

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: Mary H. Wright Elementary School
Other Names/Site Number: Southside Learning Center

2. Location

Street & Number 201 Caulder Avenue Not for Publication
City or Town Spartanburg Vicinity
State South Carolina Code SC County Spartanburg Code 083 Zip Code 29306

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.)

Mary W. Edmonds, Deputy SHPO, S.C. Department of Archives and History, Columbia, S.C. Date
Signature of certifying official Date

State or Federal Agency or Tribal government

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

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):

Signature of Keeper Date of Action

Mary H. Wright Elementary School

Spartanburg County, South Carolina

Name of Property

County and State

5. Classification

Ownership of Property (Check as many boxes as apply)

- Private
- Public-local
- Public-State
- Public-Federal

Category of Property (Check only one box)

- Building(s)
- District
- Site
- Structure
- Object

Number of Resources within Property

Contributing	Noncontributing	
<u>1</u>	<u>2</u>	Buildings
<u> </u>	<u> </u>	Sites
<u> </u>	<u> </u>	Structures
<u> </u>	<u> </u>	Objects
<u>1</u>	<u>2</u>	Total

Number of contributing resources previously listed in the National Register 0

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

6. Function or Use

Historic Functions (Enter categories from instructions)

Cat: EDUCATION Sub: School

Current Functions (Enter categories from instructions)

Cat: COMMERCE/TRADE Sub: Business
GOVERNMENT Government Office

7. Description

Architectural Classification (Enter categories from instructions)

International

Materials (Enter categories from instructions)

Foundation Brick and Concrete Block
 Roof Asphalt
 Walls Brick
 Other Glass Block and Aluminum

Narrative Description

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

Mary H. Wright Elementary School

Spartanburg County, South Carolina

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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 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

Architecture

Period of Significance

1950-1960

Significant Dates 1951, 1954

Significant Person

(Complete if Criterion B is marked above)

N/A

Cultural Affiliation N/A

Architect/Builder Hudson, W. Manchester

Chapman, A. Hugh, Jr.

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

9. Major Bibliographical References

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

Previous documentation on file (NPS)

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

Primary Location of Additional Data

- State Historic Preservation Office
 - Other State agency
 - Federal agency
 - Local government
 - University
 - Other
- Name of repository Spartanburg County Housing Authority, Mary H. Wright Elementary School Architectural Drawings (Privately Held)

Mary H. Wright Elementary School

Spartanburg County, South Carolina

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10. Geographical Data

Acreage of Property Approximately 8.87 acres

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

	Zone Easting	Northing	Zone Easting	Northing
1	__	__	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 Eric W. Plaag

Organization _____ Date December 29, 2006

Street & Number 925 Gregg St. Telephone (803) 466-7050

City or Town Columbia State SC Zip Code 29201

Additional Documentation

Submit the following items with the completed form:

Continuation Sheets

- Maps
- A USGS map (7.5 or 15 minute series) indicating the property's location.
 - A sketch map for historic districts and properties having large acreage or numerous resources.

Photographs

- Representative black and white photographs of the property.

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

Property Owner

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

Name Spartanburg Housing Authority Property Company (Contact: Roy Johnson)

Street & Number 201 Caulder Avenue Telephone (864) 598-6010

City or Town Spartanburg State SC Zip Code 29306

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.). A federal agency may not conduct or sponsor, and a person is not required to respond to a collection of information unless it displays a valid OMB control number.

Estimated Burden Statement: Public reporting burden for this form is estimated to average 36 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 National Register of Historic Places, National Park Service, 1849 C St., NW, Washington, DC 20240.

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The Mary H. Wright Elementary School in the city of Spartanburg, South Carolina, is an International style school building originally constructed in 1951 and added onto in 1954, 1960, and 1980. It is located in Southside, an historically African-American neighborhood, on the southeast corner of the intersection of Caulder Avenue and Liberty Street. The building consists of four principal building sections (three of them contributing to the nominated property's significance) and a temporary outbuilding (noncontributing), to the south of which lie terraced recreation grounds and fields. A long grassy strip with scattered trees lies in front of the school, and the grounds to its west are dominated by a short entrance driveway and an asphalt parking lot for the school. A large, detached HVAC system, surrounded by a chain link fence, sits on a concrete slab in the corner created by the south and east faces of the 1951 and 1954 sections, respectively.

The first building section (1951) is a two-story, L-shaped, brick façade building containing the administrative offices for the school, a former nurse's room, a library (later converted to instructional space for the Southside Learning Center), a large cafeteria/community room, the school kitchen, shower rooms (since altered to office space, with most shower fixtures removed, though the tiled shower floors remain), several corridor bathrooms, and numerous classrooms, some of them containing individual toilet cubbies. Its façade consists of 18 bays along its west face and 20 bays along its north face, most of which are delineated visually by the window sections associated with classrooms; the principal variations in these divisions lie at the kitchen and the cafeteria/multi-purpose room in the northwest corner. The lower story of the north and south faces is exposed with the elevation grade for approximately one half of the faces beginning at the east end. A boiler room and storage area are also in this lower story, accessible by a concrete exterior stairwell on the west face near the kitchen and an interior staircase that descends below the old library workroom. The second section (1954) is a one-story rectangular building added to the south end of the first section, containing several classrooms and more corridor bathrooms, and built to resemble the original structure. It is divided into seven uniform bays and flanked to the north by an entrance corridor, which joins the original building at its south entrance. The third section (1960) is a two-story rectangular building added to the east end of the first section; it contains several additional classrooms, and it was also built to resemble the original building. It is divided into six bays of uniform size and flanked by two entrance vestibules, the western one of which connects to the old east entrance of the first section. An eight-foot chain link fence topped with barbed wire stands in front of the west entrance vestibule to the 1960 section. The fourth section (1980) consists of a large, one-story gymnasium with 21-foot ceiling and an octagonal one-story classroom with tiered floor platforms; these additions are joined to one another and the entrance vestibule between sections one and three by a long, enclosed walkway. This fourth building section and a temporary, detached, prefabricated classroom building located to the east of the south end of the 1951 section are noncontributing elements and will not be discussed further.¹

¹ For detailed architectural information, see the following plans, copies of which are in the possession of the property owner and the preparer of this nomination: Hudson & Chapman, Architects, *The Mary H. Wright Elementary School*, 1 May 1950; Hudson & Chapman, Architects, *Supplementary Details: The Mary H. Wright Elementary School*, 15 February 1951; Hudson & Chapman, Architects, *Four Classroom Addition: Mary H. Wright Elementary School*, 1 September 1953; W. Manchester Hudson and A.H. Chapman, Jr., *Eight Classroom Addition: Mary H. Wright Elementary School*, 15 April 1960; Chapman, McMillan & Satterfield, Architects, *Addition to Mary H. Wright Elementary School*, Set 2, 25 June 1980.

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Exterior finishes are relatively uniform among all three of the contributing sections. Beginning at the elevation grade, exterior walls consist of facing brick in a common bond pattern. Bays are designated by the continuation of this facing brick around window treatments, creating a brick column-like effect between window sections. Classroom windows are underscored by a sill of cast stone, and the windows themselves originally consisted of 8" X 8" glass block in the upper two-thirds of the opening (though the glass block in the 1960 section appears to be slightly larger, perhaps 10" X 10"), with triple lights in the bottom third designed to tilt into the classroom, the two sections originally divided by a protruding transite hood (no longer extant), presumably to keep rain out of the classrooms. Between stories, lower level windows are capped by the resumption of common bond facing brick, but at the roof line, windows are capped by a runner of cast stone. Variations to this fenestration pattern include a long but narrow 8" X 8" glass block window on the north face of the east end stairwell in the 1951 section; large window openings over the north and south faces of the entrance between the 1951 and 1960 sections (paired stacks of seven lights); large window openings over the north and south faces of the east entrance to the 1960 section (triple stacks of seven lights, with lights three and four from the top tilting out as a single sash in each vertical stack); a handful of narrow lights (three lights high, one light wide) near certain classroom exterior entrances in the south end of the 1951 section; smaller smoked glass windows in association with lower story shower rooms; and significant deviations in the kitchen and multi-purpose rooms—the kitchen included four windows of four stacked lights each, divided from one another by facing brick, with the bottom light tilting in and the top three lights tilting out (as one sash), while the four large windows in the multi-purpose room (along the north face) are three lights wide by seven lights tall, with each vertical light section consisting of a tilt-in light sash at the bottom and two tilt out sashes of three lights each above. In addition, clerestory windows appear just below the roof line of the cafeteria/multi-purpose room on the south face, and a single chimney stack rises from the center of the kitchen roof. The roof on all three sections (and the front entryway to the 1951 section) is built-up asphalt roofing over concrete slab, with the roof on all three sections inverted (draining toward the ridge line). The eaves are generally between one and one and a half feet in depth.

The main entrance to the school (in the 1951 section) consists of a covered breezeway supported by steel columns with a cast stone façade, a vertical string of 8" X 8" glass block lights above this breezeway, flanking treatments of stacked brick, and a double door. Other entrances in the 1951 section typically feature either a recessed transom of glass block over a double door or a flush single door with glass block transom, including a number of single door classroom entrances that are only approximately six feet in height, having been cut to fit the height of the glass block window treatments above them. Exterior entrances in the 1954 section consist of two double-door entrances (one facing east, the other west) at the junction between the old south entrance to the 1951 section and the section two addition, each with a single light glass transom; a double door entrance with glass block transom at the south end of the 1954 section; and several smaller doorways into classrooms, again of only approximately six feet in height in

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order to fit below the glass block window treatments above. Exterior entrances in the 1960 section consist of three double solid-core doorways (one facing south, two facing north), each with a stacked brick treatment flanking one side, two unequal stacked lights of clear wire glass on the other, and a transom of clear wire glass above.

Alterations to the exterior include the addition and subsequent removal of a refrigeration unit on the west face adjacent to the kitchen; the removal of the second window opening in the set of four kitchen windows on the west face to accommodate the installation of this refrigeration unit (the opening now boarded over); the installation of wall-unit HVAC system vents for each classroom through the facing brick; the removal of the tilt-in sashes in the lower third of classroom windows, as well as the protruding transite hoods, with a composite material used to "plug" the right and left lights and a new fixed, metal frame window installed in the center light; the replacement of various individual glass block lights with glass block lights that do not exactly match the original materials in opacity or color; the removal of several glass block light in classroom windows, usually in the upper right or left corner, to accommodate small aluminum venting panels of various sizes; the replacement at some unknown earlier date of the original paneled doors (glass in the top and middle panels, with a flat panel at the bottom) to the main entrance to the 1951 section, along with a number of other exterior doors, with the new doorways consisting of steel doors featuring a single narrow light on each door at the center of the opening; and the replacement of the original paneled doors in the 1954 section with doors similar to those described as the replacements for the 1951 section.

On the interior, all three sections follow a central corridor design, with classrooms or other designated spaces located to one side or the other of this central hallway. All three building sections feature interior clerestory windows that once tilted into classrooms from the main corridor, though many of these are no longer fully visible because of the drop ceiling installed throughout the school at an unknown date. In those cases where clerestory window frames are visible, it appears that most have been rendered inoperable and painted over, most likely to comply with subsequent fire code regulations. Hallway walls were originally painted concrete block and remain so, with a wainscoting of glazed tile up to 64" in height, though it does appear that the wainscoting in the 1951 section was not original to its construction but added sometime between 1951 and 1954, as this detail does not appear on the original plans for the 1951 section; mention is made, however, in the plans for the 1954 section of bonding the glazed tile wainscoting to the "old work" in the 1951 section. Ceiling treatments in the corridors in the 1960 section were simply painted concrete slab, except in the lower entrance corridor between the 1951 section and the 1960 section, where suspended acoustical board was employed.

Classrooms in the 1951 section typically included bookcases under the exterior windows, a built-in utility sink and cabinets, and a free-standing wardrobe structure (usually with a chalkboard attached to the side facing the majority of the classroom space). Wall treatments were painted cinder block, with ceilings of exposed concrete beam and slab, except in the library and one other classroom, which featured acoustical tile attached to the concrete slabs. Floors in

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these classrooms appear to have originally been concrete slab as well, with asphalt and/or asbestos tile added at a later date (probably before 1954). Classroom doors in all three sections were typically paneled wooden doors, either hollow or solid core, with a window cut out in the topmost panel, and many of these doors survive as original. Classrooms in the 1951 and 1954 sections included built-in toilet cubbies (no sinks in these areas), though no such bathroom facilities were included in classrooms in the 1960 section.

Classrooms in the 1954 and 1960 sections typically consisted of asphalt tile floors, adjustable shelves below the exterior wall windows, and painted concrete block interior walls with chalkboards, tackboards, teacher's cabinets, a built-in utility sink, and/or bookshelves installed against these walls. Most notable, perhaps, are the wardrobe components in the 1954 and 1960 section classrooms, each of which features a pull-down chalkboard (in most cases, still operable although currently fastened into an "up" position). Ceiling treatments were typically acoustical tile attached directly to the concrete slab above.

The interior stairwells in the 1960 section and at the east end of the 1951 section, meanwhile, are comprised of concrete steps rising from the first story to a landing halfway up, then reversing direction to a second landing at the second story. The central double handrails are painted steel with a single handrail attached to the outer wall, and wall treatments in the stairwell are exposed facing brick.

Interior alterations (in addition to those already mentioned) have been numerous but have not interfered with the overall integrity of the nominated property. Drop ceilings and fluorescent lighting were installed throughout most of the school at an unknown date, completing obscuring the clerestory windows in the cafeteria/multi-purpose room as well as the acoustical tiles found in select rooms throughout the school, and drywall walls have been framed in around most of the single-light window openings in the classrooms, leaving most if not all of the glass block in these rooms unexposed to view from the interior. One of the classrooms adjacent to the original administrative office space in the 1951 section was converted to additional office space at an unknown date, so that the space no longer contains its original classroom built-in furnishings or orientation. A handful of other classrooms, mostly in the two additions, have been subdivided into smaller office spaces, though the original room shell has not been altered, except to allow for additional door openings. Acoustical tile was installed on one of the wall surfaces in the cafeteria/multi-purpose room at an unknown date. Most of the original kitchen fixtures have been removed in preparation for the current renovations taking place at the site, and as part of those renovations, some of the toilet cubbies have been expanded to include a sink, and many of the classrooms have been repainted and carpeted. Other bathrooms throughout the school have been modified to comply with ADA requirements on handicap access. In addition, some of the cabinets in classrooms have been removed, particularly those that jutted out from walls and into the traffic flow of the rooms. Original built-in wooden shelving units in the library also appear to have been removed. Finally, prolonged leaking from the deteriorating roof has damaged many wall and ceiling finishes, necessitating replacement of some of these features through ongoing renovations.

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While all of these changes may seem substantial taken as a whole, many of them reflect the ongoing modifications necessary to the school's continued effective use as an educational facility for most of the past 55 years, and taken as a whole, the property's integrity remains remarkably intact given those circumstances. In short, the Mary H. Wright Elementary School remains a fine example of segregation era architecture associated with South Carolina's school equalization program under Governor James F. Byrnes.

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The Mary H. Wright Elementary School in Spartanburg, South Carolina, is significant for its association with the statewide struggle over racial equality in education during the 1950s and as a remarkable local example of how one community attempted to implement the state legislature’s initial response to the legal challenges brought against South Carolina’s segregated educational system. It is thus eligible for consideration under National Register Criterion A. Because the Mary H. Wright Elementary School also was one of the first buildings constructed in the state with funds from the statewide sales tax used to finance the state’s equalization program during this period and was cited in litigation from the period for its importance in relationship to this program, the school is especially significant on both the state and local levels. Not only was the school the locus of a new experiment in educational standards for African-American students, as well as part of an important political and legal debate in the state, but it also served as a vital landmark in the social history of mid-twentieth-century Spartanburg, as members of the community grappled with how to achieve racial equality in their community without turning to racial integration. The school is also significant on the local and state level as an excellent example of International style institutional architecture in upstate South Carolina and as an important design work of W. Manchester Hudson and A. Hugh Chapman, Jr., prominent local architects of the mid-twentieth century.

The Mary H. Wright Elementary School was originally proposed as part of a 1945 post-war planning report completed by the Spartanburg Chamber of Commerce, in which city leaders sought a solution to the problem of the declining quality of several smaller “Negro” schools in the city, especially the deteriorating and cramped Carrier Street School.² The school was named for a local Southside resident and black educator whose efforts on behalf of the local residents had led to the construction of the Carrier Street School in 1908. Construction on the Wright School began early in 1951, and by the summer of 1951, under the direction of Superintendent of Schools J. G. McCracken and local architects W. Manchester Hudson and A. Hugh Chapman, Jr., work on the Mary H. Wright School was nearing completion. Much of the funding for this project came from the new statewide three percent sales tax authorized by the state legislature earlier that year, the revenue from which would be used to pay down the obligations on the school construction bonds. Governor James F. Byrnes had first proposed that tax in January 1951 as part of a statewide school-building program that would attempt to “equalize” education in the state through improved facilities for African Americans, sometimes known as “Byrnes schools,” without resorting to the racial integration programs that the NAACP was pushing for in its landmark federal lawsuit *Briggs v. Elliott* (filed in Clarendon County in 1950 and later joined with the other cases leading to the historic *Brown v. Board of Education of Topeka, Kansas* decision). Investing heavily in such a program, Byrnes reasoned, would silence critics of South Carolina’s “separate but equal” stance and simultaneously eliminate longstanding imbalances in educational quality in the state. Beginning in 1951, Spartanburg County looked forward to receiving \$6,000,000 as its share of the estimated \$31,000,000 in statewide revenue generated by the Byrnes tax that year alone, money that would cover building programs throughout the state for the next twenty years. More than

² Susan Naves, “A City Looks at Itself Again: Many Recommendations for Development in Education Field Here Now Accomplished,” *Spartanburg Journal* 3 July 1951: 10. See also “Dr. Joseph Glenn McCracken, Superintendent, 1950-1982,” in Ella Poats, *Spartanburg County School District Seven: The First Ninety-Eight Years, 1884-1982* (Spartanburg, SC: R.L. Bryan Co., printer, 1982), 80-85.

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\$300,000 of that money was earmarked for the construction of the Wright School.³

But with pressure for results mounting in the wake of the increasingly volatile *Briggs* case, opening the Mary H. Wright Elementary School did not happen as quickly as McCracken and Byrnes might have wished. As Labor Day 1951 approached, construction workers at the Wright site went on strike over a wage dispute, delaying the opening of the school throughout September and into October, thus prompting McCracken to work out an emergency plan for the hundreds of African-American students displaced by the delay. (Fixtures at the Sims Chapel and Delmar Schools had already been removed, and Carrier Street School had already been demolished.)⁴ As the weeks wore on, the county was finally forced to file for an injunction against the strikers to prevent their interference with the completion of the project. The Circuit Court Judge who ruled in the case, Bruce Littlejohn, left no doubt as to the importance of the construction project for the success of the state's equalization program: "In this case it is also important to note...that the school building program of the State of South Carolina is now a matter of great public importance, and particularly that the equalization of the school facilities for whites and Negroes in the state is an issue now involved in the pending litigation affecting the entire public school system of...South Carolina. It is, therefore, a matter of public importance that strikes in connection with the construction of school buildings be not permitted unless they be for a legal purpose."⁵ Work proceeded quickly thereafter, and by October 13, 1951, the Wright School opened and was using twenty-one teachers (all but one of them women) to educate 733 African American students in grades one through six.⁶

After completion of the main block of the Wright School in 1951, two additional wings were added in the ensuing years. The first of these—added to the south end of the original building by Hudson and Chapman in 1954—created additional classroom space on a single story and was most assuredly funded through revenues generated by the Byrnes Tax. The second of these—added to the east end of the original building by Hudson and Chapman in 1960—occurred after the Byrnes Tax had been scrapped, but the revenue first generated in 1951 continued to be used for capital projects for more than fifteen years after the program was dissolved, so it is quite likely that this wing was funded with Byrnes money as well. Furthermore, both additions appear to have been part of the original plan for the school; space was designated for both additions on the original 1951 architectural plans.

³ Revenue and construction cost figures are from Ibid. For a general overview of the Byrnes Tax and *Briggs v. Elliott*, see Rebekah Dobrasko, *Upholding "Separate but Equal": South Carolina's School Equalization Program, 1951-55*, Master's Thesis, University of South Carolina, 2005.

⁴ See "Strike Delays Opening of Wright School," *Spartanburg Journal*, 31 August 1951: 10.

⁵ Glen W. Naves, "Interference with Work at Building Projects Enjoined," *Spartanburg Journal* 17 September 1951: 1, 8.

⁶ On the opening of the Wright School, see "Wright School Building to Be Occupied," *Spartanburg Journal* 12 October 1951: 2. On attendance and teacher figures, see State Department of Education Records, Division of Finance and Operations, Annual Reports of County Supervisors, Spartanburg County, 1952, Box 5, South Carolina Department of Archives and History.

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The subsequent addition in 1980 of a gymnasium and music room (Chapman, McMillan and Satterfield as the designing architectural firm), along with an enclosed walkway joining these rooms to the main block of the school, was not funded by the Byrnes program. This addition and a prefabricated, stand-alone classroom building installed sometime during the 1980s adjacent to the rear of the 1954 addition are noncontributing elements to the nominated property.

The Mary H. Wright Elementary School closed in 2001, when a new school carrying the same name was constructed on the north side of Caulder Avenue, across from the old Wright School. The nominated property was then used as the Southside Learning Center until early 2006, when it was closed to facilitate its purchase by the Spartanburg Housing Authority Property Company for conversion to office space.

While the integrity of the contributing components of the nominated property remains largely and impressively intact, the alterations that have been made to both the exterior and the interior reflect the changing uses for a property that has nevertheless remained a vital social link to the local community since its construction. Most importantly, the Mary H. Wright Elementary School stands as an important reminder of South Carolina's attempts to come to terms with racial equality in education in the midst of the national debate over racial segregation.

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Dobrasko, Rebekah. *Upholding "Separate but Equal": South Carolina's School Equalization Program, 1951-55*. Master's Thesis. University of South Carolina, 2005.

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Hudson & Chapman, Architects. *The Mary H. Wright Elementary School*. Architectural plans. 1 May 1950.

---. *Supplementary Details: The Mary H. Wright Elementary School*. Architectural Plans. 15 February 1951.

---. *Four Classroom Addition: Mary H. Wright Elementary School*. Architectural Plans. 1 September 1953.

Poats, Ella. *Spartanburg County School District Seven: The First Ninety-Eight Years, 1884-1982*. Spartanburg, SC: R.L. Bryan Co., printer, 1982.

Spartanburg Journal, July-October 1951.

State Department of Education Records. Division of Finance and Operations. Annual Reports of County Supervisors. Spartanburg County. 1952. Box 5. South Carolina Department of Archives and History.

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Verbal Boundary Description

The boundary of Mary H. Wright Elementary School (and associated grounds) is comprised of the parcels labeled 7-16-07, 8, 4419 and 7-16-07, 7, 1670 on the attached Spartanburg County Tax Map 7-16-07-007.00. It is bounded to the north by Caulder Ave., to the west by Liberty Street, to the south by a private drive and wooded area, and to the east by a wooded area.

Boundary Justification

The nominated property is restricted to the historic school and its immediate setting.

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

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Mary H. Wright Elementary School
Name of Property
Spartanburg County, South Carolina
County and State

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Name of Property: Mary H. Wright Elementary School
201 Caulder Avenue
Spartanburg, Spartanburg County, S.C.

Photographer: Eric W. Plaag
Date of Photos: December 18, 2006

Location of Original
Digital Images: South Carolina State Historic Preservation Office

[The above information applies to all photographs associated with this nomination.]

<u>Photo #</u>	<u>Description</u>
1	Wright School Looking Southeast from Southeast Corner of Caulder Avenue and Liberty Street, 1960 and 1951 Sections
2	Wright School Looking Southeast from Southeast Corner of Caulder Avenue and Liberty Street, 1951 and 1954 Sections
3	West Face (Looking Southeast), 1951 and 1954 Sections
4	North Face, 1951 Section
5	North Face, 1960 Section
6	Main Entrance, North Face, 1951 Section
7	Exterior Fenestration, West Face, 1951 Section
8	East Entrance, 1960 Section
9	Exterior View of Multipurpose Room and Kitchen, North Face, 1951 Section
10	North Face (Looking Southeast), 1960 and 1951 Sections
11	North Entrance Between 1960 and 1951 Sections
12	West Entrance Between 1951 and 1954 Sections
13	West Entrance, 1951 Section
14	West Face with Roof Detail, 1954 Section
15	Glass Block Window, Stairwell at East End of 1951 Section
16	Interior of Main Entrance Vestibule, Looking South, 1951 Section
17	MultiPurpose Room, Looking West and North, 1951 Section
18	Noncontributing Covered Walkway and Music Room, 1980 Section
19	Noncontributing Gymnasium Building, 1980 Section
20	Window Bays on North Face of MultiPurpose Room, 1951 Section
21	South Face of 1951 Section, and Enclosed Walkway, 1980 Section