

**United States Department of 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 an 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 Florence C. Benson Elementary School

other names/site number Wheeler Hill School; Benson Building

2. Location

street & number	226 Bull Street		N/A	not for publication
city or town	Columbia		N/A	vicinity
state	South Carolina	code	SC	county
			Richland	code
			079	zip code
				29201

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act, 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.)

Elizabeth M. Johnson
Signature of certifying official/Title

8/21/2009
Date

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 official/Title

Date

State or Federal agency and bureau

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7. Description

The Florence C. Benson Elementary School is a building of concrete block and red brick veneer on masonry foundation with a three-finger plan. The two-story main building has a low-pitched roof surfaced with tar and gravel and a large brick chimney. The three wings are nearly identical to each other, with rows of windows and roofs of similar construction to the main building, each wing ending in a doorway with an overhang. The wings are staggered up a hill and joined by interior and exterior stairs. With its low-slung, sprawling appearance, straight lines, and rows of windows, the building is typical of new school construction in the post-World War II era, reflecting influences of the Modern and International styles. The building is in Wheeler Hill, a transition zone of mixed residential, institutional, and commercial uses adjacent to the campus of the University of South Carolina. It covers the majority of the block formed by Catawba (historically Rice Street), Pickens, Heyward (historically Whaley Street), and Bull Streets, with the principal entrance fronting Catawba Street. The portion of Catawba Street between Pickens and Bull has been changed from asphalt to gravel and serves as the building's parking lot. A lawn with a scattering of trees and bushes surrounds the building. Interior renovations were completed in 1978 after the building's acquisition by the University of South Carolina, but the majority of the interior and exterior of the building retain their historic integrity.

The northern elevation of the main building presents a two-story brick façade with asymmetrical windows and doors. At the extreme east is the main entrance, consisting of a concrete landing and inset double glass doors surmounted by a small pediment. To the west of the entrance extending nearly the rest of the length of the façade are ten large band windows. Above the entrance and nearly identical to it in size are two windows side by side, each with five horizontal panels. The bottom panel is a hopper window, opening inwards by means of a metal latch, and the top four panels form a double hung window. This configuration is repeated throughout the building. To the west of these windows, above the first-story band windows, are attached the words "Florence C. Benson School" in large white capital letters.

The sloping lot is clearly visible on the western elevation of the main building, which is two stories on the northern (downhill) end, one story in the middle, and one and a half stories at the southern (uphill) end. Dividing the building nearly in half is the large brick double chimney for the second story kitchen. The northern half of the façade features nearly identical rows of windows, each five horizontal panels with the bottom one a hopper, on the first and second stories. On the first story, from

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left to right, a band of five such windows, but shorter than the rest, is followed by two bands of three and a set of double doors with a metal grille transom above. On the second story, from left to right, a bank of two windows is followed by two bands of three and one band of two, almost identical in size to the double door unit immediately below. On the south side of the façade, the second floor continues with a band of two windows; a set of double doors with a small porch consisting of a concrete pad, two brick walls, and a pediment; two small bands of two shorter windows; and a single door above a concrete pad. Another set of double doors, part of a half-story underneath the uppermost wing of the building, are also visible on the western elevation.

The three wings of the building are nearly identical and set equidistant from each other on the hill. The two spaces in between the wings are open courtyards filled with weeds. The southern elevation of each wing incorporates six identical bands of windows of the type used throughout the building, one narrower band of windows closest to the intersection with the main building, and two single doors with glass view panels. The overall effect was originally one of nearly uninterrupted walls of glass. Several windows were covered over with plywood and painted during the 1978 renovations; however, the windows remain intact and visible from the inside of the building. At the extreme left of the eastern elevation of each wing is a set of double glass doors with a small porch consisting of a concrete pad, two brick walls, and a small pediment. Chain link fencing topped by barbed wire seals off the two long courtyards formed by the wings. The northern elevation of the upper and middle wings consists of nearly unbroken bands of windows of the type used throughout the building, except near the intersection with the main building, where the upper wing has three sets of two and one set of one shorter windows, and the middle wing has two sets of two. The lower wing differs from the others in the inclusion of three single doors, each with a concrete pad and no overhang, in the bands of windows. The northern elevation of the lower wing also incorporates large unpainted metal air conditioning units, each sitting on a concrete pad and feeding into one panel of a window. These units were added in a 1978 renovation.

Through the main entrance, a long corridor opens onto two large and several smaller rooms on either side, and a closed staircase to the east goes to the second floor. At the south end of the corridor, past the staircase, are men's and women's restrooms converted from a storage room in 1978. During the same renovations, a wall and doorway were added separating the main corridor from the corridor of the lower wing. Throughout the building, the floors are generally covered in linoleum tile, except for the bathrooms, which are ceramic tile, and a few carpeted rooms. The walls are of painted concrete block, except the more recently partitioned spaces, which are of wooden frame and painted gypsum board.

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On the second floor of the main building, a long corridor opens onto a series of rooms to the west. The largest of these is a modest theater, converted from the school's cafeteria/auditorium or "cafetorium" in 1978. The former kitchen is now a large prop storage room. The northern end of the former cafetorium, including the location of the stage, has been partitioned into several small offices. The theater and storage room both retain their original doors leading outside. To the east is the opening to the middle wing corridor. At the southern end of the main corridor are a closed staircase to the upper wing and an alcove with a double door leading outside.

The three wings are quite similar to each other inside. Originally, each wing was constructed with a long corridor running the length of the southern side with a row of six classrooms opposite. The southern wall of each corridor has nearly continuous bands of windows with two single glass doors, and each has a set of double glass doors and a landing on its eastern end leading to the outside stairs. In 1978, the classrooms were partitioned into multiple office spaces, but most of the original classroom walls are intact and all the corridors and restrooms unchanged. In addition to the band of windows on the exterior wall of each corridor, there are bands of interior windows between each classroom and the corridor. Each classroom also has an exterior bulletin board. Reflecting the trend in postwar school construction to provide ample windows for natural light and ventilation, each classroom was built with two opposing walls of glass, one opening to the light-filled corridor, and one to the outside. Several of these interior windows were covered with wood during the 1978 renovations; however, the windows remain intact underneath. The upper and middle wings also include restrooms at the western ends next to the main building; some of the wooden doors retain their original "boys" and "girls" signs. Instead of restrooms, the lower wing contained offices in the analogous space next to the main building, while each set of two classrooms shared small side-by-side boys' and girls' restrooms. The office space has been retained with few modifications, but the restrooms were removed in the 1978 renovations.

The building's exterior appears little changed since the early 1950s. Alterations to the interior and exterior, most notably after the University's purchase of the building in 1978, include the addition of air conditioning units, the covering of some of the windows with plywood, the subdivision of classrooms into offices, and the removal of the water closets in the lower wing; however, from the outside and from the interior hallways, the building has the unmistakable look and feel of a school in the 1950s and 1960s. Removal of the plywood from the interior and exterior windows would restore the building's most notable feature, the light-filled rooms and hallways.

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 the 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.)

Property is:

- 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 of age or achieved significance within the past 50 years.

Areas of Significance

(Enter categories from instructions)

- Education _____
- Architecture _____
- Ethnic Heritage/Black _____
- _____
- _____

Period of Significance

1953-1960

Significant Dates

Significant Person

(Complete if Criterion B is marked)

N/A

Cultural Affiliation

N/A

Architect/Builder

Urquhart, James B. (Architect)
Price, G.R. (Contractor)

Florence C. Benson Elementary School
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County and State

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8. Statement of Significance

The Florence C. Benson Elementary School building meets the registration requirements for the Multiple Property Listing "Resources Associated with Segregation in Columbia, South Carolina, 1880-1960." Constructed for use as a school for African-American children, the building is an excellent example of a duplicative space. It retains enough of its historic integrity to reflect the spatial organization and enforcement of racial segregation. The school also meets the registration requirements for the Multiple Property Listing "Equalization Schools in South Carolina, 1951-1960."

The Florence C. Benson Elementary School building is eligible for listing in the National Register of Historic Places for its association with the system of racial segregation in Columbia, South Carolina. The building and its location reflect both customary and legal aspects of racial segregation. Constructed in Wheeler Hill, a poor African-American neighborhood that was segregated from the white sections of Columbia by custom,¹ to serve African-American students who were segregated from their white counterparts by law, the Florence C. Benson Elementary School is both an example of the state government's efforts during the early 1950s to maintain "separate but equal" school systems for black and white children and one of the last remnants a segregated black residential area.

During the early 1950s, in response to a growing local and national civil rights movement, the inadequate educational opportunities available to thousands of rural and urban black schoolchildren across South Carolina began to receive some attention from the state government. Beginning in the 1930s, the National Association for the Advancement of Colored People (NAACP) pursued a systematic campaign of litigation designed to secure voting rights, equal pay for teachers, desegregation of public transportation and higher education, and equality in primary and secondary education. Cases that sought equal educational opportunities for black schoolchildren included *Briggs v. Elliott*, filed by the NAACP in May 1950 on behalf of black parents in near Summerton, South Carolina, who demanded that the Clarendon County school district provide their children with facilities and equipment equal to those of white students. In June 1950, the United States Supreme Court ruled in the cases of *Sweatt v. Painter* and *McLaurin v. Oklahoma*, ordering the desegregation of the law school of the University of Texas and the graduate school of the University of Oklahoma. Across the South, white leaders knew that "separate but equal" education was under attack.

¹ John Hammond Moore, *Columbia and Richland County: A South Carolina Community, 1740-1990* (Columbia: University of South Carolina Press, 1993), 278.

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In South Carolina, newly-elected Governor James F. Byrnes—a former U. S. Representative, Senator, Supreme Court justice, and Secretary of State to Franklin D. Roosevelt—pushed the General Assembly to fund a “school equalization” program to demonstrate the justice of a segregated system and preempt possible Supreme Court action. He proposed a 3-cent sales tax and 75-million-dollar bond issue to finance a massive building program, to be administered by a new State Educational Finance Commission that would modernize and improve school facilities across the state and bring black schools up to par with white schools.² The South Carolina General Assembly resisted Byrnes’s proposal until the spring of 1951, when the NAACP refiled *Briggs v. Elliott* as an attack on the system of segregation itself. With such a threat to segregation in its own back yard, the General Assembly hastily passed Byrnes’s program just one month before *Briggs v. Elliott* went to trial in federal district court in Charleston.³

Following national trends in educational reform, the legislation required counties to consolidate small school districts. Each newly formed district was required to perform comprehensive surveys of their school facilities needs, to hire registered architects and licensed contractors for construction projects, and to provide at least one high school for members of each race.⁴ Over the next four years, the Educational Finance Commission approved almost \$125 million in new school construction and improvements to existing buildings, with most of the funding going to schools for African-American children.⁵ The new buildings reflected postwar trends in education planning and school design. Most of the new schools included elements of the International style of architecture, with straight lines, a pronounced horizontality, a generous use of windows, and an absence of ornamentation. Elementary schools in particular tended to be one story, constructed of concrete frames with brick veneer. Rows of

² Rebekah Dobrasko, “Upholding ‘Separate but Equal’: South Carolina’s School Equalization Program, 1951-1955,” M.A. thesis. University of South Carolina, 2005, pp. 5-11.

³ David W. Southern, “Beyond Jim Crow Liberalism: Judge Waring’s Fight against Segregation in South Carolina, 1942-52,” *The Journal of Negro History* vol. 66, no. 3 (Autumn 1981), pp. 219-20. In May 1954, the United States Supreme Court ruled on *Briggs v. Elliott* and four cases from other states under the title *Brown v. Board of Education*, striking down racial segregation in public education. See Benjamin F. Hornsby, *Stepping Stone to the Supreme Court: Clarendon County, South Carolina* (Columbia, SC: South Carolina Department of Archives and History, 1992).

⁴ Dobrasko, “Upholding ‘Separate but Equal,’” pp. 11, 15.

⁵ Dobrasko, “Upholding ‘Separate but Equal,’” p. 35.

⁷ Dobrasko, “Upholding ‘Separate but Equal,’” pp. 23-9.

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windows provided ample light and cross-ventilation and broke up the buildings' mass. Many included separate wings for first-grade students. The overall intent was for elementary school buildings to be small in scale, open, and generally welcoming for young students.⁷

In Columbia, among the new buildings planned under the school equalization program was an elementary school in Wheeler Hill. The neighborhood took its name from the hill on which it sat, just south of the University of South Carolina campus and downtown Columbia. African Americans likely began building houses in the area in the decade after the Civil War; St. James African Methodist Episcopal Church on Henderson Street was built in 1871.⁸ From the neighborhood's establishment until at least the 1960s, segregation in housing, employment, and education meant that the impoverished black residents of Wheeler Hill could do little more than gaze down at the rest of the city.

During the 1950s, Wheeler Hill had four customary boundaries. To the north, at the bottom of the hill, was Wheat Street, the dividing line between the neighborhood and the university campus. To the east, a high, vine-covered wall with a sign reading "Keep Out" separated Wheeler Hill residents from the affluent white neighborhood on the other side. To the south, at the top of the hill, were two white establishments, the Purple Onion club and the American Legion post, and beyond them a middle-class white neighborhood. To the west was an industrial area where none of Wheeler Hill's residents worked.⁹ Within the neighborhood were approximately four hundred residences, mostly "shotgun houses," poorly built, one-story, wooden buildings only one room across, with each room adjoining the next from front to back and often a porch at each end.¹⁰ The neighborhood also included several small businesses and churches that served Wheeler Hill residents, and on its edge along Wheat Street was Booker T. Washington High School, the city's only high school for African-Americans.

⁸ Dorothy Perry Thompson, "Wheeler Hill and Other Poems," Ph.D. dissertation, University of South Carolina, 1987, p. vi.

⁹ Thompson, "Wheeler Hill," pp. iv-v.

¹⁰ Janice Ellen Jones, "Environmental Cognition and Satisfaction: Wheeler Hill, Columbia, South Carolina," M.A. thesis, University of South Carolina, 1976, p. 19.

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The Wheeler Hill Elementary school replaced the Celia Dial Saxon Negro Elementary School, which was overcrowded and needed rehabilitation. The neighborhood's new elementary school was designed by local white architect James B. Urquhart. Five houses fronting Catawba Street and a house and a store fronting Pickens Street were demolished to make way for the new construction, and extensive preliminary earthwork made the slope of the hill more uniform. With its one-story classroom wings and rows of interior and exterior windows, the building was a typical equalization school. Comprising eighteen classrooms, a library, a nurse's office, a large modern kitchen, and a combined cafeteria and auditorium, the school served approximately five hundred students. The funds also paid for desks, tables, visual aid and music equipment, maps, and cafeteria equipment.¹¹ The facility opened as the Wheeler Hill School in 1955 for 270 African American students in the first through sixth grades. In 1958, it was renamed in honor of Florence Corinne Benson, a former teacher at the school. A native of Union, South Carolina, and a graduate of Benedict College in Columbia, Benson taught in the African-American schools of Columbia from 1918 until her death in 1956. Florence C. Benson Elementary served the Wheeler Hill community until 1975, when the school closed its doors due to declining enrollment.¹²

Beginning in the late 1950s, Carolina Research and Development Corporation, a private company created to buy and hold property for the University of South Carolina, began to acquire land in Wheeler Hill. By the late 1970s, assisted by the federal Urban Renewal program and the condemnation powers of the City of Columbia, the University had acquired most of the land in Wheeler Hill, retaining some for its own use and selling the rest to private developers.¹²

The Florence C. Benson Elementary School continued operating as the neighborhood declined. In 1978, the University of South Carolina acquired the property and undertook interior renovations to divide the classrooms into offices; it currently houses several units affiliated with the University, including a child development research center and the radiological health department. Today, the older working-class black neighborhood of Wheeler Hill has almost completely disappeared; the shotgun houses have been replaced by high-end designer homes with mostly white professional inhabitants. This school is one of the last buildings in Wheeler Hill remaining from this historic neighborhood.

¹¹ Micah Snead, "A Fading Legacy: The Case for Preserving the Benson School," unpublished manuscript, 2 December 2008, in possession of author; Richland County (SC) Board of Education, Minutes of the Board of Education, 28 September 1953, 202.

¹² Snead, "A Fading Legacy;" <http://www.sc.edu/uscmmap/bldg/benson.html>, accessed November 27, 2005.

¹² James T. Hammond, "Trying To Make Amends," *The State*, November 20, 2005, p. B1+.

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Narrative Statement of Significance

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

9. Major Bibliographic References

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

Previous Documentation on File (National Park Service):

- 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:

- X State Historic Preservation Office
- Other State Agency
- Federal Agency
- Local government
- X University
- Other

10. Geographical Data

Acreage of Property less than one acre _____

UTM References (Place additional UTM references on a continuation sheet.)

1	<u>17</u>	<u>497975</u>	<u>3760962</u>	3	<u>17</u>	<u>497963</u>	<u>3760788</u>
	Zone	Easting	Northing		Zone	Easting	Northing
2	<u>17</u>	<u>497998</u>	<u>3760900</u>	4	<u>17</u>	<u>497895</u>	<u>3760767</u>
	Zone	Easting	Northing		Zone	Easting	Northing
5	<u>17</u>	<u>497840</u>	<u>3760913</u>				
	Zone	Easting	Northing				

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	Rebekah Dobrasko (South Carolina SHPO) and Louis Venters			date	21 August 2009
organization	Francis Marion University			telephone	843-661-1593
street & number	P.O. Box 100547			zip code	29502
city or town	Florence	state	SC		

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9. Major Bibliographic References

Dobrasko, Rebekah, "Upholding 'Separate but Equal:' South Carolina's School Equalization Program, 1951-1955," M. A. thesis, University of South Carolina, 2005.

Hammond, James T., "Trying To Make Amends," *The State*, November 20, 2005, p. B1+.

Hornsby, Benjamin F., *Stepping Stone to the Supreme Court: Clarendon County, South Carolina*. Columbia, SC: South Carolina Department of Archives and History, 1992.

Jones, Janice Ellen, "Environmental Cognition and Satisfaction: Wheeler Hill, Columbia, South Carolina," M. A. thesis, University of South Carolina, 1976.

Moore, John Hammond. *Columbia and Richland County: A South Carolina Community, 1740-1990*. Columbia, SC: University of South Carolina Press, 1993.

Richland County (SC) Board of Education, Minutes of the Board of Education, 1902-1969. South Carolina Department of Archives and History, Columbia, SC.

Snead, Micah. "A Fading Legacy: The Case for Preserving the Benson School." Unpublished manuscript, 2 December 2008. See SHPO files.

Southern, David W., "Beyond Jim Crow Liberalism: Judge Waring's Fight against Segregation in South Carolina, 1942-52," *The Journal of Negro History* vol. 66, no. 3 (Autumn 1981), pp. 219-20.

Thompson, Dorothy Perry, "Wheeler Hill and Other Poems," Ph. D. dissertation, University of South Carolina, 1987.

USCMap, <http://www.sc.edu/uscmapp/bldg/benson.html>, accessed November 27, 2005.

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Verbal Boundary Description

The boundary of the nominated property is shown as the black line marked "Benson School" on the accompanying Richland County Tax Map #R11306-01-17.

Boundary Justification

These are the boundaries historically associated with this property.

Florence C. Benson Elementary School
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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 SHPO or FPO.)

name/title	University of South Carolina	date	
organization	Campus Planning & Construction	telephone	803-776-5996
street&number	University of South Carolina	zip code	29208
city or town	Columbia	state	SC

Paperwork Reduction Act Statement: This information is being collected for applications 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. 470 et seq.).

Estimated Burden Statement: Public reporting burden for this form is estimated to average 18.1 hours per response including time for reviewing instructions, gathering and maintaining data, and completing and reviewing the form. Direct comments regarding this burden estimate or any aspect of this form to the Chief, Administrative Services Division, National Park Service, P.O. Box 37127, Washington, DC 20013-7127; and the Office of Management and Budget, Paperwork Reductions Projects, (1024-0018), Washington, DC 20503.

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Section Photographs Page 15

The following information is the same for each of the photographs:

Name of Property: Florence C. Benson Elementary School
226 Bull Street, Columbia
Richland County, South Carolina

Name of Photographer: Rebekah Dobrasko

Date of Photographs: 30 September 2007; 12 December 2008

Location of Original
Negatives: South Carolina Department of Archives and History, Columbia

1. North elevation, entrance detail and sign detail
2. North elevation
3. North elevation and setting
4. North elevation, second floor wing
5. East elevation, entrance detail
6. East elevation, three wings
7. East elevation, landscape and topography
8. West elevation, cafetorium entrance
9. West elevation, cafetorium and library
10. Representative hallway
11. Representative classroom
12. Library, facing west
13. Office, facing south
14. Kitchen, facing north
15. Girls' bathroom, facing southeast
16. Interior stairway, facing north
17. Library detail, facing north
18. Bulletin board detail, facing south

Florence C. Benson Elementary School



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 Richland County GIS
 2020 Hampton St.
 Columbia, SC 29204



Legend

- | | |
|-----------------|-------------------|
| County Boundary | Streets |
| Private Schools | Buildings |
| Public Schools | 2 Ft. Contours |
| Police Stations | Streams |
| Fire Stations | Lakes |
| County Assets | Council Districts |
| Daycares | Zip Codes |

DISCLAIMER : This is a product of the Richland County GIS Department. The data depicted here have been developed with extensive cooperation from other county departments, as well as other federal, state and local governments agencies. Richland County expressly disclaims responsibility for damages or liability that may arise from the use of this map.

PROPRIETARY INFORMATION: Any resale of this information is prohibited, except in accordance with a licensing agreement.

UNITED STATES DEPARTMENT OF THE INTERIOR
NATIONAL PARK SERVICE

NATIONAL REGISTER OF HISTORIC PLACES
EVALUATION/RETURN SHEET

REQUESTED ACTION: NOMINATION

PROPERTY Benson, Florence C., Elementary School
NAME:

MULTIPLE Equalization Schools in South Carolina, 1951-1960 MPS
NAME:

STATE & COUNTY: SOUTH CAROLINA, Richland

DATE RECEIVED: 08/25/09 DATE OF PENDING LIST: 09/14/09
DATE OF 16TH DAY: 09/29/09 DATE OF 45TH DAY: 10/08/09
DATE OF WEEKLY LIST:

REFERENCE NUMBER: 09000819

REASONS FOR REVIEW:

APPEAL: N DATA PROBLEM: N LANDSCAPE: N LESS THAN 50 YEARS: N
OTHER: N PDIL: N PERIOD: N PROGRAM UNAPPROVED: N
REQUEST: Y SAMPLE: N SLR DRAFT: Y NATIONAL: N

COMMENT WAIVER: N

ACCEPT RETURN REJECT 10/7/09 DATE

ABSTRACT/SUMMARY COMMENTS:

RECOM./CRITERIA A+C

REVIEWER Lisa DeLine

DISCIPLINE Historic

Phone _____

Date 10/7/09

DOCUMENTATION see attached comments Y/N see attached SLR Y/N

If a nomination is returned to the nominating authority, the nomination is no longer under consideration by the National Park Service.



1. Florence C. Benson Elementary School
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North Elevation, Entrance Detail and Sign Detail



2. Florence C. Benson Elementary School
226 Bull Street, Columbia
Richland County, South Carolina

North Elevation



3. Florence C. Benson Elementary School
226 Bull Street, Columbia
Richland County, South Carolina

North Elevation and Setting



4. Florence C. Benson Elementary School
226 Bull Street, Columbia
Richland County, South Carolina

North Elevation, Second Floor Wing



5. Florence C. Benson Elementary School
226 Bull Street, Columbia
Richland County, South Carolina

East Elevation, Entrance Detail



6. Florence C. Benson Elementary School
226 Bull Street, Columbia
Richland County, South Carolina

East Elevation, Three Wings



7. Florence C. Benson Elementary School
226 Bull Street, Columbia
Richland County, South Carolina

East Elevation, Landscape and Topography



8. Florence C. Benson Elementary School
226 Bull Street, Columbia
Richland County, South Carolina

West Elevation, Cafetorium Entrance



9. Florence C. Benson Elementary School
226 Bull Street, Columbia
Richland County, South Carolina

West Elevation, Cafetorium and Library



10. Florence C. Benson Elementary School
226 Bull Street, Columbia
Richland County, South Carolina

Representative Hallway



11. Florence C. Benson Elementary School
226 Bull Street, Columbia
Richland County, South Carolina

Representative Classroom



12. Florence C. Benson Elementary School
226 Bull Street, Columbia
Richland County, South Carolina

Library, Facing West



13. Florence C. Benson Elementary School
226 Bull Street, Columbia
Richland County, South Carolina

Office, Facing South



14. Florence C. Benson Elementary School
226 Bull Street, Columbia
Richland County, South Carolina

Kitchen, Facing North



15.

Florence C. Benson Elementary School
226 Bull Street, Columbia
Richland County, South Carolina

Girls' Bathroom, Facing Southeast



16.

Florence C. Benson Elementary School
226 Bull Street, Columbia
Richland County, South Carolina

Interior Stairway, Facing North



17. Florence C. Benson Elementary School
226 Bull Street, Columbia
Richland County, South Carolina

Library Detail, Facing North



18. Florence C. Benson Elementary School
226 Bull Street, Columbia
Richland County, South Carolina

Bulletin Board Detail, Facing South

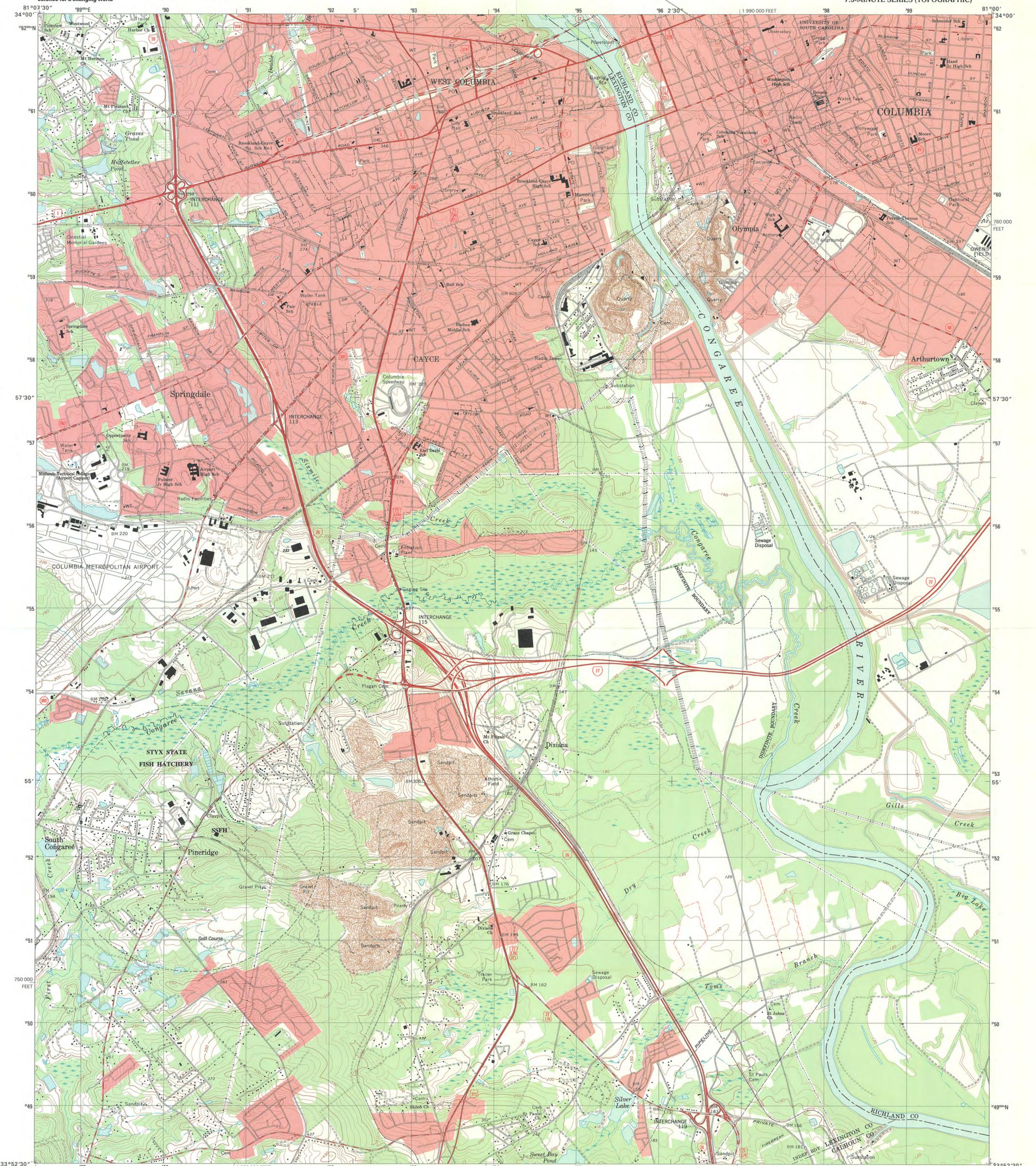
FLORENCE C. BENSON
ELEMENTARY SCHOOL
COLUMBIA,
RICHLAND CO., S.C.
1: 17 | 497975 | 3760962
2: 17 | 497998 | 3760990
3: 17 | 497963 | 3760788

4: 17 | 497895 | 3760767
5: 17 | 497840 | 3760913

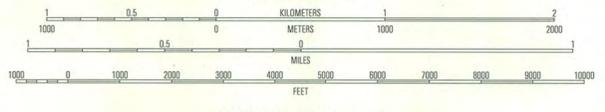
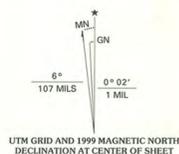


U.S. DEPARTMENT OF THE INTERIOR
U.S. GEOLOGICAL SURVEY

SOUTHWEST COLUMBIA QUADRANGLE
SOUTH CAROLINA
7.5-MINUTE SERIES (TOPOGRAPHIC)



Produced by the United States Geological Survey
Topography compiled 1971. Planimetry derived from imagery taken 1994 and other sources. Survey control current as of 1972 North American Datum of 1983 (NAD 83). Projection and 1000-meter grid: Universal Transverse Mercator, zone 17 10 000-foot ticks: South Carolina Coordinate System of 1983 North American Datum of 1927 (NAD 27) is shown by dashed corner ticks. The values of the shift between NAD 83 and NAD 27 for 7.5-minute intersections are obtainable from National Geodetic Survey NADCON software.
There may be private inholdings within the boundaries of the National or State reservations shown on this map.
Landmark buildings verified 1972



CONTOUR INTERVAL 10 FEET
NATIONAL GEODETIC VERTICAL DATUM OF 1929
TO CONVERT FROM FEET TO METERS, MULTIPLY BY 0.3048

THIS MAP COMPLIES WITH NATIONAL MAP ACCURACY STANDARDS
FOR SALE BY U.S. GEOLOGICAL SURVEY, P.O. BOX 25286, DENVER, COLORADO 80225
A FOLDER DESCRIBING TOPOGRAPHIC MAPS AND SYMBOLS IS AVAILABLE ON REQUEST



QUADRANGLE LOCATION

1	2	3
4	5	6
7	8	

ADJOINING 7.5' QUADRANGLE NAMES

ROAD CLASSIFICATION

- Primary highway hard surface
- Secondary highway hard surface
- Light-duty road, hard or improved surface
- Unimproved road
- Interstate Route
- U.S. Route
- State Route

SOUTHWEST COLUMBIA, SC
1994
NIMA 4751 I NE-SERIES V846



Friday, 21 August 2009



Dr. Janet Matthews
Keeper, National Register of Historic Places
U.S. Department of the Interior
National Park Service
1201 Eye (I) Street, NW, 8th Floor
Washington, DC 20005

Dear Dr. Matthews:

Here is the National Register nomination for the Florence B. Benson Elementary School, in Columbia, Richland County, South Carolina, recently approved by the South Carolina State Board of Review, along with the Multiple Property Documentation Form for "Equalization Schools in South Carolina, 1951-1960."

We are now submitting this nomination for formal listing in the Register and this Multiple Property Documentation Form for approval.

If I may be of further assistance, please do not hesitate to contact me at the address below, call me at (803) 896-6182, fax me at (803) 896-6167, or e-mail me at power@scdah.state.sc.us. I hope to hear from you soon.

Sincerely,

J. Tracy Power
Historian and National Register Co-Coordinator
State Historic Preservation Office

Friday, 9 October 2009



Lisa Deline
Historian, National Register of Historic Places
U.S. Department of the Interior
National Park Service
1201 Eye (I) Street, NW, 8th Floor
Washington, DC 20005

Dear Lisa:

Here is the revised National Register nomination for the Florence C. Benson School, in Columbia, Richland County, South Carolina, which we originally submitted to you on August 21, 2009, for listing in the National Register as a resource associated with the Equalization Schools in South Carolina, 1951-1960 Multiple Property Submission.

These pages—except the first page, signed by our Deputy State Historic Preservation Officer, Elizabeth M. Johnson—should replace the nomination previously sent to you.

If I may be of further assistance, please do not hesitate to contact me at the address below, call me at (803) 896-6182, fax me at (803) 896-6167, or e-mail me at power@scdah.state.sc.us. I hope to hear from you soon.

Sincerely,

J. Tracy Power
Historian and National Register Co-Coordinator
State Historic Preservation Office