NPS Form 10-900
(Rev. 10-90)

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INTERAGENCY RESOURCES DIVISION
NATIONAL PARK SERVICE

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 Seaside School

other names/site number Seaside Colored School

2. Location

street & number 1097 S.C. Highway 174 not for publication ___
city or town Edisto Island vicinity ___
state South Carolina code SC county Charleston code 019
zip code 29438

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act of 1986, as amended, I hereby certify that this X nomination ___ request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60. In my opinion, the property X meets ___ does not meet the National Register Criteria. I recommend that this property be considered significant ___ nationally ___ statewide X locally.
(___ See continuation sheet for additional comments.)

Mary W. Edmonds 5/12/94
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 6.17.94 Entered in the National Register
Signature of Keeper Date of Action

5. Classification

Ownership of Property
(Check as many boxes as apply)

X private
___ public-local
___ public-State
___ public-Federal

Category of Property
(Check only one box)

X building(s)
___ district
___ site
___ structure
___ object

Number of Resources within Property

Contributing	Noncontributing	
1	1	buildings
		sites
		structures
		objects
1	1	Total

Name of related multiple property listing
Enter "N/A" if property is not part of a multiple property listing.)

N/A

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

6. Function or Use

Historic Functions (Enter categories from instructions)

Cat: EDUCATION Sub: School

Current Functions (Enter categories from instructions)

Cat: VACANT Sub: Not in Use

7. Description

Architectural Classification
(Enter categories from instructions)

Materials
(Enter categories from instructions)

foundation BRICK
roof METAL
walls WOOD/Weatherboard
other

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)

X **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)
EDUCATION
ETHNIC HERITAGE/BLACK

Period of Significance
1931-1944

Significant Dates
1931

Significant Person
(Complete if Criterion B is marked above)

Cultural Affiliation
N/A

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
X Local government
___ University
___ Other
Name of repository: Charleston County School District Records Center

10. Geographical Data

Acreage of Property One acre

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

	Zone	Easting	Northing		Zone	Easting	Northing
1	17	567440	3601160	3			
2				4			

___ 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 Sarah Fick

organization Preservation Consultants, Inc. date November 1993

street & number P.O. Box 1112 telephone (803) 723-1746

city or town Charleston state SC zip code 29402

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 Stephen H. Swan, Jr.

street & number 673 North Shore Drive telephone (803) 795-9579

city or town James Island state SC zip code 29412

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 the 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 Project (1024-0018), Washington, DC 20503.

Built ca. 1931, Seaside School is a two-room frame building typical of those built throughout rural South Carolina from ca. 1910 until ca. 1940. The school, just off S.C. Highway 174, near the center of Edisto Island, faces north.

The rectangular building is one story in height, on a low brick pier foundation, with a lateral gable roof of V-crimped metal and weatherboard exterior siding. Rafter ends are exposed at the main body and at the small shed porch protecting the paired entry doors. One original five-panel door remains.

At the east and west side elevations are bands of six double-hung 6/6 wood sash windows. At the gable ends are rectangular louvered wood vents. No other openings exist at the rear elevation. A brick interior flue is centered at the rear roofline.

Seaside School has been vacant since 1954, except brief periods of residential tenant occupancy. Exterior alterations have been minor. One window at the east elevation, nearest Highway 174, has been changed to a door, one exterior door has been replaced, and the two freestanding posts have been lost from the facade porch. Two engaged posts indicate the simple character of their design.

The standards for school buildings promoted by Clemson's Extension Service between 1907 and 1917 were closely followed into the 1930s. Seaside School was built generally in accordance with these standards. The plan of each room is rectangular, with the brick chimney for the stove flue clipping the rear inside corner. A metal woodstove remains in the east classroom. Large bands of windows illuminate the classrooms; wall space not taken by windows was used for green "hyloplate" blackboards, lost in recent years. Much of the black-board trim, including the molded wood chalk tray, remains in place. The interior classrooms retain simple beaded board finishes at walls and ceilings.

A two-seat privy approximately fifty feet south of the school is severely deteriorated and is a noncontributing property; it is a simple wood-frame building with roof and siding of corrugated metal and a wooden door at the east side. The simple shed roof shelters two "sanitary" toilets of poured concrete, and no evidence remains of an interior partition.

Seaside School is historically significant for its association with the education of black Edistonians from the late-nineteenth to the mid-twentieth century. At least one and sometimes two school buildings have been located on its site for over one hundred years, perhaps since 1865. The present structure, built ca. 1931, is architecturally significant as an example of a schoolhouse used by rural black South Carolinians into the 1950s. Seaside School is said by many of the older residents of Edisto Island, black and white, to be the oldest black school on the island, and is one of only three remaining historic schools on Edisto Island, of at least eight (Seaside White, Seaside Colored, Borough White, Borough Colored, Central Colored, Whaley Industrial, Edisto Island Consolidated, and Larimer Presbyterian) that have been documented on the island in the twentieth century.[1]

The Seaside School lot was originally part of California Plantation, owned by the Mikell family of Peters Point Plantation. The Mikells and their slaves evacuated Edisto Island in the winter of 1861-62. Under General William T. Sherman's Field Order No. 15, issued in January 1865, all of South Carolina's sea islands were designated for exclusive Negro settlement, to be administered by occupying Federal troops. Several educational missionaries from the North opened schools for former slaves on Edisto Island, and before the end of 1865, Nicholas Blaisdell pre-empted California Plantation and opened a school somewhere on the property.[2]

The Mikell family soon reclaimed California Plantation and established the adjacent Sunnyside Plantation, and the records are not clear as to when a school parcel was deeded out of California Plantation. South Carolina's postwar constitution called for free tax-supported education for all children, including those of former slaves, and Boards of Education took on the educational responsibilities of the Freedmen's Bureau. The Seaside property may have been among those that the Freedmen's Bureau gave to the associations or individuals on whose land they stood, to be used "in perpetuity" as schools for freedmen, when the Bureau ended its educational programs in 1870.[3]

Reorganizing the free public school system was difficult, as thousands of blacks were included for the first time. Into the twentieth century, the isolation of the Sea Islands, the difficulties of transportation, and the primacy of racial segregation, resulted in white schools with tiny enrollments, while black pupils oversubscribed their own small schools. Even after South Carolina's government was returned to the Democratic Party in 1876, there was little noticeable improvement in the state's schools.[4]

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[1]Preservation Consultants, Inc., Charleston County Historical Survey (Charleston and Columbia, 1991-1992).

[2]Clara Childs Puckette, Edisto: A Sea Island Principality (Cleveland: Seaforth Publications, 1978), p. 36.

[3]Martin Abbott, "The Freedmen's Bureau and Negro Schooling in South Carolina," South Carolina Historical Magazine 57:2 (April 1956), 65-81.

[4]Charleston County Board of Education, Minute Book, June 1878-April 1920, Charleston County School District Records Center, Charleston, S.C.; Eugene P. Lander, Jr., A History of South Carolina 1865-1960 (Chapel Hill: University of North Carolina Press, 1960), pp. 122-26; John F. Potts, Sr., A History of the Palmetto Education Association (Washington: National Education Association, 1978), pp. 24-27; State Board of Agriculture of South Carolina, South Carolina: Resources and Population. Institutions and Industries (Charleston: Walker, Evans, and Cogswell, 1883); South Carolina Department of Agriculture, Commerce, and Immigration, Handbook of South Carolina. Resources, Institutions and Industries of the State (Columbia: The State Company, 1907), p. 169.

Despite the inadequacies of public education, an interesting aspect of Edisto Island's history is the substantial proportion of black children who attended school there in the 1870s and 1880s. In 1879 there were 534 "scholars" on Edisto, almost all of them black, and by the next year four schools on Edisto and Jehossee islands had 657 black pupils and seven teachers (four white, three black). Edisto Island's 3800 African-Americans were considered prosperous by their contemporaries in 1880. A system had evolved under which freedmen exchanged day labor for cash, or for the use of plots to farm on their own account. Using these rented plots, freedmen grew two-thirds of the island's cotton, while owning only about 14% of its land.[5] Their economic well-being allowed children to go to school rather than to work.

Although it is not certain that Seaside School is a replacement for the 1865 school established by Nicholas Blaisdell, its institutional history at the present location extends at least to the 1880s. Townsend Mikell had numerous tenants and wage laborers at California and Sunnyside, and may have had reason to provide a lot for the Seaside School. White planters often experienced a serious labor shortage in areas where ex-slaves farmed their own land successfully; some therefore opposed education as being a source of black independence. Other large landowners, however, found that schools could be used as an employment benefit, to attract families to live on or near the plantation, and enter into labor agreements.[6]

In 1880 there were four schools, with seven teachers, for 657 black pupils on Edisto Island. By contrast, there were two teachers for the 24 children in the island's single white school. Because it was not geographically accessible to the entire island, in 1881 a second white school was opened, which seems to have been located on the existing Seaside School lot. Until 1925 there were separate Seaside Schools for black and white pupils. (Board of Education Records for the years 1882-1893, when Edisto Island was transferred from Charleston to Berkeley County and back, are not complete.)[7]

During the decade of the 1890s there was a reduction in black school attendance, and by 1899 there were only 495 pupils attending Edisto's three black schools. The reason for the decrease is not obvious, as it came before substantial outmigration of blacks from South Carolina began. It may be linked to the fact that only elementary education was available on Edisto. Beyond fifth grade, there was no place in the island's school system for black or white.[8]

Charleston County's black high school students relied on private institutions such as Avery Institute, Shaw Memorial Institute and Wallingford Academy in the City of Charleston. Until

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[5]Charleston County Board of Education, Minute Book; South Carolina: Resources and Population; Population Schedules, Edisto Island, St. Johns, Colleton Parish, Charleston County, Ninth Census of the United States (1870) and Tenth Census of the United States (1880); J.K. Blackman, "The Sea Islands," Charleston News and Courier, 22 April 1880.

[6]Abbott, passim.; Nick Lindsay, An Oral History of Edisto Island: Sam Gadsden Tells the Story (Goshen, Indiana: Pinchpenny Press, 1975), pp. 59, 73; James D. Anderson, The Education of Blacks in the South, 1866-1930 (Chapel Hill: University of North Carolina Press, 1988), pp. 21-22, 81, 95, 98.

[7]Blackman; Charleston County Board of Education, Minute Book; "Thirty-First Annual Report of the State Superintendent of Education," Reports and Resolutions of the South Carolina General Assembly (Columbia, 1899).

[8]"Thirty-First Annual Report."

1910 South Carolina's only public high school for blacks was Howard in Columbia, and it was not until 1916 that Edisto's Larimer School, supported by the Presbyterian Church, U.S.A., extended its teaching to a full twelve grades.[9]

The primary school situation on Edisto Island was consistent from before 1900 until 1925. There were three schools for blacks, Central, Borough and Seaside; the latter two shared sites, but not buildings, teachers, or libraries, with Borough White School and Seaside White School. The white student bodies remained small; the blacks remained crowded. In 1910 there were 300 students divided among the island's three schools for blacks. In 1913 Seaside Colored School's one teacher handled an average attendance of 117 in six grades.

Throughout the first half of the twentieth century per-pupil expenditures in South Carolina's school districts were lower for blacks than for whites: in 1922 J. B. Felton, State Supervisor for Colored Schools, found that "only about ten percent of colored schoolhouses are respectable."[10]

School consolidation in South Carolina began with the 1911 Rural Graded School Act was intended to provide state aid to "country communities thickly populated with white people." The number of one-teacher schools, particularly white schools, was reduced as schools were consolidated. By the school year 1921-22, Charleston County had only 13 one-teacher schools for whites. The two white schools on Edisto Island, Seaside and Borough, were finally combined in 1925, when the Edisto Island Consolidated School was built.[11]

The Edisto Island school district continued to operate three black schools, each with two teachers. In 1927 an average of 61 attended Borough School, with five grades; 88 attended Central, with six grades, and 93 attended Seaside, with seven grades. The Borough White School had been transferred for the use of the students of Borough Colored School, which was sold, but Seaside White School appears to have remained vacant.[12]

In 1929 the school district trustees were authorized to "build a new colored school at Seaside site, provided the colored people there will buy and give title to four acres of land." This was not done, and in March 1930, the district was instead authorized to consolidate the Seaside and Central colored schools, and erect a four-room Rosenwald building, based on the agreement

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[9]Potts, pp. 28-30; Avery Research Center for African-American History and Culture, "The History of African-American Education in Charleston, South Carolina" (Charleston: Avery Research Center for African-American History and Culture, College of Charleston, n.d.).

[10]"Forty-Third Annual Report of the State Superintendent of Education," Reports and Resolutions of the South Carolina General Assembly (Columbia, 1911); "Forty-Fifth Annual Report of the State Superintendent of Education," Reports and Resolutions of the South Carolina General Assembly (Columbia, 1913); "Fifty-Fourth Annual Report of the State Superintendent of Education," Reports and Resolutions of the South Carolina General Assembly (Columbia, 1922); Lander, p. 129; Potts, p. 54.

[11]"Forty-Fifth Annual Report . . ." (1913); "Forty-Seventh Annual Report of the State Superintendent of Education," Reports and Resolutions of the South Carolina General Assembly (Columbia, 1915); "Forty-Ninth Annual Report of the State Superintendent of Education," Reports and Resolutions of the South Carolina General Assembly (Columbia, 1917); Charleston County Superintendent of Education to Senator and Members of the House of Representatives, Charleston, S.C., 4 January 1921, Charleston County Board of Education Records Office, Charleston, S.C.; Charleston County Deed Book Z33, p. 50, Charleston County Register of Mesne Conveyance, Charleston, S.C.; Charleston County Board of Education, Minute Book, May 1920-October 1926.

[12]Charleston County Board of Education, Present Day Public Education in the County and City of Charleston (Charleston: County Board of Education, 1929), p. 41; Charleston County Board of Education, Minute Book, May 1920-October 1926.

that the "colored people would raise the money for the lot and as much as they could for desks to equip the building." Coming during the Great Depression, this requirement, too, was beyond the capacity of the community. Seaside and Central were not consolidated, and the new Seaside School, built ca. 1931, is a simple two-room building, built in accordance with Clemson's Extension Service Standards of 1907 and 1917.[13]

From 1931 until 1954, a generation of black Edistonians received their primary education in the existing Seaside School. In May 1954, St. Pauls School District #23 completed the Jane Edwards Elementary School, a consolidated school for the former pupils of Seaside, Central, Borough and Whaley Industrial schools. For the first time in nearly ninety years, Seaside School did not open for the fall term.[14]

In 1955 the Seaside School lot, with two buildings, was conveyed to Susalee Mikell Belser, daughter of Townsend Mikell. The Belser family relocated the earlier building off the property, and began to refurbish it. Work was underway when Hurricane Gracie demolished it in 1959.[15] The extant two-room school and privy at the Seaside School property, somewhat deteriorated but essentially unaltered since construction, are tangible reminders of educational history on Edisto Island.

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[13]Charleston County Board of Education, Minute Book, 20 September 1929, 26 March 1930; Rudolph Edward Lee, Rural School Buildings, 3rd ed., Extension Work Bulletin (Clemson: Clemson Agricultural College, 1917); "Thirty-Ninth Annual Report of the State Superintendent of Education," Reports and Resolutions of the South Carolina General Assembly (Columbia, 1907).

[14]Vertical Files, Avery Research Center for African-American History and Culture, College of Charleston, Charleston, S.C.; Charleston County Deed Books, O57, p. 361; K60, p. 109, Charleston County Register of Mesne Conveyance, Charleston, S.C.

[15]Charleston County Deed Book B60, p. 322; Sarah Fick, Preservation Consultants, Interview with Stephen Swan, Charleston, S.C., March 1993.

SELECT BIBLIOGRAPHY

Unpublished Sources

Avery Research Center for African-American History and Culture, College of Charleston, Charleston, S.C.
"The History of African-American Education in Charleston, South Carolina."
Vertical Files
Charleston County Register of Mesne Conveyance, Charleston, S.C.
Deed Books
Charleston County School District Records Office, Charleston, S.C.
Charleston County Board of Education Minute Books, 1878-1930
Commissioners of Free Schools Account Book, 1858-1885.
South Carolina Department of Archives and History, Columbia, S.C.
South Carolina State Historic Preservation Office
National Register of Historic Places Files
United States Bureau of the Census
Population Schedules, Ninth Census of the United States (1870), Edisto Island, St. Johns, Colleton Parish, Charleston County
Population Schedules, Tenth Census of the United States (1880), Edisto Island, St. Johns, Colleton Parish, Charleston County

Interviews

Sarah Fick, Preservation Consultants, Inc., Interview with Dorothy Smith, Edisto Island, S.C., September 1991.
Sarah Fick, Preservation Consultants, Inc., Interview with Stephen Swan, Charleston, S.C., March 1993.

Published Sources

Abbott, Martin. "The Freedmen's Bureau and Negro Schooling in South Carolina," South Carolina Historical Magazine 57:2 (April 1956).
Ames, Mary. A New England Woman's Diary in Dixie, reprinted as She Came to an Island Edisto Beach: Seaside Services, 1988.
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"Thirty-First Annual Report of the State Superintendent of Education," Reports and Resolutions of the South Carolina General Assembly. Columbia, 1899.

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"Forty-Third Annual Report of the State Superintendent of Education," Reports and Resolutions of the South Carolina General Assembly. Columbia, 1911.

"Forty-Fifth Annual Report of the State Superintendent of Education," Reports and Resolutions of the South Carolina General Assembly. Columbia, 1913.

"Forty-Seventh Annual Report of the State Superintendent of Education," Reports and Resolutions of the South Carolina General Assembly. Columbia, 1915.

"Forty-Ninth Annual Report of the State Superintendent of Education," Reports and Resolutions of the South Carolina General Assembly. Columbia, 1917.

"Fifty-Fourth Annual Report of the State Superintendent of Education," Reports and Resolutions of the South Carolina General Assembly. Columbia, 1922.

Thomason, John F. Foundations of the Public Schools of South Carolina. Columbia: The State Printing Company, 1925.

Verbal Boundary Description

The nominated property is shown as a black line on the accompanying Charleston County Tax Map, #76-0-0, Parcel #1, with a scale of 1 inch to 400 feet.

Boundary Justification

The nominated property consists of the one-acre parcel that is shown on "Plat of property known as Seaside School, situated on Edisto Island, Charleston County, S. Carolina," surveyed by A. L. Glen, May 1954.

The following information is the same for each photograph:

Name of Property: Seaside School
Location: Edisto Island, Charleston County, South Carolina
Name of Photographer: John Laurens
Preservation Consultants, Inc.
Date of Photographs: 26 February 1993

Location of Original Negatives: State Historic Preservation Office
S. C. Department of Archives and History, Columbia, S.C.

1. Principal (north) facade, camera facing south.

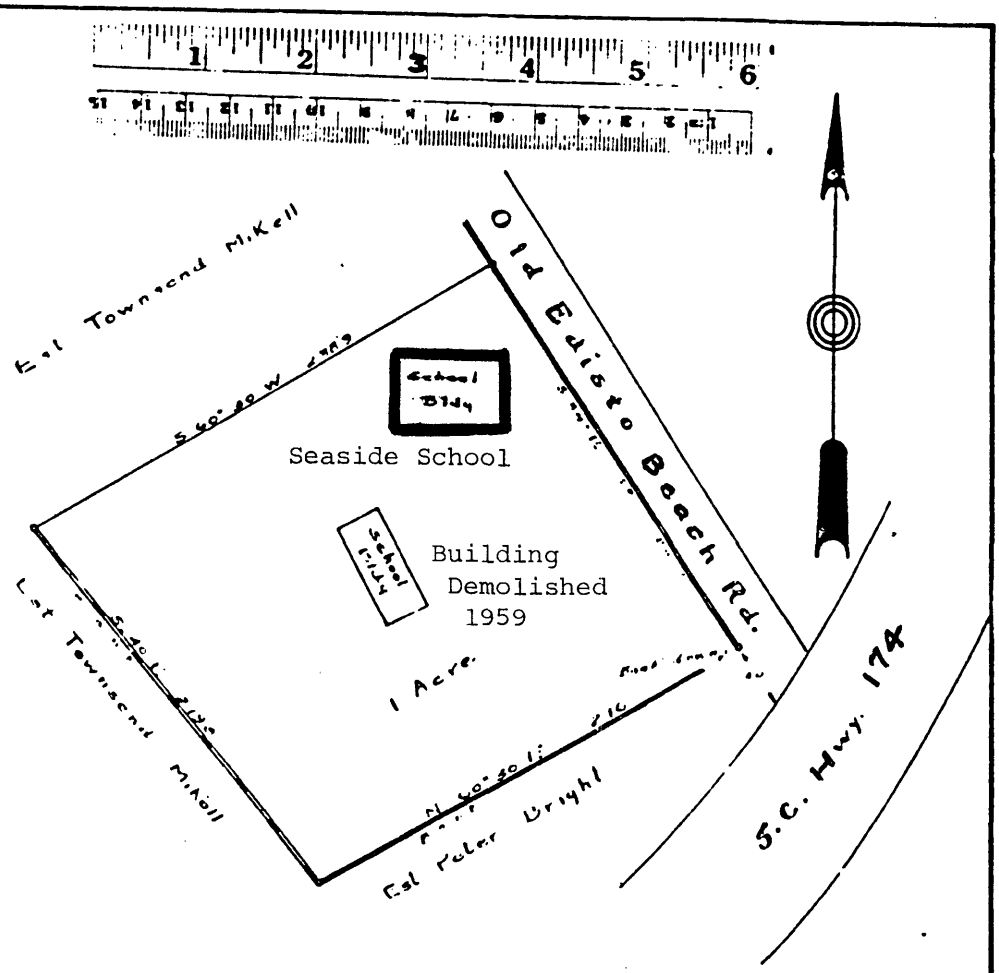
2. East and south (rear) elevations, camera facing northwest.

3. Facade entry, camera facing south.

4. Door detail, view from interior, camera facing north.

5. Interior window detail, rear bay of east elevation, camera facing west.

6. West classroom, general interior view, camera facing south.



PLAT of property Known as Seaside School Situated on Edisto Island Charleston County S Carolina

Surveyed for St Pauls School District No 23 of Charleston County. State of S Carolina

May 1954 by A L. Hen ; Reg C E

Scale 1" = 50'