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Holly Springs School
Name of Property

Greenville Co., SC
County and State

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

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:) _____



Signature of the Keeper

10/7/19

Date of Action

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 ☐

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Site

☐

Structure

☐

Object

☐

Number of Resources within Property

(Do not include previously listed resources in the count)

Contributing

Noncontributing

2

buildings

sites

structures

objects

2

Total

Number of contributing resources previously listed in the National Register N/A

6. Function or Use

Historic Functions

(Enter categories from instructions.)

EDUCATION/School

DOMESTIC/Secondary structure

Current Functions

(Enter categories from instructions.)

OTHER/Storage

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7. Description

Architectural Classification

(Enter categories from instructions.)

OTHER

Materials: (enter categories from instructions.)

Principal exterior materials of the property: Walls: WOOD/Weatherboard; Roof: METAL/aluminum; Foundation: BRICK

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.)

Summary Paragraph

Holly Springs School is a single-story, one-room, wood-frame building with a side-gable roof. The building is clad in clapboard and features two-over-two sash windows and a double front entrance. The building faces east and sits on a low brick and concrete block pier foundation. It is located on Holly Springs Road in a rural area of southwestern Greenville County. The school building remains on the property where it was built, but was moved about fifty feet in 1965 to allow for the construction of a parking lot for the adjacent Holly Springs Baptist Church. Property records indicate the school dates to ca. 1891, though some physical evidence suggests portions of the structure may date to the mid-19th century. Although the building fell into a state of disrepair after it ceased operation as a school in 1951, it was restored in 2018 based on physical evidence and a historic photograph from the late 1930s.

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Narrative Description

Holly Springs School – Contributing Building

Holly Springs School, built ca. 1891, is located in a rural area on a small road in Greenville County, South Carolina. This isolated location and the ownership of the building by the Holly Springs Baptist Church aided in its preservation. Agriculture historically dominated this portion of the county, but a reduction in the number of farms has seen many fields return to forested land.¹ The area is sparsely populated. Although there are a few nearby homes with large yards, wooded areas surround the Holly Springs School, as well as the adjacent church and cemetery.

Holly Springs School is a white, clapboard, wood-frame building, 20' x 32', on a foundation of ten brick and concrete block piers. The side-gabled roof is clad in standing-seam metal. The front façade faces east and has two four-panel entry doors at its center, each flanked to the outside by a wood, two-over-two sash window. The south and north elevation each contain a single, centered window, with period shutters for protection. The rear elevation contains two two-over-two wood sash windows, matching the position of the windows of the front façade, and are also shuttered. The wood siding is composed of simple 2" x 2" cut boards. The roof overhang is 4" across the front and gable sides. The gable rake is two pieces. The gable end trusses are supported with an exterior boxing running 2' from each side at roof level. Interior walls are currently beadboard except where early repairs were made. No rear entrances are evident. No stairs or stoops are present at the building, but an old set of poured concrete steps nearby likely served as the front steps prior to the relocation of the building.

Privy – Contributing Building

In the trees to the southwest of the school is a small wood privy building. The building's exact date of construction is unknown, but its size and wood construction suggest it likely dates from the early 20th century or before. The building has a square footprint, unpainted vertical wood siding, and a flat roof that cants slightly to the rear of the building.

Integrity

The school building underwent an extensive restoration in 2018. The restoration was based largely on a photo of the building from the late 1930s. Prior to this effort, the building suffered significant deterioration and some of its features were covered over or lost. The entrance door situated to the right of center was a deteriorated sheet of plywood. The left entrance was sealed

¹ On agriculture in Greenville County, see Archie Vernon Huff, Jr., *Greenville: The History of the City and County in the South Carolina Piedmont* (Columbia: University of South Carolina Press, 1995), 178-79.

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over by clapboard. The two-over-two windows were extant, but were covered with plywood and the glass was missing in most panes. The roof was covered with standard asphalt shingles. The floor beam at the east facing front was rotting from water draining from the roof of the structure. The whole building was leaning toward the west, allowing drainage to directly hit the eastern floor beam. Also, water was splashing from the ground to the floor beam, which was only raised about eight inches above ground level.

Using an image of the building taken in the late 1930s, the restorer, Kyle Campbell, reopened the two entrances on the front facade. The photograph shows six-over-six sash windows on the front of the building, but the boarded over windows Campbell found were two-over-two sash. The muntins were broken in the rear windows. Paint analysis suggests the exterior walls were painted a cream color trimmed in green. The two entrance doors currently installed on the building are panel doors from the early 20th century and are architectural salvage from another building. The asphalt shingle roof was replaced with a standing seam metal roof, a material consistent with late 19th century roofing. Overall, the restoration was sensitively done and stabilized the building. As a result of these careful efforts, the building largely retains its historic character.

The building was relocated from its original site in 1965 to allow for the construction of a parking lot for the Holly Springs Baptist Church. The building was shifted approximately fifty feet to the south, but remains on the property in its original orientation. At the time of the move, the original field stone foundation piers could not be relocated and were replaced with brick and concrete block piers. The concrete steps were likewise left behind. The move also resulted in the loss of the chimney and the building's fireplaces. These alterations notwithstanding, the Holly Springs School remains on the property where it was originally constructed, retains its orientation, and was not removed a substantial distance from its original site. Therefore, the building retains its historical associations despite the relocation.

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8. Statement of Significance

Applicable National Register Criteria

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

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

Criteria Considerations

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

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

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Areas of Significance

(Enter categories from instructions.)

Education
Ethnic Heritage: Black

Period of Significance

1891 - 1951

Significant Dates

1891

Significant Person

(Complete only if Criterion B is marked above.)

Cultural Affiliation

Architect/Builder

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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.)

Holly Springs School is locally significant under Criterion A for Ethnic Heritage: Black and Education as an early example of an African American school in Greenville County, South Carolina. The school stands as a symbol of the educational struggle of freed men and women in the late 19th century as they worked to overcome the lingering effects of slavery-era anti-literacy laws and provide their children with education despite the re-enshrinement of white supremacy following Reconstruction. It continued to serve nearby black families until 1951, when Greenville County officials shuttered the school as part of a statewide campaign to equalize, and thereby preserve, segregated education. The property thus has multiple significant associations with the historical education of African Americans in Greenville County, extending across several decades.

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

Criterion A: African American Education in Greenville County from the late 19th through the mid-20th Centuries

Early Black Education in South Carolina

Holly Springs School is tied to a long history of African Americans working to educate one another, often despite white efforts to limit their access to formal schooling. For two centuries, black education in South Carolina was limited by white concerns for the security of slavery, the historical bedrock of the state's society and economy. During these years, the planter class that controlled state and local politics passed laws aimed at restricting black access to formal education and the potential empowerment it offered. In 1740, in the wake of a major slave uprising along the Stono River, the colonial legislature forbid teaching enslaved people to write. Colonial leaders did not then explicitly prohibit teaching blacks to read, but a new law passed in 1800 included broader restrictions on "mental instruction" for enslaved and free people of color alike. In 1834, the state legislature made it illegal for anyone to teach an enslaved person to read or write and prohibited free people of color from maintaining their own schools without white

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supervision. White violators of the former were to be imprisoned or fined, while blacks were to be whipped up to fifty lashes.²

Just as whites believed that instruction might promote black liberation, enslaved and free blacks themselves looked to education—particularly, literacy—as a tool for emancipation and empowerment. Accordingly, African Americans found ways to instruct one another in secret and in defiance of the law. Some clandestinely listened as their master’s children were schooled, or they convinced their masters that some education would allow them to be more productive workers. In some cases, enslaved people were allowed to learn to read the Bible and attended church with their masters. Those enslaved people who were literate often shared their knowledge with other slaves, holding secret night schools in their homes or stealing books to teach themselves and others. The ability to read and write might even allow them to produce forged documents to free themselves.³

With the end of slavery, freed people looked to education as a means to promote self-reliance and community empowerment. South Carolina was one of the states where Reconstruction ultimately lasted the longest, and newly elected black legislators were leading supporters of an 1868 state constitution that provided for the state’s first free public education system. However, when northern Republicans agreed to cede control of southern state governments to Democrats in 1876, white southern leaders moved to re-establish white supremacy and undermine black rights. Their efforts culminated in the ratification of a new state constitution in 1895, which effectively disfranchised African American men. Although blacks and whites attended separate schools even during Reconstruction, the 1895 document did not simply permit segregation, but constitutionally mandated it.⁴

In some local communities, native white Democrats seized control and effectively ended Reconstruction several years before federal troops left the statehouse grounds in Columbia. Among them was Greenville County, where white leaders returned to power by 1872.⁵

² Heather Andrea Williams, *Self-Taught: African American Education in Slavery and Freedom* (Chapel Hill: University of North Carolina Press, 2005), p. 13. Darold D. Wax, “‘The Great Risque We Run’: The Aftermath of the Slave Rebellion at Stono, South Carolina,” *Journal of Negro History*, vol. 67, no. 2 (Summer 1982), 136-47. David J. McCord, *Statutes at Large of South Carolina*, vol. 7 (Columbia, S.C., 1840), p. 468-70.

³ Williams, *Self-Taught*, 7-29. Beth Barton Schweiger, “The Literate South: Reading Before Emancipation,” *Journal of the Civil War Era*, vol. 3, no. 3 (September 2013), pp. 331-59.

⁴ David Tyack and Robert Lowe, “The Constitutional Moment: Reconstruction and Black Education in the South,” *American Journal of Education*, vol. 94, no. 2 (February 1986), pp. 236-56. Louisiana was the only southern state to achieve substantial levels of elementary and secondary school integration during Reconstruction. The only other institution in the South that required mixed schooling was the University of South Carolina. William Preston Vaughn, *Schools for All: The Blacks and Public Education in the South* (Lexington: University of Kentucky Press, 1974).

⁵ Clarence C. Clendenen, “President Hayes’ ‘Withdrawal’ of the Troops: An Enduring Myth,” *South Carolina Historical Magazine*, vol. 70, no. 4 (October 1969), pp. 240-50, esp. 246. Huff, *Greenville*, p. 151.

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Greenville County Education and the Origins of Holly Springs School

After Reconstruction, local African Americans in Greenville County joined others around the South in establishing their own community schools. As was true of white rural schools, virtually all of those founded by or for blacks were one- or two-teacher schoolhouses. Many of them were initially housed in and operated by local churches, which quickly emerged as vital community centers after emancipation. Then, from about 1890 to about 1910, local communities began to build separate buildings (though often still on or adjacent to church property). These were usually one-room structures, though some added another room as the number of pupils grew.⁶

Among those who formed such a school in Greenville County were black residents of Holly Springs, a community in a southern section of the county historically known as Possum Kingdom.⁷ On January 10, 1891, a group of men described as “Trustees of Holly Springs School” paid white farmer Andrew M. Holliday \$95 for a one-acre property adjacent to lands belonging to Holliday and the estate of black farmer Tandy Chapman. The trustees included R. C. Cooley, L. A. Austin, A. D. Donald, Milton Johnson, V. G. Chapman, W. W. Seaborn, and W. P. Chapman, all of whom seem to have been African American and had likely once been enslaved.⁸ It can be safely assumed that the Holly Springs School began operations soon after trustees acquired this property, if not sooner.

Many details of the early relationship between the Holly Springs School and Holly Springs Baptist Church are unknown, but the two institutions were clearly interconnected from the beginning. Though the school’s existence can be documented earlier than the church’s, black Baptists in the Holly Springs area may have organized and met elsewhere prior to obtaining the site adjacent to the school. Indeed, some oral tradition maintains that the church began in 1880. However, the first recorded mention of the church comes from 1908, when Sallie Chapman

⁶ Adam Fairclough, *A Class of Their Own: Black Teachers in the Segregated South* (Harvard University Press: Cambridge, Mass.), pp. 44-45.

⁷ The origin of the name “Holly Springs” is unknown, but its use in the area pre-dates both the school and the adjacent church. See for example the reference in “Political Meetings,” *Greenville Enterprise*, September 18, 1872, p. 2. In 1869, the area containing Holly Springs was designated as Dunklin Township. Huff, *Greenville*, 164. “Report of County Survey,” *Greenville Enterprise*, March 17, 1869, p. 2. See also Paul B. Kyzer, *A Full Descriptive Map and Sketch of Greenville Co.*, 1882, available at Library of Congress, <https://www.loc.gov/item/2013593123/>. For Possum Kingdom, see A. V. Huff, Jr., “Greenville County,” *South Carolina Encyclopedia*, 2016, <http://www.scencyclopedia.org/sce/entries/greenville-county/>, and Jessie M. S. Reeves, “Memories – Holly Springs Elementary School,” n.d. [2004?], unpublished manuscript, p. 1.

⁸ Andrew M. Holliday to Trustees of Holly Springs School, January 10, 1891, Greenville County Deed Book XX, p. 499, Greenville County Register of Deeds office, Greenville, South Carolina (hereinafter GCROD). Of those trustees whose identities have been documented elsewhere, all were African American and born prior to 1865. For located references to individuals mentioned in the deed, please see 1870 U. S. Census, Dunklin, Greenville County, South Carolina (Tandy Chapman, Willis Seaborn); 1880 U. S. Census, Dunklin, Greenville County, South Carolina (Andrew Holliday, Milton Johnson, Tandy Chapman); 1920 U. S. Census, Dunklin, Greenville County, South Carolina (Milton Johnson); and 1928 Greenville County, South Carolina death certificates (A. D. Donald), all available from Ancestry.com online database.

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Holliday (Andrew Holliday's wife) sold a half acre of land to the trustees of Holly Springs Baptist Church for \$20. The parcel was described as being "bordered by land belonging to the Trustees of the Public School of District in which Holly Springs Colored School is located and by land of A.M. Holliday." The trustees of the church listed on the deed were W. W. Seaborn, who was also among the school trustees, as well as Ennis Johnson and Moses Chapman, who were likely related to the school trustees of the same surname. Around this same time, congregants used their newly acquired half acre to build a clapboard church, which was bricked over by the 1930s.⁹

The trustees who oversaw the founding of Holly Springs School were likely leading members of the nearby community of African American families. One example of trustees' potential prosperity and success was W. W. (Willis) Seaborn, who was in his late twenties when trustees acquired the school site. In addition to serving as a trustee of both the Holly Springs School and the Baptist Church, Willis (or Willey) Seaborn was a farmer who amassed some 380 acres of property between 1894 and 1908.¹⁰

As rural black and white communities alike formed their own community schools around the turn of the century, the Greenville County School District gradually took ownership of the properties and assumed responsibility for their management. Deed records show this process occurred chiefly between 1914 and 1928. A specific transfer for Holly Springs has not been located. While it would still be reasonable to assume that the Holly Springs trustees relinquished ownership of the property during this period, the 1908 church deed's reference to "the Trustees of Public School of District in which Holly Springs colored school is located" may in fact refer to the Greenville County school trustees, indicating an earlier date of transfer.¹¹

Holly Springs School – The Experience

Daily life at the Holly Springs School reflected both the relative lack of resources that school officials provided black children and African Americans' efforts to offer one another a sound, dignified education despite that deprivation.

As was often true of one-room rural schoolhouses, Holly Springs students came from a range of ages and ability levels and were taught together by a single teacher. District records from the

⁹ Sallie Holliday to Trustees of Holly Springs Baptist Church, May 30, 1908, Greenville County Deed Book WWW, p. 697, GCROD. The church is visible in the ca. 1930s photograph used during the 2018 school restoration. Rev. James Massey, pastor of Holly Springs Baptist Church, provided the 1880 date.

¹⁰ See miscellaneous property transfers in Greenville County deed books, GCROD. Willis Seaborn in 1870 U. S. Census, Dunklin, Greenville County, South Carolina, available from Ancestry.com online database. Some confusion exists concerning whether his surname was "Seaborn" or "Seabron," as the marker for his and his wife's grave uses the latter spelling. Image available at W. W. Seabron, *Find-a-Grave* memorial page, https://www.findagrave.com/memorial/98175580/w_-w_-seabron.

¹¹ A search of property records revealed no deed transfer for Holly Springs, but many of these transfers were recorded by the trustee name only. Even a search of the original trustee names provided no evidence. *Ibid*.

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years leading up to the school's closure show an enrollment of twenty-six students classified in grades 1-7, with six students being the most at any single grade level. Holly Springs's educational footprint on the local community extended beyond children to include adults, as the school at one point was one of a number in the county to offer nighttime literacy classes for African Americans.¹²

Firsthand accounts depict Holly Springs as a place where African Americans worked to provide for one another educationally and materially, thereby sustaining a sense of community. Bessie Young attended Holly Springs School ca. 1948-49 and recalls how the teacher, making the best of her tight quarters, tried to group students together by their relative ages, seating first and second graders in one section of the room and third and fourth graders in another. Older students were in another grouping. Young's teacher built a fire each morning in a pot belly stove with a pipe running to the fireplace. Everyone brought their lunches along with them, and when they had recess, they would play around Holly Springs Baptist Church. They often sat on the steps or played at the back. Young recalls her teacher ringing a bell to bring the children in from recess, as well as how hard she worked to keep her classroom clean. The teacher also often provided students with supplies like writing tablets at her own personal expense. Young remembers a large blackboard with chalk, as well as desks that fit together. The teacher's desk was to the right end of the building near the blackboard. Young recalls using basal readers while at the school, including the popular *Dick and Jane* series.¹³

Another view of the Holly Springs School and its connections to local African Americans comes from Young's aunt, Jessie Meakins Sullivan. Sullivan was also Young's teacher, and the last person to teach at Holly Springs before its closure. Each week, Sullivan traveled to Holly Springs from her home further south, bringing Young and her sister with her. During the week, the three lodged with relatives who lived closer on Chapman Road, about five miles south of the school. Sullivan came to teach at Holly Springs School starting in 1947 and remained there until

¹² See enrollment reports in Annual Reports of County Superintendents (hereinafter Greenville County Superintendent Reports), State Dept. of Education, Division of Finance and Operations, S152045, SCDAH.

"Colored Adult Units in 28 Communities," *Greenville News*, January 22, 1950, p. 5. Jonathan Zimmerman, *Small Wonder: The Little Red Schoolhouse in History and Memory* (Yale University Press: New Haven, 2009), p. 12.

¹³ Phone interview with Bessie Young, conducted by Anne Peden, March 20, 2019. Sharon Arthur Moore, "Basal Readers," in Barbara J. Guzzetti, ed., *Literacy in America: An Encyclopedia of History, Theory, and Practice*, vol. 1 (Santa Barbara, CA: ABC-CLIO, 2002), pp. 45-48. Young's memories also help substantiate certain details concerning the school's original structure and siting. She remembers the outside of the school being "sorta white" with different trim – dark green she thinks, which corroborates the colors the restorer found with the paint test. She only remembers one door—i.e. the way it was found before the restoration began—and she recalls the toilet being behind the school, where it remains today. She also recalls the school in its original location, closer to the church. After Young finished fourth grade, she and her sister went to Forksville Church School nearer their home. The older students went to Chapman Grove Rosenwald School for high school at this time.

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it closed several years later. She ultimately worked for the Greenville school system for 37 years, finishing her career there.¹⁴

Shortly after Sullivan arrived at Holly Springs, she took it upon herself to try and improve conditions at the school. She later recalled that most of the one-room, rural black schools operated fewer months than the white schools, chiefly so that black children could be available to work in the fields. Even when black schools were in operation, if the crops were coming in, they were often only open half a day. To Sullivan, this and other issues limited the effectiveness of the instructional program at Holly Springs and would continue to do so until they were addressed. Subsequently, she put together a list of proposals and submitted them to the white area trustees who oversaw the zone that included Holly Springs. Her plan consisted of the following eight points:

1. Full school days for nine months a year
2. Repairs be made to the building including the doors, windows, floor and the heating system
3. Install a well on the grounds for water
4. Supply new textbooks for each student
5. Elect two black trustees to assist in these plans
6. Organize a Parent-Teacher group to meet monthly
7. Provide a safe playground space with a basketball goal
8. Prepare a teaching program designed to ensure student growth without failure

Sullivan later claimed that the proposals were approved, including the selection of two black trustees for Holly Springs: E. C. Chapman and R. C. Cooley, community members whose children had attended the school. Nevertheless, any changes made to the programming or resources at Holly Springs had little chance to bear fruit, as the school closed in late 1951.

Equalization and the Closing of Holly Springs School

The circumstances surrounding the closure of Holly Springs School associate the property with another key event in the history of black education in Greenville County and South Carolina as a whole: equalization. Recent years have brought heightened attention to the significance of the “equalization schools” constructed as part of this campaign.¹⁵ Schoolhouses like Holly Springs are significant as physical reminders of the other side of that process: the schools that equalization ended.

¹⁴ Sullivan later went by the name Jessie M. S. Reeves. Jessie M. S. Reeves, “Memories – Holly Springs Elementary School,” n.d. [2004?], unpublished manuscript.

¹⁵ See for example, “Equalization Schools in South Carolina, 1951-1960,” National Register of Historic Places Multiple Property Documentation Form, August 2009, <http://www.nationalregister.sc.gov/MPS/MPS051.pdf>.

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In the 1940s and '50s, civil rights attorneys gradually chipped away at the legal underpinnings of segregation, with the ultimate goal of having "separate" be declared inherently unequal. As lawyers exposed how schools had systematically failed to provide equal resources to black and white students, public officials in South Carolina looked to protect their state's system of segregation by elevating the quality of black education. The resulting "equalization" campaign included a number of improvements for black and white schools alike, with the centerpiece being a wave of new school construction funded by a 1951 general sales tax, the first in the state's history. The state also required local officials to consolidate smaller schools and school districts, a measure meant partly to ensure individual districts had enough resources to provide adequate opportunities to black pupils.¹⁶

Equalization came to Greenville County in the summer of 1951, when the county's eighty-two separate school systems were consolidated into a single School District of Greenville County, tasked with now overseeing nearly 190 schools. Individual school closures soon followed, with seven schools being abandoned by the spring of 1952. That number rose to forty by the beginning of the next school year and climbed to 102 by 1960. Holly Springs School was among the first to close, shutting down halfway through the 1951-52 school year. Pupils from the school were transferred to nearby Woodville and Chapman Grove schools, some of them riding on bus routes being offered to black students for the first time. Some later attended John P. Burgess Elementary, an equalization school finished in 1954. Jessie Sullivan, Holly Springs's last teacher, was transferred to a new school closer to her home.¹⁷ The school district continued to own the Holly Springs school building until 1965, when the property was sold back to Holly Springs Baptist Church.

Developmental history/additional historic context information (if appropriate)

Physical evidence and certain design features of the Holly Springs School suggest portions of the structure may actually date to the mid-19th century and perhaps served as a slave dwelling. A cut nail typical of the 19th century was uncovered during the 2018 restoration, while the double

¹⁶ Rebekah Dobrasko, "Equalization Schools for South Carolina, 1951-1959," National Register of Historic Places survey report. Available at <http://nationalregister.sc.gov/SurveyReports/EqualizationSchoolsHistoricContext.pdf>. On legal challenges to segregation in the 1940s and '50s, see Richard Kluger, *Simple Justice: The History of Brown v. Board of Education and Black America's Struggle for Equality* (Alfred A. Knopf: New York, 1976).

¹⁷ "82 School Districts Are Consolidated into One," *Greenville News*, August 24, 1951, p. 1, 17. "7 Small Schools Abandoned Since New District Formed," *Greenville News*, April 29, 1952, p. 2. "More Schools Being Closed," *Greenville News*, August 7, 1952, p. 1, 8. Reeves, "Memories." Reeves's recollection of the timing of the school's closure is substantiated by its disappearance from Greenville County superintendent reports between 1951 and 1952, as well as a newspaper reference to activity at the school in the fall of 1951. See Greenville County Superintendent Reports, SCDAH; and "County Library Schedule Given," *Greenville News*, October 28, 1951, s. D, p. 4. Anne Peden. "Memories of Greenville County School's Consolidation, and John P. Burgess Elementary School, Ellen Woodside Elementary and High Schools and Desegregation." Huff, *Greenville*, 397.

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entrance design was especially common in similarly shaped and sized structures used to house enslaved people on area plantations.

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9. Major Bibliographical References

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National Register of Historic Places Multiple Property Documentation Form. "Equalization Schools in South Carolina, 1951-1960." August 2009.

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Wax, Darold D. "'The Great Risque We Run': The Aftermath of the Slave Rebellion at Stono, South Carolina." *Journal of Negro History*, vol. 67, no. 2 (Summer 1982), 136-47.

Williams, Heather Andrea. *Self-Taught: African American Education in Slavery and Freedom*. Chapel Hill: University of North Carolina Press, 2005.

Zimmerman, Jonathan. *Small Wonder: The Little Red Schoolhouse in History and Memory*. Yale University Press: New Haven, 2009.

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 # _____

Holly Springs School

Name of Property

Greenville Co., SC

County and State

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): _____

10. Geographical Data

Acreage of Property .70 acres

Use either the UTM system or latitude/longitude coordinates

Latitude/Longitude Coordinates (decimal degrees)

Datum if other than WGS84: _____

(enter coordinates to 6 decimal places)

1. Latitude: 34.578161 Longitude: -82.396807

2. Latitude: Longitude:

3. Latitude: Longitude:

4. Latitude: Longitude:

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

Boundary includes .70 acres comprising the southern portion of Greenville County tax parcel 0606020100900, with sides measuring approximately 185 ft. to the west, 176 ft. to the north, and 120 ft. to the south. The east side runs along Holly Springs Rd. and measures approximately 225 ft.

Boundary Justification (Explain why the boundaries were selected.)

The boundary includes the current site of the Holly Springs School building as well as its original location fifty feet to the north. This comprises most of the current Holly Springs Baptist Church parcel but excludes the northern portion of the parcel containing the actual church due to it being a separate structure not included in the nomination.

Holly Springs School
Name of Property

Greenville Co., SC
County and State

11. Form Prepared By

name/title: Dr. Anne Peden w/SHPO assistance
organization: Greenville County Historic Preservation Commission
street & number: 221 Sandy Springs Road
city or town: Pelzer state: SC zip code: 29669
e-mail acpeden07@gmail.com
telephone: 864-483-0062
date: 1.12.18

Additional Documentation

Submit the following items with the completed form:

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

Photographs

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

Photo Log

Name of Property: Holly Spring(s) School

City or Vicinity: Belton, South Carolina near Ware Place, SC

County: Greenville

State: South Carolina

Photographer: Anne Peden and Kyle Campbell

Holly Springs School
Name of Property

Greenville Co., SC
County and State

Date Photographed: April 2018 through January 2019

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

- 1 of 5.** Restored East Face.
- 2 of 5.** Restored Left Oblique.
- 3 of 5.** Restored South Face.
- 4 of 5.** Restored Right Oblique.
- 5 of 5.** Restored Rear Western Face

Index of Figures

1 of 11. Figure #1 is a picture of an old photograph of the school with Holly Springs Baptist Church in the background. In this picture the car is a 1935 Ford sedan dating the image into the late 1930s. The camera view is to the north from just south of the school and shows the relationship of the school to the church at that time. Later the school was moved to pave a parking lot.

2 of 11. This image was taken in April 2018 showing the school's eastern façade as it was after the move from its original location approximately 50'.

3 of 11. This view is of the façade and the northern gable end showing the lean towards the west.

4 of 11. The rear of the building to the west shows two windows with no evidence of egress from the rear.

5 of 11. During the restoration the new panes of the 2 over 2 windows show how the front and rear openings have a view through the school.

6 of 11. This image of the eastern façade shows restoration work nearing completion.

7 of 11. The view west to the rear of the school includes the school's outhouse.

8 of 11. The view toward the east from the school is of a small farm.

9 of 11. Part of the farm view includes a small pond and pasture for goats.

10 of 11. This photo from the south toward the north shows the school's current position in relation to the parking lot and church.

11 of 11. Mid-19th century nail found during rehabilitation.

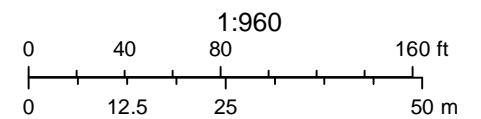
Paperwork Reduction Act Statement: This information is being collected for applications to the National Register of Historic Places to nominate properties for listing or determine eligibility for listing, to list properties, and to amend existing listings. Response to this request is required to obtain a benefit in accordance with the National Historic Preservation Act, as amended (16 U.S.C. 460 et seq.).

Estimated Burden Statement: Public reporting burden for this form is estimated to average 100 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 Office of Planning and Performance Management, U.S. Dept. of the Interior, 1849 C. Street, NW, Washington, DC.

Greenville County, SC



July 3, 2019



Greenville County GIS
Greenville County GIS Division, Greenville, SC 29601

Holly Springs School

Belton, Greenville Co.

Holly Springs School

Google Earth

300 ft



Holly Springs School

Belton, Greenville Co.

Holly Springs School

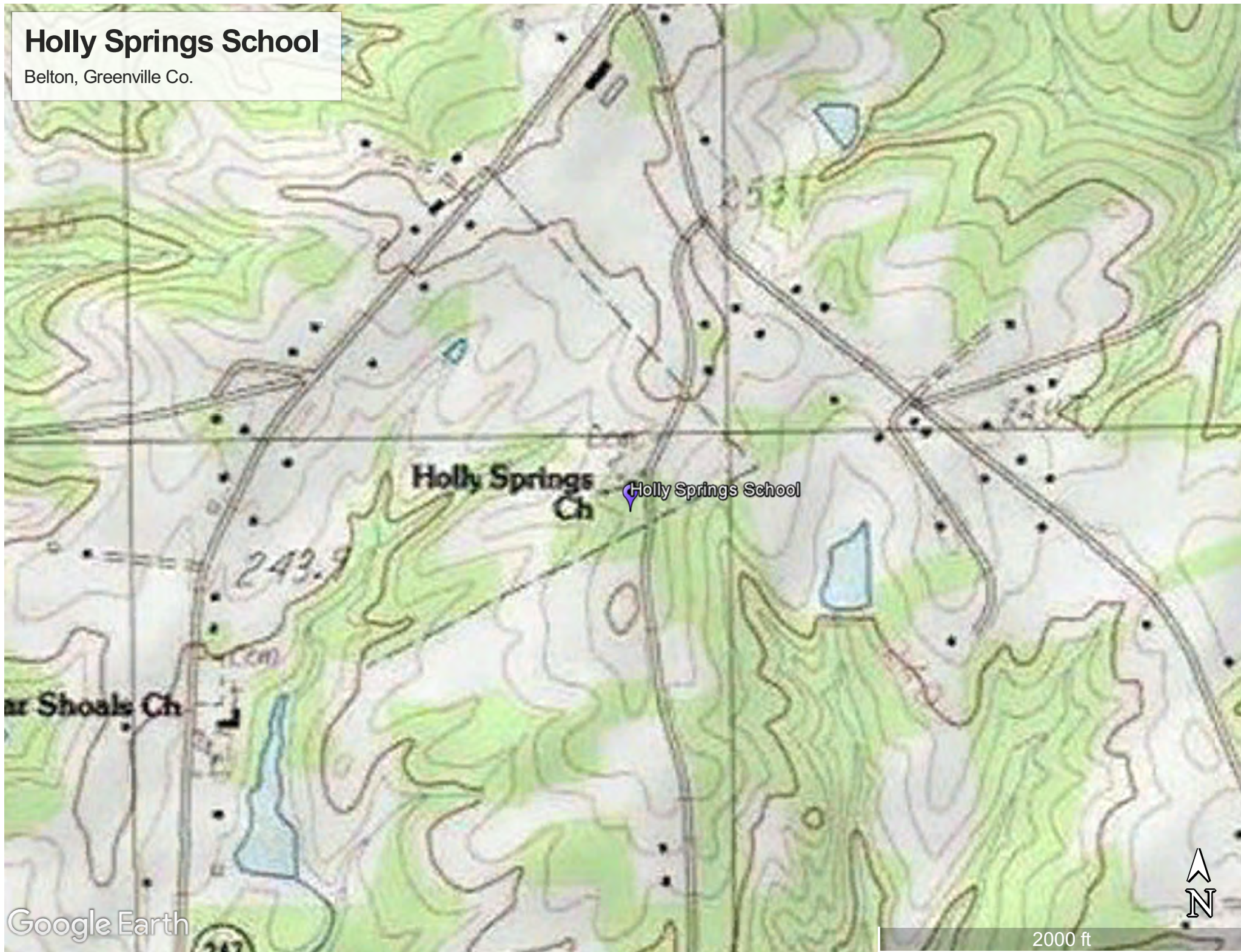
Google Earth

2000 ft



Holly Springs School

Belton, Greenville Co.















HOLLY SPRING

POSTED
NO TRESPASSING
KEEP OUT



WILLIS PRIME

POSTED
NO TRESPASSING
KEEP OUT







WARNING
CPI
CIVILIAN
PROPERTY











UNITED STATES DEPARTMENT OF THE INTERIOR
NATIONAL PARK SERVICE

NATIONAL REGISTER OF HISTORIC PLACES
EVALUATION/RETURN SHEET

Requested Action: Nomination

Property Name: Holy Springs School

Multiple Name: African--American Primary and Secondary School Buildings MPS

State & County: SOUTH CAROLINA, Greenville

Date Received:
8/23/2019

Date of Pending List:
9/12/2019

Date of 16th Day:
9/27/2019

Date of 45th Day:
10/7/2019

Date of Weekly List:

Reference number: MP100004494

Nominator: SHPO

Reason For Review:

☒ Accept ☐ Return ☐ Reject 10/7/2019 Date

Abstract/Summary AOS: Education, Ethnic Heritage: Black, POS: 1891-1951; LOS: local
Comments:

Recommendation/ NR Criterion: A
Criteria

Reviewer Lisa Deline

Discipline Historian

Telephone (202)354-2239

Date

10/7/19

DOCUMENTATION: see attached comments : No see attached SLR : No

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



August 21, 2019

Ms. Joy Beasley
Keeper of the National Register of Historic Places
National Register of Historic Places
1849 C Street NW, Mail Stop 7228
Washington, DC 20240

Dear Ms. Beasley:

Enclosed is the National Register nomination for the Holly Springs School in Belton (vicinity), Greenville County, South Carolina. The nomination was approved by the South Carolina State Board of Review as eligible for the National Register of Historic Places under Criterion A at the local level of significance. We are now submitting this nomination for formal review by the National Register staff. The enclosed disk contains the true and correct copy of the nomination for the Holly Springs School to the National Register of Historic Places.

If I may be of further assistance, please do not hesitate to contact me at the address below, call me at (803) 896-6179, or e-mail me at vharness@scdah.sc.gov.

Sincerely,

Virginia E. Harness
Architectural Historian and National Register Co-Coordinator
State Historic Preservation Office
8301 Parklane Rd.
Columbia, SC 29223