

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 Property

Historic name: Sandy Island School

Other names/site number: _____

Name of related multiple property listing:

N/A

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

2. Location

Street & number: 32 Sandy Island Road

City or town: Sandy Island State: SC County: Georgetown

Not For Publication: Vicinity: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:

 national statewide X local

Applicable National Register Criteria:

X A X B X C D

Signature of certifying official/Title:

Date

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

Object

Number of Resources within Property

(Do not include previously listed resources in the count)

Contributing	Noncontributing	
<u>3</u>	<u> </u>	buildings
<u> </u>	<u> </u>	sites
<u> </u>	<u>2</u>	structures
<u> </u>	<u> </u>	objects
<u>3</u>	<u>2</u>	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.)

WORK IN PROGRESS

SOCIAL/Meeting Hall

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7. Description

Architectural Classification

(Enter categories from instructions.)

LATE 19th AND 20th CENTURY REVIVALS/Neo-Classical Revival

Materials: (enter categories from instructions.)

Principal exterior materials of the property:

Foundation: CONCRETE, BRICK

Walls: BRICK

Roof: METAL/TIN

Other: Concrete

Narrative Description

(Describe the historic and current physical appearance and condition of the property. Describe contributing and non-contributing 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:

The Sandy Island School is a brick Neoclassical Revival style structure with a front gable roof. The southern front elevation features a full façade, engaged porch with square brick columns. J.E. McQuade was the architect and J.L. Bull, Jr., the engineer of the school.¹ The Sandy Island School was constructed on land purchased by Northern philanthropist Archer Huntington from the island's leader, Prince Washington, in 1932. Currently under the ownership of Brookgreen Gardens, it is located in a primarily rural, residential area on 2.89 acres that is surrounded by land owned by members of the historic African American community of Sandy Island, as well as land owned by the Nature Conservancy that makes up the Waccamaw National Wildlife Refuge.² The design of the school is a vernacular interpretation of the Neoclassical Revival and draws on

¹ For history of Brookgreen Gardens' involvement with Sandy Island, see Frank Tarbox Correspondence Files and James W. Skinner Correspondence Files, accessible at Brookgreen Gardens Archive, Murrells Inlet, S.C.

² For a map of the entire Waccamaw Refuge, see <https://www.fws.gov/refuge/Waccamaw/map.html>.

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the architectural vocabulary of nearby 19th century plantation houses and the Georgetown County Courthouse. There are also two abandoned outhouses that lie to the north of the main building. A wooden gazebo structure and cement walkway were once located at the site of the current playground, which is a noncontributing structure. A cement basketball/play court is located to the west of the property. The outhouses and the main school building are the contributing resources on the property.³

Narrative Description:

Sandy Island is a 12,000-acre island in northern Georgetown County, South Carolina, that is home to an African American community founded and settled by freed slaves during the Reconstruction era. It is located within the Gullah Geechee Cultural Heritage Corridor, an area established by the U. S. Congress to recognize and help maintain the cultural traditions of the Gullah Geechee people. The Corridor extends from Jacksonville, North Carolina southward to Jacksonville, Florida. Sandy Island is one of the few South Carolina Gullah Geechee island communities that remains accessible only by boat and has no paved roads. The daily journey of residents to the mainland begins at the boat landing at the island's southern point, known as Mount Rena or Mount Arena, and continues through a 1963 canal to a disembarkation landing just south of Brookgreen Gardens.

The Sandy Island School is located one-third mile northwest of the Mount Arena boat landing on a lot donated by former island leader Prince Washington and currently owned by Brookgreen Gardens. This lot is surrounded by the island community of approximately fifty residents and over 9,000 acres of land owned by the Nature Conservancy as part of the Waccamaw National Wildlife Refuge. The topography immediately around the school slopes gently away from the building, with the most pronounced slope extending northward from the rear (north elevation) of the building. Geologically, Sandy Island is a prehistoric sand dune, with the school consequently being built on sandy soil.

The school building is located in a fairly open area near the fork of two sand roads. **(Figure 1)**. Its landscape consists of a large mature tree in the front (south) and fairly dense vegetation in the rear (north) of the school. A concrete playcourt lies to the west while a basketball court and multiple residential dwellings are located adjacent to the building. The playcourt was added prior to 2005, and the playground was added in 2005 by Georgetown County. The playground area previously contained a wooden gazebo that was identical to the one formerly in front of the Brookgreen School.⁴ **(Figure 2)** In addition to the main school building, there are two white brick masonry outhouses north of the main building. **(Figure 3)**

³ Correspondence between Sandy Island residents and Cummings and McCrady, Inc., 2019.

⁴1932 photo of the Brookgreen School, showing a gazebo, similar to one residents recalled as being located in front of the Sandy Island School. Frank G. Tarbox Jr., Brookgreen School, 1932, image, Brookgreen Gardens Collection, Murrells Inlet, South Carolina, <https://cdm16016.contentdm.oclc.org/digital/collection/p163901coll6/id/595/rec/2>.

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The Sandy Island School displays the late 19th and early 20th century Neoclassical Revival style through its commanding facade and roof supported by classical columns. The architect of the school was J.E. McQuade and the engineer was J.L. Bull, Jr., who oversaw construction of the school.⁵ Construction began on August 8, 1932 and finished on September 19, 1932.⁶ Its red brick exterior was painted white in October of that year.⁷

The school is constructed of two-wythe brick masonry laid in five course common bond with a poured concrete foundation, lower walls, floors, and porch beams. The brick, concrete foundations and concrete beams have been painted. The dominant architectural feature of the school is a colonnaded portico with a simple Neoclassical pediment along the south elevation of the structure. The pediment is constructed of a single wythe of brick masonry (**Figure 4**) and is supported by concrete beams 16" deep and 12" wide. The beams are chamfered along the bottom edges, with a decorative detail over the columns. The beams span four 12" square brick columns along the front of the building and from the corner columns back approximately 9" into the brick masonry wall. The pediment contains a semicircle louvered wooden vent and a perforated brick pattern near the roof ridge, which ventilates the attic space.

Four concrete stairs lead up to the portico. The bottom two stairs are a later addition to compensate for the eroded grade level along the front of the building. A wooden plank ramp is located along the east side of the porch. The porch floor is a concrete slab over earth filled with poured concrete walls along the perimeter. The floor slab is chamfered along its edge, mirroring the detail in the beams above. The porch holds an old bench or wooden church pew that used to be housed within the building. The front facade of the building has one nine-over-nine double hung sash window and a wooden door with two panels and six lites.

The roof of the building was originally wood shingle, some of which is still intact on the cornice returns on both the front- and rear-facing gables (**Figure 5**). The current roof is modern 5-V crimp metal, most recently replaced in the early 2000s, installed over 1x plank decking. The roof framing consists of 2x6s and 2x8s in a lightly-framed truss formation.

The front (south) façade of the building has one nine-over-nine double hung sash window. The porch holds an old bench or wooden church pew that was placed inside the building during the 1970s. A wood plank handicap ramp was constructed to give access to the porch after 1974. Four concrete steps lead up to the porch with the top two steps having a decorative edge. The bottom two steps were extended after the original construction due to erosion from the building. The

⁵ James W. Skinner report to Archer Huntington, August 8, 1932, see Tarbox 1932 Files, accessible at Brookgreen Gardens Archive, Murrells Inlet, S.C.

⁶ James W. Skinner report to Archer Huntington, August 23, 1932, see Tarbox 1932 Files, accessible at Brookgreen Gardens Archive, Murrells Inlet, S.C.; James W. Skinner report to Archer Huntington, September 19, 1932, see Tarbox 1932 Files, accessible at Brookgreen Gardens Archive, Murrells Inlet, S.C.

⁷ James W. Skinner report to Archer Huntington, October 10, 1932, see Tarbox 1932 Files, accessible at Brookgreen Gardens Archive, Murrells Inlet, S.C.

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upper portion of the front gable has a brick pattern that allows ventilation into the attic of the building and a semi-circle ventilation grate about midway below.⁸

The east elevation originally included eight nine-over-nine double-hung sash windows grouped in fours. One of the double-hung sash windows was replaced by a secondary door and a nine-lite single-paned window when the building was updated after 1974, presumably to meet the requirements for fire code.

The west elevation includes two brick chimneys. The chimney closest to the rear (north) of the building is integrated into the eaves of the building while the chimney closest to the front facade sits flush with the eaves. The west elevation also contains pipes indentures that indicate of the evolution of heating in the building, first provided by kerosene and later by electric heater. Telephone and electricity came to the building in 1965 and 1967, but the wiring was upgraded sometime after 1974 to its present configuration.⁹

The rear (north) elevation of the building is less ornate than the front. The semicircle grate is repeated above the central line of the gable. A ventilation pipe currently runs up through the ground. The rear (north) facade holds two identically sized double-sash windows, the left being a nine-over-nine while the right has been converted to a six-over-six with a spacer above the sill to provide for the interior bathroom fixture installation. **(Figure 6)**

The interior of the school is divided into two main classrooms and two small bathrooms and has experienced minimal change. The flooring throughout the building is a concrete slab on filled earth. It is covered with modern carpeting in the classroom spaces and vinyl composite tile in the two bathrooms. The front room is accessed from the front porch. Along the front wall is a raised brick platform used by teachers when the building was a school. The brick is laid in a herringbone pattern. Bookshelves are located along the west and north walls of the front classroom space. A dividing wall was created using eight wooden doors with a solid wall above to the ceiling. Currently, all of the doors except one are fixed in place, and that door provides access between the two classrooms. The back classroom has a door for egress on the east side of the building. The classroom also has a raised platform, though it is constructed of wood and is not original to the building. The two retrofitted bathrooms are located along the north side of the back classroom, where the storage closets used to be. No plaster or other finish was added to the exterior walls, and the exposed brick has been painted. The modern ceiling consists of 4' by 8' fiber or gypsum boards with wood trim along the board joints.

Between 1974 and 2005, a wall containing bookshelves was retrofitted to the space to convert the front classroom into a library. Island residents recall the school having two rooms: one for teaching first through fourth grade, the other for teaching fifth through eighth grade. In 1974

⁸ Cummings & McCrady, Inc., "Sandy Island School Historic Structure Report," submitted to the Department of the Interior, National Park Service, grant number P17AP00044.

⁹ *At Low Tide: Voices of Sandy Island* (Conway, S.C.: The Athenaeum Press at Coastal Carolina University, 2017), 62–65.

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photographs, the partitioning wall appears to be folded.¹⁰ **(Figure 7)** After the school's closing in 1966, the two utility closets in the back of the building were converted to restrooms when interior plumbing was installed in the building. In 2005, carpet was also added, and the interior was repainted from white to blue as part of the addition of the library.

The Sandy Island School is in fair condition overall, and many of the important character-defining elements have maintained their historic integrity. The shape, which is neoclassical in proportion, has not been changed since its construction. The fenestration and craft details such as the triangular attic and outhouse ventilations are still intact. Other than the conversion to restrooms, the interior floor plan remains intact.

Outhouses (c.1932) - Contributing Buildings

The two outhouses are located sixty feet from the rear (north) elevation of the main school building. These outhouses are both roughly 5' by 11' wide and are approximately 15' high at the height of the gable. They are constructed with brick masonry laid in five course common bond with a concrete foundation. Each outhouse has a rear-facing 1' x 1' diamond opening about 8' from the foundation and a 2.5' x 7' wooden particle board door. The exterior brick, roof framing, and door have all been painted white. The second row of brick close to the gable roof has a perforated pattern, and a 3" gap between the top row of brick and roof framing. The western outhouse's door has begun deteriorating and splitting.

The easternmost outhouse was converted to a pump house, and its roof was replaced in the early 2000s with a 5-V crimp metal roof. A latrine that runs the length of the building is intact. The western outhouse's roof has also been replaced and the full-width latrine covered over with plywood.

Playground (Late 20th Century) – Non-contributing structure

Located just south of the school's front elevation is a playground, which includes modern plastic and metal play equipment surrounded by a black plastic protective barrier.

¹⁰ Waccamaw Council, Man and Woman on Sandy Island, 1974, image, Georgetown County Digital Library, Georgetown, South Carolina, <https://cdm16016.contentdm.oclc.org/digital/collection/p16016coll12/id/860/rec/2>

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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.)

ETHNIC HERITAGE/Black

SOCIAL HISTORY

EDUCATION

Period of Significance

1932-1966

Significant Dates

1932

Significant Person

(Complete only if Criterion B is marked above.)

Prince Washington

Cultural Affiliation

Architect/Builder

J.E. McQuade

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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.)

The Sandy Island School is eligible for listing on the National Register of Historic Places under Criterion A for its association with African American civil rights through education and community advocacy. The school's success in educating traditional (school-age) and nontraditional (adult) students demonstrates the self-sufficiency and defiance of the Sandy Island community despite the unequal and segregated resources in the American South. The building is also eligible under Criterion B for its association with island patriarch Prince Washington, who transported children for over twenty years across the Waccamaw River to receive a high school education and offered older adults voter registration training through citizenship classes in the late 1950s. Lastly, the Sandy Island School is nominated under Criterion C for the significance of its unusual use of Neoclassical architecture, built when many African American schools in South Carolina were designed according to the Community School Plans of the Julius Rosenwald Fund. The use of a Neoclassical design exemplifies the architecture most preferred by white plantation owners and appropriated by the school's benefactors Archer and Anna Hyatt Huntington. The period of significance begins with the construction of the current historic school building and ends with the closure and consolidation of the school in 1966.

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

Criterion A: African American Education - Civil Rights Movement (Ethnic Heritage: Black, Social History, Education)

The Sandy Island School is eligible under Criterion A for its role as an historically segregated school for African Americans that became a central location for island residents' efforts to promote political engagement on behalf of African American civil rights. Through the islanders' collective determination and action, students received a quality education in the face of meager resources, enabling them to flourish in their chosen careers off the island. In the 2004 survey of Historic Resources of Georgetown County, South Carolina, the Sandy Island School was recognized as one of three properties eligible for listing in the National Register of Historic Places for its association with the "development of the African-American community on Sandy Island."¹¹ Because of the lack of commercial development on the island, the Sandy Island School's central physical and cultural setting in the community has been preserved. As a result, the school remains a defiant symbol in the face of South Carolina's long history of discriminatory educational practices that date back to the eighteenth century.

Early Education of African Americans in South Carolina (1865-1930)

¹¹ New South Associates, "Historic Resources Survey, Georgetown County, South Carolina," 2004, 145.

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South Carolina was the first American colony to pass laws prohibiting the education of enslaved people.¹² Following the deadly 1739 insurrection of enslaved people near the Stono River (approx. 75 miles SW of Sandy Island, in neighboring Charleston County), South Carolina passed the comprehensive Negro Act of 1740. This legislation made it illegal to teach enslaved people to read or write and remained in effect until 1865. Shortly after the Civil War and abolition of slavery, South Carolina churches, charitable organizations, and particularly the Freedmen's Bureau assumed the primary responsibility of educating newly freed slaves.¹³ General Oliver Howard, Commissioner of the Freedmen's Bureau, issued a policy requiring a general superintendent of schools for each state, who would "take cognizance of all that [was] being done to educate refugees and freedmen, secure proper protection to schools and teachers and promote method and efficiency."¹⁴ Withdrawal of Union troops in 1877 and the ratification of the South Carolina Constitution of 1895 reversed many of the educational gains by freedmen and left the issue of African American education to white local school boards. By 1922, 90 percent of education funding went to white schools.¹⁵

The social and political reformist ideals of the Progressive era (1896-1918) inspired northern philanthropies to support the education of southern African Americans; one such project, the John Slater Fund, provided annual support for the salaries of teachers at Georgetown County Training School.¹⁶ In 1922, the Jeanes Fund, also known as the Negro Rural School Fund, funded the salary of Marion Baxter, a teacher who made 209 school visits and raised \$3,500 in support of vocational instruction in Georgetown County.¹⁷ Inspired by the vision of Booker T. Washington and Julius Rosenwald, the Rosenwald Fund built and improved educational facilities for black students and incentivized states to partner in these efforts.¹⁸ In the wake of the Great Depression, the Rosenwald program curtailed its funding of new schools by 1930.

Archer and Anna Huntington's Support of the Sandy Island School

¹² Hilary Moss, "Education," in Paul Finkelman, ed., *Encyclopedia of African American History, vol. 2 - 1619-1895* (New York: Oxford University Press, 2006), 443-47.

¹³ John Belton O'Neill, *The Negro Law of South Carolina* (Columbia, S.C.: J.G. Bowman, 1848), 23.

¹⁴ Records of the Field Offices for the State of South Carolina, Bureau of Refugees, Freedmen, and Abandoned Lands, 1865-1872 (Washington, D.C.: National Archives and Records Administration): volume 45.

¹⁵ Katherine Richardson, "African-American Primary and Secondary Public School Buildings in South Carolina, ca. 1895-1954," National Register of Historic Places: Multiple Property Documentation Form (Columbia, SC: South Carolina State Historic Preservation Office, 1996), section E2.

¹⁶ John Fisher, *The John F. Slater Fund: A Nineteenth Century Affirmative Action for Negro Education* (Maryland: University Press of America, 1986). See also South Carolina, *Annual Report of the State Superintendent of Education* (Columbia: Gonzales and Bryan, 1918), 96. Each county designated one school (usually colored) that area teachers could attend for several weeks of instruction in cooking, sewing and regular classroom work.

¹⁷ Arthur Wright and Edward E. Redcay, *The Negro Rural School Fund, Inc. (Anna T. Jeanes Foundation), 1907-1933: A Record of the Establishment of the Fund, a Sketch of Its Donor, the Minutes of the Proceedings of the Board of Trustees from 1908 to 1932, and the Policies Developed*, (Ann Arbor: Michigan, 1993). See also: South Carolina, *Annual Report of the State Superintendent of Education* (Columbia: Gonzales and Bryan, 1922), 186.

¹⁸ Rebecca Ryckley, "The Rural School Project of the Rosenwald Fund, 1934-1946," (PhD diss., Georgia State University, 2015), 11-14.

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While many of these private funding organizations ceased operation in South Carolina by the time Sandy Island School was established, similar impulses and sources of support nonetheless were critical to the school's construction. Building costs, teacher salaries, and even living quarters for the faculty were financed entirely by a wealthy white northern couple, Archer and Anna Hyatt Huntington. Archer Milton Huntington (1870-1955) was a poet, scholar, and an avid supporter of the arts. **(Figure 8)** Anna Hyatt Huntington (1876-1973) was an award-winning sculptor who came from a family that valued higher education and the arts. **(Figure 9)** The Hungtingsons' acquisition of land along the Waccamaw Neck was part of a wider trend of wealthy families purchasing abandoned or financially strapped former plantations in the coastal south after the collapse of the plantation rice economy.¹⁹

In 1930, the Huntingtons purchased four former plantations and additional acreage on Sandy Island. Overseeing the property was the newly incorporated "Brookgreen Gardens, a Society for the Southeastern Flora and Fauna," an eleemosynary founded with the expressed purpose of preserving the land and providing an unparalleled showcase for 19th and 20th century sculpture. That same year, they hired Frank Tarbox to manage the construction and renovation of Brookgreen Gardens and a summer home on the ocean side of US 17, called Atalaya. He wrote weekly reports on the progress of Brookgreen Gardens' development and the social investments the Huntingtons made into the local community.

The Huntingtons' original land purchase also included large tracts of rice fields and forest on Sandy Island, which they intended to keep as a wildlife preserve. They also employed several Sandy Islanders, including Abraham Herriot, a minister at nearby Belin Baptist Church located in Murrells Inlet.²⁰ It was Herriot and fellow islander Prince Washington who successfully petitioned Archer and Anna Huntington for funds to build a school for their community's children.²¹ Prince sold the Huntingtons his own three-acre tract of land on which to build the school in the Spring of 1932.²² In total, Archer Huntington financed two schools for his African American employees' children: one on his mainland property in Brookgreen Gardens and one on Sandy Island. Both schools were identical in appearance, following J.E. McQuade's Neoclassical architectural plans, and constructed in the fall of 1932.²³ The Brookgreen School, which had a

¹⁹ After 1929, Archer Huntington continued to grow rice on the land that would become Brookgreen Gardens. Much of the work was done by Sandy Islanders. For more information about the Huntington's rice crops, see Frank Tarbox letters & correspondence 1930-32, accessible at Brookgreen Gardens Archives, Murrells Inlet, S.C.

²⁰ Frank Tarbox reporting on letter from Abraham Herriot to Archer Huntington, enclosed in reports of Frank Tarbox. Report dated August 8, 1937. Frank Tarbox letters & correspondence 1937, Brookgreen Gardens Archives, Murrells Inlet, S.C.

²¹ According to most Sandy Islanders, they believe that Abraham Herriot, with his close relationship with the Huntingtons, appealed for a school to be built on the grounds. However, no such letter or reference has been located in the Brookgreen Archives, though the managers at Brookgreen often cite the petitions of "Ham" Herriot and include his letters to Archer Huntington in their correspondence.

²² Georgetown County, South Carolina, Deed Book P2: 12; Prince Washington to Archer M. Huntington. May 21, 1932; Office of the Recorder of Deeds, City of Georgetown.

²³ Cummings & McCrady, Inc., "Sandy Island School Historic Structure Report," submitted to the Department of the Interior, National Park Service, grant number P17AP00044, 4. McQuade's construction company also assisted in the building of a doctor's house, causeway, and bridge at Brookgreen Gardens in 1932.

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separate kitchen and lunchroom, was demolished in the late 20th century. On Sandy Island, the Huntingtons also built a cottage for teachers to stay while on the island, which was completed in 1935.²⁴ The cottage is no longer extant.

While the rosters of workmen who McQuade and Bull contracted to work on the property have not been located, given the historic reputation of island residents as excellent masons and carpenters, members of the Sandy Island community were probably involved in the construction of the school. The Huntington summer home Atalaya and other buildings on the family's property were also being constructed at the time, and the bricks were purchased from Exum Bricks in Camden, South Carolina. The bricks for the Sandy Island School and the Brookgreen School are assumed to have come from the same company.

The Huntingtons often visited both schools and were invested in their success. The late Onethia Elliott, who died at 104 years of age in 2019, remembered these visits and Archer Huntington's military-like attire and concern for the community.²⁵ Indeed, the construction of the schools was part of a larger interest the Huntingtons took in the social welfare of the surrounding communities, which also included their facilitation of a free medical clinic on the Brookgreen property.²⁶ They also funded the construction of the Brookgreen Church (now Brown Chapel United Methodist) on the mainland close to the former Springfield Plantation.²⁷ **(Figure 10)**

Sandy Island's Educational History and Achievements

Prior to the building of Sandy Island School, education on the island took place in residents' homes or in churches, with the islanders paying the teachers' salaries.²⁸ Students only attended school for four or five months out of the year because families needed their children during the planting and harvesting season, and the community could only afford the teachers' wages for a portion of the year. Over time, the teachers who taught on Sandy Island became an important part of the community and even included one future South Carolina state legislator: John William Bolts, elected in 1898 and 1900, the second of which marked the last time an African American was elected to the S.C. House until 1970. **(Figure 11)**

²⁴ J.W. Skinner letter to Archer Huntington reporting on the Sandy Island teacher's cottage, July 20, 1935, Skinner Reports 1932-1941, Brookgreen Gardens Archive, Murrells Inlet, S.C.

²⁵ Onethia Elliot, interview by Eric Crawford, Quentin Ameris, Ryan Heathercock. Sandy Island S.C., November 30, 2016.

²⁶ "Brookgreen Gardens Estate Fine Example of Racial Opportunities," *The Lighthouse and Informer* 4, no. 45 (1941). It is still unclear through historical records and archives when the Brookgreen medical clinic was built. There are several documents about nurses in the Brookgreen Archives, Murrells Inlet, South Carolina, that suggest the clinic was built before and open during the 1930s.

²⁷ Frank Tarbox reporting to Archer Huntington about the completion of building on properties, August 8, 1932. Tarbox Reports 1932, accessible at Brookgreen Gardens Archive, Murrells Inlet, S.C. Brown Chapel is almost identical to the Sandy Island school in its exterior form, except for having windows on both sides of the building and round columns rather than square.

²⁸ Kouri, Christopher H. "When a Man Starts Out to Build a World: The History of Sandy Island," *Penn Center Sea Island Preservation Project*, (St. Helena Island, South Carolina, 1994), 45. The churches being referenced are New Bethel Baptist Church and the Butler African Methodist Episcopal Chapel.

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Once the school was constructed, Sandy Island's children attended for a full nine-month term. One of the first teachers and first principal of the new school was Doland Bland, a graduate of Benedict College in Columbia, South Carolina. According to employment records, another early teacher was S.W. Tucker, who lived in the teacher's cottage from September 1938 to May 1942.²⁹ To staff the school, the island's leaders often called upon college-educated community members like Emily Collins Pyatt, a graduate of Benedict College, who taught on the island for eleven years.³⁰ **(Figure 12)** Education at the school reflected the religious values of the community, with former students and Sandy Island residents recalling teachers beginning each school day with a prayer and religious song.³¹

While the architectural drawings of the school indicated it was designed as a one-room school house, most islanders remember the school as being split into two: one classroom for the younger students up until third grade, the second classroom used by fourth through seventh. Similarly, most islanders remember, and records confirm, two school teachers.³²

Despite the school's island setting, the educators at Sandy Island School, like their fellow islanders, were far from isolated. The principal and teachers of the Sandy Island School were heavily involved in the organization and execution of the Brookgreen Welfare Conference throughout the 1930s and 1940s, which was founded by Seymour Carroll, chairman of the South Carolina Natural Resources Commission.³³ The Brookgreen Welfare Conference was a statewide and regional conference that brought volunteer health practitioners, who provided care for local residents, together with African American political leaders from across the state. Bland or Miles Bogan, principal of Brookgreen School, often chaired the organizational committee for the conference. The Sandy Island School children would perform for the conference attendees, and the Brookgreen and Sandy Island schools hosted several of the conference's sessions.³⁴ Schools in Georgetown County as well as neighboring Horry County offered holidays to their employees and students to attend the conference.³⁵

Like other African American public schools during segregation, Sandy Island School lacked many of the educational resources found in white schools across the state. Christopher Kouri, in the Penn Center Sea Island Preservation Project's 1994 report, gives a detailed account of the remarkable ability of the school's faculty to overcome shortages in educational materials and a lack of electricity and running water at the school:

²⁹ Brookgreen Paystubs and Employment Roster. Brookgreen Gardens Archives. 1938, 1945. Other teachers include Ms. R. LeVallie Prioleau (1942), Emily Collins Pyatt (1943-1954); Rebecca Deas and Anna Nelson (1957); Cleo Jackson (1959); Augustus Herriott (1962); Janie Lee, Mattie Keith (1965).

³⁰ Emily Collins Pyatt, interview by Eric Crawford, Pawleys Island, S.C., August 27, 2016.

³¹ Laura Herriot, interview by Eric Crawford, Sandy Island, S.C., February 13, 2016.

³² In 1959, Sandy Island teachers were Anna Nelson and Cleo Jackson. See "County Rural Teachers Meet," *The Georgetown Times*, September 10, 1959.

³³ Thomas Yenser, *Who's Who in Colored America: A Biographical Dictionary of Notable Living Persons of African Descent in America: 1941-to-1944*, (Brooklyn, N.Y.: T. Yenser, 1942), 107.

³⁴ Brookgreen Welfare Conference program, 1938 and 1940. Brookgreen Gardens Archives.

³⁵ "Brookgreen Conference to Be Held Tuesday, March 12." *Palmetto Leader*, February 17, 1940.

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With limited resources, the school managed to give an effective and memorable education of which its graduates remain fond. The science equipment was a display of native shells; the school library was three bookshelves and was comprised of a new World Book set and a two volume encyclopedia; the school's audio-visual equipment included a transistor radio, a battery operated phonograph with one record, and a world globe; and the sports equipment included two balls: a softball and basketball that doubled as a volleyball. PE classes were held in the courtyard as the girls went with Mrs. Lee and the boys went with Mr. Herriott. The water fountain was a bucket with a dipper in the schoolyard well.³⁶

The island was without electricity until 1964, just two years before the school closed. This lack of electricity had an impact on students' ability to do work at home. Franklin Tucker, a former student of the school and Sandy Island resident, recalls having to do homework quickly because there were only three kerosene lanterns in his home.³⁷ As the mainland was electrified and modern conveniences followed, school teachers would brave the commute to live off the island. Mr. Augustus Herriott, who is referenced as "Mr. Herriott" in Kouri's passage above, made a daily 22-mile commute from the nearby city of Conway, which included an hour-long boat trip from Brookgreen Gardens to Sandy Island.³⁸

The Sandy Island school became part of the Georgetown County School District in 1945, but the county did not provide lunch and milk for Sandy Island's children, so they had to bring their own packed lunches.³⁹ The children received their milk through the efforts of community leader and school boat captain Prince Washington, who daily met the milk delivery man at the Brookgreen landing and returned to the school with ice-packed cartons of milk.⁴⁰ **(Figure 13)** When Georgetown finally began providing school lunches (one or two years before the school closed), Washington would ferry the bagged lunches and milk over each day.⁴¹

Despite these challenges, Sandy Island's students kept pace and sometimes excelled among their peers across both segregated, and later integrated, scholastic events in Georgetown County. Yvonne Tucker-Harris, a retired Army colonel who grew up on Sandy Island, recalls how Sandy Island children often won or placed in the county-wide spelling bee, with⁴²

³⁶ Kouri, "When a Man Starts Out to Build a World," 46.

³⁷ Franklin Tucker, interviewed by Eric Crawford, Myrtle Beach, S.C., January 25, 2016.

³⁸ Kouri, "When a Man Starts Out to Build a World," 46. In manual row boats, the commute to the island could take as much as 90 minutes. By the time the Sandy Island canal was constructed in the 1960s, most islanders had private, motorized boats, alongside the larger craft used for a school boat.

³⁹ Memorandum of Understanding between the State of South Carolina, County of Georgetown and Brookgreen Gardens, 2.

⁴⁰ Kouri, "When a Man Starts Out to Build a World," 45-47.

⁴¹ Yvonne Tucker-Harris, interview by Eric Crawford, Augusta, G.A., August 2, 2016.

⁴² Yvonne Tucker-Harris interview, 2016.

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These accomplishments are even more remarkable in light of the state's racial gap in school expenditures at this time. A 1948 report by the National Peabody Commission reveals these glaring inequalities in educational funding for black and white students in South Carolina: per-pupil expenditure for white students was \$111, more than twice the average \$50 for black students; average teacher salary for whites was \$2,057, versus \$1,414 for blacks; the value of white school property was \$68.4 million compared to \$12.9 million for black schools; and the state spent \$2.4 million on transportation for whites, but only \$184,000 for its black pupils.⁴³

Upon completion of the seventh grade, Sandy Island's students had to cross the Waccamaw River to attend high school. Before 1954, students would rely on small private boats—including motorized as well as manual row boats—which were easily pushed off course by either a strong current, wake from nearby commercial barges, or storms. At least fifteen Sandy Islanders, including nine children, have lost their lives in the Waccamaw River since 1930.⁴⁴ Sandy Islanders had reason, as resident Angelis Pyatt Washington recalled, to “Be careful when the Waccamaw River is angry.”⁴⁵

But the commute across the river was just the first (or last) leg of the journey. Sandy Island School graduates attended high school (Grades 8-11) at Howard School, 20 miles away in the city of Georgetown or Whittemore Training School (Whittemore School), 22 miles away in Conway. Howard School was first established in 1866 as the Georgetown Colored Academy on Duke Street. In 1938, a new Howard School opened in the West End on Kaminski Street to serve black students in grades 1-11.⁴⁶ Whittemore School, founded in 1870, was one of the first schools for African Americans in Horry County. Later renamed Whittemore Training School, it moved to Race Path Avenue and Thompson Street in Conway and also served grades 1-11. The choice between Whittemore and Howard often depended on where the student's parents or close relatives worked. For example, Emily Collins Pyatt's father worked at a lumber mill in Conway, so she attended and graduated from Whittemore.⁴⁷

When Sandy Islanders left the island, the effects of being educated and raised in a closed community came with drawbacks as well as benefits. After crossing the Waccamaw, some students reported being isolated or taunted for being from the island.⁴⁸ Franklin Tucker

⁴³ Division of Surveys and Field Services, George Peabody College for Teachers, *Public Schools in South Carolina: A Report of the South Carolina Education Survey Committee* (Nashville, TN: George Peabody College for Teachers, 1948).

⁴⁴ “Five Persons Drowned in County Friday,” *The Georgetown Times* (Georgetown, SC), June 19, 1973. See also Glenn Smith, “3 Dead in Boating Nightmare,” *The Post and the Courier* (Charleston, SC), Feb. 19, 2009. See also Association of Average Adjusters of the United States, *American Maritime Cases*, vol. 2, (Charlottesville: University of Virginia, 1964), 1862.

⁴⁵ Angelis Pyatt Washington, interview with Eric Crawford and Alli Crandell, Conway, SC, September 20, 2017; *At Low Tide*, 16.

⁴⁶ “Howard School,” *African American Historic Places in South Carolina*, September 2015. See also Urban Land Institute, *Georgetown South Carolina Panel Briefing Book*, 46.

⁴⁷ Emily Collins Pyatt, interview, 2016.

⁴⁸ Patricia Nichols, “Linguistic Change in Gullah: Sex, Age, and Mobility,” (Dissertation, Stanford University, 1976), 23.

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remembers learning mathematics and vital social skills and states, “growing up in elementary school was, to me, better than high school. I learned more in elementary school than I did in high school.”⁴⁹ As Patricia Nichols points out in her dissertation on the language of Sandy Island versus the mainland Georgetown County, “High school students tell of being teased about being from the island and being looked upon as somehow different and perhaps unsophisticated,” but that the members of the island community retained less creole features in their language, and especially women of the island had more job variety than their counterparts.⁵⁰ Despite such challenges, some Sandy Island students excelled as they continued their schooling on the mainland. Mary Pyatt and Wilhelmena Weathers received distinction at Howard High as Senior Class Officers, while Emily Collins Pyatt proudly recalls being approached by former students she taught on Sandy Island who had become doctors and lawyers.⁵¹

Progressive Democrats, Citizenship School, and Voting Registration

Sandy Island School’s importance to local islanders extended beyond the more conventional educational activities it hosted for the island’s children. Evidence indicates that the school building was also home to one of dozens of Citizenship Schools that operated in South Carolina in the 1950s and 1960s, making the school a significant site in islanders’ efforts for political empowerment and civil rights and giving it an important association with the broader Citizenship School movement, the presence of which in Georgetown County has not previously been documented.

After Reconstruction, white state and local officials passed a slew of laws that, along with threats of violence and personal reprisal, aimed to eliminate black political power in South Carolina. In the mid-twentieth century, activists in organizations like the National Association for the Advancement of Colored People (NAACP) gradually undermined Jim Crow laws and disenfranchising tools like the white primary, yet the requirement that voters pass a literacy test remained firmly in place in the South Carolina voting process until 1965.⁵² Scholars assert that Southern backlash from *Brown v. Board of Education* (1954) and the Civil Rights Act of 1957 was responsible for the continued use of the literacy test, which greatly limited the number of registered black voters. In what activist Andrew Young once described as the very foundation of the Civil Rights Movement, African American political leaders in South Carolina began

⁴⁹ Franklin Tucker interview, 2016. W.E. Doar, “36 Students Participate in County Spelling Bee,” *The Georgetown Times*, March 29, 1962.

⁵⁰ Nichols, “Linguistic Change,” 45, 124.

⁵¹ Howard High School, *The Tiger*, (Georgetown County, South Carolina: 1949, 11, Georgetown County Digital Library, <http://www.gcdigital.org/digital/collection/p16016coll16/id/1966/rec/10> (accessed April, 13, 2020).

Howard High School, *The Tiger*, (Georgetown County: 1972), 21, Georgetown County Digital Library, <http://www.gcdigital.org/digital/collection/p16016coll16/id/2034/rec/11>. Emily Collins Pyatt, interview 2016.

⁵² See Leo Alilunas “The Rise of the White Primary Movement as a Means of Barring the Negro From the Poll,” *The Journal of Negro History* 25, no. 2 (April, 1940): 161-72. The “grandfather” clause gave the right of ballot to those who had voted before 1867 and to those whose ancestors had voted before 1867. This enabled many “poor whites,” who might otherwise have been barred, to gain eligibility for the ballot. African Americans usually did not qualify and were barred from voting. The “white primary” was a party rule of the Democratic party that sought to prevent African Americans from participating in the primary.

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organizing adult education schools called Citizenship Schools to overcome the literacy test hurdle and educate local people about their rights.⁵³

In the late 1950s, Sandy Island School served as a host site for the Georgetown County Negro Adult School Program, a Citizenship School with close ties to better-known adult educational efforts on Johns Island near Charleston. Like the broader Citizenship School movement, both such programs have roots in the Highlander Folk School, founded in 1932 in Tennessee as an integrated training and educational space for social activists. In a United Nations workshop in 1954, Highlander's founder Myles Horton advocated for "the creation of Citizenship Schools programs that would relate the everyday 'problems of the world' to the everyday problems in their communities."⁵⁴ With the support of Horton, S.C. civil rights leaders Septima Clark, Esau Jenkins, and Bernice Robinson began their ground-breaking Citizenship School on Johns Island in January 1957.⁵⁵ Nine months later, Thaddeus Thompson of Georgetown County and Prince Washington of Sandy Island started similar adult education classes on Sandy Island and other African American communities in the county. Thompson, Negro Rural Supervisor of the South Carolina Department of Education, explained that the Georgetown County Negro Adult School program offered adults instruction on the "problems of the world" and literacy, referencing Horton's 1954 speech.⁵⁶

Thompson served as a Jeanes Supervisor in Georgetown County from 1957-1960 before being given the official title of Negro Rural Supervisor in 1962.⁵⁷ The Jeanes Teachers and Supervisors had been active and trained throughout the Southeast in the early 20th century to increase the educational and social quality of African American schools. The program's influence is widely regarded as foundational to the early Civil Rights Movement.⁵⁸ The goals for the Jeanes Supervisors echoed those of the Citizenship Schools. After Jesse Anderson's visit to observe

⁵³ Septima Clark and Cynthia Stokes Brown, *Ready from Within: A First Person* (Trenton, New Jersey: Africa World Press, 1990), 70.

⁵⁴ Highlander Folk School Manuscript Records Collection (1932-1966), "Highlander Workshop on World Problems: The United Nations and You," Box 15, Folder 13, August 1954.

⁵⁵ Susan Kates, "Literacy, Voting Rights, and the Citizenship Schools in the South, 1957-1970," *College Composition and Communication*, Vol 57, 3 (Feb 2006): 66.

⁵⁶ Tom Davis, "Negro Adult School to be Conducted Beginning Nov. 4," *Georgetown Times* (Georgetown, SC), Oct. 31, 1957. <http://www.gcdigital.org/digital/collection/GTNP02/id/9733/rec/1>.

⁵⁷ Jesse Anderson, *School Directory Of South Carolina* (Columbia, SC, 1957-1958), 34. Thompson may have been given the title of supervisor as early as 1961, because there is no Jeanes teacher listed in the 1961-1961 *School Directory*. For the first listing of Thompson as the Negro Rural Supervisor see Jesse Anderson, *School Directory Of South Carolina* (Columbia, SC, 1962-1963), 28.

⁵⁸ The recognition of Jeanes teachers and their connection to the Civil Rights movement is relatively recent, as the predominant view of Jeanes teachers was that the program became outmoded after desegregation. However, recent scholarship has pointed out the program's development into, and influence over, citizen education. See Joyce E. King and Ellen E. Swartz, *The Afrocentric Praxis of Teaching for Freedom: Connecting Culture to Learning* (Routledge, 2015); Cherrise Jones-Branch, "'To Raise Standards among the Negroes': Jeanes Supervising Industrial Teachers in Rural Jim Crow Arkansas, 1909-1950," *Agricultural History* 93, no. 3 (2019): 412-36. Layla Treuhaft-Ali, "'The Rich Implications of Everyday Things': The Jeanes Teachers and Jim Crow, 1908-1968," (Senior Essay, Yale University, 2017), 45-48. https://educationstudies.yale.edu/sites/default/files/files/Treuhaft-Ali%20Layla_Historythesis_2017.pdf.

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Sandy Island's adult school in 1957, and presumably the other African American rural adult schools in Georgetown, his annual report in the 1957-1958 school year contains this assessment of the role of the Jeanes teachers:

It has been their responsibility to help organize the adult program in their respective counties, to supervise the Negro teachers of adults and otherwise to carry on an inservice training program in the county. Not only have they helped to eradicate illiteracy through the adult schools, but they have also worked to improve the standard of living in the homes of the Negro and to upgrade the level of citizenship in the State.⁵⁹

Thompson had great authority in organizing the Georgetown County Negro Adult School program and produced successful efforts in overcoming illiteracy, the biggest barrier preventing voter registration. Unlike the first generation of Jeanes teachers who focused on industrial education, Thompson represented a second generation more focused on the immediate literacy concerns vital to the Civil Rights Movement.⁶⁰ Similar examples elsewhere in the South included Carrie Wilder, a Jeanes Teacher in Morgan County, Georgia, who organized a civic committee with the expressed intent of studying the importance of voting and how to vote.⁶¹ In Caroline County, Virginia, Mayme Coleman helped adults register to vote, pay their taxes, and lobby the county school board to build a black high school.⁶²

The politicized educational efforts by Thompson and Washington were also motivated by South Carolina's Progressive Democratic Party (PDP), led by legendary politician and journalist John McCray.⁶³ McCray co-founded the PDP in 1944 as a means of improving the voting strength of African Americans in South Carolina. The other co-founder was Glennie S. Porcher, chairman of the Georgetown PDP district and director of the Georgetown branch of the NAACP.⁶⁴ The PDP worked in close tandem with the NAACP to become a force for over twenty years in state and

⁵⁹ State Superintendent of Education, Ninetieth Annual Report, 1957-58, pp. 55-56. Cited in Norfleet Hardy, *Farm Mill, and the Classroom: A History of Tax Supported Adult Education in South Carolina to 1960*, (Columbia, SC.: R. L. Bryan Company), 54-55.

⁶⁰ Valinda Littelfield, "'I am only one, but I am one': Southern African -American women schoolteachers, 1884-1954," (Dissertation, University of Illinois at Urbana-Champaign, 2003), 74-75.

⁶¹ Georgia Division of Negro Education, "Community Organization," September 19, 1938. Box 68, Folder 594, General Education Board Papers, Rockefeller Archive Center, Tarrytown, NY.

⁶² Mayme Coleman, "Special Report of Jeanes Teacher for School Year 1939-1940, Caroline County, Virginia," Southern Educational Foundation Papers, Robert W. Woodruff Library, Atlanta University Center, Atlanta, Georgia.

⁶³ For citation on Esau Jenkins's Progressive Democrats membership see "Letter, 1945 June 12, L. L. Farmer to John McCray," John Henry McCray papers, 1929-1989, box 03, folder 29, South Caroliniana Library, University of South Carolina. Prince Washington is also cited as serving from 1944 to 1950.

⁶⁴ South Caroliniana Library, "John Henry McCray Papers," <https://archives.library.sc.edu/repositories/3/resources/88>. Porcher's obituary cites him as co-founder of the Progressive Democrats' Party.

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national politics.⁶⁵ As a result, South Carolina garnered national attention for having the NAACP's largest state membership in the South.⁶⁶

During the late 1950s, the PDP became increasingly concerned about the dramatic drop in the number of registered black voters in South Carolina. From 1956 to 1958, the number of registered black voters in South Carolina fell drastically from 99,890 to 57,978 (42 percent) while the number of white registered voters only slightly decreased from 544,247 to 479,711 (11 percent).⁶⁷ Moreover, the average county in South Carolina had only 12 percent of its black electorate registered to vote in 1958, second lowest in the nation only to Mississippi's 3 percent.⁶⁸ The year 1958 was also critical because every voter in South Carolina was required to re-register and pass even more rigid literacy tests.⁶⁹ Despite Sandy Island's rich educational legacy, older residents only had a sixth or seventh-grade education within the framework of a part-time school term and faced an uphill battle in gaining their right to vote.

Porcher states in a 1958 letter to McCray, "I don't feel so good over the registration showing by Negroes in the state and district. What can we do with 57,064 [black] voters at the polls?"⁷⁰ McCray and Porcher urged their organizational leaders such as Thaddeus Thompson, who was secretary of the Bethel AME (Georgetown) PDP precinct, and Prince Washington, who served as chairman of the Murrells Inlet PDP precinct, to find a solution to this problem in time for the 1960 election. Porcher demanded that his precinct chairmen be responsible for a 100 percent voter turnout from their community.⁷¹ Porcher further asked the leaders of his ten PDP precincts, which included Murrells Inlet/Sandy Island, to select one teacher who could "launch a greater program for registration in Georgetown County."⁷²

Thompson had been a former principal of Mt. Zion School in Plantersville, SC, across from Sandy Island, and Sampit School in Sampit, SC, both Negro rural schools in Georgetown County; thus, he knew of the many educational needs of the African American rural

⁶⁵ South Caroliniana Library, "John Henry McCray Papers."

⁶⁶ John Egerton, *Speak Now Against The Day: The Generation Before the Civil Rights Movement in the South* (Random House US, 2013), 549.

⁶⁷ Dean Livingston, "One out of Every 10 SC Registered Voters is Negro," *The Times and Democrat* (Orangeburg, South Carolina), May 24, 1958.

⁶⁸ Donald Matthews and James Prothro, "Political Factors and Negro Voter Registration in the South," *The American Political Science Review* 57, no. 2 (June, 1963): 356; James McCain, "The Negro Voter in South Carolina," *The Journal of Negro Education* 26, 3 (Summer): 359.

⁶⁹ Carl Tjerandsen, *Education for Citizenship: A Foundation's Experience* (Emil Schwarzhaupt Foundation, University of Michigan, 1980) 163-164.

⁷⁰ Glennie Porcher's slightly different voter registration count was based on W.D. Workman's figures released in the *Charleston News and Courier*, December 14, 1958.

⁷¹ "Memo, 1955 March 14, G.S. Porcher to the District, County, Precinct, and Local Officers about general organization and hierarchy of the organization, page 1," John Henry McCray Papers, box 3, folder 4, folder 41, South Caroliniana Library, University of South Carolina, Columbia, SC.

<https://digital.tcl.sc.edu/digital/collection/mccrayjh/id/24773>

⁷² The other nine precincts were Georgetown 1 and 2, Santee, Bethel, Choppee, Carvers Bay, Sampit, Folly Grove, and Brown's Ferry). "Memo, 1955 March 14," John McCray Papers.

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communities and their unique Gullah Geechee language.⁷³ Thompson implemented Georgetown County Negro Adult School program in each of Georgetown's rural PDP precincts such as Brown's Ferry, Choppee, Sampit, Parkersville, Plantersville, Deep Creek, and Sandy Island. These were the State of South Carolina's Georgetown Rural Negro Schools as listed in the School Directory in 1963-1964 school year.⁷⁴ Prior to this time, they were grouped simply as Georgetown Negro or Rural Schools. Former Sandy Island school teacher, Emily Collins Pyatt, served as the adult education teacher in Plantersville.⁷⁵

Valschia Gallant Brown, Thompson's assistant, remembers the adult school on Sandy Island during the late 1950s and Washington's "keen interest in the education of his community,"⁷⁶ evidenced by Washington's numerous trips to the Georgetown Rural Negro Education office to meet with Thompson about the growing problem of black voter registration. Thirty years later, Thompson still recalled that "whenever Prince spoke, everybody listened." During her interview in 2019, Brown spoke of her first and only trip to Sandy Island as she accompanied Thompson and State Superintendent Jesse Anderson in the late 1950s to observe firsthand the island's adult school class. She was most impressed with the beauty of the island and the kindness of the residents.⁷⁷

The Georgetown County Negro Adult School's program was organized in a similar manner to the Citizenship Schools on Johns, Edisto, and Wadmalaw Island, which were also all active PDP precincts.⁷⁸ In the late 1950s, Beatrice Funnye, current resident of Plantersville, SC, was a student in the Georgetown County Negro Adult School program in Plantersville, and her teacher was former Sandy Island School teacher and principal Emily Collins Pyatt. She remembers learning the South Carolina Constitution and the election process during the evening classes. Teachers also covered basic subjects such as general math, and island resident Yvonne Tucker-Harris recalls helping her grandmother complete math assignments for the Sandy Island's adult

⁷³ Jesse Anderson, *School Directory Of South Carolina, 1953-54* (Columbia, SC), 125.

⁷⁴ Jesse Anderson, *School Directory Of South Carolina, 1964* (Columbia, SC), 97.

⁷⁵ Beatrice Funnye, phone interview by Eric Crawford, April 7, 2020. Although the identity of the Sandy Island adult education teacher throughout the 1950s is unknown, Prince Washington might have called upon Emily Collins Pyatt as well, as she was the PDP member and precinct secretary, or Anna Nelson and Rebecca Deas, who both taught on the island during this period. These women came from these Gullah Geechee communities and were very familiar with the unique language and educational needs of these residents. For the citation of Emily Collins as secretary of the Brookgreen PDP precinct see John Henry McCray papers, 1929-1989, box 03, folder 41.

⁷⁶ Valschia Gallant Brown phone interview by Eric Crawford, November 16, 2019.

⁷⁷ Jim Parker, "Riding the School Boat: 20 Sandy Island Youngsters Cruise to School," *The Charleston Post-Courier* (Charleston, SC), Nov. 7, 1984.

⁷⁸ For a discussion of the Citizenship School on Johns Island see Amanda Jordan, "Faith in Action: The First Citizenship School on Johns Island, South Carolina," master's thesis, East Tennessee State University, 2008, <https://dc.etsu.edu/cgi/viewcontent.cgi?article=3316&context=etd> (accessed April 20, 2020).

For a discussion of the Citizenship School on Edisto see Russell Clare, "More than Mrs. Robinson: Citizenship Schools in Lowcountry South Carolina and Savannah, Georgia, 1957-1970," University of Nottingham, 2009, 83-86. For a discussion of the Citizenship School on Wadmalaw see Alexandra Bethlenfalvy, "Our Brother's Keeper": Ethel Grimball and the Wadmalaw Island Citizenship School," (Master's thesis, Clemson University, 2016), https://tigerprints.clemson.edu/all_theses/2359/.

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classes in the late 1950s.⁷⁹ Central to the mission of the adult school, however, was voter registration. According to Funnye, Plantersville's civic leaders told the community to attend the adult school to "learn how to read so you know how to vote."⁸⁰

Through the efforts of the NAACP, Progressive Democratic Party, and the Georgetown County Negro Adult School program, the total number of registered voters in Georgetown County increased from 5,608 to 10,366 (85 percent) between the years 1958-1962. During the previous three years (1956-1958), the total number of registered voters experienced a 38 percent decrease from 9,062 to 5,608. Sandy Island's adult school gained statewide attention in the late 1950s, prompting the previously discussed visit by State Superintendent of Schools, Jessie Anderson, who wanted to observe firsthand the work of Washington and Thompson (Anderson, a white state official, was likely unaware of the political implications of the program at Sandy Island School).⁸¹

In a 1963 report to the Southern Christian Leadership Conference (SCLC), Johns Island Citizenship school leader and Civil Rights Activist Septima Clark reported that the number of black registered voters in South Carolina had increased from 57,000 to 110,000.⁸² These increased numbers of black voters were largely responsible for the defeat of South Carolina governor Ernest Hollings, a long-time supporter of segregation, when he ran for U. S. Senate that year.⁸³ African American voting power further led to the elections of African American legislators I. S. Leevy Johnson, James Felder and Herbert Fielding to the South Carolina General Assembly in 1970, the first blacks to serve since Sandy Island teacher John Bolts left office in 1902. In total, there were thirty-six African Americans elected to the South Carolina legislature between 1970 and 1988.⁸⁴ In 1992, James Clyburn was elected to the U. S. Congress, the first African American to represent South Carolina in the U.S. Congress since 1897.

In 1963, Septima Clark's Citizenship Educational Project report for the Southern Christian Leadership Conference cites ninety-seven Citizenship Schools operating in all forty-two counties

⁷⁹ Beatrice Funnye, phone interview by Eric Crawford, December 18, 2019. Yvonne Tucker Harris, phone interview by Eric Crawford, December 15, 2019.

⁸⁰ Beatrice Funnye, phone interview by Eric Crawford, April 7, 2020.

⁸¹ Jim Parker, "Riding the School Boat: 20 Sandy Island Youngsters Cruise to School," *The Charleston Post-Courier*, November 7, 1984. On Johns Island, Esau Jenkins' efforts resulted in a 300 percent increase in the number of African American registered voters, forcing white political candidates to listen to the needs of his black community in order to gain their vote. John Glen, "The Citizenship Schools, 1953-1961," in *Highlander: No Ordinary School 1932-1962*, ed. John Glen (Lexington: University Press of Kentucky, 1988), 165.

⁸² Septima Clark, "Success of SCLS Citizenship School Seen in 50,000 New Registered Voters," *Southern Christian Leadership Conference Newsletter* Vol. 1 (September 1963): 11.

⁸³ Sandra Brenneeman Oldendorf, "*Highlander Folk School and the South Carolina Sea Island Citizenship Schools: Implications for the Social Studies*," 103.

⁸⁴ Wille Legette, "The South Carolina Legislative Black Caucus, 1970 to 1988," *Journal of Black Studies* 30, 6 (July 2000): 841-43. Legette attributes black political gains to the increase in South Carolina black registered voters from 37.3% to 54.1% between 1960 and 1968.

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in South Carolina, including Georgetown County.⁸⁵ There has been documentation of the Citizenship Schools on Johns, Wadmalaw, Edisto, Daufuskie, Saint Helena Islands, and in North Charleston, but virtually none in the over ninety remaining such schools in the South Carolina.⁸⁶ Although the 1957 article in *The Georgetown Times* states that this “annual program was sponsored by the South Carolina Department of Education,” it appears that the state’s involvement in any of the Citizenship Schools in Georgetown or any areas of the state was minimal.⁷⁴

While the Voting Rights Act of 1965 eliminated the literacy test as a barrier to the franchise, the adult literacy classes offered at Sandy Island School remained a valuable resource for the community, and Prince Washington continued to offer them to local elders who had little schooling. In 1968, a local news reporter interviewed Mrs. Samuel Pyatt, who attended Sandy Island’s adult evening classes so she could read the letters from her son, Samuel Pyatt, Jr., who was stationed in Vietnam.⁷⁵ Similarly, Bernice Robinson recalled that her adult learners on Johns Island wanted also to “read and write their own letters, so they could communicate with relatives and not depend upon a white to read their incoming correspondence to them.”⁷⁶

Through these adult education courses, Sandy Island reclaimed the political power hard-won during Reconstruction and then lost with the reconsolidation of white supremacy. Sandy Island’s seniors, who were past school age when the Sandy Island school was built, passed the challenging literacy tests each year and braved the unpredictable November conditions on the Waccamaw River to cast their vote—a practice continued to this day. Sandy Island and Waccamaw Neck activist and voting precinct volunteer Genevieve Peterkin described them as the most “civic-minded people” with a nearly 100 percent turn out in every election, and potential candidates would noticeably appeal to island community leaders, such as Prince Washington, for the islanders’ vote.⁸⁷ From the 1950s until his death in 1975, Washington met with the community at the school before an election to discuss the best candidate for the needs of the community—then the community voted as one.⁸⁸ Candidates were aware of the island’s unified vote and often came to speak in the school house to garner their support.⁸⁹

Newspaper citations and interviews of Plantersville native Bernice Funnye, Sandy Island native

⁸⁵ Septima Clark, “South Carolina Citizenship Educational Report,” (July 1, 1962-June 30, 1963), Emil Schwartzkaupt Foundation, 191. See also Carl Tjerandsen, *Education for Citizenship: A Foundation’s Experience*, 194, 228.

⁸⁶ Tom Davis, “Negro Adult School to be Conducted Beginning Nov. 4,” *Georgetown Times* October 31, 1957, <http://www.gcdigital.org/digital/collection/GTNP02/id/9733/rec/1>

⁷⁴ South Carolina, *Annual Report of the State Superintendent of Education (State of South Carolina), 1956-1962*.

⁷⁵ Ed Chaffin, “Sandy Island’s Adults Learning to Write on Mainland of SC,” *The Index Journal* (Greenwood, South Carolina), July 29, 1968. The article incorrectly states that the adult education courses had only been established in the prior two months.

⁷⁶ David Levine, “The Birth of the Citizenship Schools: Entwining the Struggles for Literacy and Freedom,” *History of Education Quarterly* 44, no. 3 (Autumn, 2004): 392.

⁸⁷ Kouri, “When a Man Starts Out to Build a World,” 44.

⁸⁸ Beulah Pyatt, phone interview with Eric Crawford, Tuesday, August 20, 2019.

⁸⁹ Beulah Pyatt interview, August 2019.

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Yvonne Tucker-Harris, Valschia Gallant Brown, former administrative assistant of the Georgetown County Negro Schools, and Septima Clark confirm the existence of a Citizenship School program in the communities of Brown's Ferry, Choppee, Sampit, Plantersville, Deep Creek, and Sandy Island. These communities' relentless pursuit of an educational solution to the voter registration literacy requirement not only helped increase black political organization in Georgetown County but also connected the surrounding region to one of the most important programs of the Civil Right Movement.

School Closing

Throughout the last ten years of the Sandy Island school's operation as an elementary school, several infrastructure investments improved life on the island. Electricity and telephone service came to the island in 1965 and 1967, respectively. In 1963, Brookgreen Gardens paid the Army Corps of Engineers to dredge a canal and build a dock in order to assist Georgetown County Public Schools in transporting students to and from Sandy Island.⁹⁰ The canal made the mainland commute more convenient for islanders and redirected island traffic outside Brookgreen Gardens' property to help secure its boundaries. The Sandy Island canal passes across the marsh in a northwest direction to the eastern shore of the Waccamaw River. Initially, the canal was 30 feet wide to a depth of four feet at low tide from the boat landing at the end of State Road S-362 to the river. **(Figure 15)** The Sandy Island Canal provided a direct route between the Waccamaw Neck and Sandy Island, which also halved the maritime journey from the mainland to Sandy Island. Currently, the canal is approximately eighty feet wide and a mile long with low, earthen embankments covered in vegetation.⁹¹ **(Figure 16)**

Georgetown County began its formal relationship with the Sandy Island School building in 1945.⁹² However, the county's involvement with the school was minimal, limited to paying teacher salaries and offering Prince Washington a minimal salary to pilot a small school boat. The county only began providing basic lunches in 1963, just a few years before the school closed.⁹³

The implementation of the 1964 Civil Rights Act and 1965 Elementary and Secondary Education Act throughout the United States brought increased pressure on segregated school districts like Georgetown County, as Congress threatened the reduction of their federal funding. In 1951, South Carolina governor James Byrnes used a three-cent sales tax and a bond issue of \$75 million to fund a school construction and improvement program in response to *Briggs v. Elliott*. This "equalization" program built new African American elementary and high schools across

⁹⁰ Letter from Mr. John Graham to Gordon L. Tarbox Jr. on dredging of the Sandy Island canal. Brookgreen Gardens Archives, March 12, 1990.

⁹¹ New South Associates, "Historic Resources Survey," 124.

⁹² Memorandum of Understanding, 2.

⁹³ Yvonne Harris Tucker interview, 2016.

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South Carolina to circumvent a potential desegregation ruling by the Supreme Court.⁹⁴ Georgetown County had built two equalization schools in the 1950s, Andrews and Choppee High School, in part to avoid integration of their schools. The Georgetown County school district lost complete federal funding in 1968 for failure to submit a plan to desegregate its schools.⁹⁵

While there is no documentation explaining the closure of Sandy Island School, the amount of expenditure maintaining the school, coupled with a low student-to-teacher ratio was probably responsible for the county's view of the school, as expressed in 1951, as "inefficient," even though it would take increased investment on the part of the county to transport students from the island to the mainland.⁹⁶ The closure of the school meant that even younger students on the island now had to travel by boat to attend elementary school on the mainland. The school boat, provided by the district and piloted by Prince Washington, took all the island's children across the Waccamaw River to the landing where school buses would then take them to schools. Over time, younger students attended in succession: Parkersville Elementary, Georgetown Elementary, and then Waccamaw Elementary when it was built in 1976.⁹⁷

By then, graduates from Sandy Island School were legally eligible to attend Georgetown's historically white Winyah High School along with historically black Howard and Whittemore schools. Winyah was a predominantly white college preparatory school that traced its origins back to the mid-1700s, when it was created by the Winyah Indigo Society, an association of wealthy indigo planters.⁹⁸ Yvonne Tucker-Harris was in the fourth grade when the island's school closed and finished her elementary schooling at Parkersville Elementary, a Rosenwald School. Like countless other black children in the desegregating South, Tucker-Harris's first experience in a previously white school revealed some of the ways that segregation had served to disadvantage African American students:

Especially when they closed the school... it kind of hit us in the face that, gee whiz, we didn't have what the other kids have. We didn't have the exposure to a library because they didn't have one on the island. But what they did, when they closed the school there, they opened it and sent books and opened it as a library. So we could go over and use the books in doing our homework and all of that.⁹⁹

Later, Harris chose to attend integrated Winyah High School instead of all-black Howard High School, but she attended for only two years due to the attitude of her teachers. In her words, "the

⁹⁴ Rebekah Dobrasko, "Equalization Schools in South Carolina, 1951-1959." Survey report for the South Carolina National Register (Columbia, SC: 2008),

<http://nationalregister.sc.gov/SurveyReports/EqualizationSchoolsHistoricContext.pdf>

⁹⁵ Dobrasko, "Equalization Schools in South Carolina."

⁹⁶ E.R. Crow, director of State Educational Finance Commission, to Governor James F. Byrnes, 12 July 1951. South Carolina Departments of Archives and History.

⁹⁷ Kouri, "When a Man Starts Out to Build a World," 47.

⁹⁸ SC Picture Project, "Winyah Indigo School," South Carolina Citizen History, <http://www.sciway.net/sc-photos/georgetown-county/winyah-indigo-school.html>.

⁹⁹ Yvonne Tucker-Harris, 2016.

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white teachers were not as helpful to African American students...[they] didn't want to help someone like me."¹⁰⁰ She is the only Sandy Islander known to have attended Winyah High School before it closed in 1981.

Criterion B: Prince Washington (Education and Social History)

Sandy Island School is also eligible for listing under Criterion B for its association with Prince Washington. A community leader and unofficial island "mayor," Washington was instrumental to the school's founding and ultimate success, having sold the original property to Archer Huntington to construct the Sandy Island School, chosen the school's faculty for most of the school's operation, transported former students across the river to attend segregated Howard High School, and offered Citizenship School classes in the late 1950s.

Born in 1895, Prince Washington was the son of William and Olivia Washington and the great-great-grandson of Sandy Island's founder, Philip Washington. As a young boy, Washington worked in Sandy Island's rice fields before leaving for better opportunities at factories in New York City.¹⁰¹ Washington returned to the island at the request of his parents and began working as a shad fisherman and fireman for the Baltimore and Carolina Steamship Company. He also transported tourists on the Old Brookgreen boat. As a long-serving chairman of New Bethel Missionary Baptist Church's deacon board, he set high standards of civic and moral responsibility that he referred to as "cooperation for the common good." Indeed, Washington joined other local leaders in maintaining the island's own internal system of community accountability. In 1978, a news reporter found that no one on the island had remembered a police officer setting foot on the island, with (rarely occurring) disputes being handled in the church by the elders. Washington stated, "The Lord is our peacekeeper."¹⁰² **(Figure 17)**

Washington's comment to the reporter reflected what over the years came to be his role as Sandy Island's unofficial spokesperson. Residents often referred to him as the "mayor" of the island because of his relentless advocacy on local and state levels for his community and his "cooperation for common good" policy that governed daily life on the island. Christopher Kouri asserts that Prince Washington's tenure as the community's "indisputable leader" is one of the most storied parts of the island's history.¹⁰³

Education was among the aspects of island life in which Washington ultimately came to play a pivotal role. Although Archer Huntington financed the construction of Sandy Island School and paid for the salaries of its two teachers, the community still faced the daunting task of finding qualified teachers, securing transportation for middle and high school students, and seeing to the

¹⁰⁰ Yvonne Tucker-Harris, 2016. See also: *At Low Tide: Voices of Sandy Island*, 71.

¹⁰¹ Pat Nichols, "Sandy Island Patriarch: A Fine Man," *The Georgetown Times* (Georgetown, SC), Feb. 6, 1975.

¹⁰² Kouri, "When a Man Starts Out to Build a World," 43. J. Duncan Hite, "Sandy Islanders Take Another Step-Now They Have Phones," *Florence Morning News* (Florence, SC), May 7, 1972.

¹⁰³ Kouri, "When a Man Starts Out to Build a World," 41.

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educational needs of older residents with limited schooling. In the early 1930s, Washington led islanders' recruitment efforts, which led to the selection of Doland Bland, a young African American graduate of Benedict Institute, as their school's first principal. Washington and his contemporary Rev. Abraham Herriot (**Figure 18**) wanted the school's future leader to not only possess the necessary educational training but also share the islanders' core religious beliefs. In his search for the right candidate, Washington became aware of Bland through John J. Starks, the first black president of Benedict Institute. Prior to his appointment at Benedict, Starks was president at Morris College, another Baptist-founded school, where Washington served on the Board of Trustees.¹⁰⁴ Starks made Washington aware of Bland's suitability for the island's educational needs. Washington was confident that Benedict's curriculum, which stressed religious instruction along with reading, writing, spelling and arithmetic, made Bland ideal for his community.

Washington's efforts resulted in an impressive educational legacy for the community. Nearly eighty years later, Bland is still a revered figure on the island, and older residents fondly refer to him as "Prof" (short for Professor) because of his memorable intellectual acumen. After Bland's departure, Emily Collins Pyatt, a Sandy Island native and another Benedict graduate, proved equally capable as a teacher and, later, principal. She taught most of the current residents on the island, and her many students, such as Franklin Tucker, Angelis Washington, Yvonne Tucker-Harris, and Isaac Pyatt, were able to compete academically with their peers on the mainland.¹⁰⁵

In 1965, Washington gained national attention when the island finally received electricity. (**Figure 19**) Prince Washington stood flanked by community members, reporters, and Georgetown and Horry County senators, and flipped the switch to turn on the first electric light on the island.¹⁰⁶ He had waged the battle for electricity since 1950, even traveling to meet directly with James Byrnes, then governor of South Carolina.¹⁰⁷ When he enlisted the assistance of state Senator C.C. Grimes, the board of South Carolina-owned utility Santee Cooper placed a mile of cable underwater and five miles of cable strung across the island, which served the "school, two churches, a private hunting preserve and homes" for the Sandy Island community.¹⁰⁸ When asked how electricity would affect the island, Washington eloquently replied to the army of reporters on hand, "Electricity doesn't create life but it revives it."¹⁰⁹ This long-awaited achievement had a direct impact on students' learning. Schoolteachers Janie Lee and Mattie Keith were now able to use critical visual teaching aids that required electricity in their instruction. Yvonne Tucker remembers that electricity allowed her to study longer at night and progress in her studies at a faster rate. One year later, the regional media again descended upon

¹⁰⁴ For Prince Washington's affiliation with Morris College see: "Service Held for Prince Washington," *Georgetown Times* (Georgetown, SC), February 4, 1975.

¹⁰⁵ W.E. Doar, "36 Students Participate in County Spelling Bee," *The Georgetown Times* (Georgetown, SC), March 29, 1962. See Criterion A for further examples of Sandy Island students' academic accomplishments.

¹⁰⁶ "Flick of Switch Brings Light to Sandy Island," *The State Newspaper* (Columbia, SC), March 6, 1965.

¹⁰⁷ Pat Nichols, "Sandy Island Patriarch: A Fine Man," *Georgetown Times* (Georgetown, SC), Feb. 6, 1975.

¹⁰⁸ "Flick of Switch," March 6, 1965.

¹⁰⁹ "Prince Lights Up Remote Island," *Dayton Daily News*, March 7, 1965.

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Sandy Island when Washington was successful in getting telephone lines installed for the community.¹¹⁰

The building of Sandy Island School brought new educational opportunities for the community's children, but the school only provided education until the seventh grade. For many years, older students usually had to move off the island to the mainland to continue their education at Whittemore School in Conway or Howard School in the city of Georgetown. Fearing the eventual departure of families from the island, Washington successfully petitioned Georgetown County Schools for a school boat in 1954, and he began transporting the island's teenagers to the mainland, where a school bus picked them up to continue the rest of their daily journey. The closing of Sandy Island School in 1966 required the 71-year-old Washington to make two separate trips each way for the older and younger children of the island.

For Sandy Island's elementary-age children, the closure of the school also required children who lived on the northern side of the island to walk longer distances to reach the boat landing, which was further away than the more centrally located Sandy Island School. to walk longer distances to get to the boat landing.¹¹¹ Prince Washington again successfully lobbied the county, this time for a school bus, which was barged to the island in 1974. The school bus navigated the unpaved, sandy roads for children on the northern regions of the island and brought them to the school boat.¹¹² Without his efforts, many families would have been forced to leave the island to seek more convenient ways to school.

Washington's greatest achievement may have been his mastery of the unpredictable Waccamaw River, which at times has proven fatal for residents. Upon completion of the seventh grade, island residents had to carry their children across the Waccamaw River to the landing at Brookgreen Gardens to attend high school (Grades 8-12) on the mainland. Prior to 1954, row boats were the normal form of transportation. Though Sandy Island is an island community, many children did not know how to swim well enough to combat the Waccamaw's strong current. The purchase of a large, professionally piloted boat for which Washington lobbied school officials allowed for safer, covered passages with life jackets. **(Figure 14)** Over the years, fifteen Sandy Islanders have drowned in the Waccamaw waters, but Washington's navigational expertise ensured safe passage for the island's children and all others on the school boat. Prior to his retirement as boat operator, he mentored the current school boat operator, Timothy Tucker, who has safely brought the island's children across the river for nearly forty years. According to the State Department of Highway and Public Transportation, Sandy Island is the only location in

¹¹⁰ Cole Bayne, "Harmony Rules on Sandy Island: Unspoiled Beauty Intrigues Visitors to Sandy Island," *The State* (Columbia, SC), March 10, 1968.

¹¹¹ Thomas Pyatt, who grew up in nearby Conway, wrote of his cousins on Sandy Island, "[They] had to walk two miles to get to their school ... They had to get up early in the morning, rain or shine, to get ready for the long sandy walk ... all the way from [their house] to the boat dock to catch the school boat. The school boat took them across the Waccamaw River to the Sandy Island landing where they had to take a school bus...to the old Howard High School in Georgetown about fifteen miles away. A long, long day." Thomas Pyatt, *The Gullah People of Sandy Island*, self-published, 2005, 45.

¹¹² "Isolated Sandy Island Gets a School Bus," *The Georgetown Times* (Georgetown, SC), Oct. 8, 1974.

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the state where a school boat is used for public transportation.¹¹³ The current school boat is known as *The New Prince Washington*. (Figure 20)

Alongside his work securing education for the children of Sandy Island, Washington, who was chairman of the Murrells Inlet/Sandy Island PDP precinct, was equally concerned with increasing voter registration turnout among the individuals on Sandy Island. As discussed above, Prince Washington advocated for Citizenship classes for his seniors on the island in the late 1950s and worked closely with Thaddeus Thompson, Rural Negro Supervisor of the South Carolina Department of Education and secretary of the Bethel AME PDP precinct.¹¹⁴ Thompson's efforts in forming the Georgetown Rural Negro School program greatly increased the number of African American voters in Georgetown County, reflecting the effectiveness of these Citizenship classes and their ultimate importance to the Civil Rights movement.¹¹⁵

Sandy Island School survives today as the only identifiable building associated with Washington's tireless work on behalf of island residents, and his influence is evident in the continued importance of the school among the extended Sandy Island family. His residence on the island is no longer extant, and the boat that he piloted was decommissioned in 2015. This boat, which was dubbed the *Prince Washington* in his honor, operates currently as a tour boat by his great-nephew, Rommy Pyatt. While it is significant to Prince Washington in his transportation of island residents and students, it has little connection to the Citizenship classes or organizational involvement of Prince Washington in the operations of the Sandy Island School. The Sandy Island landing from which Washington departed each day to transport the children and residents to the mainland has been modified over the years to accommodate additional boats and a new deck, with the addition of a general store, paved parking spot, and shelter have thus compromised its integrity from the period when Washington served as the island's river pilot. With substantially fewer alterations from its period of significance, the Sandy Island School is thus the most intact property on the island identifiable with Prince Washington, whose long, unique association with the school was crucial to its role as a place of educational and political empowerment for island residents.

Criterion C: Architecture

Sandy Island School's architecture is unusual for an early twentieth-century African American school and rural building in Georgetown County. The Neoclassical structure of Sandy Island School differs from the African American schools that followed the Rosenwald School construction plans or were rustic, wooden, and dwelling-like in their construction.¹¹⁶ Instead, an

¹¹³ "Unique School Boat Undergoing Overhaul," *The State* (Columbia, SC). Aug. 14, 2004.

¹¹⁴ "Memo, 1955 March 14," John McCray Papers.

¹¹⁵ Kouri, "When a Man Starts Out to Build a World," 44.

¹¹⁶ C.F. Lindsay and C.M. Weathers, "The Rosenwald School Building Program in S.C., 1817-1932," National Register of Historic Places Nomination Form. Washington, DC: U.S. Department of the Interior, National Park Service, 2004, E-29; and Katherine Richardson, "African-American Primary and Secondary Public School Buildings in South Carolina, ca. 1895-1954," National Register of Historic Places Nomination Form. Washington, DC: U.S. Department of the Interior, National Park Service, 1995.

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architectural style preferred by southern planters was adopted for a school to educate descendants of former slaves.

The Sandy Island School's commanding front façade (south) consists of a full-height portico and is supported by its four classical and uncapped columns, exemplifying a vernacular approach to the Neoclassical style. The gable is front-facing, which is common in Greek Revival architectural styles. The pediment contains a semicircle louvered wooden vent and a perforated brick pattern near the roof ridge, which ventilate the attic space, which is common among Neoclassical styles. The cornice returns on the gable ends of the building, which exemplify the attribution to a Classical form. The shape of the building is a Neoclassical form. The form is 1:2 proportion in plan and elevation, while the interior of the building to the buildings' overall footprint is close to a golden ratio. The rest of the building has simple, flat, and unadorned walls. Popularized by 1893 World's Columbian Exposition in Chicago, the Neoclassical style was used in the early twentieth century to express the emerging wealth of communities via their public buildings, such as churches, banks and schools.¹¹⁷

It is important to note some of the similarities that exist between the Rosenwald architectural plans and the design of the Sandy Island School, possibly a reflection of the school's construction in the year the Rosenwald Fund ended. The Julius Rosenwald Fund (1913-1932) was supported by Julius Rosenwald, president of Sears, Roebuck, and Company, and Tuskegee Institute educator, Booker T. Washington. This fund was created mainly to construct better quality African American schools throughout the South due to the chronic underfunding of public education for African American children. By 1928, one-third of the South's rural African American children and teachers attended or taught at Rosenwald schools.¹¹⁸ In South Carolina, nearly 500 Rosenwald schools were built.¹¹⁹ In Georgetown County, there were two schools built through the Rosenwald fund in 1920, the Parkersville School and the Rosenwald Andrews School.¹²⁰ (**Figure 21**) In nearby Horry County, there were twenty-two Rosenwald schools built between 1925 and 1931.¹²¹ These schools were jointly financed through Rosenwald fund appropriations and financial support from local African American communities. The architecture of these schools was emblematic of the Progressive Era's new educational ideas about pedagogy and health that favored a holistic approach to learning. To this end, the Rosenwald school

¹¹⁷ Annette Condello, *The Architecture of Luxury* (New York: Routledge, 2016), 127-28.

¹¹⁸ "National Treasures: Rosenwald Schools," *National Trust for Historic Preservation*, last modified 2019, <https://savingplaces.org/places/rosenwald-schools#.XRlrw-hKjIU>.

¹¹⁹ "Rosenwald Schools: South Carolina," *South Carolina Picture Project: SC Citizen History*, last modified 2019, <https://www.scpictureproject.org/tag/rosenwald-schools/>.

¹²⁰ "Georgetown County Rosenwald Schools Memo," *South Carolina Department of Archives and History*, Sept. 30, 2008, [https://scdah.sc.gov/sites/default/files/Documents/Historic%20Preservation%20\(SHPO\)/Resources/African%20American%20Heritage/Rosenwald%20School%20Database/Rosenwald_Georgetown.pdf](https://scdah.sc.gov/sites/default/files/Documents/Historic%20Preservation%20(SHPO)/Resources/African%20American%20Heritage/Rosenwald%20School%20Database/Rosenwald_Georgetown.pdf).

¹²¹ "Horry County Rosenwald Schools Memo," *South Carolina Department of Archives and History*, Nov. 24, 2009, [https://scdah.sc.gov/sites/default/files/Documents/Historic%20Preservation%20\(SHPO\)/Resources/African%20American%20Heritage/Rosenwald%20School%20Database/Rosenwald_Horry.pdf](https://scdah.sc.gov/sites/default/files/Documents/Historic%20Preservation%20(SHPO)/Resources/African%20American%20Heritage/Rosenwald%20School%20Database/Rosenwald_Horry.pdf).

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construction plans took into account “lighting, ventilation, heating, sanitation, instructional needs and aesthetics” to create a positive, orderly and healthy environment for learning.”¹²²

Sandy Island school holds some architectural similarities to Rosenwald schools. The school building’s utilization of large nine-over-nine double-hung windows was commonly used by Rosenwald built schools. Also, the school’s arrangement of the double hung windows along the east facade of the building for optimal natural lighting was favored by Rosenwald Schools, since many of them, like the Sandy Island School, lacked electricity in their initial construction. Moreover, the Sandy Island School’s two-classroom design, separated by movable partitions, was also a common design seen in Rosenwald schools.¹²³

Notwithstanding those very general similarities to the design of Rosenwald Schools, the Sandy Island School, and the similarly Huntington-funded Brookgreen School, exhibits predominantly Neoclassical architecture in its design, an unusual feature for a rural, predominantly African American school. **(Figure 22)** The *Intensive Archaeological Survey of Sandy Island Uplands* connects Sandy Island School’s Neoclassical influence to Robert Mills’ suggested design of the Georgetown County Courthouse (1827) along with his design of similar government buildings in neighboring Horry County. **(Figure 23)** The design of these buildings in the Neoclassical style “indicates an awareness and acceptance of this rational doctrine by the leaders of the county, the rice planters of the Pee Dee, Waccamaw and Sandy Island.”¹²⁴ Both All Saints Church and the Winyah Indigo Society Building use a similar architectural vernacular and layout.¹²⁵ These institutions were built for the use and worship of the planter class and upper societies along the Waccamaw Neck.

The architectural style of the Sandy Island school echoes the nineteenth century plantation chapels that were scattered on the Waccamaw Neck. A few were still in existence when the Huntingtons bought the property and would have been familiar to the school’s contractor, James McQuade, as well as its engineer, J. L. Bull, Jr., the buildings’ engineer. One of those chapels was moved many years ago to the campus of All Saints Church and is located on the north side of the fellowship hall building on the east side of the property.¹²⁶ The Waverly School at Pawleys Island, a contemporary of Sandy Island School, was moved to a new location about ten

¹²² Mary S. Hoffschwelle, *Preserving Rosenwald Schools*, (Washington, DC: National Trust for Historic Preservation), 2012.

<https://forum.savingplaces.org/HigherLogic/System/DownloadDocumentFile.ashx?DocumentFileKey=693200ab-b3c9-7ee9-f177-6ed15bcd491b&forceDialog=0>.

¹²³ Witold Rybczynski, “Looking Back: Remembering the Rosenwald Schools,” *The Architect: The Journal of the American Institute of Architects*, Sept. 16, 2015, https://www.architectmagazine.com/design/culture/remembering-the-rosenwald-schools_o.

¹²⁴USR Grenier, Inc. et al., *Intensive Archaeological Survey of Sandy Island Uplands*, Georgetown County, South Carolina, Pin 20648. Prepared for the South Carolina Department of Transportation, 3.9.

¹²⁵ Nancy R. Ruhf, “City of Georgetown Historic District” National Register of Historic Places Nomination Form. Washington, DC: U.S. Department of the Interior, National Park Service, 1971. J Tracey Power and Frank Brown III, “All Saints’ Episcopal Church, Waccamaw,” National Register of Historic Places Nomination Form. Washington, DC: U.S. Department of the Interior, National Park Service, 1990.

¹²⁶ Nancy R. Ruhf, “City of Georgetown Historic District.”

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years ago, so the porches of the building have been removed, but it has the same nine-over-nine windows as the Sandy Island and Brookgreen Schools.¹²⁷

Perhaps the most likely explanation for Sandy Island School's unusual Neoclassical design are the aesthetic preferences of the school's funder, Archer Huntington. Huntington long favored the use of a Neoclassical design for many of his buildings, including in 1904 his approval of a Neoclassical design for his beloved Hispanic Society of America building in New York City.¹²⁸ **(Figure 24)** Archer commissioned his cousin, Beaux-Arts-trained architect Charles Huntington, to design the society's main building, which was completed in 1908. Charles Huntington's style emphasized simplicity and structural stability over aesthetics and may have influenced Archer Huntington's contributions to the design of the Sandy Island and Brookgreen Schools. Whatever the intentions behind the choice of architecture for the building, the design of Sandy Island School fit Huntington's broader architectural tastes while also conforming to the historical built environment of the Waccamaw plantation district--ironically, those buildings associated primarily with the area's white masters, not the enslaved African Americans who comprised its majority, and whose descendants were ultimately educated at the school itself.

¹²⁷ New South Associates, *Historic Resources Survey of Georgetown County, South Carolina*. October 20, 2006.

¹²⁸ Robin Salmon, *Images of America: Brookgreen Gardens* (Charleston, SC: Arcadia Publishing, 2006), 29.

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Developmental history/additional historic context information (if appropriate)

Early History

Sandy Island's earliest occupants were Native Americans, such as the Waccamaw tribes, who attracted the attention of the Spanish explorer Francisco Gordillo in the early part of the 16th century. The Spaniards were fascinated with the “giant” Indians living around the Waccamaw River, which they named the Jordan River, and the utopian-like land they had hoped to colonize.¹²⁹

South Carolina was established as a British royal colony in 1729, and rice and indigo were the two most important exports for Georgetown County, which was named after King George III of England. In the mid-18th century, the worldwide demand for indigo provided economic growth for the county and gradual independence from England. From their profits, wealthy indigo planters formed a social club, and in 1757, they built Winyah school for the white townspeople. However, the massive influx of competing exports from India and East Indies at the turn of the century brought an end to Georgetown's profitable indigo industry and ushered in the age of rice production in the county. Former indigo planters cleared more than 40,000 acres and 780 miles of canals using the labor of enslaved people, and the second largest rice culture in history was born.¹³⁰

Unlike indigo, rice—commonly known as Carolina gold—demanded a larger labor force. To meet this demand, planters purchased slaves primarily from the rice-growing areas of West Africa, such as Senegambia, the Windward Coast, and Sierra Leone. Enslaved people introduced new, more effective agricultural methods to the Lowcountry that made South Carolina the leading rice producer in the nineteenth century.¹³¹ In 1839, the Georgetown District produced 36,360,000 of the total United States crop of 80,841,422 pounds of rice.¹³²

By the mid-nineteenth century, several prominent white families operated highly-profitable rice plantations on the island, making Georgetown one of the wealthiest counties in the country. In 1850, Sandy Island contained ten plantations: Oak Hampton, Ruinsville, Mount Arena, Sandy

¹²⁹ Douglass Peck, "Lucas Vásquez de Ayllón's Doomed Colony of San Miguel de Gualdape," *The Georgia Historical Quarterly* 85, no. 2 (Summer 2001): 184-85.

¹³⁰ Georgetown County, "Georgetown County, A Brief History,"

<http://www.georgetowncountysc.org/about/history.html>.

¹³¹ See Peter Wood, *Black Majority: Negroes in Colonial South Carolina from 1670 Through the Stono Rebellion*, (New York: Knopf, 1974), Part I. See also: Judith Carney, *Black Rice: The African Origins of Rice Cultivation in the Americas* (Cambridge: Harvard University Press, 2009), 78-95.; David Eltis, Philip Morgan and David Richardson, "Agency and Diaspora in Atlantic History: Reassessing the African Contribution to Rice Cultivation in the Americas," *The American Historical Review*, 112, no. 5 (Dec. 2007): 1329-1358.; for counterpoint see: S. Max Edelson, "Beyond 'Black Rice': Reconstructing Material and Cultural Contexts for Early Plantation Agriculture," *The American Historical Review* 115, no. 1 (Feb. 2010): 125-135.

¹³² Robert F. W. Allston and J. H. Easterby, *The South Carolina Rice Plantation as Revealed in the Papers of Robert F. W. Allston*, (Columbia, SC: University of South Carolina Press, 2004), 7.

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Knowe, Oak Lawn, Holly Hill, Pipe Down, Grove Hill, Brickville, and Hassell Hill.¹³³ The white owners of these plantations included the Allston, Belin, LaBruce, Petigru, Heriot, and Pyatt families, who relied heavily upon the skill and strong work ethic of their West African slaves. Judith Carney gives evidence of these West African ties:

At the time of settlement of the South Carolina colony, the tidal rice system existed in only two areas of the world, Asia and West Africa. No evidence from the crucial period of rice development in South Carolina, from the 1690s to 1750s, indicates that Europeans possessed a comprehensive understanding of the Asian rice system, which relied on the techniques of transplanting, irrigation and drainage. Even memoirs of planter descendants lend indirect support for this contention when celebrating the ingenuity of their forebears in discovering the principles of wet rice cultivation. However, the type of rice cultivation that developed along Carolina floodplains differed in one crucial respect from that of Asia. It did not involve transplanting, and in this sense reveals the linkage of the Carolina rice system to West Africa.¹³⁴

Charles Joyner uses the term “African ways” for those West African agricultural skills planters incorporated on their rice plantations. The enslaved people on Sandy Island responded to the demanding rice cultivation by using skills learned from generations of work in West African rice fields, such as planting and winnowing techniques, as well as the organization of labor.¹³⁵ The slaves created a “cooperative work ethos” surrounding the task system of rice planting that was “a basic African work orientation and, in the process, adapted the masters’ labor system to their own sense of appropriateness.”¹³⁶ By adapting these African work practices to their labor, those enslaved workers on the Sandy Island rice plantations developed “a cooperative slave community through mutual self-help.”¹³⁷

On Sandy Island, Naval officer Captain Thomas and Mary Anne Petigru owned the Pipe Down Plantation, which was named after a nautical term to describe the peacefulness of the island. The Petigrus were one of the few white families who lived on the island with their enslaved workers. In 1857, Captain Petigru died suddenly and his wife, Mary Anne, wanted to sell the plantation and all its assets, including slaves, to move elsewhere. Worried that their families would be auctioned off, Petigru’s slaves on Sandy Island took it upon themselves to find a new master. Their slave driver, Phillip Washington, a man described by Elizabeth Allston Pringle as “a very

¹³³ Kouri, “When a Man Starts Out to Build a World,” 18. See also: “Refuge History,” U.S. Fish and Wildlife Service: Waccamaw National Wildlife Refuge, https://www.fws.gov/refuge/Waccamaw/Refuge_History.html (accessed March 6, 2017).

¹³⁴ Judith Carney, “The African Origins of Carolina Rice Culture.” *Ecumene* 7, no. 2 (2000): 125-149. <http://www.jstor.org/stable/44252124>

¹³⁵ Charles Joyner, *Down by the Riverside: A South Carolina Slave Community* (Chicago: University of Illinois Press, 1984), 57.

¹³⁶ Joyner, *Down by the Riverside*, 59.

¹³⁷ Joyner, *Down by the Riverside*, 59.

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tall, very black man, a splendid specimen of the Negro race,” set out to save the island community.

Although Philip Washington was enslaved, he had the power of persuasion. Washington set his sights on Mrs. Petigru’s brother-in-law, Governor Allston, to buy Pipe Down. Allston already owned much of the land along the Waccamaw and did not want to overextend his assets, but Washington’s extensive petition convinced him to purchase Petigru’s slaves in 1859. Pringle, the daughter of Allston, describes the scene as such:

...the negroes from Pipe Down began to send deputations over to beg my father to buy them. Philip Washington, a very tall, very black man...was their spokesman. ...[H]e pleaded the cause of his friends with much eloquence, saying they had fixed on him as the one owner they desired. ...The deed was done — the Pipe Down people were overjoyed, and the debt assumed.¹³⁸

Two years later, South Carolina seceded from the United States and the Civil War erupted. Many white owners left their homes to support the war effort and many plantations were seized. In 1864, Governor Allston died, and the Civil War ended shortly after. Congress granted full citizenship to freed men and women of color, forever changing the rice industry along the Waccamaw.

While some islanders, including Philip Washington, left the island to seek out new opportunities in the city of Georgetown, the remaining Sandy Islanders decided to continue rice cultivation as part of their Gullah Geechee heritage, despite not owning the land on which they worked and lived. The federal government fell short on its promise of forty acres and a mule, and the freed men and women of Sandy Island still remained in servitude through labor contracts. When federal occupation ended in 1877, Union troops withdrew from the Waccamaw Neck, and white backlash toward African Americans followed.

Responding to this threatening climate, Washington left the city of Georgetown and purchased tracts of land still owned by Mrs. Petigru, as well as 300 acres of Mount Arena property on the island to create a sanctuary for the freed Black men and women of Sandy Island. Washington organized the construction of the New Bethel Baptist Church to serve the community. **(Figure 25)** Many other Sandy islanders purchased land on the island during Reconstruction and passed it down for generations. Current islanders can trace their lineage back to these former enslaved ancestors who shared their West African planting skills to help create the golden age of rice production in South Carolina

From the mid-1880s to the start of the twentieth century, New Bethel Baptist Church served as an important voting precinct for the residents of the island. Beginning with Philip Washington’s son Esaw, the community voted unanimously for specific candidates, which gave them immense

¹³⁸ Elizabeth Waties Allston Pringle, *Chronicles of Chicora Wood*. (New York: Charles Scribner’s & Sons, 1992): 9-10.

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power as a voting block. By contrast, blacks in other communities and towns across the state were often eliminated from voting due to their failure to pass the land ownership requirements of the discriminatory poll tax.¹³⁹ The residents on Sandy Island owned their own land. In 1896, Georgetown County was the only place in the state where African Americans had a majority in registered voters, 861 to 814.¹⁴⁰ Counted in these numbers were the 120-200 registered voters on Sandy Island, who could often swing elections in favor of their candidates.¹⁴¹

Sandy Island's New Bethel Baptist Church members helped to elect many African Americans to local, state, and federal office. Men such as B.H. Williams, J.A. Baxter, and John Bolts, benefited greatly from the many registered voters on Sandy Island. The New Bethel congregation helped to elect George W. Murray to the United States Congress, but the growing white population feared a black majority in the state and federal governments. The *Georgetown Enquirer* suggested that the county eliminate voting precincts in order to "knock the spots out of Sandy Island and materially reduce the representation in Waccamaw."¹⁴²

John Bolts' parents, Sam and Patty, were enslaved workers at Pipedown Plantation on Sandy Island, whose slave driver was Philip Washington, the founder of the island's freedman community. After the Civil War, the Bolts family moved to nearby Plantersville for better educational opportunities for their children. Shortly before his death, Philip Washington likely recruited John Bolts to return to the island as the community's teacher in the 1890s. Soon his skill and progressive teaching methods brought him support for political office. In 1894, the Sandy Island community cast all of their fifty-three votes (the seventh highest total in Georgetown) for black Republican George W. Murray and successfully helped to elect him to the U.S. Congress. He was the last African American to represent South Carolina in the U.S. Congress until James Clyburn was elected in 1992.¹⁴³ In 1898 and 1900, they unanimously cast their votes for Bolts and helped in his election to the South Carolina House of Representatives. Notably, he was the last African American to serve in the South Carolina legislature from the time he left office in 1902 until 1970.¹⁴⁴

In John Bolts' second year in the South Carolina legislature, he introduced a bill to "further declare the law as to contracts between landlords and laborers in Georgetown, South

¹³⁹ South Carolina Constitution of 1865, art. IV.

¹⁴⁰ George Tindall, *South Carolina Negroes, 1877-1900* (Columbia: University of South Carolina, 1952), 61.

¹⁴¹ Sandy Island Precinct Registry, South Carolina Department of Archives and History, 1882. Columbia, South Carolina. Walter Hazard. "The Union Redeemed: Cleveland's Election Almost Assured," *The Georgetown Enquirer* (Georgetown, SC), Nov. 5, 1884.

¹⁴² Walter Hazard, "The New Constitution," *The Georgetown Enquirer* (Georgetown, SC), August 4, 1886.

¹⁴³ Josiah Doar, editor, "The Election Figures," *Georgetown Semi-Weekly* (Georgetown, SC), Nov. 7, 1894, <http://www.gcdigital.org/digital/collection/p163901coll8/id/3135/rec/1>.

¹⁴⁴ Charlie Tyer, "South Carolina Government: A Policy Perspective," (Columbia, S.C.:Institute for Public Service and Policy Research, University of South Carolina, 2003), 293. See James L. Underwood, *The Constitution of South Carolina*, (Columbia, SC: University of South Carolina, 1994), 250. Underwood cites the election of I.S. Leevy Johnson, James Felder and Herbert Fielding to the South Carolina General Assembly in 1970.

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Carolina.”¹⁴⁵ This was in response to those “black codes” with labor regulations that served to exploit and exclude black people from equal employment, even hiring children two years of age and older as a source of child labor. Bolts also introduced a bill that would “exempt all students age of twenty years and all teachers from working and maintaining roads and highways” in the state.¹⁴⁶ A year later, Bolts voted for legislation that would appropriate funding “for the better equipping and maintaining of the free public schools of the State.”¹⁴⁷

In 1900, the state responded by removing the precinct from New Bethel Baptist Church. Undeterred, Sandy Island’s church leaders encouraged their community to give full support to their former teacher John Bolts, who was elected to a second term in the South Carolina legislature. Bolts was the only African American in the South Carolina House of Representatives at the time.

In 1901, Bolts opposed a bill that sought to drastically reduce the profits black men made from shad fishing. In the view of many white Southerners, independent shad fishing “pulled former slaves away from regular labor” and gave African Americans a chance to live free from white control,” thus threatening the South’s established labor discipline and racial hierarchy.”¹⁴⁸ After a much-celebrated debate with fellow representative Joshua Ashley, Bolts swayed four-fifths of his white colleagues to vote with him, and the bill was killed. According to one newspaper reporter, Bolts “knows when to say a thing, what to say and how to say it, if only it is to secure an appropriation for protection of the fishing interests of Georgetown Bay – the chief industry of said Negroes.”¹⁴⁹ After 1902, Jim Crow laws made it increasingly difficult for blacks across the state to vote, and sixty-eight years passed before another African American would follow Bolts in the state legislature.¹⁵⁰

Even after losing its voting precinct, the Sandy Island community understood the importance of land ownership as a source of income and food. These former enslaved islanders passed their lands and invaluable rice-growing skills and cultural practices down to their free-born children. Despite a series of major storms that devastated a vast majority of the rice crops from 1893 to 1911 throughout South Carolina, the men and women of Sandy Island successfully cultivated their own rice fields until the 1940s, earning income and providing a stable crop for their families and community. **(Figures 26, 27, 28)**

¹⁴⁵ South Carolina, *Journal of the House of Representatives of the Session of the General Assembly of the State of South Carolina: 1899* (Columbia, SC: Charles A. Calvo, 1899), 180.

¹⁴⁶ South Carolina, *Journal of the House of Representatives 1899*, 110.

¹⁴⁷ South Carolina, *Journal of the House of Representatives of the Session of the General Assembly of the State of South Carolina 1900*, (Columbia, SC: Charles A. Calvo, 1900), 467-468.

¹⁴⁸ Scott Edward Giltner, “‘The Art of Serving With Them Innate’: Hunting, Fishing, and Independence in the Post-Emancipation South, 1865-1920,” (Dissertation, University of Pittsburgh, 2005), 49.

¹⁴⁹ *The Colored American*, (Washington, DC), Feb. 16, 1901.

¹⁵⁰ James Felder and I. S. Leevy Johnson of Richland County and Hubert Fielding of Charleston County were elected to the state House of Representatives in 1970.

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When Archer Huntington purchased the 9,100 acres to establish Brookgreen Gardens and build his Atalaya residence closer to the shore, he purchased some of the neighboring property on Sandy Island from the islanders. Sandy Islanders knew how to utilize these low-lying rice fields and continued to rent additional land from Huntington to increase their crop yield. Sandy Islanders were among those employees who managed both the wildlife and cultivated flora and fauna that became Brookgreen Gardens, since it opened to the general public in 1931. Sandy Islander Abraham Herriott became an employee, pastor, and friend of Archer Huntington, the closeness of their relationship demonstrated by Huntington's attendance at Herriott's wedding.

After Huntington built the Sandy Island School, Herriott became an advocate for multiple changes and upkeep to properties that were on Archer Huntington's lands and for the island community in general. **(Figure 29)** These resources, though minor, represent the ability for Sandy Islanders to utilize and advocate for resources from both governmental and private sources.

The Huntingtons also funded the few extant photographs of the Sandy Island community during the 1940s and 1950s, focusing especially on agricultural work before the electrification of the island. Huntington commissioned WPA photographer Bayard Wooten to document the methods of harvesting rice and group portraits, which were separate from her photographs of Genevieve Chandler Peterkin's interviews for the WPA project. The Bayard Wooten collection of photos and films include rare documentation into rice cultivation and harvesting conducted by the Sandy Island community throughout the 1940s and 1950s, as well as capturing the oar-powered fishing boats that were the primary form of transportation until the proliferation of motorized boats in the 1950s.

1966-Present

As Georgetown's economy shifted toward lumber and the Myrtle Beach tourist economy grew, a growing number of islanders began to commute off the island for employment on the mainland. They would make an hour-long journey from the landing on the south of the island (Mount Arena landing) to the mainland landing located at Brookgreen Gardens. In the 1960s, Islanders still used row boats to navigate in unpredictable weather and river conditions, and this journey at times became deadly. Based on death certificates, newspaper clippings, and interviews of Sandy Island residents, it is estimated that nearly fifteen islanders have lost their lives crossing the river since the mid-1950s.¹⁵¹

The Waccamaw River served as a natural barrier against the racial injustices on the mainland, realizing Phillip Washington's dream of creating a self-sufficient sanctuary. While many African-American communities faced racial threats, violence, and even lynchings, Sandy Island was isolated from those brutalities. Law enforcement never set foot on the island. In a *Sun News* interview with Prince Washington in 1973, Washington said, there was little use for police officers on the island. "If the offender committed an act of wrongdoing which is significant, he is

¹⁵¹ "Five Persons Drowned in County Friday," *Georgetown Times* (Georgetown, SC), June 19, 1973.

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taken to the church to be dealt with.”¹⁵² The islanders enforced the law upon themselves and handled any disputes as a community.

Sandy Islanders were not unaffected by the racial tensions within Georgetown County. In the 1980s, despite Georgetown’s low-density population, the county continued to function with two functionally segregated public high schools: Winyah and Howard. These two schools were incongruent with their educational and financial resources. Howard High School, which had a majority African American student body, was known to have outdated textbooks and facilities and focused on vocational training, as opposed to the mostly white Winyah High School’s college preparatory curriculum.¹⁵³ These discrepancies initiated a formal investigation by a federal task force in 1981, causing racial tensions within the community to flare.¹⁵⁴

The situation reached a definitive moment when a fire, which local officials deemed as arson, engulfed Winyah High School on November 5, 1981.¹⁵⁵ Both Howard and Winyah remained closed and the Georgetown County Board of Education merged the two high schools into the new Georgetown High School in 1984.¹⁵⁶ Sandy Island students attended Georgetown High School until 1990, when the new Waccamaw High School opened.

Throughout the 1980s and 90s, the school became a meeting site for what proved to be one of the most successful land conservation cases in South Carolina history. In 1989, Sandy Island Associates headed by Roger Milliken and E. Craig Wall, both wealthy businessmen, requested a permit to build a bridge to transport timber harvested from their significant land holdings in the north of the island. Together, the two men owned 9,000 acres—the lion’s share of the island’s approximately 12,000 acres. But the cost of the bridge would cost more than the value of the timber, and the islanders began to question Miliken and Wall’s actual motives. Reverend George Weathers, the community’s leader, who was educated in the Sandy Island School, argued:

Nearly \$2 million to build that bridge for just a little amount of timber...why are you spending that kind of money...? Something else must be behind it. They also tried to get the permit in the absence of the community. ...No one ever came to get our opinion on it.¹⁵⁷

Eventually, the Sandy Island Associates stated that the bridge would only be accessible to the island’s residents in an emergency. Despite multiple claims to the opposite, the Sandy Island Associates had a plan to develop Sandy Island into an “exclusive and elite” resort community “of

¹⁵² *At Low Tide: Voices of Sandy Island*, (Conway, S.C.: The Athenaeum Press at Coastal Carolina University, 2017), 32.

¹⁵³ Jeff Nesbit, “Separate High Schools, Unequal Everything,” *US News & World Report*, March 29, 2016.

¹⁵⁴ Nesbit, 2016.

¹⁵⁵ John Bennet, “Arson suspected in blaze that gutted Georgetown School,” *The Greenville News*, November 7, 1981.

¹⁵⁶ Georgetown High School, “About the School,” 2017, <http://www.ghs.gcsd.k12.sc.us/?PageName=%27AboutTheSchool%27>.

¹⁵⁷ Rev. George Weathers interview with Coastal Carolina University, June 3, 2016.

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9,500 houses and condos and two golf courses.”¹⁵⁸ Weathers mobilized the community to stop the proposed bridge construction. In his words, “everyone was against it because we couldn’t use it on our own terms.”¹⁵⁹

The islanders, through the help of the Coastal Conservation League, met with the Penn Center staff and were trained on the history and tactics in land conservation. The community also held a long series of community meetings to discuss the bridge permit and what action to take, forming a formal organization called the Sandy Island Community Action Club. They were later joined by the Sierra Club and Georgetown League of Women Voters. Most of these meetings were held at the Sandy Island School. Through this collaborative action, the Sandy Islanders were able to garner a preservation easement over their property as part of the wetland mitigation of the Department of Transportation.

The land, now known as the Waccamaw Wildlife Conservancy, is owned by the Nature Conservancy and managed by the Department of Fish and Wildlife Services. When the transfer of the land went through, Reverend Weathers reflected on the land preservation, “This will keep the island from being developed too rapidly. And I hope it will give us a greater voice in what happens on the island in the future.”¹⁶⁰ This battle for the island’s land gained interest from local media as well as national newspapers such as the *New York Times*, *Los Angeles Times* and the *Washington Post*. In 2006, South Carolina Educational Television’s Betsy Newman chronicled this story in a documentary entitled *Saving Sandy Island*.

The preservation of Sandy Island saved the cultural landscape as well as natural landscape of the island. The success in establishing the Waccamaw National Wildlife Refuge revitalized community-based activism that has defined Sandy Island’s heritage since its founding in the late 19th century. More recently, community members lobbied for the addition of treated water on Sandy Island in 2001, and the purchase of a new Sandy Island school boat in 2015.¹⁶¹ Sandy Islanders, many of whom were active in the Sandy Island Community Action Club, still make their voices heard at Georgetown County council meetings and in other community meetings.

While Sandy Island was once home to hundreds of residents, there are currently fewer than forty people living on the island, most of them elderly. The closing of the Sandy Island School was just one contributor to this population decline. Despite the Great Migration beginning across the South in 1916, most Sandy Islanders chose to remain on the island throughout the early to mid-20th century. For Sandy Islanders, migration occurred later as beach tourism in Horry and Georgetown counties skyrocketed in the 1970s, and residents left the island for new economic opportunities emerging on the mainland.

¹⁵⁸ David Farren, Interview as cited in: Virginia Beach and Dana Beach, *A Wholly Admirable Thing: Defending Nature and Community on the South Carolina Coast*, (Charleston, SC: Evening Post Books, 2019), May 26, 2015.

¹⁵⁹ Rev. George Weathers interview, 2016.

¹⁶⁰ *Carolina Stories: Saving Sandy Island*, Videocassette, Betsy Newman, Beryl Dakers and Anita Singleton-Prather, (Columbia: SCETV, 2006).

¹⁶¹ Erin MacPherson. “Sandy Island Gets New School Bus Boat,” *ABC 15 News* (Conway, SC), Aug. 5, 2015.

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From 1932 to its closing in 1966, the Sandy Island School was not only the central educational and political institution in the community, but it also helped to preserve crafting traditions on the island. Curriculum followed Jeanes programs, teaching women to quilt, and hosting many of the Christmas pageant activities. Emily Collins Pyatt fondly remembers an island elder, Stella Washington, who showed the island's women how to use large needles to create mattresses made out of feathers, a much softer alternative to hay.¹⁶²

The Sandy Island community takes great pride in their school and its educational legacy, like resident M.T. Tucker, whose eight children all attended the school.¹⁶³ Furthermore, many former students went on to graduate from college: Angelis Washington graduated from Voorhees College; Yvonne Tucker-Harris, Tuskegee Institute; Marian Nelson, Carolyn Pyatt, Karen Pyatt and Wilhelmina Pyatt, Benedict College; Felicia Robinson Greene, Greta Nelson, Levern Herriott and Douglas Herriott, Denmark Technical College; Laura Herriott and Wilhelemina Herriott, Columbia Commercial College; and Alicia Herriott, Anna Nelson and Lilia Nelson Morris College. The school also educated college graduate Isaac Pyatt, who became a magistrate judge in Georgetown County in 1996.

The Sandy Island School currently remains a site reflective of Sandy Island's determination to achieve basic civil rights for its citizens. Today, the school serves as a locus of community involvement and activity as Sandy Island faces a population decline. The school is currently in the process of becoming an exhibit space to showcase the long history of the island, and an educational center to further traditional crafts such as quilting, and modern adult education courses, such as computer literacy.

The community remains a popular tourist location, with wildlife trails throughout the Waccamaw Wildlife Preserve and several community-run tours exploring the island's cultural history. The tours visit the Sandy Island School, where tour guides highlight the island's history of conservation and the school's importance as the educational, cultural, and social foundation for the community. At the most recent family reunion held in August 2019, the school was still a central social space where family members went to escape the August heat, eat, and remember the rich legacy of the Sandy Island School.¹⁶⁴

¹⁶² Emily Collins Pyatt, interview, 2016. The school was also the regular monthly meeting place for the women of the community to engage in quilting, a practice they were especially known for by other communities.

¹⁶³ Kouri, "When a Man Starts Out to Build a World," 47.

¹⁶⁴ Video footage from Sandy Island Family Reunion. Athenaeum Press Archives at Coastal Carolina University. August 2019.

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James W. Skinner to Archer Huntington.

August 8, 1932, Frank Tarbox Reports and Correspondence 1930s Files, accessible at Brookgreen Gardens Archive, Murrells Inlet, S.C.

James W. Skinner to Archer Huntington.

October 10, 1932, Frank Tarbox Reports and Correspondence 1930s Files, accessible at Brookgreen Gardens Archive, Murrells Inlet, S.C.

WEBSITES

The National Trust for Historic Preservation.

“National Treasures: Rosenwald Schools,” 2019,
<https://savingplaces.org/places/rosenwald-schools#.XRIrw-hKjIU> (accessed June 28, 2019).

The South Carolina Picture Project: SC Citizen History

“Rosenwald Schools - South Carolina,” <https://www.scpictureproject.org/tag/rosenwald-schools/> (accessed June 28, 2019).

Howard Adult Center.

“About the School,”
<http://www.hac.gcsd.k12.sc.us/?PageName=%27AboutTheSchool%27> (accessed June 28, 2019).

Winyah Indigo School.

“Georgetown, South Carolina, SC Citizen History: South Carolina Picture Project,” n.d.,
<http://www.sciway.net/sc-photos/georgetown-county/winyah-indigo-school.html>
(accessed June 28, 2019).

Georgetown High School.

“About the School,” 2017,
<http://www.ghs.gcsd.k12.sc.us/?PageName=%27AboutTheSchool%27> (accessed June 28, 2019).

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 # _____

Sandy Island School
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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: Brookgreen Gardens Archive

Historic Resources Survey Number (if assigned): _____

10. Geographical Data

Acreage of Property 2.89 Acres

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: 33.519970 Longitude: -79.128738

2. Latitude: 33.519986 Longitude: -79.129809

3. Latitude: 33.521795 Longitude: -79.129818

4. Latitude: 33.521786 Longitude: -79.128734

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

The nominated property is at the fork of Sandy Island Road and an unnamed sand road. The boundary of the nominated property is shown as the heavy orange line on the Georgetown GIS map, created at a scale of 1 inch = 413 feet.

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Boundary Justification (Explain why the boundaries were selected.)

The selected boundaries consists of the historic parcel sold by Philip Washington to Archer Huntington, then transferred to his incorporation, Brookgreen Gardens: TMS 030102009. While most of this land is wooded, the extend of the boundary is significant and demonstrates the history of land ownership on Sandy Island. The area is roughly 2.89 acres.

11. Form Prepared By

name/title: Alli Crandell, Eric Crawford, Carlie Todd and Robin Salmon
organization: Coastal Carolina University and Brookgreen Gardens
street & number: PO Box 261954
city or town: Conway state: South Carolina zip code: 29528
e-mail: acrandell@coastal.edu
telephone: 843-349-2947
date: 9/5/2019

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.)

Owner(s) Name: Brookgreen Gardens

Mailing Address: P.O. Box 3368, Pawleys Island, SC 29585

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

Sandy Island School

Georgetown Co., SC

Name of Property

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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: Sandy Island School

City or Vicinity: Georgetown

County: Georgetown

State: South Carolina

Photographer: Haley Yarborough; Cummings and McCrady Inc.; Alli Crandell

Date Photographed: August 2015; June 2016; July 2016; September 2016; November 2016; October 2017; August 2019

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

1 of 25: South (primary) elevation of Sandy Island School, looking Southwest, photo taken by Alli Crandell, August 2019.

2 of 25: West elevation of Sandy Island School, looking South, photo taken by Cummings and McCrady Inc., October 2017.

3 of 25: West and North elevation of Sandy Island School, looking East, photo taken by Cummings and McCrady Inc., October 2017.

4 of 25: East and North elevation of Sandy Island School, looking Northeast, photo taken by Cummings and McCrady Inc., October 2017.

5 of 25: North elevation of Sandy Island School, looking East, photo taken by Cummings and McCrady Inc., October 2017.

6 of 25: Left front elevation of Sandy Island School showing some of the basketball court, looking Northwest, photo taken by Alli Crandell, August 2019.

7 of 25: South elevation of Sandy Island School, looking West, photo taken by Alli Crandell, August 2019.

8 of 25: Landscape view in front of the Sandy Island School including the playground, looking North, photo taken by Alli Crandell, August 2019.

9 of 25: First front room of School showing teachers desk and bookcase, looking Northwest, photo taken by Cummings and McCrady Inc., February 2019.

Sandy Island School

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- 10 of 25: Bookcase in center of school, along the partition, in the first room. Camera is looking Northwest and photo is taken by Cummings and McCrady Inc., February 2019
- 11 of 25: First room teacher's desk, left wall bookshelf, and front entrance. Camera is looking East and the photo was taken by Haley Yarborough, November 2016.
- 12 of 25: First room teacher's desk, looking East, taken by Haley Yarborough, November 2016.
- 13 of 25: Entrance door to School, looking South, taken by Haley Yarborough, November 2016.
- 14 of 25: Right wall of first room of School, looking North, taken by Cummings and McCrady Inc., February 2019.
- 15 of 25: Second room teacher's desk, looking West, taken by Haley Yarborough, November 2016.
- 16 of 25: Second room left wall computer station, looking South, taken by Cummings and McCrady Inc., February 2019.
- 17 of 25: Room dividers in second room, looking Southeast, taken by Cummings and McCrady Inc., February 2019.
- 18 of 25: Room dividers and listening center, looking East, taken by Cummings and McCrady Inc., February 2019.
- 19 of 25: Bathroom on left side of the second room's teacher's desk, looking South, taken by Cummings and McCrady Inc., February 2019.
- 20 of 25: Bathroom on right side of second room's teacher's desk, looking North, taken by Cummings and McCrady Inc., February 2019.
- 21 of 25: First outhouse located on the right side of school building, camera positioned looking Northwest, taken by Cummings and McCrady Inc., February 2019.
- 22 of 25: Second outhouse located directly behind the school building, camera positioned looking West, taken by Cummings and McCrady Inc., February 2019.
- 23 of 25: Interior of outhouse 1 (identical to outhouse 2), camera positioned looking West, taken by Cummings and McCrady Inc., February 2019.
- 24 of 25: Basketball court located on the left side of school, camera positioned East, taken by Haley Yarborough, November 2016.
- 25 of 25: Playground in front of Sandy Island School, camera positioned East, taken by Haley Yarborough, September 2016.

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Index of Figures

Figure 1: September 14, 2017 photograph of the Sandy Island school taken by Haley Yarborough, courtesy of The Athenaeum Press at Coastal Carolina University. This photograph shows the front facade and portico of the Sandy Island school.

Figure 2: December 15, 1932 photograph of the Brookgreen School taken by Frank G. Tarbox, courtesy of Brookgreen Gardens Collections. This photograph shows the Brookgreen School, which was located on the northern edge of Brookgreen Gardens property. The building was removed in 1957.

Figure 3: October 11, 2019 photograph of the outhouse at the Sandy Island school, photo taken by Cummings and McCrady Associates. Courtesy of Coastal Carolina University.

Figure 4: circa. 1960s photograph of the Sandy Island School taken by the Waccamaw Council. Photo of a man believed to be Minrus Tucker next to opened door of the school. Photo taken on West side of building. Electrical wires are seen entering the building indicating the building had just received electricity. Courtesy of the Brookgreen Gardens Collections.

Figure 5: October 5, 2017 photograph of the gables at the front (south) elevation of the Sandy Island School taken by Cummings and McCrady Associates.

Figure 6: February 22, 2019 photograph of the rear (north) elevation of the Sandy Island school taken by Cummings and McCrady Associates.

Figure 7: circa. 1960s photograph of the Sandy Island School taken by the Waccamaw Council. Two women (Onethia Elliott and Celia Harriott) are seen sitting in the school with a partition separating the two main rooms. The camera is positioned in the first room near the front door of the building. Courtesy of the Georgetown County Digital Public Library.

Figure 8: circa. 1930 photograph of Archer Huntington. Courtesy of the Brookgreen Gardens Archives.

Figure 9: circa. 1940 photograph of Anna Hyatt Huntington. Courtesy of the Brookgreen Gardens Archives.

Figure 10: Contemporary photograph of Brown Chapel. Courtesy of Brown Chapel parishioners.

Figure 11: Photograph of a young John Bolts from Ramona La Roche's *Black America Series: Georgetown County*, Arcadia Publishing.

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Figure 12: Photograph of Emily Collins Pyatt in her home on Sandy Island, S.C. Courtesy of the Athenaeum Press at Coastal Carolina University.

Figure 13: November 2018 photograph of a milk carton found along with many more in the attic of the Sandy Island School. Courtesy of the Cummings and McCrady Inc. architectural firm. The milk cartons appear to be from the late 1950s, early 1960s.

Figure 14: Photograph taken by the Waccamaw Council of the Sandy Island Schoolboat that was used to take resident's children across to school. The photo is not dated, but likely taken circa. 1960s. Courtesy of the Georgetown County Digital Library.

Figure 15: circa 1960s photograph of the Sandy Island Canal under construction. Courtesy of the Brookgreen Gardens Archive.

Figure 16: Contemporary photograph of the Sandy Island Canal. Courtesy of the Athenaeum Press at Coastal Carolina University.

Figure 17: circa 1940 photograph of Prince Washington. Courtesy of the Dreamkeepers Collection at the Georgetown County Digital Public Library.

Figure 18: circa. 1930s of Abraham Herriott at Brookgreen Gardens. Back reads "Ham, given me by Miss P, 4/11/39." Miss P refers to Miss Perkins, who was Archer Huntington's secretary. Courtesy of the Brookgreen Gardens Collections.

Figure 19: 1963 Newspaper clipping from the Florence Morning star featuring Prince Washington turning on a light at Sandy Island School. Courtesy of the Sandy Island community.

Figure 20: Contemporary photograph of the *New Prince Washington*, the new Sandy Island school boat. Courtesy of the Athenaeum Press.

Figure 21: Memo of the Rosenwald Schools in Georgetown County. Parkersville School and Rosenwald Andrews School were the only two Rosenwald Schools in Georgetown. However, numerous Rosenwald schools were built in nearby Horry County. Courtesy of South Carolina Department of Archives and History.

Figure 22: 1932 architectural plans for the Brookgreen School which design was exactly identical to the Sandy Island School design. Courtesy of the Brookgreen Garden Archives.

Figure 23: 1905 photograph of the Georgetown County Courthouse. The Courthouse was built with a Neoclassical design in 1824 by architect Robert Mills. The photograph was

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taken during the Courthouse's Centennial Celebration. Courtesy of the Georgetown County Digital Library.

Figure 24: Photograph of the Hispanic Society of America founded by Archer Huntington. The building displays a Neoclassical architectural design. Photo courtesy of the *Huffington Post* and contributor Barbara Ernst Prey's article "The Museum and Library of the Hispanic Society of America: A Hidden Gem in New York City," 6 December 2017.

Figure 25: Photo of New Bethel Baptist Church. Courtesy of the Athenaeum Press at Coastal Carolina University.

Figure 26: circa. 1930s photograph of Abraham Herriott winnowing rice on Sandy Island taken by Frank G. Tarbox Jr. Abraham Herriott is winnowing the rice for chicken feed. Courtesy of the Brookgreen Gardens Collection.

Figure 27: circa. 1930s photograph of an unknown man plowing rice in a field on Sandy Island taken by Bayard Wootten. The photographer, Bayard Wootten, was hired by Archer Huntington to capture life on Sandy Island. Wootten's negative number, 1912-6 appears on the back. Courtesy of the Brookgreen Gardens Collections.

Figure 28: circa. 1930s photograph taken by Bayard Wootten. Courtesy of Brookgreen Garden Collections. Photo shows Sandy Island children at the boat dock around Mount Arena.

Figure 29: Photograph of 1938 letter between Abraham Herriott and Archer Huntington, in Frank Tarbox Files. Courtesy of Brookgreen Gardens Archive.

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

Estimated Burden Statement: Public reporting burden for this form is estimated to average 100 hours per response including time for reviewing instructions, gathering and maintaining data, and completing and reviewing the form. Direct comments regarding this burden estimate or any aspect of this form to the Office of Planning and Performance Management, U.S. Dept. of the Interior, 1849 C. Street, NW, Washington, DC.



Sandy Island School
Sandy Island, Georgetown Co.



113

59

ISLAND CROSSING LN

SANDY ISLAND RD

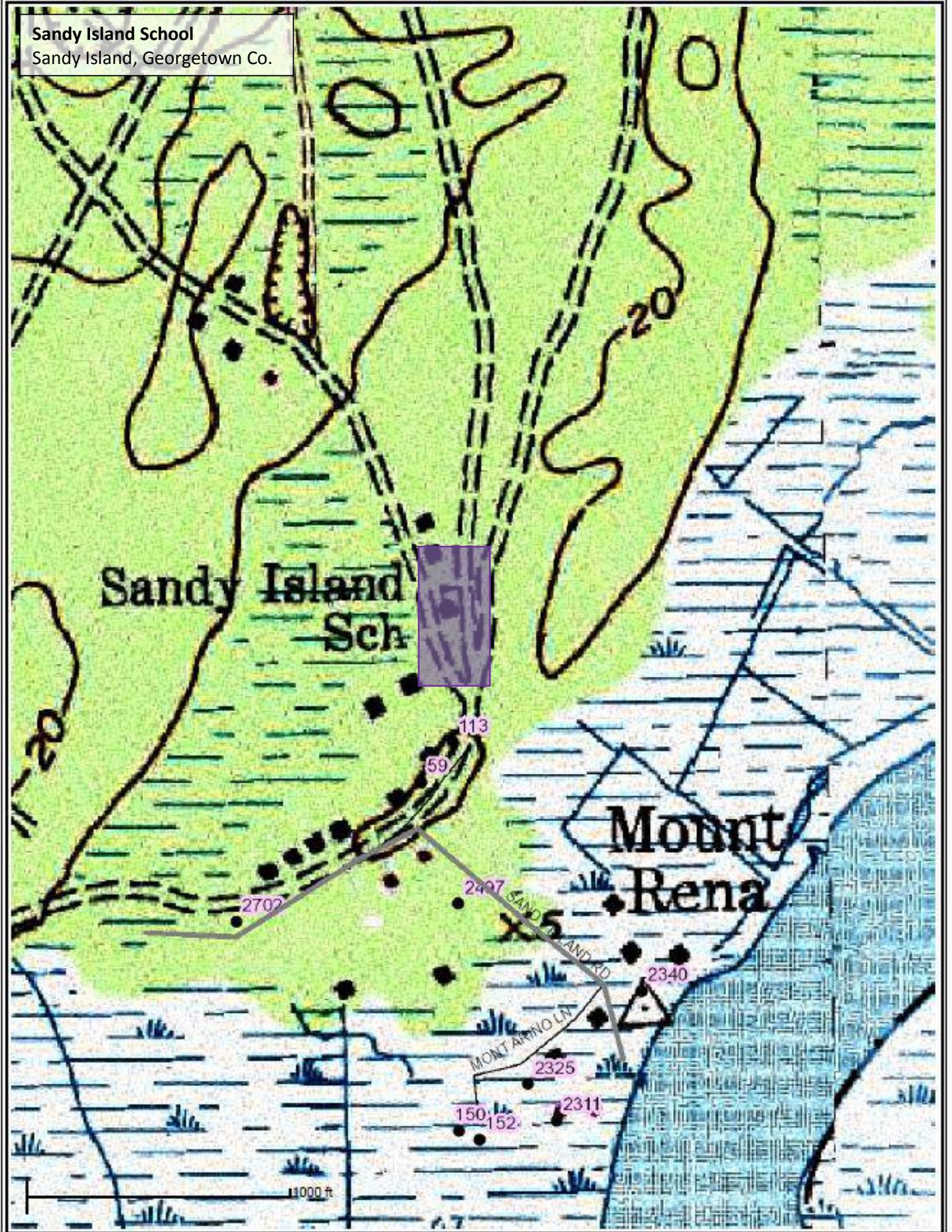
200 ft



Sandy Island School
Sandy Island, Georgetown Co.



Sandy Island School
Sandy Island, Georgetown Co.























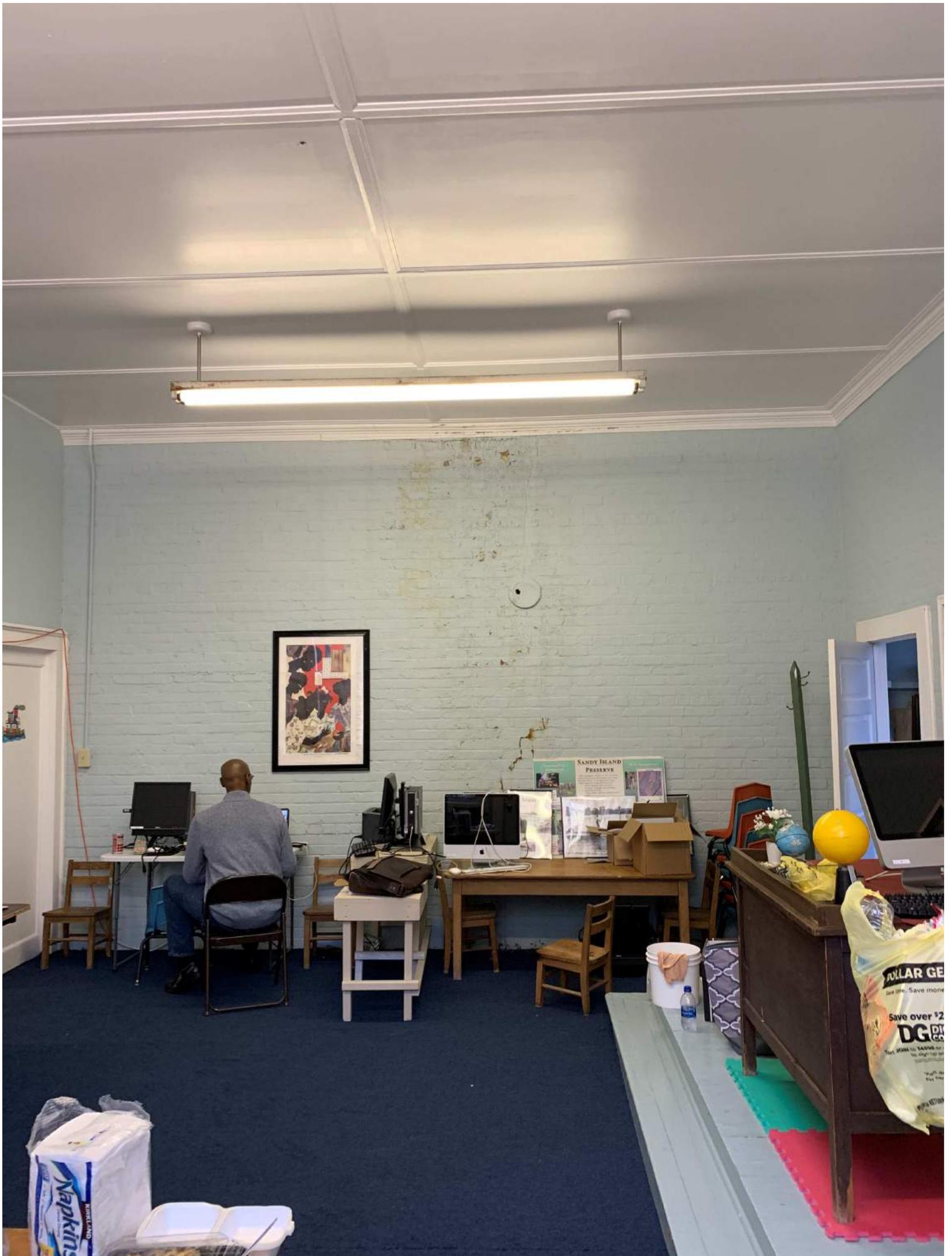
















LISTENING
CENTER





















Brookgreen school 5-3 pupils enrolled







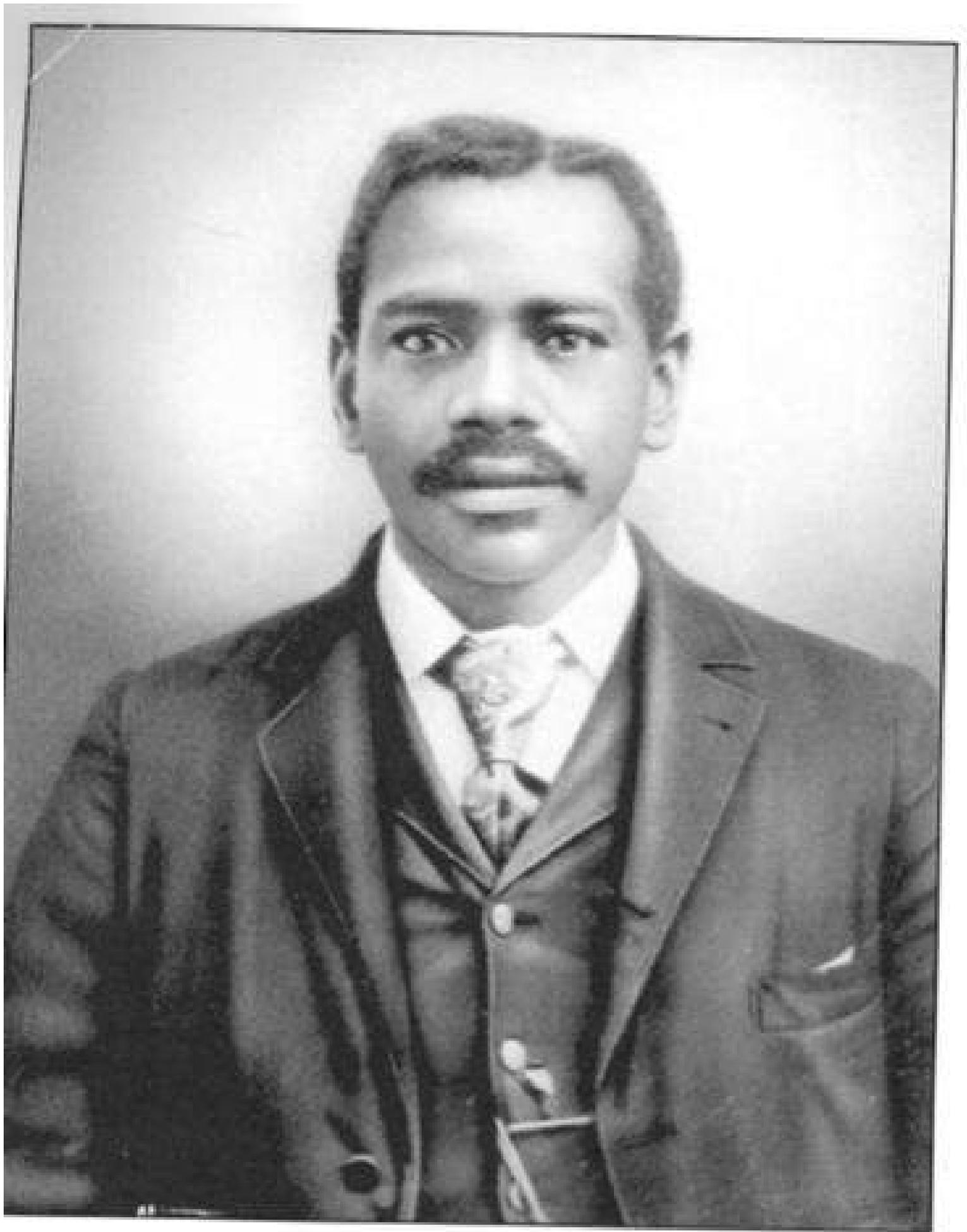
















CORBURG BAKERY, ST. JOHNS, N.S. PARISH, CHALMERS ST., S. C.

CORBURG

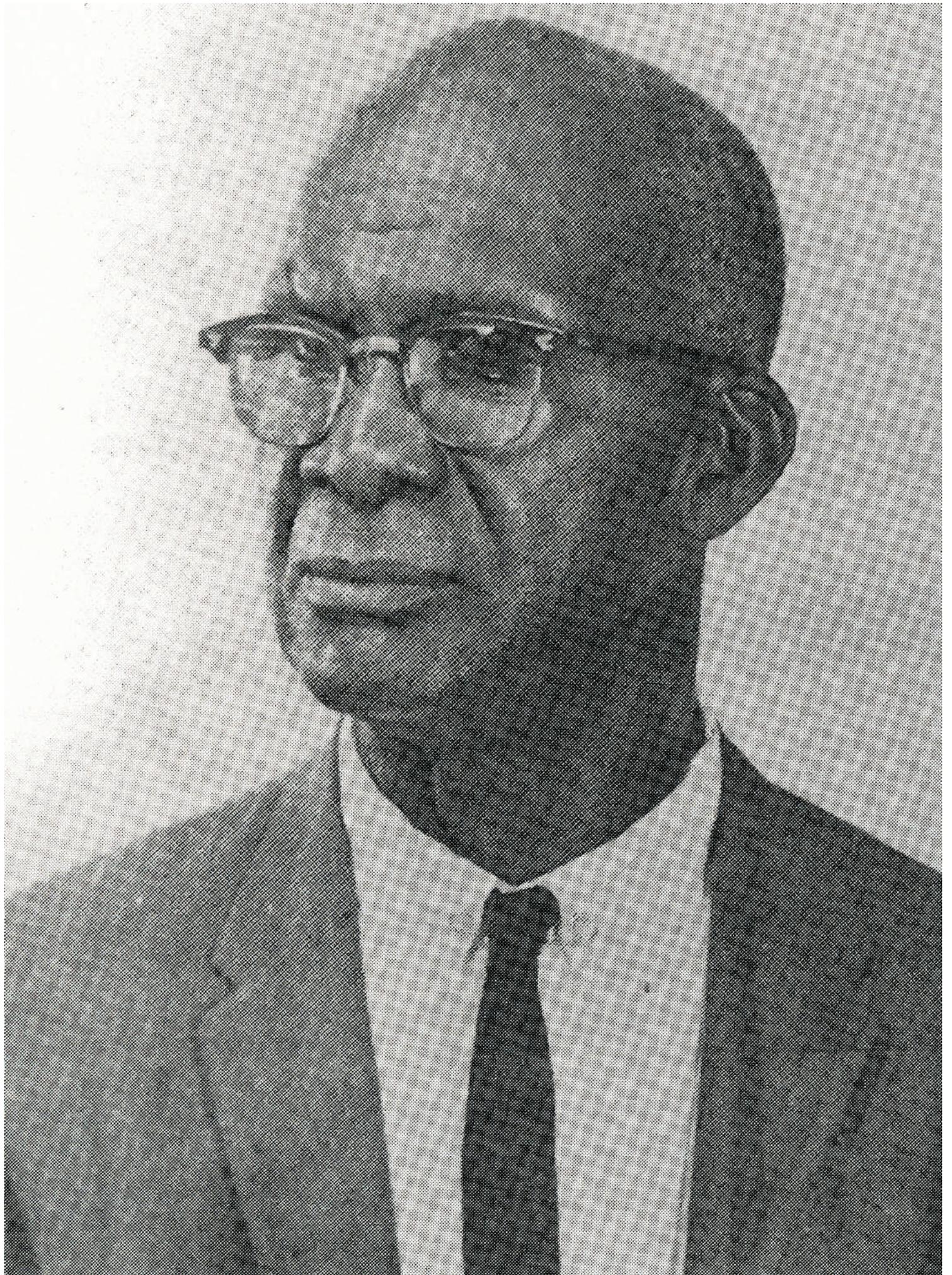
CONTAINS VITAMIN D PER OZ
LIQUID - CONTAINS 400 I

SCOTT'S BREAD











Sandy Islanders Get Equal Power

By JERRY AUSBAND
Pee Dee Bureau

SANDY ISLAND -- Greta Funderburk, 7, today waits here for electricity to light up her home and to allow her to watch television for more than a couple of hours.

Mrs. Janie W. Lee and Mrs. Mattie M. Keith, teachers in the two-room school house, wait impatiently for noon Friday when the power will finally flow in order that they can use teaching devices never before available to their first through sixth graders.

William Collins sits in a darkness even electricity will not overcome, but hopes for the power because it will mean much to his family in their island home near Litchfield Beach on this Georgetown County island.

Mrs. Louise Tucker waits for the time she can wish for—and hope to get—an electric water pump and inside plumbing.

And Prince William Washington, the 70-year-old patriarch of this 80-square-mile is-

land, joins his 200 Negro neighbors in waiting for "the biggest thing that ever happened in my history."

The waiting for all of them ends at noon Friday when Prince Washington (Prince is a legal given name) pulls a switch that opens a Santee-Cooper power circuit from the mainland.

It will be the first time this island has gotten a taste of what every other part of South Carolina has had for years—electricity.

Sandy Island, divided between the Negro settlement and a private hunting preserve, is neatly tucked just behind internationally-famous Brookgreen Gardens, but there is all the difference in the world.

The island is reachable only by motor boat, a ferry to the hunting preserve or Prince Washington's state-owned, water-going school bus. It is set in the midst of the Great Pee Dee River and is surrounded by it, Bull Creek and

(See SANDY, 6-A)



Pee Dee Bureau Photo By Jerry Ausband

Prince Washington Makes Change-over



Rosenwald Schools County: Georgetown

School Name/Vicinity	Address/City	Construction Date	Condition	Current Function
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Parkersville School

1920-21

Memo:

Rosenwald Fund Card Information

Rosenwald Appropriation: \$1,000.00
White Contribution: \$35.00
Negro Contribution: \$2,550.00
Public Contribution: \$600.00
Total Cost: \$4,185.00

Original Acreage:
Number of Teachers: 3

Statewide Survey National Register Historical Marker School Insurance Photo

School Name/Vicinity	Address/City	Construction Date	Condition	Current Function
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Rosenwald Andrews School

1920-21

Memo:

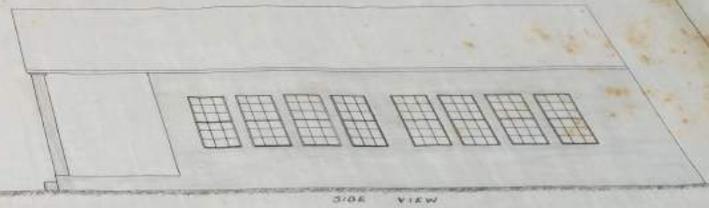
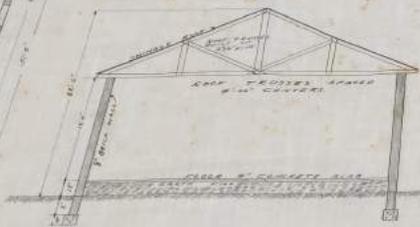
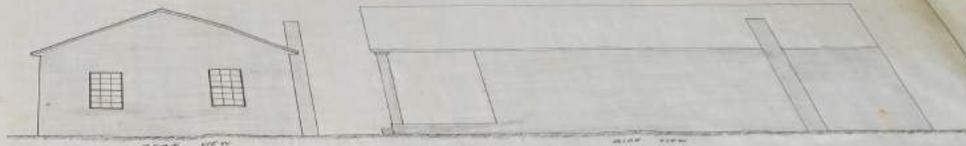
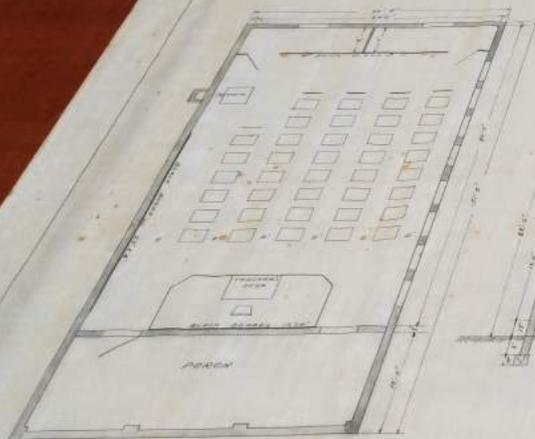
Rosenwald Fund Card Information

Rosenwald Appropriation: \$1,200.00
White Contribution: \$500.00
Negro Contribution: \$1,000.00
Public Contribution: \$3,100.00
Total Cost: \$5,800.00

Original Acreage:
Number of Teachers: 4

Statewide Survey National Register Historical Marker School Insurance Photo

School Insurance Photo URL: <http://www.archivesindex.sc.gov/onlinearchives/Thumbnails.aspx?recordId=240363>



PLAN OF SCHOOL HOUSE.
 SCALE $\frac{3}{8}$ INCH = 1 FOOT.
 MAY 1932.



G'TOWN COUNTY COURT HOUSE











to ask you just - this small , 1938.

As the time is some
little while - at this time
can't get out by work at all
Time is near at hand that

Go and attend my annual
association. And Mrs. Jam not
the money I am now

trying to ask you please
like me & send me \$10 Ten

dollars & if life spare Mrs
be able to work it out

Winter & return it back
some of the 8 of Nov 1938

with my respects to
Miss McKinnon for me

only hope she is well at
the present

it is from yours
Harry Herriott

over the Ellis property
pretty well on the
now have the fence
and two thirds of the
to complete. We have
that we shall have to
e gallons a day.
re. It has been a long
ht it would. Shall

Yours,
Carbor J