

National Register of Historic Places Evaluation for
Dora Jones Elementary School

Chester County, South Carolina



New South Associates

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Contract or other Numbers

Report submitted to:

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ABSTRACT

The Catawba Regional Council of Governments proposes to renovate the Chester County Department of Social Services/Department of Health and Human Services (DSS/DHHS) building for ADA compliance and improved energy efficiency. The proposed undertaking entails refurbishment of the interior and small portions of the exterior of the building using a Housing and Urban Development (HUD) Community Development Block Grant (CDBG). The Chester County DSS/DHHS building is the former Dora Jones Elementary School, a circa 1959 addition to a now-demolished circa 1900 school. The extant circa 1959 section qualifies the building as an equalization school, thus requiring consideration for listing in the National Register of Historic Places (NRHP) under an NRHP Multiple Property Submission for equalization schools in South Carolina (Dobrasko 2008).

In March 2019, the Dennis Corporation requested that New South Associates, Inc. (New South) assess the NRHP eligibility of the Dora Jones Elementary School as a contributing resource to the NRHP Multiple Property Listing “Equalization Schools in South Carolina, 1951-1960” (Dobrasko 2008).

As a result of this study, for the purposes of compliance with Section 106 of the National Historic Preservation Act (NHPA), as amended, New South recommends the Dora Jones Elementary School not eligible for the NRHP.

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I. PROJECT DESCRIPTION AND METHODOLOGY

The Chester County Department of Social Services/Department of Health and Human Services (DSS/DHHS) is proposing to renovate their building at 115 Reedy Street. The proposed undertaking entails refurbishment of the interior and small portions of the exterior of the building using Housing and Urban Development (HUD) Community Development Block Grant (CDBG) funds. The building was formerly the Dora Jones School, a circa 1959 equalization school. The current building was constructed as an addition to a now-demolished circa 1900 two-story brick school building.

In March 2019, the Dennis Corporation requested that New South Associates, Inc. (New South) assess the National Register of Historic Places (NRHP) eligibility of the Dora Jones School. A number of similar schools have been assessed and determined eligible in Chester County and throughout South Carolina, resulting in an NRHP Multiple Property Submission (MPS) along with an accompanying historic context (Dobrasko 2008). These documents provided guidance for the evaluation of the Dora Jones School and a clear path for assessing and determining the eligibility of the resource.

New South architectural historian Katie Dykens Quinn visited the Dora Jones School on April 11, 2019. The property was visually inspected, and both the interior and exterior were documented through written notes and digital photographs (Figures 1 and 2). It was recorded and assessed in accordance with the *Survey Manual: South Carolina Statewide Survey of Historic Places* and a South Carolina Statewide Survey of Historic Properties Survey Form was prepared for the resource. Site visits were also made by Quinn to other equalization schools including two in Chester County that had been determined eligible for the NRHP, two in Chester County that were unevaluated, one in Fairfield County that was unevaluated, and one in Dorchester County that had been determined not eligible.

The historical development, architecture, and cultural significance of the Dora Jones School was assessed and evaluated within the context of the equalization school movement according to the established NRHP criteria. The results of this intensive-level investigation and NRHP evaluation are presented in the following chapters of this report. This report complies with the basic requirements of Section 106 of the National Historic Preservation Act (NHPA) of 1966, as amended.

Figure 1.
Location and Parcel Boundary of the Dora Jones School



Source: ESRI Resource Data

Figure 2.
Dora Jones School, Southwest Oblique Photo



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II. HISTORY AND ARCHITECTURAL CONTEXT

Equalization schools were constructed in South Carolina between 1951 and 1960. They were the result of an “Educational Revolution,” an uncharacteristic financial and political investment in public educational infrastructure in South Carolina. There were multiple motivations that led to the construction boom, including the realization that the South Carolina education system as a whole was sub-par and needed a strong push to come in line with other states. However, by far the largest factor in constructing the equalization schools was the growing civil rights movement and nascent legal challenges to segregated education. As *Brown v. Board of Education* and similar cases were being argued in the courts, the state of South Carolina embarked on a mission to revamp their educational infrastructure into something that was modern and which provided adequate educational facilities for African-American students. They hoped that a major push to build a number of modern schools would allow them to prove that there was parity in the system for white and African-American children, thus forestalling integration. While the ploy ultimately did not work, hundreds of schools were constructed with funds collected via a statewide sales tax. Many of these schools remain today and serve as built reminders of the realities of segregation and South Carolina’s fraught racial past (Dobrasko 2008).

South Carolina had a long history of segregation in all aspects of public life as well as a school system which prioritized the education of white students to the point that schools for African Americans were almost an afterthought. In many instances, black South Carolinians had to take the initiative and provide educational resources for their own children, from establishing schools through existing institutions such as churches to building school buildings themselves (Edgar 1998).

In Chester County, the NRHP-listed Brainerd Institute was established circa 1868 by the Board of Missions of the Presbyterian Church, but ceased operations in 1940 (Figure 3) (Wylie and Wells 1982). The Rosenwald Initiative in the early twentieth century sought to address this disparity through the construction of schools throughout the Southeast for African-American students. The Rosenwald Fund provided some money for the construction of the schools but community buy-in was essential. They were constructed using matching funds from the communities they served. Rosenwald Schools in Chester County included the Blackstock School, the Chester County Training School, and the Fishing Creek School (Weathers 2008a).

Figure 3.
Kumler Hall, Brainerd Institute, circa 1983



While the Rosenwald Schools provided some measure of educational infrastructure for African-American children in South Carolina, the gap in education between white and African-American South Carolinians remained overwhelmingly apparent. White children were typically educated in a traditional setting while the African-American children of a community often shared a single room between the grades and rarely proceeded beyond the elementary grades (Weathers 2008b). This system of education went largely unchallenged until the 1940s. In 1941, a legislative committee was convened to examine the state of South Carolina schools at the behest of Governor Burnet Maybank. The results were grim, particularly with respect to disparities between African-American and white schools: 19 counties lacked schools for African-American students altogether. A statewide survey conducted in 1947 reinforced these findings, although little was done to alleviate the issues during this time (Dobrasko 2008).

Once World War II came to a close and G.I.'s returned home, people in South Carolina and across the United States began to increasingly scrutinize issues surrounding race, especially segregation. In the mid-1940s there was a groundswell for racial equality within the Democratic Party and the focus of those concerned with social justice shifted increasingly towards race. By 1948 the scrutiny began to focus in part on the educational system, where clear and measurable disparities between the infrastructure for white and African-American students called into question the practicability of a "separate but equal" system, as established by the 1896 Supreme Court decision *Plessy v. Ferguson*.

In South Carolina, a direct challenge to the legality of "separate but equal" was mounted in Clarendon County in 1949, when a group of parents from Scott's Branch School met with members of the NAACP and filed suit against the Summerton School District. The African-American students of Scott's Branch School had never been provided a bus to attend school, while the Summerton School District provided 30 buses for the white students. When parents addressed this inequality by pooling their funds and purchasing a bus on their own, the school district declined to pay for its upkeep. This case, *Briggs v. Elliott*, was to be the first in a series of legal cases challenging segregation in education in the southern United States (Edgar 1998).

In 1951 *Briggs v. Elliott* was heard in federal court in Charleston. The case was extremely concerning for South Carolina: there was no way the state could prove the resources of the Summerton School District had been distributed with parity. As the case was being heard, Governor James F. Byrnes cut the prosecution's case at the knees by admitting to the inequality and promising a huge investment in educational infrastructure that he termed an "Educational Revolution" (Edgar 1998, 523).

The \$124 million in funds was to be collected via a sales tax over the next five years and was meant for both African-American and white schools, although two-thirds of the funds were destined for African-American schools. The state won the case in Charleston, although eventually it was combined with a number of similar cases and was heard by the Supreme Court as *Brown v. Board of Education* in 1954 (Dobrasko 2008).

The “Educational Revolution” or equalization program was a multi-pronged approach at modernizing the South Carolina school system. Along with the streamlining and consolidation of its numerous small school districts, infrastructure was improved including the construction of hundreds of new schools (Edgar 1998). In keeping with the modern ethos of the project, the schools were designed in concert with educational consultants that provided design suggestions based on up-to-the-minute educational theory. As a result, the equalization schools were of Modernist design, with distinctive features that render them uniquely recognizable today. Often designed by prominent local architects, the schools were typically one story tall with a low-slung design, brick veneer cladding, and banks of windows allowing natural light into classrooms. Roofs were typically low-sloped, built-up roofs with overhanging eaves and architectural details such as glass blocks were prevalent. The design was meant to be practical and conducive to learning: one-story buildings were of a modest scale that children could understand and were easily added to, while lots of natural light and flexibility in classroom arrangement were seen as beneficial to the education of the modern child (Dobrasko 2008).

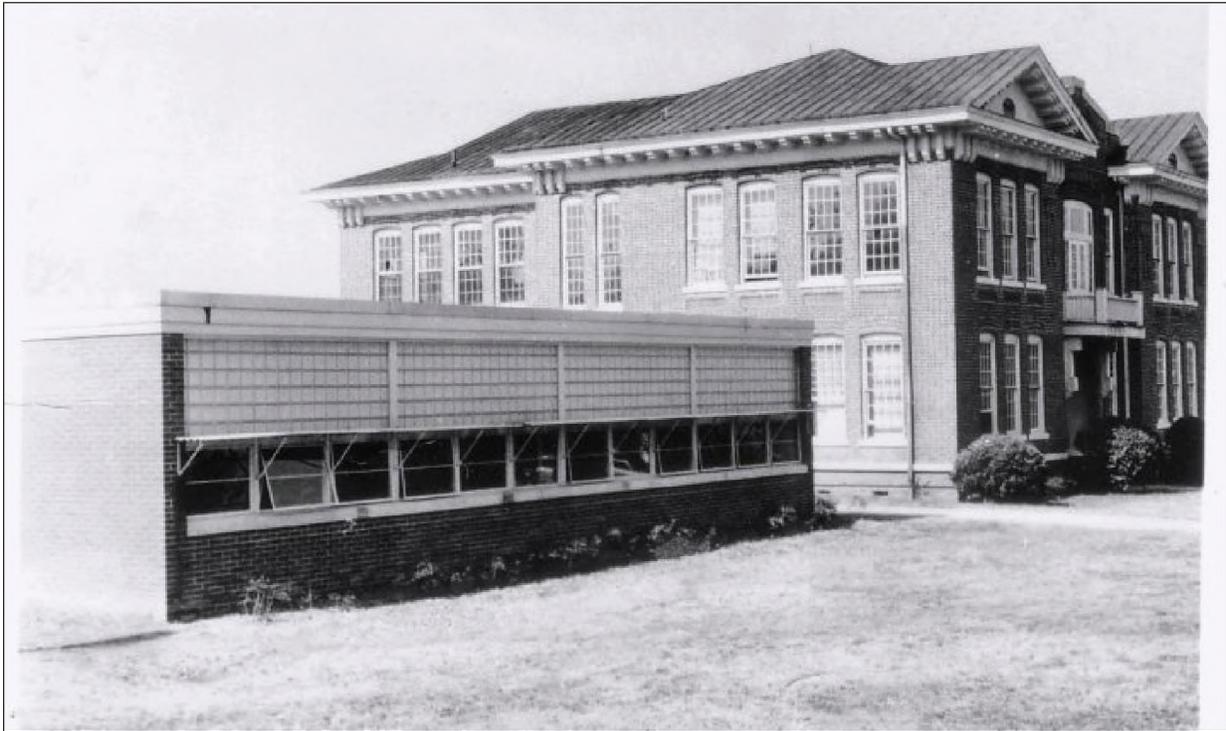
In the late 1930s and early 1940s a Works Progress Administration program resulted in the construction of six new schools in Chester County along with further investment in bettering existing schools (Nunnery 1940). Perhaps due in part to this investment, there seems to have been a tendency in Chester County to make additions to extant buildings rather than construct new ones, particularly for white students. An examination of local newspaper archives and state school directories confirms that at least 13 schools were either constructed or added onto as a result of the program (Staff Writer 1954; South Carolina State Department of Education 1958). Notable newly constructed schools included Finley High and Junior High School, the Elizabeth Heights Elementary and High School, and additions to Chester High School. Chester County was a prime target for the program. Prior to the state sales tax-funded school equalization program, school funding had been obtained on a per-county basis, which meant that a county such as Chester, with relatively little income and a rural population, could do little to procure adequate funds for its students. However, the funds from the equalization program were allocated differently and went to those areas most in need rather than the counties from which the funds were collected. As such, poor rural counties such as Chester often ended up with more investment per capita than relatively wealthy, dense counties such as Richland (Jones and Green 2007).

In addition to financial woes, Chester County schools were plagued by another problem common in rural South Carolina counties: a lack of competent educators, and an overabundance of small, disorganized school districts. These two issues interacted synergistically, as small districts meant that one teacher was often responsible for the education of multiple grades at once. Also, a small, underfunded school district was unlikely to attract professionally trained teaching staff. Chester County is relatively rural and has a population that has hovered around 30,000 people since the 1900s (Forstall 1995). Despite this, Chester entered into the equalization program with 28 school districts. Within the 28 districts were 26 white and 55 African-American elementary schools (Nunnery 1940). Many of these were one-teacher schools where all grades were served in the same classroom at the same time. The goal for Chester County was to establish four school attendance areas centered on its high schools and to consolidate to the extent that each teacher was responsible for one grade only (Jones and Green 2007; Staff Writer 1949).

The circa 1959 addition to the Dora Jones School was part of this large expenditure. While the architect for the building remains unknown, the builder who received the contract was C.Y. Thomason of Greenwood, who made the low bid of \$72,830 for the project (Staff Writer 1959). The circa 1959 construction date makes it a late example of an equalization school. This is quite common for white schools such as the Dora Jones School. After much-needed schools for black children were completed, counties often turned their focus back to improving conditions for white students. The building has many design elements that are typical for an equalization school and some that seem to be particularly prevalent in Chester County and the surrounding area. It is low-slung and flat-roofed with flat-roofed porches and sheltered walkways. It was constructed with a combination of pragmatism and Modernism in mind, including the use of brick veneer and large banks of windows to allow natural lighting on the interior. The slightly irregular shape indicates a focus of function over form. The inset doorways are commonly seen in equalization schools throughout South Carolina. The bank of steel frame windows with glass block windows above appears to be a repeated design element throughout Chester County. These same windows can be found in the Finley School, Chester High School (now the Chester County YMCA), the College Street School, the Elizabeth Heights Elementary and High School in Great Falls, and an unnamed school (Resource 0069) in nearby Fairfield County.

The addition was modern and spacious, with cutting-edge design. It made a stark contrast to the Classically-ornamented circa 1900 two-story Colonial Revival building it was appended onto (Figure 4). The circa 1900 original Dora Jones School was roughly rectangular in shape with a complex cross-gabled roof and stone detailing on a brick exterior. The front elevation faced Reedy Street and was symmetrical. Two front-gabled sections topped with closed pediments stood to the north and south and were slightly proud of the main line of the elevation.

Figure 4.
Historic Images of Dora Jones School



A. Circa 1965 Photograph Showing Both New and Old Sections of the School



B. 1922 Postcard Depicting Circa 1900 Dora Jones School

The central section of the front elevation was crowned with a curved and notched parapet and housed the main entrance on the first floor, which was inset beneath a brick archway. A small, flat balcony served the dual purpose of further sheltering and emphasizing the front entrance while also providing access to a set of French doors on the second story. .

The building's formal character was emphasized by its heavy Classical cornices with decorative modillions and a bold stone water table. The windows were oversized, multipane, wood frame double-hung sashes with arched brick surrounds and stone sills. The side entrance on the south elevation was inset and mirrored the pattern of the windows and front entrance with a round blind arch above the doorway.

It was, overall, a solid and imposing building, constructed as an elementary school for white children roughly contemporaneously with other schools of similar design for white children in Chester, including the old Chester High School and the original Foote Street School. The construction of these relatively high-style two stories schools was a major undertaking, and the residents of Chester were quite proud of them, commemorating them with postcards. The original Dora Jones School was something of a community landmark and was placed on the parade route through town. By 1959 however it was thought of as past its prime and in need of updating. The use of the second story of the building was abandoned altogether when the new addition was constructed (Staff Writer 1958).

Construction of the Dora Jones School addition was initiated in 1959, almost ten years after the equalization program was instated and a full five years after *Brown v. Board of Education* was settled by the Supreme Court. The doctrine of "separate but equal" was denounced by the court as an impossibility. Even in a case where measurable assets had been meted out with parity, intangible considerations such as a "sense of inferiority" that came from being excluded prevented African-American students from procuring an equal education (Warren 1954). In 1955 the court urged schools to integrate with "all deliberate speed" but left states in charge of the process of desegregation. In South Carolina, this meant that schools did not integrate for a number of years; the continuing construction of projects such as the Dora Jones addition only serves to highlight how entrenched segregation was in South Carolina schools. The process was a painful one with many facets. For example, in 1970 the African-American Finley High School and white Chester High School were merged. A series of violent confrontations occurred between the students as they struggled to agree on school colors for the newly integrated Chester High. When school reopened the next day, it was with a complement of 40 armed state and local law enforcement on the campus (Staff Writer 1970). While many schools in rural South Carolina were officially desegregated in 1965, Chester County schools did not desegregate until 1970. They did so under threat of federal funding loss if they did not comply (Associated Press 1970).

Aerial photographs and historic maps indicate that the Dora Jones School was in use as a school until the early 1970s. According to Bill Marion, a local historian and Dora Jones School attendee, the City of Chester merged the Dora Jones School with the Gayle School in 1974 after the Gayle School was destroyed by arson. The larger population was moved down the street to the old Chester High School, while the high school was moved to a significantly expanded campus to the South where the Vocational School used to be. The circa 1900 building was demolished in 1975 when Chester County obtained the now-vacant school and renovated it for use as offices for the Department of Social Services (United States Department of the Interior, Geological Survey 1969; personal communication, Bill Marion, 2019). In order to prepare the building for its new task, the county added a massive wing onto the rear and north elevations of the circa 1959 section. The removal of the circa 1900 building and large addition altered the flow of traffic to and through the building, and the main entrance was shifted from the front of the building to the north elevation.

The 1975 section, designed by Williams and Associates and built by the Frank H. Conner Company, extended both the rear and north elevations and more than doubled the space of the building. It also resulted in the complete redesign of the interior of the building to accommodate its new role. Relatively little has changed on the exterior of the building since then and the interior has become somewhat outdated, with issues ranging from ADA compliance concerns to overall quality of life issues such as sound privacy and lack of insulation. Chester County seeks to renovate the building to improve some of these issues.

Equalization schools are an architecturally distinctive group. Certain details render a building instantly recognizable as an equalization school. These include the characteristic horizontality of a one-story Modernist building with a flat, overhanging roof, large banks of multi-pane windows illuminating interior spaces, brick veneer siding, and flat-roofed porches and walkways. Often the buildings take on a T, U, or irregular “alphabet” plan shaped initially by the desire for a sheltered courtyard and later by necessity as wings are added onto the original building. Some of these characteristics are due to the use of Modernist design for the buildings, such as the focus on rectilinear forms and flat-roofed horizontality, function over form with respect to the placement of side entrances and windows, and the use of typically Modernist materials, such as concrete block, exposed metal structural supports, and metal-framed windows or glass blocks. Some are more unique to the schools themselves, such as the consistent use of low-maintenance brick veneer, regular pattern of large banks of windows illuminating each classroom, and frequent one-story “alphabet” design, allowing for the easy addition of more space as it became necessary. Some details are common but not universal, such as inset entrances with rusticated stone veneer surrounds (Dobrasko 2008).

The architectural vocabulary of equalization schools became better understood through the publication of an NRHP Multiple Property Submission and accompanying historic context. This document provided clear examples of typical equalization school architectural design as well as common ways in which the schools have been modified and a rubric for the assessment of a school's eligibility for inclusion in the register (Dobrasko 2008).

At least 13 equalization schools were either newly constructed or added onto in Chester County. Of these, at least five remain extant and two have been determined eligible for the NRHP (Catawba Regional Council of Governments 2011; Dobrasko et al. 2008). These two resources are Finley High School in Chester and Elizabeth Heights Elementary and High School (Resource 0289) in Great Falls.

The circa 1955 Finley High School is located at 112 Caldwell Street in the East Chester neighborhood of Chester. It was constructed as the main African-American high school in the city of Chester and is located near the historic Brainerd Institute, the first school for African-American pupils in Chester County. Finley High School is vacant, although it has been used as a community center. This building has both one- and two-story sections and is clad in brick veneer with a low-slope, built-up roof over the one-story section and low-pitched, gable roof over the two-story gymnasium (Figure 5). The building has a complex, alphabet floorplan and overhanging boxed eaves with aluminum cornices. It is sited on a hill and has an above-ground basement level under portions of the building. It has distinctive, large banks of the original steel-frame windows surmounted by bands of glass block. Virtually all of the original windows are retained, although many are concealed by plywood. Entrances are inset and the front door is accessed via a flat-roofed porch/walkway with metal supports. The building is in good condition and retains integrity of location, design, setting, materials, workmanship, feeling, and association, despite no longer being in use as a school.

The circa 1952 Elizabeth Heights Elementary and High School (Resource 0289) is located at 850 Chester Avenue in Great Falls. It was constructed as the only African-American school in Great Falls. While it is currently vacant, it was in use as the Great Falls Middle School within the past five years. The building has both one- and two-story sections with a flat roof over the single-story portions and a curved roof over the two-story gymnasium. It has the irregular, "alphabet" plan that is characteristic of many equalization schools (Figure 6). Like the Dora Jones School, the Elizabeth Heights Elementary and High School has a horizontal aspect and its long, rectilinear elevations are punctuated by bands of metal framed windows with glass blocks above them. Some windows have been altered with vinyl siding infill. There are deep overhanging boxed eaves. The building is in good condition and retains integrity of location, setting, workmanship, feeling and association. Integrity of design and materials are both somewhat impacted by minor alterations to small portions of the windows.

Figure 5.
Finley High School

A. Rear oblique, Facing Northwest



B. Front Oblique, Facing Southeast



C. Entrance Detail with Windows,
Facing South



Figure 6.
Elizabeth Heights Elementary and High School

A. Front Elevation, Facing Northwest



B. Historic Entrance, Facing Northwest



C. Current Entrance Detail, Facing Southwest



To provide a more complete picture of equalization schools in relation to NRHP eligibility, an example of one that has been recently determined not eligible for the NRHP by the South Carolina SHPO should be included. While there are no such resources available in Chester County, Alston High School (Dorchester County Resource 1267), located at 500 Bryan Street in Summerville, South Carolina, was determined not eligible by SHPO in 2016 and the decision reaffirmed in 2017 (Ciomek et al. 2017). The building is one story tall and clad in brick, veneer siding, with a U-shaped historic core that has been modified to an irregular, “alphabet” plan (Figure 7). It features inset entrances with stone veneer surrounds, double metal and glass doors, and a flat roof with deep overhanging eaves. The fenestration originally consisted of paired 5-pane metal frame windows, but has since been modified with blind panels replacing the central three sashes.

It is clear from an examination of other, comparable equalization schools in Chester County and beyond that the Dora Jones School possesses a number of typical character-defining features and is a good example of the type. General elements, including its Modernist feel and overall massing, are consistent with other equalization schools. Certain design details are consistent as well, including exterior brick veneer and banks of multi-pane, metal-frame windows. The building’s flat roof with heavy, simple trim at the roofline and flat-roofed walkways further express the distinctive type.

Major additions and alterations were made in 1990 and 2000, resulting in a new central entrance and the loss of most character-defining features, including general massing and the long banks of windows that were emblematic of an equalization school. The negative impact of these changes on integrity of design, materials, workmanship, and feeling renders the building not eligible for inclusion in the NRHP.

Figure 7.
Alston High School



A. Historic Core, Facing Southwest



B. East Elevation

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III. NATIONAL REGISTER EVALUATION OF THE DORA JONES SCHOOL

Resource Name	Dora Jones School
SC SHPO Survey Site Number	0305
Location	115 Reedy Street, Chester, SC (Chester County)
Parcel ID	201-09-12-013-000
Dates of Construction	Circa 1959; 1975
Recommendation	Not Eligible for NRHP

DESCRIPTION

SETTING

The Dora Jones School is located in the southeast corner of a roughly 3-acre plot on the west side of Cheater, South Carolina (Figure 8). The surrounding area is residential with primarily historic single-family houses dating from the 1880s through the 1960s (Figure 9A). The grounds are largely grass lawn with a large parking lot to the north of the school (see Figure 9B). A historic brick sign is located to the east of the building (see Figure 9C).

Aerial photographs indicate a variety of changes to lot size and configuration as well as the school itself, due largely to the alterations that the building has undergone both in shape and purpose. Circa 1959 the lot size was expanded to the southeast to make room for the planned new addition (Associated Press 1959). For approximately a decade the Dora Jones School continued to operate as an elementary school using both the original building and the attached addition. Figure 10A shows an aerial photograph dating from 1968 with both portions of the school extant and surrounded by grass and dirt lawns and playground. Then, in the early 1970s, the original school building was demolished and a large parking lot was constructed in its original location. A 1979 aerial photograph (see Figure 10B) shows a parking lot where the original 1900 portion of the building used to be, as well as the 1975 addition. A grass lawn remains to the front of the building and in the space between the rear wings of the 1975 addition as well as to the west of the main parking lot. Today the setting remains largely as it was in 1979, with the lot largely occupied by parking lots and grass lawn.

Figure 8.
Site Plan



Source: Google Earth

Figure 9.
Contextual Photographs of the Setting

A. Contextual, Facing Northwest



B. Contextual, Facing Southwest



C. Sign, Facing North

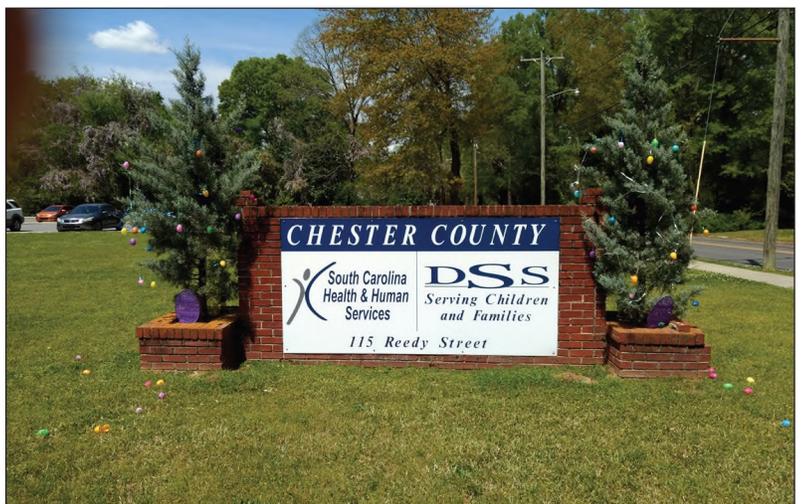


Figure 10.
Historic Aerial Photographs of the Setting



A. 1968 Aerial Photograph



B. 1979 Aerial Photograph

BUILDING DESCRIPTION

The Dora Jones School is a circa 1959 one-story Modernist school building located at 115 Reedy Street. It was constructed as an addition to a now-demolished circa 1900 two-story brick building. It is one story tall and is of concrete block construction with red brick veneer on the exterior and a concrete slab foundation (Figure 11). The roof is built up and has both flat and low-pitched gabled sections. The circa 1959 historic core is roughly T-shaped in plan, with the rectangular bulk of the building at the corner of Reedy Street and Epworth Street. An entry vestibule is located on the northern elevation where it originally had an entrance facing Reedy Street. Today the building is accessed via a covered double glass door entry on the northern elevation behind the original entry vestibule. While the historic core appears largely regular, small asymmetries emerge when it is examined closely. The wall on the southern elevation is irregular to allow for the original boiler/electrical room and bathrooms. Additionally, the rear portion of the circa 1959 historic core is slightly taller than the front, built to accommodate a large cafeteria/auditorium with a raised floor. Figure 12 shows a current aerial photograph of the building, including the historic core, which contained classrooms and the principal's office beneath the flat roof and the auditorium beneath the gabled roof. The irregular, H-shaped 1975 addition is visible to the west with a white, flat roof.

The front elevation of the school faces east towards Reedy Street. The overall feel of the front elevation is one of horizontal regularity. It is characterized by a series of orderly, rectilinear shapes, including the large mass of the original classroom wing to the south and the inset, blocky entrance vestibule to the north (see Figure 11). The pattern of horizontally-driven rectilinear forms is mirrored by the band of windows on the main classroom wing of the front elevation. A series of four paired steel awning windows is surmounted by four groupings of glass blocks which extend all the way to the roofline. A pale concrete sill runs the full length of the band and stands in contrast to the red brick veneer exterior. This band of windows is a distinctive feature and is the only section of circa 1959 windows that remain throughout the building. The original entrance was located on the east elevation of the entry vestibule. The doors have been replaced with fixed modern windows but it retains its original brick side walls and flat roof which shelter the fenestration. In the rear, the 1975 addition is visible on the North side behind the original building, but it is sympathetic in style. A heavy three-part wood fascia surrounds the building at the roofline and emphasizes its orderly horizontality.

Today the building is accessed near the front of the north elevation via a set of paired modern steel and glass safety doors surrounded by a simple transom with wide modern sidelights that extend fully to the ground. While the windows are modern the blind transom at the top appears to be historic and houses asbestos panels (Figure 13).

Figure 11.
Dora Jones School



A. Front Elevation, Facing Northwest



B. Front Elevation, Facing Southwest

Figure 12.
Dora Jones School Aerial Photograph



Source: ESRI Resouce Data

Figure 13.
Current and Historic Entrances

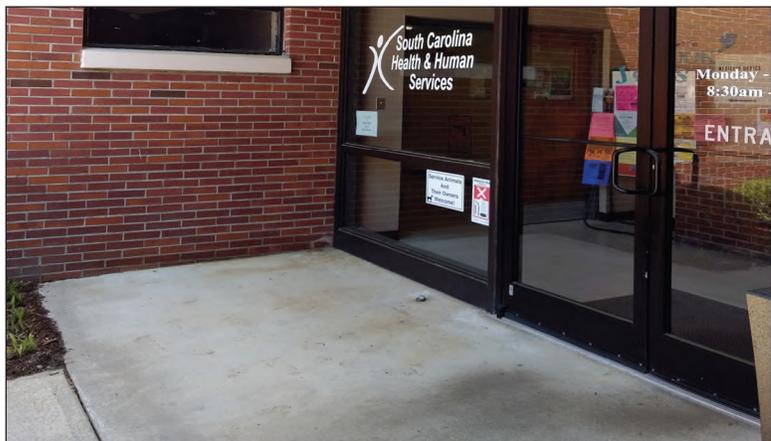
A. Current Entrance, Facing West



B. Historic Entrance, Facing Northwest



C. Current Entrance Detail, Facing Southwest



This set of doors became the main entrance in 1975 when a major addition was made to the building, and the engaged porch that shelters the entrance dates to this period. The building was historically accessed via a set of double doors on the east elevation. This entrance was accessed via a straight paved walkway, which is visible in a 1968 aerial photograph. The original entrance was replaced with large, fixed windows and bathrooms were installed in the entry vestibule, likely in 1975 when the large addition was made to the building. Historically the building may also have been accessed via the original circa 1900 two-story school building. While architectural drawings could not be located to confirm the connection between the two buildings, personal correspondence with former students who attended the Dora Jones School indicates that the two buildings were connected. An aerial photograph from 1968 shows no visible space between the north wall of the entry vestibule and the south wall of the circa 1900 building, suggesting a possible connection here, with the entry vestibule serving as hyphen (see Figure 10A). The remainder of the north elevation is dominated by the 1975 addition, which extends far to the north to create a deeply inset walkway leading to the modern entrance (Figure 14A). While this portion was likely originally fenestrated with an uninterrupted band of windows, current fenestration consists of three-pane aluminum windows alternating with stucco panels. A concrete sill mimics that found on the historic core, but the windows are set in the center of the wall rather than high at the roofline.

The rear (west) elevation of the building consists of the two long wings and central portion of the 1975 addition (see Figure 14B). This section forms a rough U shape which houses an interior grass courtyard. Two inset metal safety doors are located at the end of each wing and fenestration along the interior elevations of the wings mimics that found on the north elevation of the addition, with half of the windows replaced by stucco panels. Fenestration on the inset wall of the U appears to be original to the 1975 addition, and consists of a continuous band of the aluminum three-pane windows with no alternating stucco panels.

The southern side elevation of the building is slightly irregular. The rear portion is dominated by the 1975 addition, which extends roughly halfway up the building. This section is fenestrated with a band of alternating windows and stucco panels as is seen throughout much of the 1975 addition (Figure 15A). There are two rectangular bump-outs on the south elevation of the circa 1959 section of the building, an electrical/boiler room and a bathroom vestibule. The 1975 addition is separated from the historic electrical/boiler room by an inset doorway which leads to a metal safety door. An interior brick chimney originally vented the historic boiler room, but is defunct today. The only window on the circa 1959 section of the south elevation is located on the bathroom vestibule, and appears to date from the 1975 alterations (see Figure 15B). To the east of the bathroom bump-out lies a metal safety door with a series of flat, covered walkways leading towards the parking lot. While the door itself along with the posts and flat roofs of the walkways are modern, the side entrance is original to the circa 1959 building. A similarly placed series of walkways are visible on historic aerial photographs.

Figure 14.
1975 Addition



A. North Elevation, Facing Southeast



B. West Elevation, Facing Southeast

Figure 15.
South Elevation



A. Addition, Facing North



B. South Elevation, Facing Northeast

Much of the interior organization and finishes were altered in 1975, when the building was repurposed for use as a Department of Social Services building rather than a school (Figure 16). Many of the current finishes date from 1975, although portions of the interiors appear more modern. The building is currently divided roughly in half and upon entering through the double doors on the north elevation, one encounters a low brick planter and plaque describing the 1975 project. The DHS office is located to the east while the DHHS office is located to the west, both through sets of swinging wooden doors. The ceilings are dropped acoustical tile with intermittent square recessed lighting fixtures. Floors are a combination of linoleum tiles and modern wall-to-wall carpeting. Some elements of the original building remain despite renovations: the original auditorium had a higher concrete slab foundation than the rest of the building, and one must still step up to enter what is now a conference room. The classroom block and principal's office at the eastern end of the building has been replaced with open-plan offices, but the distinctive steel and glass block window band still lights the room and is a notable interior feature. Doors are largely plain wood throughout and may be historic or may date to the 1975 addition. Some walls are covered with vertical wood paneling and some are standard drywall (Figure 17).

INTEGRITY

A historic resource must retain a high degree of integrity to be considered for the NRHP. The National Park Service provides guidance on the assessment of integrity and suggests an evaluation of seven distinct aspects: location, design, setting, materials, workmanship, feeling, and association (Andrus 2002). The Dora Jones School possesses integrity of location and setting, as it is sited on its original lot and is surrounded primarily by historic residential buildings. Integrity of design, materials, and workmanship are all fairly good in the case of the Dora Jones School. The building's brick veneer exterior and roughly one quarter of the windows are retained. However, integrity of these elements is negatively impacted by the use of some replacement windows and doors. The most significant impact to integrity of design and materials is the large 1975 addition which is visible from the front elevation and which roughly doubles the size of the building. While the addition is sympathetic in style and does not detract from the original building, it has resulted in a major alteration to the appearance of the building from the exterior, including the shifting of the main entrance from the front of the building to the side. Additionally, it has impacted the organization of the interior to the extent that flow through the building is completely altered and little historic fabric remains inside. It is also important to consider that the circa 1959 building was itself constructed as an addition. Given that it is now a stand-alone building, integrity of design is impacted and factors such as the flow of traffic through the building are altered.

Integrity of feeling and association are somewhat more nebulous to define and are best explained as a summation of other aspects of integrity: either a historic resource has enough integrity of location, design, setting, materials, and workmanship to successfully convey its historic associations and significance, or it does not.

Figure 16.
Interior Features, 1 of 2

A. Interior, Main Entrance, Facing Northeast



B. Interior Hallway Detail



C. Bathroom Detail



Figure 17.
Interior Features, 2 of 2



A. Step to Historic Auditorium, Facing East



B. Vertical Wood Paneling



C. East Office Area

In the case of the Dora Jones School, the resource effectively communicates its historic associations despite integrity issues including the addition. Integrity of association is retained. The overall feel of the resource is that of a circa 1959 equalization school. Integrity of feeling is retained as well.

In the case of equalization schools, the Multiple Property Submission provides very specific guidance for certain elements of integrity that must be retained to qualify a property for listing in the NRHP. These criteria are to be met in addition to the general criteria delineated above. The criteria are as follows:

Schools must be newly constructed in the 1950s as part of the equalization program. This information can be found in newspapers, other archival sources, or on plaques in the interior of schools that show the date of construction, the architects, and the builders of the school. The historic window openings must be retained. The window sashes may be replaced as long as the window openings are still majority glass. Window air conditioning units are often found within the window openings.

The official, formal entrance to the school should be retained and used. Rooflines should remain flat or slightly pitched. Additions to the school shall be clearly defined and should not overwhelm the historic school.

Additions should be on the side or the rear of the building, and attached by hyphens or walkways. Original signage should also be considered in determining the school's integrity (Dobrasko 2008).

The Dora Jones School meets all but two of these criteria. Records including aerial photographs and newspaper accounts clearly indicate that it was constructed between 1959 and 1960. The roofline is flat and the historic window openings are retained and majority glass, with the original, distinctive glass block windows clearly visible on the front elevation. However, the original entrance is no longer in use. The double doors on the front elevation have been replaced with windows. It is somewhat difficult to apply this particular criterion to the Dora Jones School, as the school was originally constructed as an addition rather than a stand-alone building. It was never constructed with an "official, formal" entrance, but was rather accessed via the doors and the front elevation and via hyphen to the original main building. Thus the shift of entrance from the front elevation to the doors on the north elevation does not represent as great of an impact on integrity as it would on a building that was not initially constructed as an addition. Nonetheless, the front entrance is lost and the flow of traffic through the building has shifted.

Assessment of the 1975 addition as per these criteria is more clear-cut. The addition, while located on the rear and side of the building, is well-integrated into the building itself and largely subsumes the rear portion of the historic core. It is sympathetic in style and blends well with the historic core of the building, but significantly alters the footprint and overall aspect of the building. In order to meet the above criteria, additions are to be attached via hyphen or walkway; the 1975 addition to the Dora Jones School is fully integrated with the original building and roughly doubles the size of the building. Given all of this, the Dora Jones School is found to not meet the criteria as delineated in the Multiple Property Submission.

EVALUATION

Properties may be eligible for the NRHP under Criterion A if they are associated with a significant event or pattern of events that have made contributions to history at the local, state or national level. The Dora Jones School is an equalization school, and as such is associated with a variety of aspects of South Carolina history, including segregation in schools and the long battle to desegregate, and the modernization of educational practices, including improved infrastructure and streamlining of the educational system. The historic context *Equalization Schools in South Carolina, 1951-1960* provides a clear pathway for eligibility under Criterion A. The Dora Jones School does not qualify under this pathway due to integrity issues rather than a lack of historic significance. It does not meet two integrity considerations defined in the context: the original front entrance is no longer in use and a large 1975 addition has been made to the building. The Dora Jones School is recommended not eligible for inclusion in the NRHP under Criterion A.

Properties may be eligible for the NRHP under Criterion B if they are associated with persons significant within community, state, or national historic contexts. The Dora Jones School is named for the wife of Samuel Morgan Jones, a notable Chester businessman who worked for the Strauss Brothers mercantile company and was president of the National Exchange Bank (Staff Writer 1931). However, this connection is ancillary and the association with the Joneses does not rise to a level of importance that would warrant inclusion on the NRHP. No other notable Chester County residents could be found with a connection to the school. The Dora Jones School is recommended not eligible for inclusion in the NRHP under Criterion B.

Properties may be eligible for the NRHP under Criterion C if they embody the distinctive characteristics of a type, period, or method of construction, or represent the work of a master, or possess high artistic value. While the Dora Jones School is an example of an equalization school and embodies many of the distinctive characteristics of that type and period, it does not meet the integrity considerations as described in the Multiple Property Submission for equalization schools. It retains good integrity in four of the seven general aspects of integrity, but most notably lacks integrity of design due to a large addition. The Dora Jones School is recommended not eligible for inclusion in the NRHP on the local level under Criterion C.

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