

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 National Register Bulletin, *How to Complete the National Register of Historic Places Registration Form*. 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.

1. Name of PropertyHistoric name: Scott's Branch High SchoolOther names/site number: Clarendon School District Community Resource Center

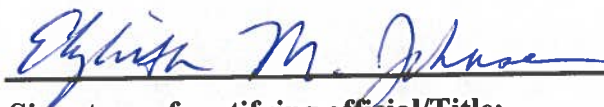
Name of related multiple property listing:

N/A

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

2. LocationStreet & number: 1102 4th StreetCity or town: Summerton State: South Carolina County: ClarendonNot For Publication: ☐ Vicinity: ☒**3. State/Federal Agency Certification**

As the designated authority under the National Historic Preservation Act, 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 at the following level(s) of significance:X national X statewide X local
Applicable National Register Criteria:X A B C D5/23/2023

Signature of certifying official/Title:

Date

Elizabeth M. Johnson, Deputy State Historic Preservation Officer

State or Federal agency/bureau or Tribal Government

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In my opinion, the property ___ meets ___ does not meet the National Register criteria.

Signature of commenting official:

Date

Title :

State or Federal agency/bureau
or Tribal Government

4. National Park Service Certification

I hereby certify that this property is:

- ___ entered in the National Register
___ determined eligible for the National Register
___ determined not eligible for the National Register
___ removed from the National Register
___ other (explain:) _____

Signature of the Keeper

Date of Action

5. Classification

Ownership of Property

(Check as many boxes as apply.)

Private: ☐

Public – Local ☐

Public – State ☒

Public – Federal ☐

Category of Property

(Check only **one** box.)

Building(s) ☒

District ☐

Site ☐

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Structure

Number of Resources within Property

(Do not include previously listed resources in the count)

Contributing

Noncontributing

3

buildings

1

sites

1

structures

objects

3

1

Total

Number of contributing resources previously listed in the National Register 0

6. Function or Use

Historic Functions

(Enter categories from instructions.)

EDUCATION/ school

Current Functions

(Enter categories from instructions.)

EDUCATION/education-related

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7. Description

Architectural Classification

(Enter categories from instructions.)

MODERN MOVEMENT

Materials: (enter categories from instructions.)

Principal exterior materials of the property: Walls: Brick, Concrete/Cinderblock; Roof:
Gravel, Metal (renovation)

Narrative Description

(Describe the historic and current physical appearance and condition of the property. Describe contributing and noncontributing resources if applicable. Begin with a **summary paragraph** that briefly describes the general characteristics of the property, such as its location, type, style, method of construction, setting, size, and significant features. Indicate whether the property has historic integrity.)

Summary Paragraph

Scott's Branch High School is a collection of Modern brick public school buildings located just outside the town limits of Summerton, South Carolina. The school is eligible for listing in the National Register at the national, state, and local levels under Criterion A: Ethnic Heritage – Black, Education, and Social History – Civil Rights. Contributing resources on the property are the one-story main school (1951-1953), gymnasium (1954), and two-story classroom building (1971). Non-contributing resources on the property are the wooden gazebo (c. 2018) and memorial garden (2022), both of which were constructed outside the period of significance. The school is set back from Larry King Highway and 4th Street on the outskirts of downtown Summerton. The existing campus was originally built from 1951 through 1954 as part of South Carolina equalization program, a massive statewide effort to modernize African American schools in response to *Briggs v. Elliott*, a Summerton-based federal court case challenging school segregation. *Briggs* was the first of five cases that eventually made up *Brown v. Board of Education*, the case which led to the 1954 decision by the U.S. Supreme Court that racial segregation in public schools was unconstitutional. The plans for the new Scott's Branch High School were designed by the architecture firm of James and DuRant, and the buildings are typical of the Modernist designs often used for equalization school architecture. In 1971, a two-story classroom building with an attached one-story media center was constructed just north of the main school, as was a small brick band building (not extant) and an extension to the northern

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wing for vocational classrooms (not extant). The band building and vocational classrooms were demolished in 1994 (Figure 4). The school underwent two phases of renovations and repairs, first in 1987 and again in 1994. A wooden gazebo was built between 2017-2019 and a memorial garden was placed at the southeast corner of the property in 2022. While the property has undergone some changes—most notably, the replacement of part of the main school's original flat roof with a hipped roof, and the infilling of windows—such alterations are typical of equalization-funded schools in South Carolina and do not undermine the property's ability to convey its original use as a mid-century segregated school. Scott's Branch High School retains historic integrity, as discussed in greater detail below, and stands as a powerful representation of the history of segregated public education.

Narrative Description

Site History

The first Scott's Branch School building at this site was built in 1937 after a fire destroyed the previous school located a few blocks away on nearby 1st Street. The 1937 school was a white, ten-room, wood-frame building with a gable roof (Figure 1). Beginning in 1951, the campus was expanded and renovated as part of South Carolina's equalization program, an attempt to maintain the racial segregation that the *Briggs v. Elliott* case was then challenging by updating schools to keep them equal, but separate, from all-white schools.¹ These new facilities were funded by South Carolina's 1951 3% sales tax, implemented shortly after the *Briggs v. Elliott* lawsuit, in order to fund a statewide program of school construction. *Briggs* was the first of five cases that eventually made up *Brown v. Board of Education*, the case which led to the 1954 decision by the U.S. Supreme Court that racial segregation in public schools was unconstitutional.

The new school was designed by James and DuRant and was originally projected to cost approximately \$250,000 (Figure 19).² The design called for the new school building to be attached to the north elevation of the existing 1937 school via a small hyphen (Figure 19). A construction bid for \$261,000 was accepted by Clarendon County by December 1951 and it is likely construction began prior to the start of the new year.³ The school was finished enough to open for student attendance by September 1952, but construction was not fully completed until 1953 (Figures 1-2).⁴ The State Educational Finance Commission approved \$139,841 for an unspecified addition to the high school in October 1953, which was likely intended to fund the construction of the vocational building and/or the gym.⁵ However, the initial proposal for a

¹ Margaret Hughes, "'Separate, But Equal' Schools Go Up In Clarendon, Elsewhere," *Columbia Record*, July 3, 1952. Advertisements for bids for the project went up in newspapers like the *State* as early as September, 1951. "Advertisement for Bids," *The State*, September 28, 1951.

² Tom Price, "Clarendon School Bids to be Opened Nov. 14," *Columbia Record*, October 30, 1951.

³ Richard Kluger, *Simple Justice: The History of Brown v. Board of Education and Black America's Struggle for Equality* (New York: Vintage Books, 1976; updated 2004 ed.), p. 533; "SC Legislators Gratified At Supreme Court Action On Clarendon School Case," *The State*, January 31, 1952, p. 11-B.

⁴ "Summerton's School Program is Complete," *The State*, June 14, 1953. Figure 2 shows that the cafeteria was not yet built at the time this photograph was taken c.1952.

⁵ "\$3,931,000 School Building Allocations Approved by EFC," *The State*, October 27, 1953, p. 7.

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gymnasium had to be deferred for a year due to availability of materials and it wasn't completed until 1954.⁶ The facilities built between 1951 and 1954 featured three buildings: a classroom/office building, gymnasium, and a vocational building (not extant). Two other brick buildings, a classroom building (extant) and band building (not extant), were added in 1971.⁷ The two-story classroom building with an attached one-story media center is located north of the main school and southeast of the gym. The band building, which was demolished in 1994, was previously located west of the classroom building and north of the main school (Figure 4).⁸ The buildings constructed in 1971 replaced the 1937 wood-frame school building, which was torn down the same year.⁹ The school underwent two phases of renovations and repairs, first in 1987 and again in 1994. A non-contributing wooden gazebo was added between 2017-2019 and is located about halfway between the main school and the gymnasium, to the west of the sidewalk connecting the two buildings. In 2022 a non-contributing memorial garden was built at the southeast corner of the property. A state historical marker, erected in 2020, is located adjacent to the west perimeter of the garden fence.

Current Site

The school sits at the corner of Larry King Highway and 4th Street on the outskirts of downtown Summerton and just outside the town limits. The buildings are set back from Larry King Highway with an oblong driveway located immediately in front of the main school's southern elevation. A rectangular fenced-in grassy area with trees is in the middle of the drive (Photograph 1), while the memorial garden is located to the east (Photograph 3). 4th Street continues to run north along the eastern side of the property until it terminates at the intersection of Wassau Street. The main school entrance (Photographs 5-6) still faces 4th Street (Photographs 7-8) and the two-story classroom building stands near the eastern property line alongside 4th Street (Photograph 48). The gymnasium is north of the main school and is sited along the western property line of the parcel. A large open field with old basketball goals is located at the northern end of the parcel, directly north of the gymnasium, and can be accessed by a paved drive within the bounds of a chain link fence that runs the eastern parcel line along 4th Street (Photograph 2). The main school and the two-story building are connected with covered walkways, with all three buildings connected by sidewalks. A wooden gazebo was added around 2018 and sits on the site's western edge, north of the main school and south of the gymnasium. In 2022, a memorial garden was added in the grassy area on the corner of Larry King Highway

⁶ Letter from Robert Figg to Emory Rogers, September 12, 1953, Robert Figg Papers, South Caroliniana Library, University of South Carolina. Figg notes that the gymnasium construction had to be deferred due to availability of materials. A plaque in the gymnasium states that the building was erected in 1954, with James & Durant as architects and George A. Creed & Son as general contractor. The gym appears in the 1955 pamphlet "South Carolina's Educational Revolution." "South Carolina's Educational Revolution: A Report of Progress in South Carolina," (Columbia: State Educational Finance Commission, c. 1955)

⁷ Ken Willmott, "Four Clarendon School Board Members Resign," *Sumter Item*, April 27, 1971, p. 1B

⁸ Google Earth aerials from February 1994 and June 2003, accessed via Google Earth Pro 7.1.8.3036, April 7, 2023.

⁹ Ken Willmott, "Four Clarendon School Board Members Resign," *Sumter Item*, April 27, 1971, p. 1B. "Summerton District to Alter Plans," *The State*, September 6, 1970.; [historicaerials.com](https://digital.tcl.sc.edu/digital/collection/scai/search/searchterm/clarendon/field/county/mode/all/conn/and/order/no-sort/ad/asc/cosuppress/0), Accessed December 21, 2022. Aerial Photograph Index, Clarendon County (S.C.), <https://digital.tcl.sc.edu/digital/collection/scai/search/searchterm/clarendon/field/county/mode/all/conn/and/order/no-sort/ad/asc/cosuppress/0>.

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and 4th Street at the southeastern corner of the site parcel, near a 2020 state historical marker for the school and the *Briggs v. Elliott* lawsuit (Photograph 3).

Contributing Buildings

1. Main School – 1951-1953

The main school is the oldest extant building on the site and was constructed between 1951 and 1953. The plan of the school is two conjoined ells: an eastern ell formed by the classroom wings to the south and east and the cafeteria and kitchen to the north, and a western ell extending out from the lobby and formed by the classroom wings to the west and north along the western property line (Figure 6). The main school is one-story and features a concrete foundation and red brick exterior. Historically, the main school also had large, multi-pane grouped windows, and a flat roof topped by gravel (Figures 1-2). The original windows were removed in 1987 and the openings infilled with painted concrete block. Many of the infilled openings now contain one or two single windows. All windows in the building are one-over-one modern windows unless otherwise noted. The roof of the eastern ell was covered by a low-pitched metal hipped roof in 1994, but the flat roof remains on the western ell. The vocational building (not extant) was initially constructed just north and separate of the main school's western ell. Some time between 1960 and 1972, an addition joined the vocational building and the main school, but both the addition and vocational building were demolished in 1994 (Figures 4 & 6).¹⁰

The front façade (east elevation) is slightly asymmetrical due to the recessed cafeteria located directly adjacent to the main lobby and classroom hallways (Figure 6). Near the center of the eastern elevation is the main entrance. The existing double glass doors have tinted insulated glass sidelights and transom, and appear to date from the 1994 renovations. The original flat metal canopy over the doors was also replaced with a hipped metal roof pavilion supported by four brick columns and flanked by brick knee walls (Figures 9, 10, 11 and Photographs 5 & 6). The southern section of the eastern elevation is a classroom wing with four infilled window openings. Each infilled area has a window on each end and an air conditioning wall unit in the center. The northern end of the eastern ell houses the cafeteria and kitchen (Photograph 7). The eastern façade of the cafeteria is a few feet recessed from the rest of the elevation but one foot taller than the rest of the building. There are three infilled window openings on the southern section of the cafeteria's east elevation, slightly smaller than the classroom window openings. The north and south infilled openings feature one window and one air conditioning unit, while the center opening has two windows. At the north end of the east elevation there are two narrow, rectangular infilled window openings placed high on the wall. At the far north end of the east elevation is a small one-story red brick addition constructed c. 1971.¹¹ There is a small infilled central opening at the top of the east elevation of this addition. The north elevation of the eastern ell is the north side of the small c.1971 addition to the kitchen, which again has a small, central infilled opening at the top of the wall. Above the flat roof of the addition there is another long, rectangular infilled opening at the top of the north wall of the kitchen (Photograph 8). The north

¹⁰ 1972 aerial, Historic Aerials by NETR Online, accessed April 10, 2023, <https://www.historicaerials.com/viewer>.

¹¹ Ibid.; construction of the addition is estimated as 1971 given there was a known building campaign that year and the resource is present on the 1972 aerial.

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elevation recesses a few feet on the western end and contains a large vent. The western elevation of the kitchen begins at the north end with a large vent, then recesses into a dock. To the south end are two infilled openings with two windows in each (Photograph 12, Figure 6).

The southern elevation of the eastern ell fronts the school's oblong drive and memorial garden, facing toward Larry King Highway. At the eastern end of the south elevation is a covered walkway, running parallel to the elevation, leading to a secondary entrance covered by a flat canopy. This entrance features modern glass double-doors flanked by sidelite windows. The location of this entrance is approximately where the hyphen connected the main school to the 1937 school building until 1971 (Figure 2). The covered walkway extends east from the entrance to the 4th Street sidewalk that runs along the eastern property line (Photographs 9 & 10). Just west of the entrance is a small infilled opening with a window, followed by two single infilled openings devoid of any new fenestration. The western section of the south elevation has three large infilled classroom windows, each with two windows flanking an air-conditioning unit. The western elevation of the eastern ell has a recessed central entrance accessed by three concrete steps, and is otherwise devoid of fenestration (Photograph 11). The north elevation of the southern classroom wing of the western ell has three infilled window openings with the standard configuration of two windows flanking a central air-conditioning unit. The west elevation of the eastern ell also has two infilled window openings (Figure 6).

The western ell extends out from the west elevation of the eastern ell, from the confluence of the administrative, lobby, and cafeteria areas housed in the eastern ell (Figure 6). The southern elevation of the western ell contains three infilled window openings with single windows flanking air-conditioning units in each. The west elevation of the western ell contains long, narrow window openings, some of which are infilled. Where windows remain they are modern replacements, with a large lite centered between smaller lites above and below it. There are also several air-conditioning units installed along this elevation (Photographs 11 & 14). The north elevation at the end of the western ell features a recessed central entrance from which a covered walkway extends and turns east to connect to the classroom building. This elevation is otherwise devoid of openings (Photograph 13). Historically, it was this northern end of the western ell that connected to the vocational building (not extant – see Figure 6). The east elevation of the western ell has four infilled window openings, each with a central air-conditioning unit with a window on either side of it. This elevation terminates into the recessed northern elevation of the western ell. This short elevation features double metal doors at its far western end, a large, square infilled opening with a small air-conditioning unit and a window. To the east of this opening are two, narrow rectangular infilled openings, and at the eastern end is a second infilled square opening, also with a small air-conditioning unit (Photograph 12).

Interior

The interior floor plan includes twenty classrooms, five restrooms, two boiler rooms, three offices, a pair of lounges, and various rooms for storage. It features a central corridor system that follows the building's footprint. The majority of the school's floors are vinyl composition tile (except for offices, which have carpeted floors), its walls are painted concrete block, and the ceiling is entirely suspended acoustic ceiling tiles (ACT – Photograph 15). The restrooms have ceramic tile floors and walls (Photograph 18). In 1987, the school was given a modern "Bard"

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HVAC system so that the temperature of each room could be individually controlled, while its boilers were replaced with a computerized heat pump. These renovations also updated and replaced the in-wall HVAC units. All the incandescent hallway lights were replaced by fluorescent lights as well. A handful of small windows were replaced and filled in with matching brick-and-mortar (Photograph 15). Renovations in 1994 updated the vinyl flooring, repaired the walls and ceiling tiles, and removed the hallway breeze windows in every classroom, filling them in with metal studs and fireguard gypsum board (Figures 5 & 11 and Photographs 16 & 17).

The main entrance on the eastern elevation leads to a narrow lobby area connecting the eastern and western ell corridors. Janitorial storage is located on the southwestern corner of the lobby, leading to the eastern corridor of the eastern wing of the school. In 1994, the floorplan of the lobby area was revised to open up and combine the janitorial storage and original main office and reception room in the north. New walls were built to convert these rooms to a principal's office, waiting room, mailroom, conference room, and electrical room (Figure 8 and Photograph 19).

The cafeteria is immediately north of the lobby. It features two columns in the center of the room (Photographs 20-21). A concrete wall separates the cafeteria and the kitchen, which is accessed by three evenly spaced doors (Photograph 22). The kitchen and preparation area is on the eastern half of the room, while the other half has a cooler, dock, and wash station. The kitchen has ceramic tile floors and both exposed and painted ceramic block walls. In 1994, new walls were added in the kitchen area on the northern side surrounding the dish washing room, which created two new offices, a bathroom, and additional storage (Figure 12).

There is janitor storage just south of the main entrance, on the eastern side, followed by a series of classrooms, a water fountain, a boys' restroom, and the southern entrance adjacent to the parking lot. The eastern classrooms each feature two breeze windows along the corridor and, prior to the 1994 renovations, previously featured radiators (Photographs 23 & 24). The 1994 renovations also added new walls in the southeastern boy's bathroom, creating new individual boy's and girl's restrooms.

The southern wing of the main school extends from the eastern corridor westward. The southern corridor features a girl's restroom, a book room, a boiler room, and four classrooms. There are two identical special education rooms on the west end, larger than the standard classrooms throughout the main school and each featuring standalone toilets and three breeze windows. In 1994, new walls were constructed in the girl's bathroom to create multi-toilet men's and women's restrooms. The book room and boiler rooms were converted to a general work room and storage respectively (Photographs 25-28).

The western ell features a corridor running west from the main lobby before turning northward. The westward-running corridor features janitor's storage, a work room, two lounges with toilets, an office, a guidance counselor's office, a classroom, and a boy's restroom. This corridor turns northward and features a western exterior exit (Photographs 29 & 30). The northward-running corridor features a girl's restroom, home economics classroom, a water fountain, a science classroom and lab, three more standard classrooms, and the northern exit. The home economics

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room is slightly longer than the standard classrooms and has no breeze windows, one radiator, and an external exit. This corridor formerly connected to the five vocational classrooms, which were demolished in 1994. The 1994 renovations also added two walls to the science room, converting the southern half into an art room and the northern into a storage/resource room (Figure 6 and Photographs 17, 18, & 31).

2. Gymnasium (1954) – Contributing Building

The one-story, double-height gymnasium is located in the northwest of the site, immediately north of the main school and west-northwest of the two-story classroom building. It was built in 1954 and also served as the school's auditorium. The main gymnasium is 120' x 88' with an 18' x 64' one-story entrance lobby along the south elevation (Photograph 36) and a 76' x 66' area at the rear (north) elevation which contains the stage and locker rooms (Photographs 2 & 34-35). The main gymnasium is twenty-three to twenty-nine feet tall. A one-story bathroom addition was built onto the south elevation of the lobby as part of 1994 renovations to the school (Photograph 36, Figures 11 & 16-17). The building's exterior walls are brick and with corbelled pilasters running up to the roofline at each corner of the side elevations on the main gym. The main gymnasium features a very low-pitched gable roof. The stage/locker area the lobby/bathroom addition have flat roofs.

There are two entrances to the lobby area, one on the east elevation and another at the western end of the south elevation. The east lobby entrance features double doors framed by sidelites and a transom. This entrance is covered by a metal covered walkway that extends between the gym and classroom building and also runs along the gym's west elevation (Photograph 33). The western entrance is accessed by three concrete steps and also has metal double doors with a transom window, but no sidelites (Photographs 36-37). Historically the entrance doors featured three lites with a transom above (Figure 3). The existing doors date to the 1994 renovations (Figure 17). The south elevation of the lobby also originally features four eight-pane windows, which were removed when the bathroom addition was constructed in 1994 (Figures 3 and 17). The eastern and western elevations of the main gymnasium have five bays. Each bay originally features four eight-pane clerestory windows along the roofline (Figure 3). The window openings were infilled in 1994 (Figure 17). The stage/locker room area features a metal door on both the eastern and western elevations, and originally featured three double-hung windows, infilled sometime after 1994 (Figure 17). The northern elevation of stage/locker room featured four small clerestory windows (now infilled) and a centered, double-door entrance (Figures 5 & 18). The metal covered walkway connecting the gymnasium to the two-story classroom building was complete by 1972 (Photographs 32 & 33).¹² Wall-mounted HVAC units were added along the eastern and western gymnasium elevations in 1994.

Interior

The lobby, located at the southern end of the gymnasium, features vinyl tile floors, painted concrete block walls, and suspended acoustic tile ceilings (Photographs 37 & 38). The 1994 bathroom addition extends from the center of the lobby's south wall and is accessed through a recessed entryway (Photograph 47). The gym space is accessed on the north wall of the lobby

¹² 1972 aerial, Historic Aerials by NETR Online, accessed April 10, 2023, <https://www.historicaerials.com/viewer>.

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through two sets of double doors. The space is large and open, apart from a small office built into the northwest corner (Photograph 40). The floor of the main gymnasium space is a synthetic-surface basketball court with four rows of bleachers on the east and west sides. The gym walls are painted concrete block and the space features an exposed steel framing and roof truss system (Photographs 39-42). An elevated stage with hardwood flooring is recessed into the north wall of the gym (Photographs 40, 42-44). Corridors flanking both sides of the stage lead to boys' and girls' locker rooms with showers. The corridors have vinyl tile flooring, painted concrete block walls, suspended acoustic tile ceilings, three double-hung windows each, and a door leading outside. The locker rooms each feature a shower and toilets and has ceramic tile flooring, concrete block walls, a single clerestory window, and plaster ceilings (Photograph 45-46). Between the stage and the locker rooms are two storage rooms, accessed by the corridors - these have concrete floors, concrete block walls, and exposed ceilings. Between the boys' and girls' locker room is a boiler room accessed only by metal double-doors on the northern wall leading outside (Figure 17). During the 1994 renovations, the interior floorplan remained the same aside from additional bathrooms added to the south elevation. The gym's floors, the stage curtains, and the lockers were all replaced (Figures 16-18).

3. Classroom Building (1971) – Contributing Building

In 1971, the school district constructed a third building north of the main school and southeast of the gymnasium.¹³ The classroom building has a brick exterior and features a two-story rectangular section for classrooms with a smaller, one-story media center attached to its southern elevation (Photographs 48-50). Both sections of the building have a flat roof with slightly overhanging eaves. The eastern and western elevations of the two-story have seven concrete window bays with two double-hung windows in each bay, one per story. The windows feature dark tinted glass and are likely late 20th century replacements. The southernmost and northernmost bays on the eastern elevation have recessed metal door entrances on the first story, which lead to stairwells.

The northern elevation of the building features a central entrance on the first floor, accessed by a ramp (Photograph 50). The entry has double metal doors and is covered by a canopy. Above the entrance is a concrete window bay with paired four-lite windows with horizontal panes. It is likely that these windows are original the building and that similar four-lite windows were originally present on the other elevations. The canopy extends as a covered walkway to the southeast corner of the gymnasium (Photograph 32). There is an additional, identical entrance on the western elevation of the media center (south end). A covered walkway extends from this entrance to the north elevation of the main school's western ell (Photograph 13). The media center at the south end of the building has no fenestration on its east elevation, and four pairs of five-lite horizontal pane windows on the south elevation, set into concrete window bays. A four-lite window matching the one on the north elevation is also present on the south elevation of the second floor of the classroom section. These windows appear to be original to the building.

Interior

¹³ Ken Willmott, "Four Clarendon School Board Members Resign," *Sumter Item*, April 27, 1971, p. 1B.

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The interior floor plan includes six classrooms, two restrooms, and two stairwells on the first and second stories (Figure 6 and Photographs 49-55). It features a central corridor that runs the length of the building on both the first and second stories. The interior materials in both the first and second stories reflect the same design as the main school with vinyl composition tile floors, painted concrete block walls, and suspended acoustic ceiling tiles (ACT). The restrooms have ceramic tile floors and walls. The southern end of the first story houses a media center with a small audio/visual (A/V) storage room, a conference room, and an office. The bookshelves and study carrels along the media center walls were updated and bookshelves in the center of the room were removed in favor of new tables. An additional concrete block wall was constructed around the A/V storage room in 1994 (Figure 6). The building has two entrances, one on the southern end of the west elevation and one at the center of the north elevation. The west entrance features a short hallway connecting to the central corridor, the media center, and southern stairwell. The north entrance opens to the first floor corridor and northern stairwell.

Non-Contributing Resources

4. Wooden Gazebo (c. 2018) – Noncontributing Structure

Between 2017 and 2019, a roughly 10x10 square wooden gazebo was added on the parcel's western boundary between the northern elevation of the main school and the southwestern elevation of the gymnasium. It has built-in wooden benches on the southern, western, and northern edges and is partially enclosed on all elevations with wooden slat railing with an entryway on the eastern elevation. It has a metal front gable roof (Photograph 56).

5. Memorial Garden (2022) – Noncontributing Site

A memorial garden was installed at the southeast corner of the school campus in 2022 (Photograph 3). The garden is rectangular, with a black metal fence around its perimeter. A state historical marker for Scott's Branch School and *Briggs v. Elliott*, is located at the south end of the west side of the garden, just outside the fenceline. The marker was erected in 2020 and sponsored by the Scott's Branch High School Alumni Association, Inc. The garden is comprised of several paved pathways branching off from a central point, with granite markers at the end of the paths. There are also plantings along the pathways and a raised brick flowerbed.

Notable Alterations

In 1987, as an effort to upgrade the school's energy efficiency, Scott's Branch received a \$45,030 grant to upgrade its energy system from its handful of in-wall radiators. The school was given a modern "Bard" system so that the temperature of each room was individually controlled, while its oil boilers were replaced with a computerized heat pump. All the incandescent hallway lights were replaced by fluorescent lights. The 1987 improvements resulted in removal of the main school's large multi-pane windows. The openings were infilled with concrete block and smaller, single one-over-one windows.¹⁴ By the 1990s, the main school was still in disrepair due to lack of funds. It was dimly lit, many of the interior walls were cracked, its roofs leaked, and it still had no hallway lockers. Clarendon County's African American families demanded

¹⁴ Karen White, "Scott's Branch High to get heating and cooling system," *The Sumter Daily Item*, July 1, 1987.

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renovations in 1992 to further modernize the school and keep pace with other, predominately white schools in the surrounding area.¹⁵ These renovations, designed by Fuller, Ward & Associates in 1994, were extensive but also primarily cosmetic changes to the interior, keeping most of the floorplan the same (Figures 4-18). The most notable change to the main school's exterior was to its roofing. The flat roofs were replaced by hipped, blue metal roofs. This renovation also replaced the main entrance doors with a mechanized one on the eastern elevation, and replaced all the windows and much of the interior flooring. The flat roofs of the western ell, two-story classroom building, and gymnasium remain intact. The vocational and band buildings were demolished and the gymnasium was updated with a bathroom addition on its southern elevation and its windows were filled in with concrete block as part of an effort to update the school.

Integrity

While the changes noted above do negatively impact the historic character of the complex, Scott's Branch School still retains its historic integrity. The three extant buildings have never been moved and retain integrity of location. The setting of the school remains much as it did in the 1950s. There have been minimal changes to the parcel itself, with the addition of unobtrusive new elements, such as the small gazebo and the memorial garden. The area around the school remains low-density residential development, as it was historically. The design of the school was negatively impacted by the infill and replacement of windows in all buildings, and the replacement of the roof on the eastern ell of the main school. Due to these changes, the school is not being nominated for architectural significance. However, the general layout of the campus, apart from the loss of the vocational and band buildings, remains as it did historically, and the original floorplans of each building have been minimally altered over time. Although the windows have been infilled or replaced in many cases, the infill is visually differentiated from the brick exteriors of the buildings and allows the original fenestration pattern to still read. Additionally, the rooflines of the western ell of the main school, the classroom building, and the gym are all preserved. The school's integrity of materials and workmanship was diminished by the loss of original windows and some cosmetic updates to interior finishes. Nevertheless, the predominant materials of the school (brick exteriors and painted concrete block interiors) remain intact and continue to reflect midcentury workmanship aimed at efficient and affordable construction. Finally, the school also retains integrity of feeling and association. Although the buildings were altered over time, the school remains in use as an education facility and retains its critically important interior spaces, such as classrooms, the cafeteria, the gym and locker rooms, and media center, all of which convey the complex's historic use as a public school. Scott's Branch High School continues to convey its important historic associations under Criterion A.

¹⁵ Tanya R. Fogg, "Slow to Change," *The State*, May 15, 1994; C. S. Murphy, "Clarendon 1 schools upgraded," *The Item*, November, 1995.

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8. Statement of Significance

Applicable National Register Criteria

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

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

Criteria Considerations

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

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

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Areas of Significance

(Enter categories from instructions.)

EDUCATION

ETHNIC HERITAGE: Black

SOCIAL HISTORY: Civil Rights

Period of Significance

1951-1971

Significant Dates

1951

Significant Person

(Complete only if Criterion B is marked above.)

N/A

Cultural Affiliation

N/A

Architect/Builder

James and DuRant

Fuller, Ward, & Associates (1994 renovations)

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Statement of Significance Summary Paragraph (Provide a summary paragraph that includes level of significance, applicable criteria, justification for the period of significance, and any applicable criteria considerations.)

Scott's Branch High School is eligible for the National Register of Historic Places at the national, state, and local levels of significance under Criterion A. It is eligible at the national and state levels under the areas of Social History – Civil Rights and Ethnic Heritage – Black with a period of significance from 1951 to 1954, due to its association with the federal court case *Briggs v. Elliott* and the establishment of South Carolina's equalization school program. *Briggs* was originally filed by African American activists in Summerton, South Carolina and the National Association for the Advancement of Colored People (NAACP) protesting the unequal and segregated schools of the Summerton public school district. The case marked the first time that the NAACP directly challenged the constitutionality of segregation rather than simply push public officials to ensure that separate schools were in fact equal, and it was the first of five school segregation cases to reach the United States Supreme Court that were ultimately decided in *Brown v. Board of Education* (1954), which held that segregated schooling was unconstitutional.¹⁶ Reacting to the *Briggs* case, in 1951 state officials embarked on a massive campaign of new school construction to "equalize" South Carolina's Black and white public schools and shore up the legality of "separate but equal." Because of Clarendon County's direct ties to the *Briggs* case, the state prioritized funding for its public schools, with the nominated Scott's Branch High School being the first school in the county to be completed through the program. The property therefore possesses national and state significance as a physical product and representation of the national and statewide struggle over segregated schooling, with the school's construction being a direct result of the *Briggs* case. The national and state-level period of significance begins with the school's initial planning and the start of construction in 1951 amid the *Briggs* case and ends in 1954 with the *Brown* decision. Scott's Branch High School is also eligible for listing at the local level under Criterion A in the areas of Education, Social History – Civil Rights, and Ethnic Heritage - Black, with a period of significance that begins with the school's planning in 1951 and continues until 1971. This timeframe represents the school's years of service for Summerton-area African Americans as an officially segregated school; the integration and subsequent white abandonment of local schools in 1970; and a renewal of local Black education activism that resulted in the 1971 construction of the contributing classroom building and media center at Scott's Branch. This nomination for Scott's Branch High Schools follows that of Summerton High School, which served local white students at the same time as Scott's Branch and was listed in the National Register at the national level of significance in 1994.¹⁷ In 2022, Congress approved Public Law 117-123 to incorporate Scott's Branch High School as well as Summerton High School into a newly expanded *Brown v. Board*

¹⁶ On this evolution in NAACP strategy, see Kluger, *Simple Justice*, p. 301-05, 327; National Park Service, "South Carolina: South Carolina Equalization Schools," <https://www.nps.gov/articles/000/south-carolina-south-carolina-equalization-schools.htm>; and Mark V. Tushnet, *Making Civil Rights Law: Thurgood Marshall and the Supreme Court, 1936-1961* (New York: Oxford University Press, 1994), p. 150-61.

¹⁷ J. Tracy Power and Andrew W. Chandler, Summerton High School National Register of Historic Places registration form, August 26, 1994, South Carolina State Historic Preservation Office.

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of Education National Historical Park and the National Park Service is currently securing ownership and management of the property.¹⁸

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

Criterion A (National & State, 1951-54): Social History – Civil Rights, Ethnic Heritage – Black

Criterion A (Local, 1951-71): Education, Social History – Civil Rights, Ethnic Heritage – Black

Scott's Branch High School in Summerton, South Carolina, is eligible for listing in the National Register at the national and state levels of significance under Criterion A: Social History – Civil Rights and Ethnic Heritage – Black, with a period of significance covering the school's 1951 planning to the U.S. Supreme Court's 1954 ruling in *Brown v. Board of Education*. It is also eligible under Criterion A at the local level of significance in the areas of Education, Social History – Civil Rights, and Ethnic Heritage – Black, with a period of significance beginning with its 1951 planning and ending in 1971, when a contributing two-story addition was built in response to growing local African American education activism. Because the property's local significance is deeply intertwined with the associations that make its early history significant at the national the state levels, they are discussed together in the narrative that follows.

Summerton and Scott's Branch School as Community Institution

Scott's Branch High School is significant at the national and state levels. However, the circumstances that led to its association with the national school desegregation struggle were rooted in its local context of Summerton, South Carolina.

Summerton is located on the southwest side of Clarendon County, South Carolina, about ten miles away from the county seat of Manning. The town began between 1830 and 1840 as a summer resort for plantation owners along the nearby Santee River, one of the state's principal river systems. The Santee River courses through the central portion of the state and runs along Clarendon's southwestern border, where it historically nurtured fertile landscapes conducive to agriculture. Located in the river's bend, antebellum Summerton was a destination for white planters seeking relief from the humid, malarial conditions that prevailed in the river swamp some ten miles away. Remaining on fields near the swamp and in other parts of Clarendon County were enslaved African Americans, who labored primarily on cotton plantations and made

¹⁸ National Park Service news release, "President Biden Signs Law to Expand and Redesignate Brown v. Board of Education National Historical Park," May 12, 2022, <https://www.nps.gov/orgs/1207/brown-v-board-of-education-national-historical-park-expansion-and-redesignation.htm>. U.S. Department of the Interior press release, "Secretary Haaland Visits South Carolina to Highlight Efforts to Tell America's Story," September 27, 2022, <https://www.doi.gov/pressreleases/secretary-haaland-visits-south-carolina-highlight-efforts-tell-americas-story>.

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up some 67 percent of the county's residents in 1860, a percentage that endured into the mid-twentieth century. Summerton was officially chartered in 1889, the same year that the first railroad was built through town, and it grew up along the Santee-fed Taw Caw Creek and its tributary Scott's Branch, the eventual namesake for Scott's Branch High School. By 1954, the Summerton area had a population of around 1,500, including 1,100 African Americans (73 percent) and 400 whites (27 percent).¹⁹

Scott's Branch High School—or as it was previously known, Scott's Branch School—was founded to serve Black residents of Summerton by Taw Caw Baptist Church, a local African American congregation organized soon after the Civil War. Members acquired their current church building just east of Summerton in 1885 and eventually organized Taw Caw School, the predecessor to Scott's Branch High School. Tradition holds that residents later moved the school into an old cotton gin-house located behind St. Mark African Methodist Episcopal (AME) Church on 1st Street in Summerton. After a fire burned down the gin-house, local Black residents raised money to construct a new two-story frame building with a top-floor auditorium and classroom space below. Sanborn Fire Insurance Maps show such a building directly behind St. Mark AME by 1916 and identify it as "Scott's Branch School." This building remained in use until being destroyed by another fire around 1937, after which the school was rebuilt several blocks west near the intersection of 4th Street and Larry King Highway, i.e. the site of the property being nominated. This ten-room one-story wooden building sat on a large lot, and while known as a "high school" it also served elementary-age children, a function shared with many other Black high schools from the period. It was part of Summerton School District, also known as Clarendon Co. School District No. 22.²⁰

Local Education Activism and the Road to Briggs and Brown

In his sweeping account of the NAACP's decades-long legal campaign that culminated in the *Brown* decision, historian Richard Kluger noted that, "if you had set out to find the place in America in the year 1947 where life among [B]lack folk had changed least since the end of slavery, Clarendon County is where you might have come." It was in this context that local Black families, activists, and NAACP attorneys began organizing to pressure white local officials first to equalize and then desegregate the county's racially dual school system. The c. 1937 Scott's Branch High School became a key site for these efforts, both as an object of activists' demands for better facilities and as a place of organizing. Those efforts culminated in *Briggs v. Elliott*, however the surge of local education activism that resulted in *Briggs* actually began in 1947 with a different local suit known as *Pearson v. Clarendon County Board of*

¹⁹ "Summerton," *Manning Times*, June 26, 1889, p. 3. Peter J. Groen, "Summerton, SC – The Past, Present & Future," *Summerton Weekly News*, February 1, 2016, <https://drive.google.com/file/d/16v8QDHmn2g78yWJOxO3nbKIJ2-33VJ8r/view?ths=true>, accessed March 2, 2023. Lauren Coflin Decker, "Clarendon County," *South Carolina Encyclopedia*, <https://www.sencyclopedia.org/sce/entries/clarendon-county/>, accessed March 2, 2023. United States Census Returns, 1860 and 1940. Saul Pett, "Human Rather Than Legal View of Court's Decision," *Lincoln (NE) Journal and Star*, June 13, 1954, s. D, p. 1.

²⁰ Clarendon County Education Association, *The Growth and Development of Schools for Negroes in Clarendon County from 1670 to 1996* (1997), p. 3. "Clarendon News," *Sumter Watchman Southron*, June 23, 1885, p. 2. Sanborn Fire Insurance Company Map, "Summerton, South Carolina" January 1916, sheet 1.

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Education. Levi Pearson was a farmer who lived in the nearby community of Davis Station whose children attended school in Clarendon Co. School District No. 26. At the time, Clarendon County did not provide African American pupils with bus transportation, despite having a fleet of some thirty buses for local white students who made up a fraction of the school population. With the assistance of AME minister Reverend Joseph A. DeLaine, Pearson petitioned the school board to provide transportation for his children and other African American students. When the school board refused, Pearson took them to court with the help of NAACP lawyers Harold Boulware and Thurgood Marshall. Though the case was dismissed on a technicality in 1948 because Pearson's property actually straddled two different school districts, African American community members in Summerton and Clarendon County began organizing a petition for equal school facilities.²¹

This renewed effort shifted to the Summerton's Clarendon Co. School District No. 22, which included five segregated schools: the African American schools of Scott's Branch High School, Liberty Hill Elementary, and Rambay Elementary, and the white schools of Summerton High and Summerton Elementary (Scott's Branch High School continued to offer elementary grades, with Liberty Hill and Rambay serving students who lived in areas outlying the actual town of Summerton).²² Like other public school systems in South Carolina, Summerton's and Clarendon County's grossly underfunded local Black children's education, with staggering disparities between the facilities for Black and white schools. In 1950, Clarendon County spent only \$43 per African American child for education compared to \$179 per white child, and still failed to provide transportation for African American children. In Summerton schools specifically, the total value of the two school plants and facilities offered the town's 276 white students was four times the value of the three Black schools that together served 808 pupils. White Summerton High School had a single class with an enrollment as high as 24, while class sizes at Scott's Branch High School ranged from 33 to 47 students. Scott's Branch students were denied classes offered at Summerton High, such as biology, typing, and bookkeeping. Both white schools included indoor flush toilets, while Black schools including Scott's Branch were only provided outhouses, and not even a sufficient number of those. The district did not even provide Black schools with janitorial staff, with students and teachers being forced to clean and maintain the school on their own time.²³

Through a series of organizational and mass meetings in the Spring of 1949, beginning at Mt. Zion AME Church, Union Cypress AME Church, St. Mark AME Church, Ebenezer Baptist Church, and Liberty Hill AME Church, the parents of African American students in Clarendon

²¹ J.A. DeLaine, "Essay, 1974, History Leading up to the U.S. Supreme Court's Decision outlawing Segregation in Public Schools," J.A. DeLaine Papers, University of South Carolina Libraries, <https://digital.tcl.sc.edu/digital/collection/jad/id/101/rec/11>. Kluger, *Simple Justice*, p. 4.

²² *School Directory of South Carolina* (Columbia, SC: State Superintendent of Education, 1949-1950), 79, <https://digital.tcl.sc.edu/digital/collection/schldirect/id/2398>.

²³ J. Tracy Power, Ph.D. and Andrew W. Chandler, *Summerton High School*, Nomination to the National Register of Historic Places, 1994.; For statistics on local spending and yearly reports of the Supervisor of Rural Schools and the State Agent for Negro Schools, see the Annual Reports of the State Superintendent of Education of the State of South Carolina, published in the *Reports and Resolutions of South Carolina to the General Assembly of the State of South Carolina*. Kluger, *Simple Justice*, p. 331-32.

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County drew up a petition for school equalization.²⁴ Reverend DeLaine, a local minister and teacher whose wife taught at Scott's Branch High School, did much of the organizing as the chair of the Parent Committee on Action. In November 1949, DeLaine received the petition papers from the NAACP.²⁵ The petition described the disparities of the schools' facilities and educational opportunities and argued that these disparities violated the equal protection clause in the Fourteenth Amendment.²⁶ After gathering over one hundred signatures, including Harry and Eliza Briggs, who were listed first on the petition along with their children, the local activists presented the petition to the school board. Clarendon County did not address the parents' concerns. DeLaine, local NAACP members, and the South Carolina State Conference NAACP worked through the winter to gather plaintiffs for a lawsuit. On May 17, 1950, with the assistance of local South Carolina attorney Harold Boulware and NAACP attorneys Thurgood Marshall and Robert Carter, they filed suit demanding an equalization of facilities.²⁷ The Clarendon County Board of Education filed a motion to dismiss the case in June. At a pre-trial conference in November, 1950, Federal Judge J. Waties Waring suggested that the NAACP file the case as a desegregation case rather than an equalization case; the NAACP had also been working towards an ultimate goal of filing a desegregation case.²⁸ Marshall, Carter, and Boulware re-filed the case on December 22, 1950 asking for full desegregation. The case included twenty families who served as plaintiffs and was styled as *Briggs v. Elliott*, so-named for the local Briggs family who were the first listed plaintiffs, and the chairman of the Clarendon County School Board, R. W. Elliot, listed first among the school board members as defendants. One seminal account of *Brown v. Board* captured the importance of the moment, noting that the Summerton school system was "just one of the 11,173 school districts in the United States that segregated their school children. But what the courts said about the legality of segregation there would affect the fate of all 11.5 million school-age children in the segregating states."²⁹

Though long in the making, this NAACP's Summerton-based turn away from equalization and towards the constitutionality of segregation itself was a major shift that complicated the Association's legal strategy. Most significantly, the case would no longer be heard only by Judge Waring but by a three-judge panel, including Waring and relatively more conservative Judges

²⁴ J.A. DeLaine, "Speech, n.d., (Summerton, S.C.), It Was Here, Joseph A. De Laine, Sr.," J.A. DeLaine Papers, University of South Carolina Libraries.; Harold R. Boulware, "Letter, 1949 Mar. 8, (Columbia, S.C.), Harold R. Boulware, to Joseph A. De Laine, Sr., (Summerton, S.C.)," J.A. DeLaine Papers, University of South Carolina Libraries.; Federal Bureau of Investigation, "Government Document, 1955, 1971, 1973, (Washington, D.C.), Rev. Joseph A. De Laine, Sr., File # HQ 44-9481, Federal Bureau of Investigation," J.A. DeLaine Papers, University of South Carolina Libraries.

²⁵ Peter Lau, *Democracy Rising: South Carolina and the Fight for Black Equality Since 1865*, Lexington: The University Press of Kentucky, 2006, 260.; Claudia Smith Brinson, *Stories of Struggle: The Clash Over Civil Rights in South Carolina*, Columbia: University of South Carolina Press, 81, 85-86.

²⁶ J.A. DeLaine, "Essay, 1974, History Leading up to the U.S. Supreme Court's Decision outlawing Segregation in Public Schools," J.A. DeLaine Papers, University of South Carolina Libraries.
<https://digital.tcl.sc.edu/digital/collection/jad/id/101/rec/11>

²⁷ Lau, *Democracy Rising*, 258-263.; Brinson, *Stories of Struggle*, 47-48.

²⁸ Letter from Robert Carter to Harold Boulware, November 20, 1950, Unprocessed Harold Boulware Papers, The Center for Civil Rights History and Research and the University of South Carolina Libraries.

²⁹ *Briggs et al. v. Elliott et al. Complaint*, filed December 22, 1950 in the United States District Court for the Eastern District of South Carolina, Civil Action no. 2657. Kluger, *Simple Justice*, p. 327.

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John J. Parker and George Bell Timmerman. The panel heard arguments in *Briggs v. Elliott* on May 28, 1951. Lawyers from the NAACP Legal Defense Fund, including Thurgood Marshall, Robert Carter, and Spottswood Robinson, argued that Clarendon County's Black schools were inferior to its white schools. Robert Figg, counsel for the Clarendon County School Board, acknowledged that the schools were unequal and pledged to equalize them. His argument, which surprised the plaintiffs, estimated that \$40 million would be needed to equalize all schools in the state. This legal strategy attempted to shift the focus of the case back to school equalization instead of desegregation and ultimately stall or even prevent attempts at desegregation. On June 21, 1951, the panel ruled 2-1 in Clarendon County's favor, stipulating that the county must provide progress reports on its and the state's progress in equalizing Summerton schools. Judge Waring wrote in his dissent that "segregation is per se inequality," and his dissent became the first federal opinion against segregation. NAACP attorneys anticipated an unfavorable decision and in its wake filed an appeal to the United States Supreme Court later that same year, making it the first of what at the time were known simply as "the school segregation cases" to reach the U.S. Supreme Court, and which were collectively decided in the *Brown* ruling.³⁰

Briggs and the South Carolina School Equalization Program

While *Briggs* was moving through the federal court system, the increasing threat it posed to the legality of segregation prompted South Carolina state officials to embark on a massive, last-ditch effort to at last live up to the letter of "separate but equal," some half-century after it was enshrined by *Plessy v. Ferguson* (1896). Known as the state equalization program, this was one of several similar efforts that southern states undertook in this era in response to the NAACP's evolving legal work in public education. Among those states, South Carolina stands out for having implemented one of the largest and longest-sustained such programs, and for having done so as a direct result of the Summerton-based legal proceedings that reached the Court and resulted in the *Brown* decision.³¹

South Carolina had taken some modest steps towards improving the quality of its Black and white schools in the 1940s, but prior to the filing of *Briggs* in federal district court, white politicians had fairly little motivation to make substantial new investments in public schools, let alone South Carolina's Black schools. That calculus changed as the NAACP and Clarendon activists moved through the legal system in 1949 and 1950, prompting S.C. Governor James F. Byrnes to publicly call for an unprecedented effort to upgrade the state's Black and white school facilities. A former U.S. Secretary of State and briefly a U.S. Supreme Court justice, Byrnes was

³⁰ Kluger, *Simple Justice*, p. 365-367.

³¹ Rebekah Dobrasko, "Other States," *South Carolina's Equalization Schools 1951 – 1960*, <http://www.scequalizationschools.org/other-states.html>, accessed December 21, 2022. Georgia's equalization program surpassed South Carolina's in terms of the number of schools built (1,000 vs. 700) and perhaps had the largest footprint of any program. Steven Moffson, "Equalization Schools in Georgia's African-American Communities, 1951-1970," Historic Preservation Division, Georgia Department of Natural Resources, September 20, 2010. Mississippi also implemented an equalization program, but, as one historian notes, it was consistently "underfunded, vaguely worded, and implemented by local officials more concerned with preserving white privilege than fending off some seemingly distant threat to segregation." Charles C. Bolton, "Mississippi's School Equalization Program, 1945-1954: 'A Last Gasp to Try to Maintain a Segregated Educational System,'" *Journal of Southern History*, vol. 66, no. 4 (Nov. 2000), p. 781-814 (esp. 806).

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among the more moderate members of South Carolina's white political elite, and he framed his call for equal schools as a moral imperative. Nonetheless, other public statements by him, as well as Clarendon County officials and attorneys, made clear that the effort to equalize schools was intended to thwart *Briggs* and prevent the Supreme Court from ordering integration in schools. Byrnes spoke in March 1951 to the South Carolina Education Association (an all-white organization) and said, "Should the Supreme Court decide this case against our position, we will face a serious problem. Of only one thing we can be certain. South Carolina will not, now nor for some years to come, mix white and colored children in our schools. If the court changes what is now the law of the land, we will, if it is possible, live within the law, preserve the public school system, and at the same time maintain segregation. If that is not possible, we will abandon the public school system. To do that would be choosing the lesser of two great evils."³²

Exploiting the desires of rural Black parents for better educational facilities for their children, Byrnes and members of the state General Assembly (legislature) argued that African Americans had little interest in integration and worked to quickly secure funding to "equalize" schools. With legislative backing, Byrnes levied a statewide, three percent sales tax that brought in an initial \$75 million in revenue for the equalization program. The General Assembly also approved a statewide building program and the creation of the State Educational Finance Commission (SEFC), which oversaw the equalization program. The centralized administration of the program would ensure uniformity in the improvements and building programs as well as oversee consolidation of school districts. By 1955, more than 700 equalization school projects were underway across the state at a total cost of \$150 million, \$81.5 million of which had gone to African American schools. The program increased the number of Black high schools statewide from 80 in 1951 to 145 in 1957. Even after the Supreme Court ruled segregation unconstitutional, the state continued to use the program to build new segregated schools as a way to dampen Black enthusiasm for integration, any progress on which by that point depended entirely on localized efforts to push lower courts to enforce the *Brown* ruling in specific, individual communities. Ten years into the program, the state had disbursed some \$214.5 million for segregated school construction, representing some \$2 billion in 2023 when adjusted for inflation. Yet as equalization's value as a legal cudgel diminished after *Brown*, so too did white officials' interest in actually improving Black schools: by 1963, most equalization funds (54 percent) had in fact been allocated to white schools, not Black. Despite the schools' modern designs and the dramatic improvement they represented over the facilities Black children previously attended, true equality between Black and white schools remained elusive.³³

³² Rebekah Dobrasko, *Equalization Schools in South Carolina, 1951-1959*, Nomination to the National Register of Historic Places Multiple Property Submission, South Carolina State Historic Preservation Office, 2009, p. 3. Kluger, *Simple Justice*, p. 333-34. "November 26, 1952 - School Desegregation Cases," *Papers of the NAACP*, Library of Congress.

³³ Rebekah Dobrasko, *Equalization Schools in South Carolina, 1951-1959*, p. 3-4. Kluger, *Simple Justice*, p. 342. "Equalization Spending Tops \$214 Million," *Columbia Record*, February 19, 1963, p. 9. Joey Holloman, "Segregation Spurred School Building Spree," *Columbia State*, February 9, 2010, p. 1 and 8. Inflation based on <https://www.usinflationcalculator.com/>.

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The Construction of Scott's Branch High School

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As the *Briggs* suit moved through the courts, local and state officials used the still-developing equalization program as a primary part of their defense, arguing that the state simply needed more time to improve conditions in Summerton schools and comply with *Plessy*. To that end, Gov. Byrnes served as *ex officio* chairman of the equalization commission and directed the program's director to prioritize funding for school improvements in Clarendon County. The Commission began privately working with Clarendon school officials while waiting for the district court to hear *Briggs*. As part of those efforts, Clarendon County consolidated its roughly two dozen school districts down to three. Summerton was encompassed by a new District No. 1. As the focal point of the *Briggs* suit, Summerton's schools were key to the state's legal maneuvering, prompting officials to provide those schools with the most immediate support even among the already-prioritized districts of Clarendon County. The county opened bids for improvements to Scott's Branch High School and the elementary schools in the fall of 1951. In December, the county reported its plans for equalizing the schools and teacher salaries and for providing bus transportation for African American students to the district court. Gov. Byrnes had also apparently used his influence in Washington, D.C. to obtain clearance to acquire building materials then in short-supply across the country for the new Scott's Branch High School and ensure it would be ready for use for the fall 1952-53 term. While new schools were being built, Clarendon County used temporary army barracks as classrooms.³⁴

In September 1952, the main school of the nominated Scott's Branch High School was the first of the Summerton equalization facilities to open. The building cost \$261,300 and accounted for nearly half the funds so far expended in the county. The new main school building was constructed adjacent to the wooden school building built at the same site around 1937, and attached to it via a small hyphen. Although the school opened in 1952, construction on it was not actually completed until 1953. The improvements represented in the new facility included: new modernized brick construction, cafeteria, five bathrooms, and twenty classrooms, including dedicated space for special education, home economics, vocational classes, and science lab. The extant gymnasium was added later in 1954. The additions followed modern architectural trends that lacked ornamentation and were constructed out of durable but cheap building materials like concrete and brick veneers. By design, the schools could be built quickly and easily as additions to existing school plants and to add on to over time. The design of Scott's Branch is emblematic of equalization schools across the state, which an article described as "clean-cut functional buildings, making little or no distinction in design between white and colored schools."³⁵

Once completed, the new Scott's Branch High School assumed a complicated significance for local African Americans typical of other equalization schools, yet which in this case had

³⁴ Letter from E.R. Crow to Robert Figg, November 27, 1951, Legal Case Files *Briggs v. Elliott*, Robert Figg Papers, South Caroliniana Library, University of South Carolina. Margaret Hughes, "'Separate, But Equal' Schools Go Up in Clarendon, Elsewhere," *The Columbia Record*, July 3, 1952. Kluger, *Simple Justice*, p. 533.

³⁵ Thomas D. Clark, "The Modern South in a Changing America," *Proceedings of the American Philosophical Society* 107, no. 2 (15 April 1963): 129. Margaret Hughes, "'Separate, But Equal' Schools Go Up in Clarendon, Elsewhere," *The Columbia Record*, July 3, 1952; "Summerton's School Program is Complete," *The State*, June 14, 1953. Figure 2 shows that the cafeteria was not yet built at the time this photograph was taken c.1952.

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particular gravity given its direct connection to the national legal struggle over integration. For the first time, Black Summerton residents were able to send their children to facilities that could genuinely be described as “modern” and, indeed, in many ways equal with their white counterparts. Over the ensuing years, the nominated school property would continue the legacy of the older, no-longer-extant Scott’s Branch High School building as a hub of community activity and activism and a vital resource for education and uplift. Yet as much as the property represented the fruits of years of local African American organizing for educational justice, it simultaneously embodied the State of South Carolina and broader white public’s commitment to segregation and white supremacy. The state’s monetary investment in Scott’s Branch High School was ultimately a reflection of its legal investment in the constitutionality of “separate but equal” and a measure not of newfound benevolence towards its Black citizens, but of the lengths to which it would go to deny them a deeper, more substantial equality.

Summerton and the Mixed Legacies of Brown and Briggs

As Black Summerton families began making use of the new Scott’s Branch High School, the legal struggle that had spurred the school’s construction proceeded gradually towards culmination in Washington, D.C. After the U.S. District Court had sided with Clarendon County officials, NAACP attorneys appealed *Briggs v. Elliott* again on May 10, 1952 to the U.S. Supreme Court. At this point, the lawyers for the plaintiffs, Marshall, Carter, and Robinson, emphasized in their argument that segregation itself was unequal and harmful. One key witness for the plaintiffs was Dr. Kenneth Clark, a renowned African American psychologist whose “doll test” experiment provided evidence that segregation harmed the psyche of African American children. Dr. Clark conducted a round of tests on children who went to the segregated schools of Clarendon County, including Scott’s Branch High School. Later that year, the Supreme Court combined *Briggs* with four other segregation cases under the title of the case originating in Topeka, Kansas: *Brown v. Board of Education*. The hearing was set for December 9, 1952. Thurgood Marshall represented the plaintiffs from Clarendon County and John Davis represented the school board. Marshall presented Kenneth Clark’s evidence from his doll test experiment. Davis rebutted that the sociological evidence was not relevant to the case on the grounds of constitutional rights.³⁶ The Supreme Court then deliberated for six months, and in June 1953, the Court placed the combined cases on their docket for re-argument. The justices pointedly questioned the plaintiffs’ lawyers, particularly about the original intent of the Fourteenth Amendment and its application to public education. In December 1953, after Earl Warren became Chief Justice following Fred Vinson’s death earlier that year, the Court heard further re-arguments. On May 17, 1954, the Supreme Court ruled unanimously that segregation in public education is unconstitutional. Drawing on the prior Waring opinion, the Warren Court ruled that, no matter the comparability of facilities and materials, segregation is unequal. In writing the opinion, Chief Justice Warren stated, “that in the field of public education, the doctrine of ‘separate but equal’ has no place.” The opinion also overturned *Plessy v. Ferguson*,

³⁶ “Doll Test Experiment Data,” *Kenneth Clark Papers*, Library of Congress. The doll test asked children to choose between a Black doll and a white doll as well as assign characteristics such as “good” or “bad” to each doll. Notably, the participants in Clarendon County often chose the Black doll.

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specifically noting that the doctrine of Black inferiority as a legal basis for segregation was an outdated and false notion and ordered that public schools must be desegregated.³⁷

Despite its lofty rhetoric, the Supreme Court decision did not lead to immediate integration in Clarendon County. Crucially, the U.S. Supreme Court opted not to outline any clear enforcement guidelines in the wake of *Brown*. After issuing their 1954 decision in the consolidated *Brown* cases, the Court ordered that parties return to Court and offer plans for how to actually implement desegregation, subsequently handing down a 1955 companion ruling that came to be known as "*Brown II*." In that decision, the Court acknowledged the variety of local circumstances that existed throughout the segregating states—and thus, the ranging complexity of actually desegregating schools—and ordered that integration be implemented with "all deliberate speed," a now infamously vague turn-of-phrase that allowed local school districts and state officials to stall and avoid desegregation for years to come. Alongside other measures taken by South Carolina's white politicians and school leaders to prevent desegregation, Governor Byrnes had formed a fifteen-member committee led by Senator Marion Gressette of Calhoun County. Any legislation regarding education went through this committee, which had the stated purpose of maintaining segregation. To maintain segregated schools, South Carolina removed mandatory public schooling from the state constitution in 1952, and in 1954, the legislature passed a "pupil-placement" law that allowed districts discretion for assigning students to schools.³⁸

Resistance to *Brown* also emanated from the local level, and Summerton's experiences of the court's rulings and their aftermath exemplified the increasingly manifest shortcomings of the decision and the broader mixed legacies of the mid-century struggle over integrated schooling. In the immediate-term, the plaintiffs of *Briggs* had already faced severe retaliation for their actions in Summerton. The family home of local civil rights leader Rev. DeLaine was burned to the ground in an act of arson, and DeLaine was so constantly subjected to death threats that he and his family were forced to move to Lake City, South Carolina, a town in a different county some fifty miles away from Summerton. He later was forced to flee to New York City due to white retribution. Harry and Eliza Briggs, who were closely identified with the *Briggs* case as its namesakes, were fired from their jobs and forced to leave Summerton with their children for Florida and New York. Teachers who supported the challenge lost their jobs, and other local Black supporters faced acts of retaliation like eviction from their homes or farmland and physical violence.³⁹

In the wake of *Brown* and *Brown II*, Summerton school officials joined their peers across the South in refusing to implement the rulings and continuing to keep Black and white children in

³⁷ Kluger, *Simple Justice*, p. 781-782.

³⁸ Kluger, *Simple Justice*, p. 718-749. Legislation passed by the Gressette Committee and the South Carolina General Assembly enabled Clarendon County schools to avoid desegregation for ten more years. Jeremy Richards, "Gressette Committee," *South Carolina Encyclopedia*, University of South Carolina, Institute for Southern Studies, <https://www.scencyclopedia.org/sce/entries/gressette-committee>.

³⁹ Joseph DeLaine, "Essay, 1971, Feb. 27, Information Leading to Lake City Experience," *J.A. DeLaine Papers*, <https://digital.tcl.sc.edu/digital/collection/jad/id/712/rec/9>; Joseph DeLaine, "Essay, Things that Happened since November 11, 1949," *J.A. DeLaine Papers*, <https://digital.tcl.sc.edu/digital/collection/jad/id/632/rec/12>

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segregated schools. As was true across the country, any progress in making integration real would require subsequent and continued pressure from African Americans at the local level. In Summerton, such pressure resulted in a second petition to desegregate the schools of Clarendon County School District No. 1 by African American students from Scott's Branch High School and their parents, making the school once again a base of educational activism. The petition became *Brunson v. Clarendon County*, filed in U.S. District Court in April 1960. A ruling in the case was not handed down until the fall of 1965, when the Court ordered the district to implement what was known as "freedom of choice" or "token integration," a plan in which school officials continued to assign students to segregated schools but allowed pupils to voluntarily transfer into a different school where they would be in the minority. Such plans put the burden of integration entirely on local Black families and typically resulted in very little actual desegregation. In Summerton, freedom of choice resulted in the first African American students transferring out of Scott's Branch High School to attend the formerly all-white Summerton High School: Charles Hilton, Mary Oliver, Lucretia Oliver, Idella Tindall, and Rita McDonald. Active reassignment of students on a non-racial basis—i.e. total desegregation—did not unfold in Summerton until 1970, after increasingly robust federal court rulings finally required districts to live up to the spirit of *Brown's* declaration that segregation had no place in public education.⁴⁰

While Summerton schools may have at last been officially desegregated, someone walking through the halls of Scott's Branch High School in 1970 might reasonably have wondered how much had really changed since 1954. After a federal judge forced Clarendon County No. 1 to implement freedom of choice in 1965, many local whites withdrew their children from public school and sent them to Summerton Baptist School, later renamed Clarendon Hall and one of a host of private schools opened across South Carolina in the 1960s that served white families fleeing integration. By the fall of 1970, just 256 of the 2,400 students in Summerton schools were white. When schools opened on an integrated basis that September, a mere six whites showed up for class. Although all local students in grades 8-9 were supposed to enroll at historically white Summerton High School (with grades 10-12 at Scott's Branch High School), the white exodus to private schools prompted local school officials to close the building and deny Black families access. Meanwhile, the district's remaining three historically Black school campuses sat in disrepair, with school officials having failed to have them cleaned or resupplied over the summer or ensure that basic but vital maintenance—like fixing broken windows—was completed by the time school opened. District officials consequently postponed the start of school until the facilities could be put in order and assured families that Summerton High would be available for use, but not until later in the term. When district workmen finally showed up to prepare the Black schools, a teacher noted to a *New York Times* journalist that it was the first work they had seen done there all summer, adding, "That's their way of punishing us."⁴¹

⁴⁰ *Brunson v. Board of Trustees of School Dist. No. 1*, 244 F. Supp. 859 (E.D.S.C. 1965). "Summerton Schools Finally Integrated," *Greenwood Index Journal*, September 8, 1970, p. 7.

⁴¹ *Brunson, et al. v. Board of Trustees of School Dist. No. 1, et al.* 429 F.2d 820 (4th Cir. 1970).; Tanya R. Fogg, "Slow to Change," *The State*, Columbia, SC, May 15, 1994. "Summerton Enrolls Only Six Whites," *Aiken Standard*, September 9, 1970, p. 3B. Earl Caldwell, "Schools Remain Closed in Summerton, S.C.," *New York Times*, September 4, 1970, p. 11.

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Black Empowerment and the Scott's Branch High School Addition

At that point, meaningful integration of Summerton schools had become the sort of statistical impossibility that prompted some integration activists (especially in more urban settings) to pursue more aggressive strategies like transporting children across district lines or additional district consolidation. In many places like Summerton though, promoting further integration became less of a priority for local parents and activists. "We're not worried about the schools being all black," local farmer John McDonald told a national journalist covering Summerton's shuttered schools, adding, "What we want is for them to be right for blacks." A few years earlier, McDonald had been one of the first local parents whose children successfully requested a transfer into local white schools. Now in 1970, he and other Black parents were pressuring the school board not for integration but for material improvements in the district's effectively segregated schools and greater access to its levers of power.⁴²

In addition to having their children be segregated from local whites, African Americans in Summerton historically had no presence—segregated or otherwise—when it came to actual decision-making in the local school district. While the district had long had a Black student majority, white families' abandonment of the town's public schools in 1970 made the power imbalance between the district's all-white administration and virtually all-Black student population intolerable for local residents. Mounting pressure for Black representation in district administration led to John McDonald being appointed to the Summerton school board in February 1971, the first African American to serve. Around that same time, Black families threatened to boycott the district and successfully secured the resignation of Summerton's white superintendent—who had enrolled his own children in local private schools—and had him replaced with B.O. Butler, the district's first Black superintendent and a former principal at Scott's Branch High School. Summerton's four white board member resigned in protest of the community's demands, being replaced by two other whites and three African Americans (including McDonald) who approved Butler's hire.⁴³

In addition to greater representation, local African Americans had also demanded Summerton officials provide needed material improvements in the quality and amount of resources being offered students. Primary among these were the reopening of traditionally white Summerton High and providing modern equipment for all district laboratories and libraries. One of the greatest priorities they sought was the demolition and replacement of the old ca. 1937 wing at Scott's Branch High School, then being used for elementary grades and in a deplorable state of disrepair. By early 1971, the district had had the old wing demolished, and work had begun on the extant and contributing two-story classroom building, built at a cost of \$240,000 to include ten classrooms and an up-to-date media center/library. The new building's construction came just as Scott's Branch High School graduated some 150 students in 1971, which one source at the time claimed was the largest graduating class in its history.⁴⁴

⁴² Earl Caldwell, "Schools Remain Closed in Summerton, S.C.," *New York Times*, September 4, 1970, p. 11.

⁴³ Ken Willmott, "Four Clarendon School Board Members Resign," *Sumter Item*, April 27, 1971, p. 1B. "Butler Named to Post," *Sumter Item*, May 26, 1971, p. 1B.

⁴⁴ Ken Willmott, "Four Clarendon School Board Members Resign," *Sumter Item*, April 27, 1971, p. 1B. Ken Willmott, "'Wonderful Feeling' Butler Says of New School Duties," *Sumter Item*, July 6, 1971, p. 2.

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The addition of the classroom building to the campus at Scott's Branch High School was perhaps the most substantial material accomplishment of Summerton parents' advocacy in the early 1970s and a tangible reflection of local efforts for greater Black empowerment in public education. While local leaders' emphasis had shifted away from increasing integration in schools, the Scott's Branch addition reflected a local spirit of activism that went back at least to the *Pearson* case of 1947 and assumed national importance with *Briggs*. With local whites having abandoned local schools and all but foreclosed the possibility of truly integrated schooling, local Black still families still fought to improve the opportunities and resources that could be available for children at Scott's Branch and other Summerton schools.

Conclusion

Taken together, the extant contributing resources that make up Scott's Branch High School reflect the property's enduring significance from the 1950s to early 1970s as a powerful representation of the national legal struggle over integration and the complicated legacy that followed. The property retains sufficient integrity to convey its historic function as a segregated midcentury public school, and it is eligible for listing at the national level for its direct associations with the *Briggs v. Elliott* court case, the first of the "school segregation cases" to reach the U.S. Supreme Court and lead to the declaration that segregated schooling was unconstitutional. It is likewise eligible at the state level for associations with *Briggs* and South Carolina's school equalization program. The property is also eligible at the local level for its enduring importance to Summerton-area African Americans as a place of education and a focal point of local activism. Several other places across the country associated with the history of *Brown* have already been listed in the National Register of Historic Places and provide precedent for adding Scott's Branch to the Register. In addition to the already-listed and nationally significant Summerton High School, these include, in Topeka, Kansas, both the segregated white school, Sumner Elementary, and Black school, Monroe Elementary, which are on the Register at the level of national significance, and both have been designated National Historic Landmarks.⁴⁵ Howard High School, the Black school in Delaware that was part of the *Belton v. Gebhart* case decided by *Brown*, is also on the Register at the national level of significance and has been designated a National Historic Landmark.⁴⁶ Robert Russo Moton High School, the Black school in the *Davis v. Prince Edward County School Board* case, is also listed on the National Register at the level of national significance and is designated a National Historic Landmark.⁴⁷ Scott's Branch High School is a fitting addition to the National Register, especially as the first case filed that would go on to become part of the *Brown* decision, and its inclusion would honor the

⁴⁵ Martha Hagedorn-Krass and Harry A. Butowsky, *Sumner Elementary School & Monroe Elementary School*, nomination to the National Register of Historic Places, 1991.
https://www.kshs.org/resource/national_register/nominationsNRDB/Shawnee_MonroeElementarySchoolNR.pdf.
"Topeka, Kansas," *Brown v. Board of Education*, National Park Service, accessed December 19, 2022, <https://www.nps.gov/bryb/learn/historyculture/topeka.htm>.

⁴⁶ Flavia W. Rutkosky, and Robin Bodo, *Howard High School*, National Historic Landmark nomination, January 5, 2004, <https://npgallery.nps.gov/GetAsset/f9d27c83-1521-48fe-afc0-9eef52244889>.

⁴⁷ Jarl K. Jackson and Julie L. Vosmik, *Robert Russo Moton High School*, National Historic Landmark nomination, 1994, <https://www.dhr.virginia.gov/historic-registers/144-0053/>.

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sacrifices of the African American community of Clarendon County who endured so much to press for civil rights in education.

Development history/additional context information

Well into the 1970s and beyond, Scott's Branch High School continued to be a valuable resource for local residents, who continually advocated for its upkeep and maintenance to best meet the educational needs of local students. Scott's Branch High School remained the public middle and high school for the Clarendon Co. School District No. 1 until 1994, when the district built a new building on U.S. 301.⁴⁸ The former high school became an elementary school for a time and is presently a community resource building owned by the Clarendon school district. In 2022, Congress approved Public Law 117-123 to incorporate Scott's Branch High School as well as Summerton High School into a newly expanded Brown v. Board of Education National Historical Park and the National Park Service is currently securing ownership and management of the property.⁴⁹

⁴⁸ Tanya R. Fogg, "Slow to Change," *The State*, Columbia, SC, May 15, 1994.

⁴⁹ National Park Service news release, "President Biden Signs Law to Expand and Redesignate Brown v. Board of Education National Historical Park," May 12, 2022, <https://www.nps.gov/orgs/1207/brown-v-board-of-education-national-historical-park-expansion-and-redesignation.htm>. U.S. Department of the Interior press release, "Secretary Haaland Visits South Carolina to Highlight Efforts to Tell America's Story," September 27, 2022, <https://www.doi.gov/pressreleases/secretary-haaland-visits-south-carolina-highlight-efforts-tell-americas-story>.

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Previous documentation on file (NPS):

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

Primary location of additional data:

- ☒ State Historic Preservation Office
☒ Other State agency
☒ Federal agency
☐ Local government
☒ University
☒ Other

Name of repository: University of South Carolina (South Caroliniana Library), Library of Congress, South Carolina State Library, Clarendon County School District

Historic Resources Survey Number (if assigned): _____

10. Geographical Data

Acreage of Property 5.8 acres

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Use either the UTM system or latitude/longitude coordinates

Latitude/Longitude Coordinates

Datum if other than WGS84: _____

(enter coordinates to 6 decimal places)

- | | |
|-------------------------|------------------------|
| 1. Latitude: 33.612571° | Longitude: -80.358671° |
| 2. Latitude: 33.612470° | Longitude: -80.358035° |
| 3. Latitude: 33.609127° | Longitude: -80.358249° |
| 4. Latitude: 33.609204° | Longitude: -80.359035° |

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

The boundaries of this property correspond to those of tax parcel number 078-07-04-005-00 of Clarendon County, South Carolina. The boundaries of the nominated property are shown by the blue line on the attached Scott's Branch High School NRHP Boundary Map. Beginning at the northwest corner of the 4th Street and Larry King Highway, the boundary moves north along 4th Street to Wassau Street. It then proceeds west for approximately 150 feet before turning south towards Larry King Highway, angling slightly west just north of the main school. At Larry King Highway, the boundary turns east and continues along the northern edge of the highway to 4th Street.

Boundary Justification (Explain why the boundaries were selected.)

The boundary corresponds to the property historically associated with Scott's Branch High School and follows the current tax parcel. The boundary includes all the extant contributing resources historically associated resources for Scott's Branch High School, including the 1951-1953 main school, 1954 gymnasium, and 1971 two-story classroom addition.

11. Form Prepared By

name/title: Rebekah Turnmire
organization: Center for Civil Rights History and Research at the University of South Carolina
street & number: 2213 Rosewood Drive
city or town: Columbia state: SC zip code: 29205
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telephone: 276-768-8760
date: 07/07/22

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Additional Documentation

Submit the following items with the completed form:

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

Photographs

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

Photo Log

Name of Property: Scott's Branch High School

City or Vicinity: Summerton

County: Clarendon

State: South Carolina

Photographer: Rebekah Turnmire

Date Photographed: September 13, 2022

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

1 of 55. Driveway, fenced shaded area, and memorial garden in southern area of parcel—camera facing northeast.

2 of 55. Northern area of parcel showing the north and east elevations of gymnasium and the athletic field—camera facing northwest.

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3 of 55. State historic marker, memorial garden, and southern elevation of main school—camera facing north east.

4 of 55. Window detail of southern elevation of main school—camera facing north.

5 of 55. Main entrance (circa 1994) on main school's eastern elevation—camera facing west.

6 of 55. Main entrance doors (circa 1994) on main school's eastern elevation—camera facing west.

7 of 55. Eastern elevation of main school—camera facing northwest.

8 of 55. Cafeteria, south and east elevations of main school—camera facing southwest.

9 of 55. Southern elevation of main school—camera facing northwest.

10 of 55. Southern and eastern elevations of main school, detail showing covered breezeway (circa 1980-1994) —camera facing northwest.

11 of 55. South and west elevation of main school showing recessed entrance to southern elevation—camera facing northeast.

12 of 55. Northern elevation connecting the eastern and western elevations of the main school—camera facing south.

13 of 55. Northern entrance of main school's western ell, connecting covered breezeway to the western elevation of the classroom building—camera facing southeast.

14 of 55. Western elevation of main school—camera facing southeast.

15 of 55. Interior detail of in-wall HVAC unit and bricked in window area of classroom in the western elevation of main school—camera facing northeast.

16 of 55. Interior detail of classroom door and filled in ventilation window on main school's eastern wall—camera facing east.

17 of 55. Main school's western ell interior hallway—camera facing north.

18 of 55. Bathroom interior in main school's western ell—camera facing southwest.

19 of 55. Main school's main office and reception area in the eastern ell—camera facing southwest.

20 of 55. Cafeteria in the north end of the main school's eastern ell—camera facing northwest.

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- 21 of 55. Window detail of main school's cafeteria—camera facing east.
- 22 of 55. Kitchen area of main school's cafeteria—camera facing northeast.
- 23 of 55. Interior hallway of main school's eastern ell facing the main entrance lobby—camera facing north.
- 24 of 55. Interior hallway of main school's eastern ell facing the southern entrance—camera facing south.
- 25 of 55. Classroom in main school's southern wing of the eastern ell—camera facing southeast.
- 26 of 55. Bathroom in southern wing of the eastern ell of main school—camera facing southeast.
- 27 of 55. Interior hallway of main school's southern wing of the eastern ell, facing the southwestern exit—camera facing west.
- 28 of 55. Interior hallway of main school's southern wing of the eastern ell—camera facing east.
- 29 of 55. Interior hallway of the southern wing of the western ell, taken from the eastern ell—camera facing west.
- 30 of 55. Interior hallway of the southern wing of the western ell—camera facing east.
- 31 of 55. Main school's north elevation exit towards gymnasium door detail (circa 1994)—camera facing north.
- 32 of 55. Covered breezeway connecting gymnasium and classroom building—camera facing southwest.
- 33 of 55. Covered walkway and entrance to gymnasium on its eastern elevation—camera facing northwest.
- 34 of 55. Eastern elevation of gymnasium showing filled in windows and HVAC system—camera facing west.
- 35 of 55. Eastern and northern elevations of gymnasium—camera facing southwest.
- 36 of 55. Southern elevation of gymnasium and southern entrance—camera facing north.

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37 of 55. Western elevation of interior lobby of gymnasium featuring concession stand—camera facing west.

38 of 55. Eastern elevation of interior lobby of gymnasium facing the main entrance—camera facing southeast.

39 of 55. Southern elevation of interior of gymnasium's basketball court featuring eastern and western elevation bleachers—camera facing south.

40 of 55. Western elevation of interior of gymnasium featuring bleachers and auditorium stage—camera facing northwest.

41 of 55. Western elevation of interior of gymnasium—camera facing west.

42 of 55. Northern and eastern elevation of interior of gymnasium and auditorium stage—camera facing northeast.

43 of 55. Auditorium stage and curtains on gymnasium's northern elevation—camera facing northwest.

44 of 55. Auditorium stage on gymnasium's northern elevation—camera facing southeast.

45 of 55. Gymnasium's locker room hallway in the northwestern elevation—camera facing north.

46 of 55. Gymnasium's locker room in the northeastern elevation—camera facing northwest.

47 of 55. Bathrooms on gymnasium's southern elevation (circa 1994)—camera facing south.

48 of 55. Eastern elevation of classroom building—camera facing southeast.

49 of 55. Western elevation of classroom building—camera facing east.

50 of 55. Northern elevation of classroom building—camera facing south.

51 of 55. Interior, first-floor hallway of classroom building—camera facing south.

52 of 55. Interior, first-floor classroom on eastern side of the classroom building—camera facing northeast.

53 of 55. Interior of media center on southern elevation of the classroom building—camera facing southeast.

54 of 55. Interior, second-floor hallway of classroom building—camera facing north.

Scott's Branch High School

Clarendon County, SC

Name of Property

County and State

55 of 55. Eastern elevation of gazebo on western side of parcel—camera facing southwest.

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Figure 1: "Photograph, 1951 or 1952, (Summerton, S.C.), view of Scott's Branch School looking westward," Joseph A. DeLaine Papers, South Caroliniana Library.

Figure 2: "Photograph, 1951 or 1952, (Summerton, S.C.), view of Scott's Branch School looking eastward," Joseph A. DeLaine Papers, South Caroliniana Library.

Figure 3: "Photograph, c. 1952, (Summerton, S.C.), of Scott's Branch School Gymnasium," Joseph A. DeLaine Papers, South Caroliniana Library.⁵⁰

Figures 4-18 are the July 1994 plans for the renovation of Scott's Branch prepared by Fuller, Ward, and Associates, AIA in Florence, SC.

Figure 4: Plan

Figure 5: Demolition Floor Plan 1

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Figure 7: Revised Floor Plan Detail of Main Entrance Finish

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Figure 18: Interior Finish Schedule 2 Detail

Figure 19: 1951 architect's drawing of Scott's Branch High School, published in the *News and Courier*, October 7, 1951, page 6-C.

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⁵⁰ Although the collection gives the date of the photograph as c. 1952, the gym was not completed until 1954 and it is likely the picture was taken that year or shortly after.

Scott's Branch High School NRHP Boundary Map

1102 4th Street, Summerton vic.
Clarendon County, South Carolina

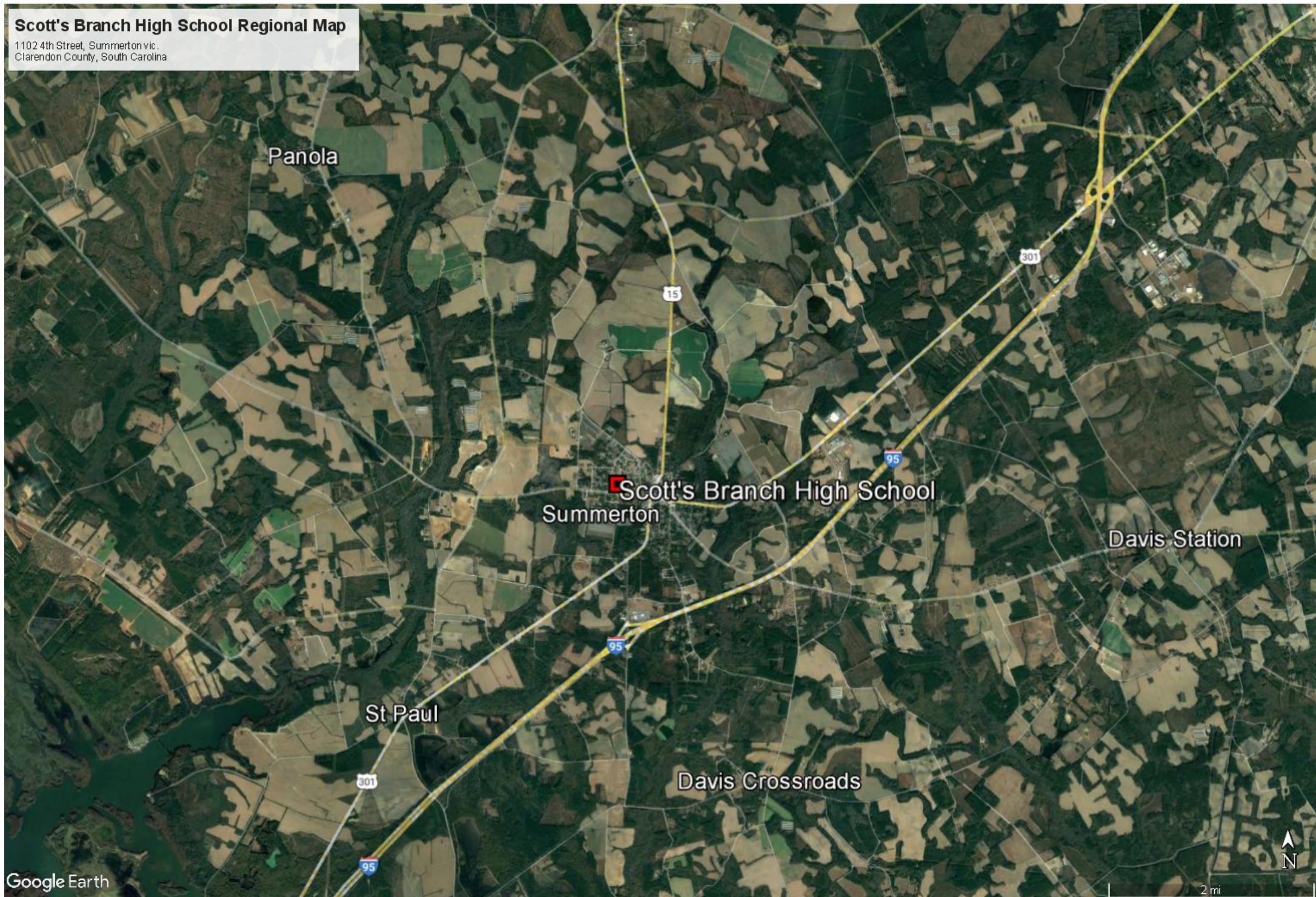
Coordinates

- | | |
|-------------------------|------------------------|
| 1. Latitude: 33.612571° | Longitude: -80.358671° |
| 2. Latitude: 33.612470° | Longitude: -80.358035° |
| 3. Latitude: 33.609127° | Longitude: -80.358249° |
| 4. Latitude: 33.609204° | Longitude: -80.359035° |



Scott's Branch High School Regional Map

1102 4th Street, Summerton vic.
Clarendon County, South Carolina



Scott's Branch High School Summerton vic., Clarendon Co., SC NRHP Site Map & Photo Key

