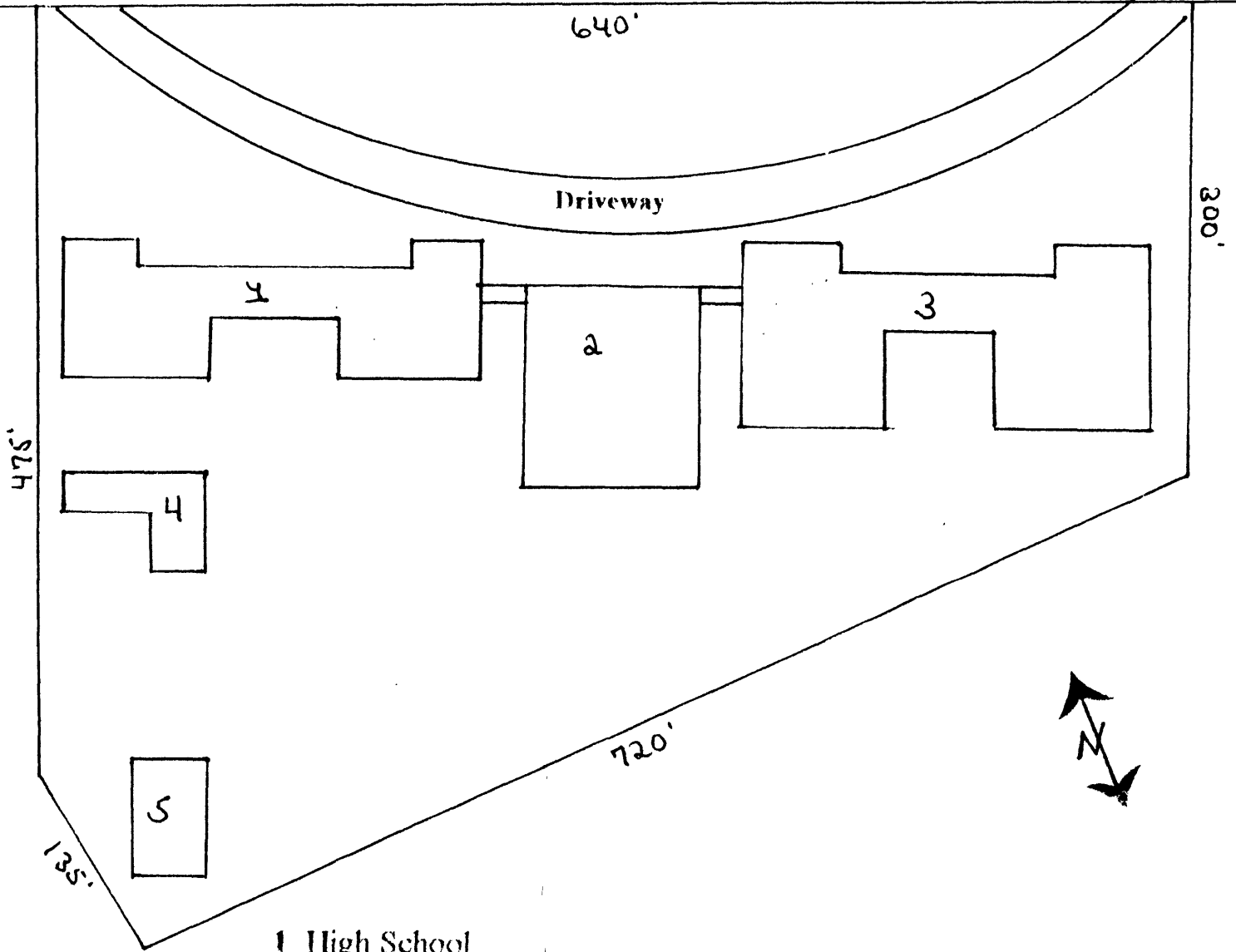
Georgetown Times Georgetown, S.C.), 24 February 1939; 4 March, 1939.

Hayes, Jack Irby. "South Carolina and the New Deal, 1932-1938." Dissertation, University of South Carolina, 1972.

South Carolina: A Guide to the Palmetto State. New York: Oxford University Press, 1941.

Pleasant Hill Consolidated School
Hemingway, SC

Pleasant Hill Drive SC-513



- 1 High School
- 2 Gymnasium
- 3 Elementary School
- 4 Home Economics/Farm Shop
- 5 Cannery

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Verbal Boundary Description

Parcel 65, Georgetown County Property Tax Map, District 3, Map 412

Verbal Boundary Justification

The nominated property includes the entire parcel historically associated with Pleasant Hill Consolidated School.

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Section PHOTOGRAPHS Page 14 Pleasant Hill Consolidated School
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The following information is the same for each of the photographs:

Name of Property: Pleasant Hill Consolidated School
Location of Property: Hemingway, S.C.

Name of Photographer: Karen Nickless
Date of Photographs: 2 October 1997
Location of Original Negatives: South Carolina Dept. of Archives & History

1. Pleasant Hill Consolidated School, north facade
2. Pleasant Hill Consolidated School, north facade
3. Pleasant Hill Consolidated School, south facade
4. Gymnasium, north facade
5. Gymnasium, south facade
6. Elementary school, west facade and walkway
7. Walkway, east from gymnasium elementary school
8. Walkway, west from elementary school to gymnasium
9. Elementary school, north facade
10. Elementary school, east facade
11. Elementary school, south facade
12. High school, walkway and east facade
13. High school, north facade
14. High school, west facade
15. Home economics/farm-shop classroom, south facade
16. Home economics/farm-shop classroom, east facade
17. Home economics/farm shop classroom, north facade
18. Cannery, east facade
19. Cannery, south facade
20. Cannery, west facade
21. Cannery, north facade
22. High school, interior
23. Elementary school, interior
24. Gymnasium, interior
25. Gymnasium, interior