



MITIGATION OF ADVERSE EFFECTS TO THE
BUCKSPORT ELEMENTARY SCHOOL
BUCKSPORT WORKFORCE CENTER PROJECT
HORRY COUNTY, SOUTH CAROLINA

Final Report

Cultural Resources Department

August 2007



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HORRY COUNTY, SOUTH CAROLINA

FINAL REPORT

Submitted to:

Horry County
Construction and Maintenance Department
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Conway, South Carolina 29526

Submitted by:

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I. INTRODUCTION

On behalf of the Horry County Construction and Maintenance Department, S&ME, Inc. (S&ME), has completed investigations designed to mitigate adverse effects to the Bucksport Elementary School located in Horry County, South Carolina (Figure 1). The Bucksport Elementary School will be adversely affected by the proposed construction of the Bucksport Workforce Center, which will be built on the site. Work for this project was carried out in general accordance with S&ME Proposal Number 1616-4581-06, dated March 22, 2006.

The Bucksport Elementary School is located along Bucksport Road in the Bucksport Community, near Conway, South Carolina. The property was determined eligible for listing in the National Register of Historic Places (NRHP) for its historical association with the desegregation of public schools, and South Carolina's attempt to equalize its school system through a state-funded building campaign. Built in 1953, Bucksport Elementary School is an example of a rural African American school that was constructed during this period as part of the equalization program. Additionally, the school is a representative example of the post-World War II movement in school design.

Since the construction of the Bucksport Workforce Center will result in the demolition of the Bucksport Elementary School, a Memorandum of Agreement (MOA) (Appendix A) was signed by the Horry County Construction and Maintenance Department and the South Carolina State Historic Preservation Office (SHPO). Stipulation 1 of the MOA required historical documentation for the Bucksport Elementary School, including the following:

- a) Preparation of an historical report that includes a description of the school equalization program in South Carolina, a site-specific history for the Bucksport Elementary school, and a description of the school's historic significance;
- b) Archival quality photographs showing the school as it exists today;
- c) Architectural description of the building as it exists today;
- d) Archival quality photographs or photocopies of the original building plans (if they exist); and
- e) Oral interviews with former students, teachers, and administrators of the Bucksport Elementary School.

The information contained in this report fulfills the requirements of stipulations 1(a), 1(c), and 1(e). The remaining stipulations and conditions of the MOA have been fulfilled in consultation with the SHPO, except for Stipulation 1d, which cannot be completed because the Horry County Board of Education keeps no archival records and original building plans for the Bucksport Elementary School are not available (Johnson 2006). Additionally, Stipulation 4, which required a public display of the historical information in the lobby of the Bucksport Workforce Center once it is completed, has not been fulfilled.

Research and documentation of the Bucksport Elementary School was conducted from May, 2006, to February, 2007, by S&ME. Fieldwork for the project was conducted by Architectural Historian Heather

Jones, M.A. Principal Investigator William Green, M.A., RPA, supervised the investigations and provided technical editing. Heather Jones and Kristen Seibert produced the graphics.

This report has been prepared in compliance with the National Historic Preservation Act of 1966, as amended; the Archaeological and Historic Preservation Act of 1979; procedures for the Protection of Historic Properties (36 CFR Part 800); and 36 CFR Parts 60 through 79, as appropriate. Photographic and architectural documentation has been completed in compliance with the South Carolina State Historic Preservation Office and the Statewide Survey of Historic Properties Program, as stated in the *Survey Manual: South Carolina Statewide Survey of Historic Properties* (Vivian n.d.).

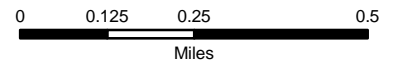
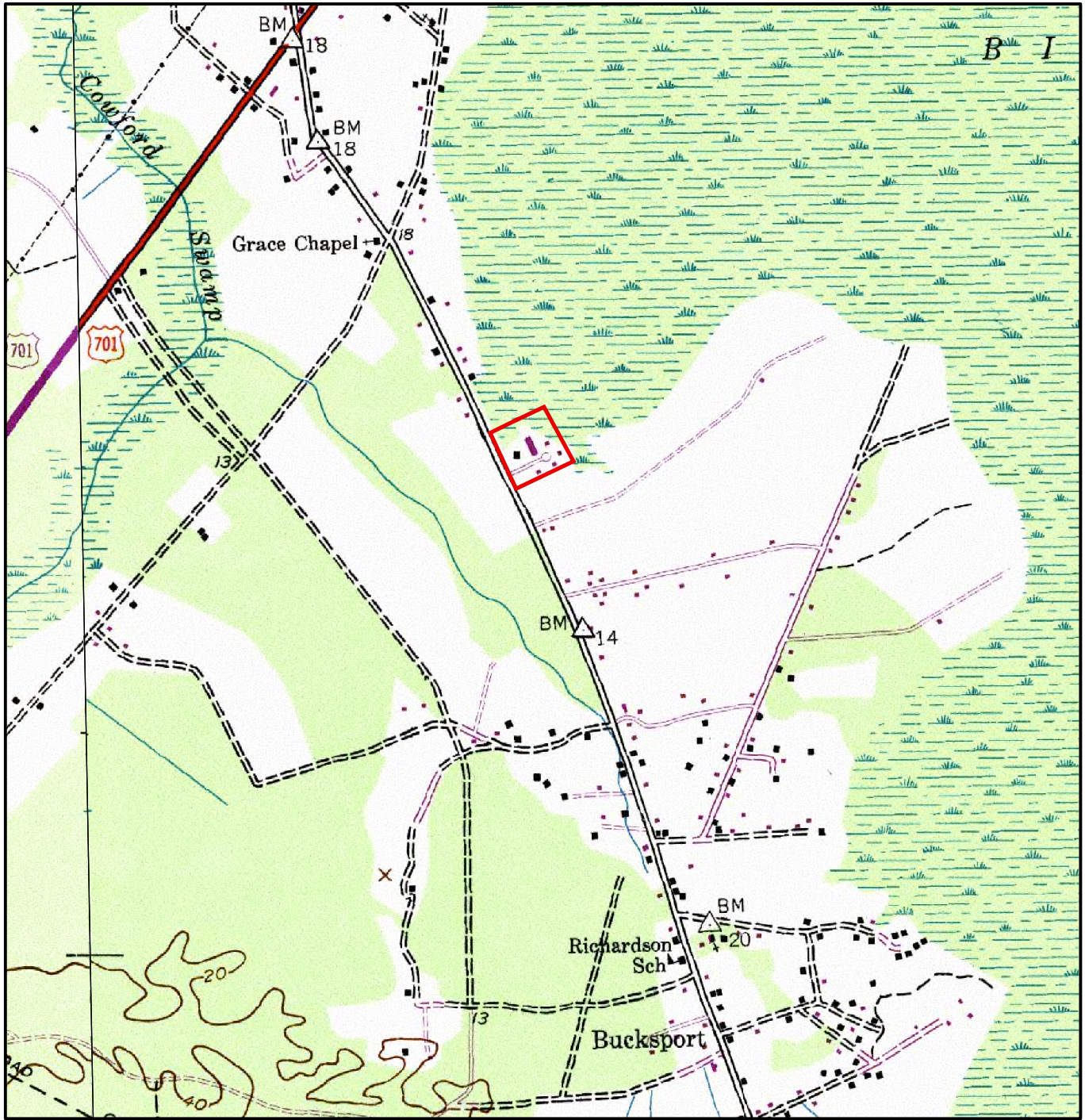
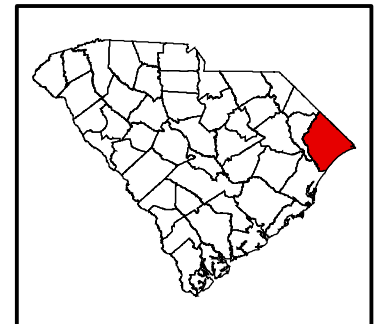


Figure 1. Map showing location of Buckspport Elementary School.

Base Map: Buckville (1976) and Yauhannah (1977) USGS 7.5' USGS topographic quadrangles.



II. SCHOOL DESEGREGATION

In the early 1950s, the desegregation of public schools was foremost in the minds of many Southerners. Throughout the 1940s, the civil rights movement had gained momentum and won some significant victories, including voting rights and desegregated interstate transportation (Dobrasko 2005:3). Education was another arena where the civil rights movement attempted to make advances, and in the 1940s the National Association for the Advancement of Colored People (NAACP) began filing lawsuits seeking equality and desegregation in institutions of higher education. By 1950, however, the NAACP had altered its policy and sought to pose an outright challenge to segregation, including seeking desegregation of the state public school systems (Southern 1981:219; Bolton 2000:782).

One of the first school desegregation cases was from South Carolina; Harry Briggs, along with other black members of the community, sued for equal education in Clarendon County. In a trial before the federal district court in Charleston, which began in May 1951, a three judge panel ruled to uphold segregation. The *Briggs v. Elliott* case, however, was appealed to the United States Supreme Court, where it was combined with *Brown v. Board of Education* and two other state level school segregation cases (Southern 1981:219–221). The *Brown v. Board of Education* lawsuit posed a direct challenge to segregation and both black and white southerners spent many months speculating about what decision the Supreme Court would make.

The decision, announced on May 17, 1954, declared the segregated school system unconstitutional as a violation of the Fourteenth Amendment (Southern 1981:222). During the months directly before and after the decision, politicians in many southern states vowed that they could not be forced to desegregate schools. Although most southern states, including Virginia, North Carolina, Tennessee, Florida, Alabama, Louisiana, Arkansas, and Texas, were willing to look for legal loopholes to avoid desegregation, other states, notably South Carolina, Georgia, and Mississippi were willing to go to great lengths to keep their school systems separate (*The Horry Herald* 1954c). In fact, “some southern states, such as Mississippi, continued to advocate educational equality even after the *Brown* decision had declared segregated schools inherently unequal, in the vain hope that the federal government might somehow still accept an improved version of separate but equal over desegregation” (Bolton 2000:782-783). Eventually, the Supreme Court left the actual practice of desegregation up to the states and the local school districts, where staunch segregationists fought change for another decade. In many southern states, complete desegregation did not occur until the late 1960s or early 1970s (Southern 1981:221-222).

III. SOUTH CAROLINA AND SCHOOL EQUALIZATION

In the mid-twentieth century, South Carolina's educational system faced significant issues. There was a considerable gap between urban schools and their rural counterparts. Many rural schools lacked basic amenities, such as running water and electricity. The problem was compounded by the dilapidated condition of many school buildings, which had fallen into disrepair during the 1930s and 1940s due to the lack of economic resources during the Depression and the lack of building materials during World War II. Although urban schools were generally better than rural schools, neither classification was on par with the majority of schools around the country (South Carolina Education Survey Committee [SCESC] 1948:205–208).

In addition to the disparity evident between rural and urban schools, there was a large difference between educational opportunities for blacks and whites. In 1941, nineteen of South Carolina's counties did not have a high school for black students. Additionally, there were only eight buses in the entire state for the transportation of black students (Quint 1958:9). School facilities for blacks, where available, lacked many of the advantages offered to white students. This deficiency was partially because of funding, since money appropriated for black schools severely lagged behind money spent on white schools. In 1947, for instance, funding for white schools was almost \$221 per pupil, while the investment made in black schools was only \$45 per pupil (SCESC 1948:192). Additionally, the school system was dominated by one and two teacher schools. During the 1946–1947 school year, there were 218 one-teacher schools and 386 two-teacher schools for white children, which accounted for 43.2 percent of white schools in the state. During the same period, out of 2,096 schools for black children, 822 were one-teacher schools and 650 were two-teacher schools, accounting for over 70 percent of the total. These small schools, both for black children and for white children, were generally considered substandard and had few amenities such as electric lighting or indoor plumbing. The teachers in these schools were responsible for multiple grade levels, leaving little time for specialized instruction (SCESC 1948:192-193).

Even though educational reforms were sorely needed in South Carolina, it took a challenge to the segregated education system to spur changes. In 1951, Governor Byrnes used the selective service draft as an example of the need for a better educational system in South Carolina. Between July and October 1950, the army rejected 65.3 percent of the 14,782 men selected in South Carolina by the draft board. Of these rejections, 60.7 percent of them were because of failed educational tests. Byrnes was embarrassed that South Carolina had the highest number of rejections among the 12 southern states, a rate nearly double that of the other southern states and more than three times the 18.6 percent national rejection average (*The Field* 1951b).

Although Governor James Byrnes had promised educational reforms during his campaign for governor in 1950, including equalization of educational opportunities and a general improvement of both black and white education, the pending *Briggs v. Elliott* case prompted legislative action to put Byrnes' plans into action (Byrnes 1958:408; Dobrasko 2005:5–6). This looming legal threat to segregated schools influenced South Carolina to institute measures to protect its segregationist policies, while at the same time creating a program that benefited education throughout the state.

During the late 1940s and early 1950s, “upgrading black schools within segregation was considered a viable alternative to school integration by both blacks and whites,” and James Byrnes’ school funding plan had this ultimate goal (Bolton 2000:782). The belief was that “any such equalization within the dual framework would inevitably bring greater relative improvement to the Negro institutions,” but it would ultimately benefit both races (Johnson 1954:16).

Governor Byrnes’ plan focused on equalizing school funding by raising money on a statewide basis, not relying solely on the funds available in each school district. Building on the findings of earlier school studies, Byrnes developed a plan that would use money from a proposed three-cent sales tax to fund the construction of schools, both black and white, throughout the state (Dobrasko 2005:9; *The Field* 1951c). Although the state legislature had voted down legislation to institute a sales tax before, the need for equalization of black and white schools became pressing with the *Briggs v. Elliott* case. Since the major issues that the prosecution employed against Clarendon County was the inequality of black schools and white schools, increased funding aimed at school equalization seemed to be an appropriate solution. With the beginning of the *Briggs v. Elliott* trial looming, Byrnes was able to push his proposal through the state legislature in 1951, only one month before opening arguments in the case (Dobrasko 2005:10–11; Kluger 2004:344–345).

The law that governed the appropriation of the state sales tax revenue mandated that the money be spent to equalize school facilities in the state. In addition to financing new construction, the law reorganized and consolidated the administrative structure of the state’s schools, creating new, larger school districts by combining the existing smaller districts. This eventually led to a decrease in the number of school districts in South Carolina, from 1,220 to 102 (Dobrasko 2005:15; *The Field* 1951c). Oversight of the entire program, including district consolidation and equalization funding, fell upon the newly created, seven member Educational Finance Commission. With Governor Byrnes as its *ex officio* chairman and five of his appointees as members (the final member was the state Superintendent of Education), this state agency had the power to approve any district consolidations, review applications for state funds, approve construction plans for all new schools, and implement a new transportation system (Dobrasko 2005:12).

Under the new School Equalization Program, funding was based on a 20 year period, with each county receiving \$15 per enrolled pupil per year, until 1971. For instance, if a county had an average of 10,000 pupils enrolled, it would receive \$150,000 each year, for a total of \$3,000,000. However, counties could borrow against this projected sum for immediate school building projects, which allowed the equalization efforts to begin on a large scale within a short period of time. To finance these advances, Byrnes also asked for a \$75,000,000 bond, which would eventually be paid back via sales-tax money (Dobrasko 2005:12; *The Field* 1951c; *Horry County News* 1951). To ensure that funds were utilized for improved school facilities, the South Carolina Educational Finance Commission oversaw all funding decisions. School districts were required to hire architects and licensed contractors to work on the school buildings. Plans were submitted to the Commission for all new schools, and each site and set of plans was approved or denied independently (Dobrasko 2005:15-16).

By mid-1953, the Educational Finance Commission had allocated nearly \$60,000,000 for school construction. After the *Brown v. Board of Education* decision in 1954, however, the state of South Carolina issued a temporary stoppage order for all school construction that was financed by the state sales-tax fund, “in order for the government to determine if the state [was] in violation...of the court’s decision” (*The Field* 1954c). Then, in July 1954, the government had determined that construction could

begin again on sales-tax funded schools. Although the *Brown v. Board of Education* decision is generally heralded as a victory for the civil rights movement and the end to school segregation, desegregation did not occur directly after the decision. In South Carolina, segregated schools lasted until 1970, when complete desegregation finally occurred. During these 16 years, South Carolina continued to finance both black and white school construction through the sales-tax fund. By 1955, nearly \$125,000,000 had been approved for 775 projects throughout the state. By the time the State Department of Education took over the functions of the Educational Finance Commission in 1966, over \$214,000,000 had been appropriated to local school districts. Although early funding had been skewed towards black school facilities, with about 65 percent of the allocations made before 1954 going to black schools, by the time the program ended the financial support had shifted to 53.9 percent for white schools and 46.1 percent for black schools (*The Horry Herald* 1954a; Dobrasko 2005:35).

IV. HORRY COUNTY AND THE BUCKSPORT ELEMENTARY SCHOOL

Like many other rural districts, Horry County was acutely affected by the new state educational policies. Horry County ranked fifth from the bottom in taxing ability per pupil among South Carolina counties, which is computed by dividing the total value of all taxable property, by the number of enrolled students. This computation measures the ability of each county to raise money for its local school system. During 1947, Horry County had only \$659 of taxable property per student, compared to over \$2,000 per student in Richland County, the highest available tax base. Therefore, Horry County had significantly less money available to support its school system (SCESC 1948:307–308). The result was that educational quality in the county was lacking for both races.

School facilities in Horry County were generally considered substandard. In 1950, Horry County State Senator Ernest E. Richardson noted that the county had approximately 107 one and two teacher grammar schools and “many [were] practically without sanitary facilities” (*Horry County News* 1950). These inadequate school conditions were similar to those noted statewide by the South Carolina Education Survey Committee in their 1948 study. To help remedy this, Richardson made a campaign promise, and sponsored a bill to utilize nearly \$200,000 in surplus county funds “for the installation of sanitary toilets and drinking water facilities in grammar schools in every school district in Horry County” (*Horry County News* 1950). Although there is no record of whether these improvements were completed, this was an early attempt to upgrade the physical conditions in school buildings, a cause that would also be advocated by Governor Byrnes.

Physical conditions in county school districts were not the only shortcomings in Horry County schools. The training of county teachers was also severely lacking. During the 1949–1950 school year, 52.8 percent of Horry County’s white teachers had not completed four years of college work, more than double the 25.9 percent state average (*The Field* 1951a). Although statistics are unavailable for black teachers during the same period, it is likely that they would show similar substandard training.

These two major issues contributed to lower levels of learning in Horry County schools. The South Carolina Education Survey Committee studied educational achievement tests from three counties in 1948, one of which was Horry County. Generally, pupils in the county failed to reach national averages in most testable criteria, with “pupils throughout the elementary grades show[ing] a marked deficiency in the ability to read” (SCESC 1948:46). Additionally, when achievement scores of races were compared, black students consistently performed worse than white students (SCESC 1948:46). In 1951, the Chairman of the Horry County Board of Education implied the gap between education for the races in the county by stating that “we have emphasized ‘separate’ but we have ignored the word ‘equal’” (*The Field* 1951c). This indicates that, like communities around the state, Horry County had noticeable gaps between its black and white educational systems.

Consolidation was one important aspect of the new school funding law and it was a significant step for Horry County. In 1950, the state of South Carolina had more than 1,000 school districts, with most being controlled by groups of local trustees who opposed consolidation of districts and schools in order to protect their positions (*The Field* 1951c). The situation in Horry County mirrored that of the state, with numerous small school districts causing a dispersed and fractious education system. In 1931, the county had 11,455 total pupils, taught by 403 teachers; these students were divided among 119 elementary

schools (84 white and 35 black), four combination elementary/high schools (three white and one black), and five high schools (all white). Although the situation had improved by 1952, with 91 elementary schools (52 white and 39 black) and 11 high schools (eight white and three black), staffed by 594 teachers for 17,158 students, many of these schools were still small and under funded (*The Field* 1954a). Often one or two teachers were responsible for teaching up to seven grades, leaving little time for specialized attention (*The Field* 1951c).

In February 1952, Governor Byrnes signed a new Horry County School Law, which effectively restructured the county educational system. A new county-wide school district was created, with the Horry County Board of Education being named the controlling authority of this district. The law also altered the Horry County Board of Education by adding one member, bringing its total to eight. On this Board of Education, the Horry County Superintendent of Education was joined by seven governor appointed members. The new school district and Board of Education were given control over all funds, property, and school buildings that had been under the jurisdiction of the old local districts (*Horry County News* 1952).

This consolidation brought Horry County into compliance with the new state regulations and allowed the new district to apply for equalization funds from the three-cent sales tax program. With these funds, Horry County would be able to embark on a program to build newer, more modern schools, to ensure that “all of the county’s children will have an equal chance for education” (*The Field* 1954a). These new schools, in the same manner as the new district, would be more consolidated than the old system, resulting in 20 white elementary schools, 10 black elementary schools, eight white high schools, and three black high schools (*The Field* 1954a). During 1953 and 1954 alone, at least 16 new schools were constructed in Horry County utilizing state sales tax funds, including ten schools for blacks and six for whites. Other contracts, including three for additions or improvements to white elementary schools, were also advertised and awarded during this period. Together, the expenditures on these projects totaled nearly \$1,500,000 over a two year period (*Horry County News and the Loris Sentinel* 1953a, 1953b; *The Field* 1954b, 1954c; *The Horry Herald* 1953, 1954b, 1954c).

Bucksport Elementary School

One of the results of this new school building and consolidation program was Bucksport Elementary School, a modern, up-to-date facility for the black residents of the Bucksport area (*The Field* 1954a). This new school was a single story building, of cinderblock construction with exterior brick facing. The rectangular structure was designed with horizontal massing, which was highlighted by the large window expanses and the flat, metal roof. The interior of the building featured one main hallway, which provides access to an auditorium room, a kitchen, administrative offices, bathrooms, and six classrooms. Finished and put into service in 1954, the Bucksport Elementary School replaced a number of smaller, older schoolhouses in the area.

During the early twentieth century, prior to the new school opening, the children of Bucksport’s large, tightly-knit black community generally attended either the old Inland School, a two-room school building near Grace Baptist Church, or the Richardson Training School, located only a few miles from the current Bucksport School (Staley 1991).

Richardson Training School was the school closest to the Bucksport community and it housed grades one through ten in three wooden frame buildings. Although there was no indoor plumbing and heat was provided by wood burning stoves, with fires built by the students each morning, Richardson offered its students more amenities than many other county schools, including providing a freshly cooked hot lunch. The school also offered numerous activities, such as putting on plays or showing movies, as well as organizing both boys and girls basketball teams and holding a prom. Many of the students that attended Richardson were the children of sharecroppers and, although the school year ran from September to May, these children generally attended only when they were not needed for work, usually between October and April. The educational curriculum at the school consisted of the three basic subjects—reading, writing, and math—with some intermixed subjects of science and social studies. Books were normally hand-me-downs from the white schools, and students walked to school, sometimes three miles or more. The Richardson Training School closed in 1954, with the opening of the new Bucksport Elementary School (Gore et al. 2007; Scott et al. 1992).

As part of the South Carolina School Equalization program, Bucksport Elementary School was designed to be a modern school facility that served to consolidate many of the area's smaller schools, as children were transported by bus from surrounding communities, including Bucksville (Gore et al. 2007). As with all schools financed through the sales-tax and bond money, the South Carolina Educational Finance Commission would have approved all plans for Bucksport Elementary School to ensure that the facility met the expectations of the equalization program, which generally conformed to post-World War II research and ideas on school building and design (Dobrasko 2005:15).

As school construction increased throughout the United States during the 1940s and 1950s, ideas about school design began to change. In contrast to the monumental school buildings of the early twentieth century, new research on school planning and design suggested that buildings offering greater flexibility would be more appropriate (Perkins and Cocking 1949:47; Sumption and Landes 1957:201). These new ideas on the design of school facilities were communicated to school districts countrywide through a plethora of books and articles offering advice on a variety of topics, from layout to plumbing to lighting and decoration (Marsh 1945; Engelhardt 1942; National Council on Schoolhouse Construction [NCSC] 1958; Perkins and Cocking 1949; Reavis 1945; Sherer 1942; Sumption and Landes 1957; Cyr 1949; McQuade 1958). Bucksport Elementary School conforms to many of the suggestions made in this body of literature.

Although not every school could fit into a stock set of plans, alterations could be made to facility blueprints to tailor them to the needs of each particular school. School planning experts began publishing sets of plans that would be suited for specific situations, such as rural elementary schools. Many schools built during the South Carolina school equalization campaign, including Bucksport Elementary School, were roughly based on these types of plans. In his 1949 book, *Planning Rural Community School Buildings*, Frank Cyr offers examples of plans for rural elementary schools (Figures 2 and 3). Comparisons of these two plans with an outline of Bucksport Elementary School (Figure 4) show similar organizational ideals were utilized in all three designs, with a single main corridor running the length of a basically rectangular building. All of the plans include an auditorium/large multi-purpose room at one end of the building, classrooms along the main hallway, and other necessary rooms, such as lavatories and offices, positioned between the two (Cyr 1949:37, 43). Although the plans that Cyr cites in his book are from various other states, the publication of such material would have made similar blueprints available

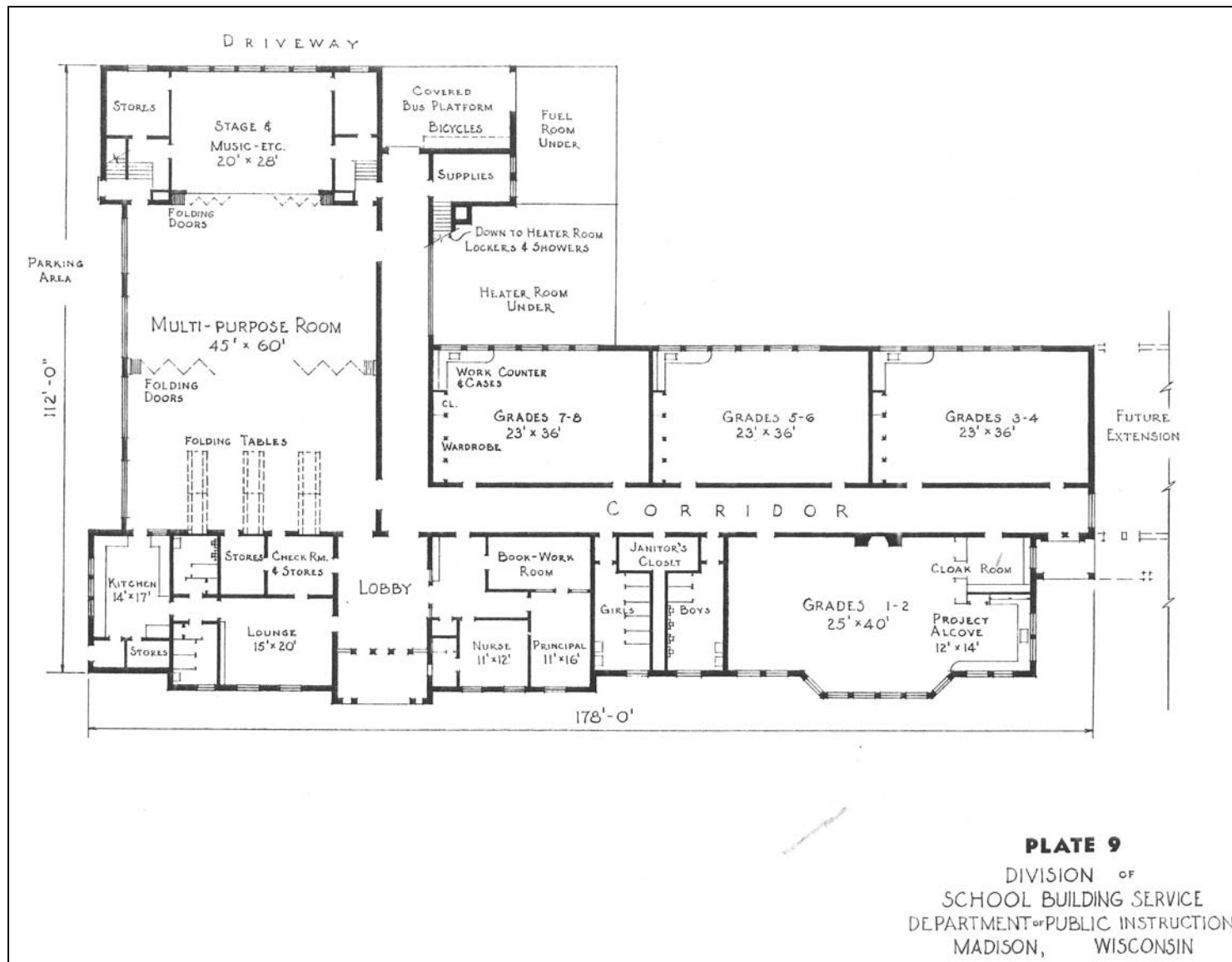


Figure 2. Plan for a small elementary school (Cyr 1949:37).

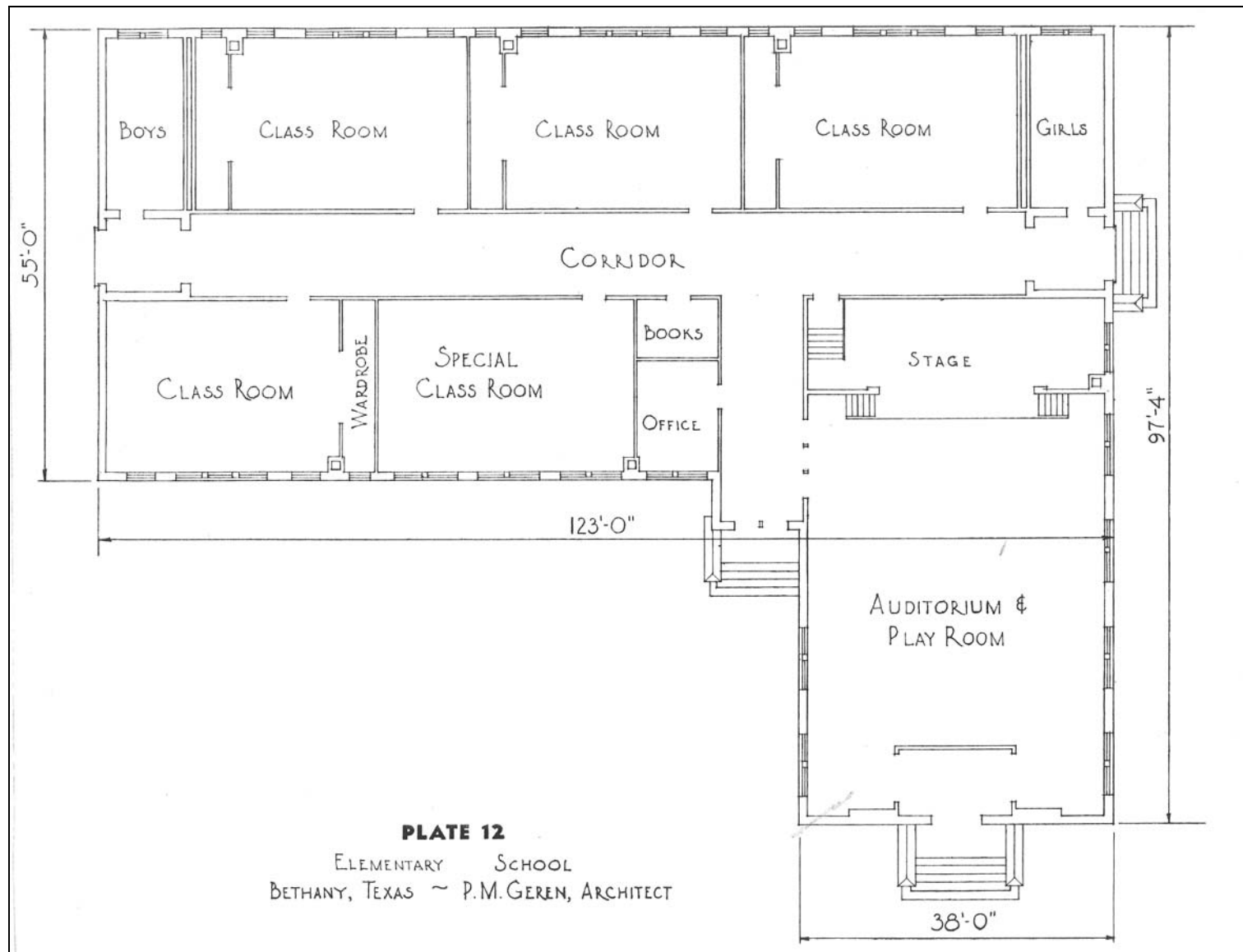
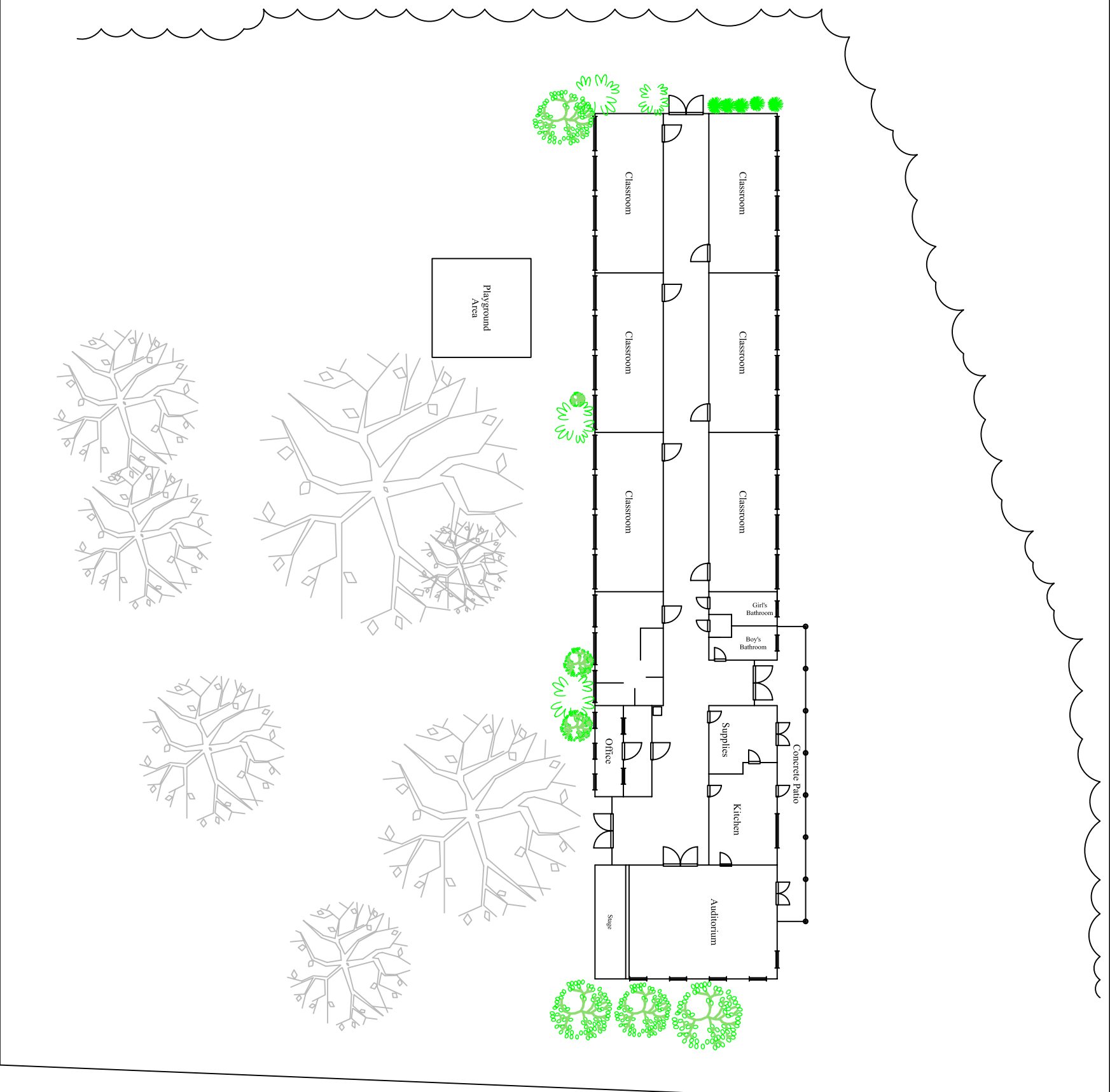


Figure 3. Outline plan for an elementary school (Cyr 1949:12).



LEGEND	
	Door
	Window
	Tree Line
	Tree
	Bush
	Flowering Shrub
	Support Pole
	Bushy Tree

Bucksport Road

SCALE: NOT TO SCALE

DRAWN BY: HCJ

APPROVED BY:

DATE:



S&M E

Site Plan

Bucksport Elementary School
Horry County, South Carolina

PROJECT NO: 1634-06-430

FIGURE NO:

4

for the Horry County Board of Education and the South Carolina Educational Finance Commission to refer to when drawing up the plans for Bucksport Elementary School.

Another post World War II trend in school design was a movement away from monumental school buildings, especially for elementary schools (Engelhardt 1942:172). Single story buildings were believed to be more “friendly to children,” an idea which led to a proliferation of “low-lying, sprawled-out type of building[s], close to the ground, one-story high, straight in [their] lines, [and] honestly functional” (McQuade 1958:85-86). Making elementary school buildings less awe-inspiring was not the only reason for advocating single story structures, however. The National Council on Schoolhouse Construction recommended a one-story plan for elementary schools to promote “safety, ease of pupil circulation, and flexibility” (NCSC 1958:50). With a one-story school, small children would not have to go up and down potentially hazardous stairs. Additionally, single story structures were easier to add onto than multi-story edifices if the need arose. Finally, single story buildings were also less expensive to construct, because heavier load-bearing walls, to support upper stories, were unnecessary, as were stairs and stairwells, all of which increased construction costs (Sumption and Landes 1957:193).

The increased need for flexibility and possible expansion also led to a growth in the popularity of clean lines and flat roofs in school buildings. School designs became more simplified, with a de-emphasis on applied decoration. Instead of having a pristine, “beautiful” building, a school should be a place for students, with “children and what they can do be[ing] the adornment of the structure” and the “finish and settings form[ing] a harmonious background with honest child effort and creation—not one which will make the children’s work seem crude” (Engelhardt 1942:175). This follows the same reasoning as the single story building ideal—children should fit into a school, not be overwhelmed by it. This new belief developed from the thought that “beauty in architecture can be achieved thru [sic] simplicity of line, plain surfaces, and attractive colors, rather than thru [sic] augmentation” (Marsh 1945:57). For school design experts in the 1940s and 1950s, “proper proportions, massing, materials, and color harmony” created a perfectly beautiful school building (Sherer 1942:179).

Because of the new single story ideal, with simplistic design elements and the possibility for expansion, flat roofs became popular in school architecture of this era. Flat roofs fit all of the criteria for these new schools. First, if expansion of the building was necessary, a new roof could be added without the need to address intersecting gables or odd angles. Flat roofs also placed added emphasis on the building itself, not its decorative roofline, highlighting the simple horizontal lines of the new plans. Proponents of the roof type argued that flat roofs “will ultimately be considered as beautiful” as hipped or gabled styles, because their “sweeping horizontal lines and the emotional responses which they evoke are frequently more satisfying” than the other, “more presently familiar forms” (Perkins and Cocking 1949:174).

Bucksport Elementary School is a representative example of all of these design ideals. It is a single-story brick building, with a simple plan that allows for ease of circulation and flexibility. The school is devoid of most applied decoration, relying on its form and horizontal massing for its architectural expression; its clean lines are highlighted by a flat roof (Figures 5 and 6). Bucksport Elementary School would not be overwhelming to its young students, and is an example of a building style that would appear throughout South Carolina during the equalization program.

The classrooms at Bucksport Elementary School also conform to many of the suggestions made by school design experts. Unlike earlier schools, where classrooms were made to fit into a particular shaped



Figure 5. Front of Bucksport Elementary School.



Figure 6. Rear of Bucksport Elementary School.

building and furniture was usually nailed to the floor to prevent movement, these post World War II schools tended to be built around classrooms that were designed to fulfill varied educational needs (Perkins and Cocking 1949:49, 72). By the 1940s and 1950s, education was viewed as more than simply rote learning and rigid discipline; therefore, elementary classrooms needed to support more functions, including formal and informal individual and group work, hygiene issues, and clothing storage (NCSC 1958:49; Perkins and Cocking 1949:64-68). The large, rectangular classrooms of Bucksport Elementary School (Figures 4 and 7) provide more space per pupil than more traditional square rooms (NCSC 1958:49). Each room has a sink, where children could wash their hands during the day, and a nearby row of hooks, which allowed for storage of coats and other outerwear (Figure 8). There is no evidence of desks being nailed to the floor, indicating that they could be arranged in multiple configurations to support both individual and group learning (Figure 9) and the rooms are large enough to allow these multiple configurations (Perkins and Cocking 1949:48-19).

Bucksport Elementary School also featured a large room to its south end that likely functioned as a multi-purpose room, a popular concept in school design that had both its supporters and detractors. A multi-purpose room such as this could function variably as an auditorium, gymnasium, or cafeteria. In his rural elementary school plan, Cyr included two plans that feature multiple use rooms (Figures 2 and 3) and he cites the utility of multi-purpose rooms for getting the greatest possible use out of the rooms in a small school. In reference to Plate 9 (Figure 2), Cyr indicates that the multi-purpose room can serve as an auditorium or gymnasium, lunchroom, or be divided into smaller “playrooms” (Cyr 1949:36). For Plate 12 (Figure 3), the auditorium/playroom is separate from, but easily accessible to, all classrooms, with multiple entrances/exits to permit ease of crowd movement, similar to the Bucksport Elementary School design (Figure 4). In addition to Cyr, the National Council on Schoolhouse Construction supported the practice of building multi-purpose rooms that could support a variety of “physical education, musical, communicative, and food service” activities, so long as they were all considered in the planning stages of the school (NCSC 1958:56).

Perkins and Cocking (1949:96), however, argued that a multi-purpose room was inefficient, since the functions of a gymnasium and auditorium could not be reconciled with each other without losing some of the main functionality of each type of room. Sumption and Landes (1957:205-206) also argue against the gymnasium-auditorium as a multi-use solution, because both an auditorium and a gymnasium are “highly specialized areas, neither of which readily lends itself to usage for other purposes,” although they were more open to a cafeteria-gymnasium combination.

Regardless of arguments for and against multi-use rooms, such as gymnasium-auditorium configurations, school design experts generally supported the inclusion of large group spaces in school facilities and Bucksport Elementary School contained such space. This large room was almost certainly used for multiple functions. The presence of a small stage (Figure 10) suggests an auditorium; the room’s proximity to the kitchen and the door leading to the serving area (Figure 11) also indicate that it was likely utilized as a lunchroom. The room also could have been used for a gymnasium when outdoor recess was undesirable during inclement weather. The existence of such a room, however many ways it was used, suggests the influence of post World War II school design thinking.

Indoor plumbing was often not available in the one and two room schoolhouses that the new “equalization schools” replaced, so it was one of the main amenities included in these modern school buildings. Richardson Training School, for instance, did not have indoor plumbing, but instead utilized a water



Figure 7. Classroom at Bucksport Elementary School.



Figure 8. Classroom at Bucksport Elementary School, with sink and coat hooks.

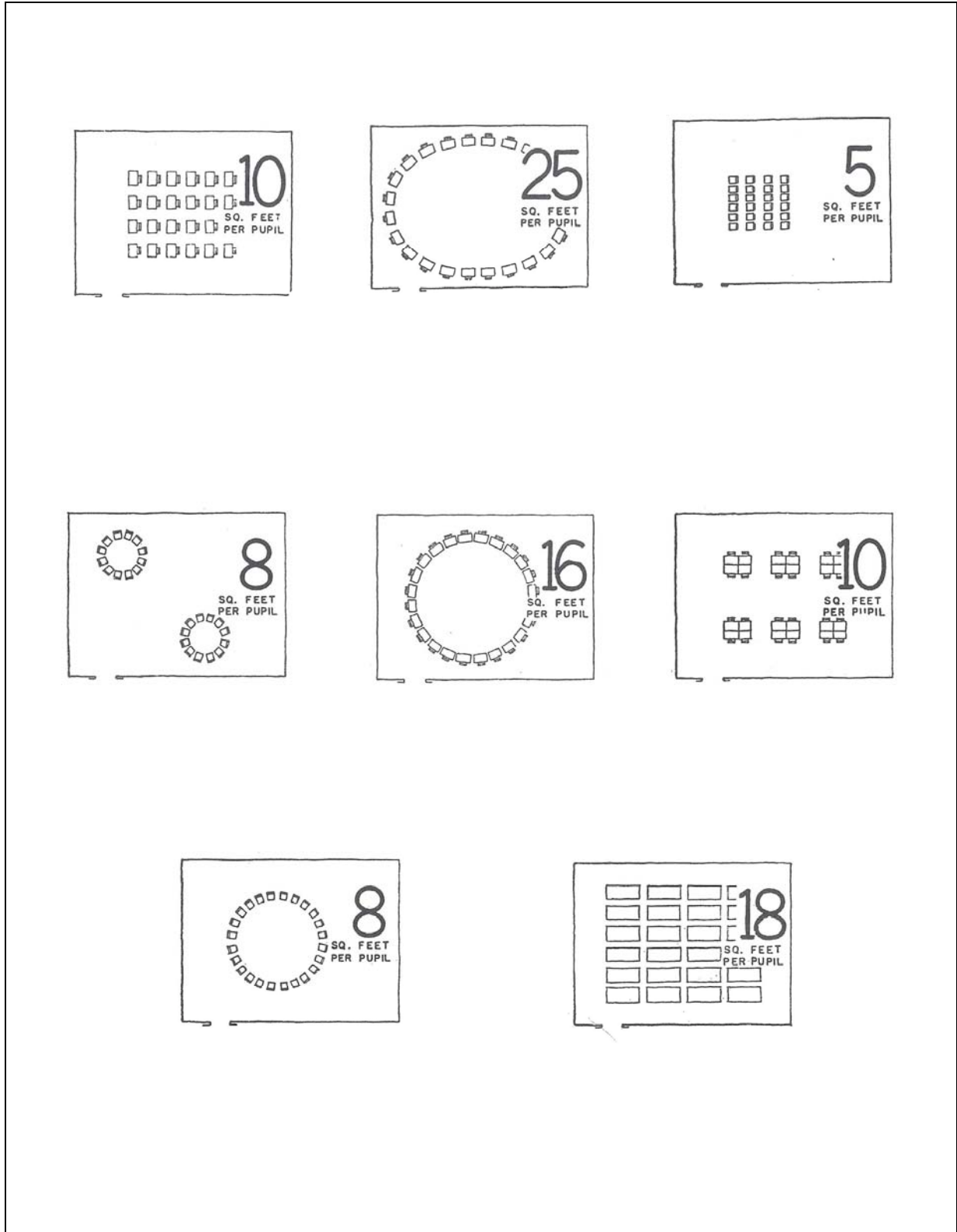


Figure 9. Possible desk arrangements for an elementary school classroom (Perkins and Cocking 1949:48-49).



Figure 10. Stage in multi-purpose room at Bucksport Elementary School.



Figure 11. Door leading from multi-purpose room to kitchen at Bucksport Elementary School.

pump and outhouses. Bucksport Elementary School, however, did feature indoor plumbing at a time when many residents of Bucksport did not have this convenience in their homes (Gore et al. 2007).

Plumbing was also an issue that was addressed by school planners in the 1940s and 1950s. Toilet facilities were supposed to be sanitary and well ventilated, to promote good health habits. The general rule was one toilet per 30 elementary school students, with boy's facilities divided between toilets and urinals. All of the stalls in girl's bathrooms would have doors, and at least one in the boy's bathroom would have a door. For sanitary purposes, there was also supposed to be one sink per every two toilets. To facilitate cleaning, bathrooms should have tile on the floors and walls, and floors should slope towards a drain so they could be quickly flushed free of dirt and germs. Drinking fountains were also advised in the school and they were to be placed in public areas and accessible for students engaged in strenuous activities (Sumption and Landes 1957:266-269).

Bucksport Elementary School provided all of these amenities to its students. Its bathrooms had small ventilating windows, tile floors, and tile halfway up the walls. Adequate toilet and sink facilities were provided in both boys and girls lavatories (Figures 12, 13, and 14). A drinking fountain was located in the main hallway outside the administrative office, between the primary entrance to the school and the classrooms (Figure 15).

Adequate lighting was important to assist children in learning. Many earlier school buildings did not offer proper lighting and a large number did not have a reliable source of artificial light. Windows were imperative for providing natural light to classrooms. Natural light provides good illumination with no operating or maintenance cost, and windows to allow such light also provided ventilation and visual contact to the outside (Perkins and Cocking 1947:45, 138; Sumption and Landes 1957:256). Walls with continuous windows were popular in post World War II elementary schools, and each Bucksport Elementary School classroom has four large windows for illumination (Figure 16 and 17).

Artificial light was also necessary to supplement the natural illumination. In the 1940s and 1950s, both fluorescent and incandescent lighting were available and there were advantages and disadvantages to both. While incandescent lighting was less expensive to install and maintain, it could produce excessive heat when used to light large areas. Fluorescent lights were more cost efficient for large areas, and although they were more expensive to install, they did not raise temperatures through radiant heat (Sumption and Landes 1957:259). With both types of artificial lighting, however, some type of shielding fixtures were needed to prevent glare. Additionally, specific paint schemes were preferred because of their light reflective properties. Ceilings were painted white to reflect 80 percent of the light; upper walls were generally light colors to reflect approximately 60 percent of light; lower walls were painted darker colors for around 40 to 50 percent reflectivity; and dark, matte floors were used that reflected only 20 to 30 percent of the light (NCSC 1958:218).

In the construction of Bucksport Elementary School, a compromise was made on the lighting issue. In the classrooms, hanging incandescent lights were used, encased in concentric rings to diffuse the light (Figure 18), a type of fixture that had "good brightness patterns on ceiling; high wattage and operating costs but with low initial cost and easy maintenance" (McQuade 1958:163). In the hallways, fluorescent lights were used (Figure 19).

The final aspect of Bucksport Elementary School that fits into post World War II planning ideals is its site selection and place in the community. In Bucksport, like in other rural communities, the school held an important place. These rural school facilities were often utilized by the entire community, not just the students. Auditoriums could accommodate not only large groups of students, but also groups of adults. Large group spaces could be used as meeting facilities for local social and civic organizations, and community activities could also utilize the building and grounds. Many times, rural communities needed a health or public service facility, and school buildings could fill this need as well (Perkins and Cocking 1949:38; Cutler 1989:30). To create a school that was the center of the community, sites were chosen that were “more intimately associated with community living,” rather than located on a main highway or hilltop as a focal point, like older school buildings (Engelhardt 1942:175).

Bucksport Elementary School is located within the Bucksport community, near agricultural and residential land that demonstrates the character of the area (Figures 19 and 20). Residents of Bucksport remember the school as a meeting place and a location for social activities. The school served as the heart of the community, until it closed with the integration of the school system in 1970. Many residents believe that the loss of the local school affected the cohesiveness and stability of the local community (Gore et al. 2007; Scott et al. 1992).

Oral History

On February 13, 2007, Heather Jones conducted an oral history interview with three members of the Bucksport community. The three interviewees were: Ms. Ebbie Gore, who attended the Head Start program at Bucksport Elementary School; Ms. Mary Owens, who has worked in the Horry County School system for many years and has been researching African-American schools in Horry County; and Mr. Harold Phillips, who attended Bucksport Elementary School. These oral history interviews provided insight into the history of the Bucksport community, the history of black schools in the area, and information on Bucksport Elementary School in particular.

One of the most notable concepts that the interviewees shared was the importance of a school to the African-American community at Bucksport. Even before the construction of Bucksport Elementary School, its predecessor, Richardson Training School, served a vital social function for the community. In addition to educating the students of the community, schools held community activities and provided a meeting place for many organizations. One notable function was as a movie theater, where community members could pay five or ten cents to watch a movie in the school auditorium. Additionally, with the construction of Bucksport Elementary School, running water became available to everyone in the community. While many homes did not have the convenience of running water, residents could go to the school to get water.

Although Bucksport Elementary School was constructed as part of South Carolina’s School Equalization Program, designed to create a segregated school system that actually provided equal education for both black and white students, the young black students at Bucksport Elementary School were still not given all the same advantages of white students. For instance, the books used at Bucksport Elementary School were secondhand books that had been previously used in white schools; when the white schools purchased new books, their old books were given to the black schools. Students had to pay a fee for their books, but if they kept the books neat and returned them in good condition at the end of the school year,

the fee would be refunded. Additionally, Bucksport Elementary School did not originally have a library, although some teachers may have kept a collection of books in their rooms.

Bussing was also not readily available to black students; most pupils at Bucksport Elementary School walked to school, up to three miles. Since the new school had replaced numerous smaller schools in the nearby area, there were some students who came longer distances to attend school. For instance, students from nearby Bucksport were transported on busses to attend Bucksport Elementary School. Originally, however, there was only one bus that would serve the community, and it was owned by the principal.

Bucksport Elementary School had a short lifespan as a county school, only operating as an elementary school from 1954 to 1970. The schools in South Carolina became totally desegregated in 1970–1971, more than 15 years after the *Brown v. Board of Education* decision that declared segregated schools unconstitutional, a move which resulted in the closing of many black schools as their students were integrated into nearby white schools. For a few years before 1970, however, there was an option for school choice, with black parents able to choose to send their children to white schools; in the Bucksport area, only a few black children attended the nearby, white, Jamestown Elementary School. Following integration of Horry County Schools, Bucksport Elementary School was no longer utilized for its original purpose, but it was used to house the community Head Start program during the 1970s and 1980s. All three interviewees indicated that they believed that the closing of the elementary school was detrimental to the Bucksport community and expressed a desire to again have a local school available to the community and its children (Gore et al. 2007).



Figure 12. Girl's bathroom at Bucksport Elementary School.



Figure 13. Sinks in girl's bathroom at Bucksport Elementary School.



Figure 14. Boy's bathroom at Bucksport Elementary School.



Figure 15. Water fountain in main hall at Bucksport Elementary School.



Figure 16. Bank of classroom windows at Bucksport Elementary School.



Figure 17. Window detail at Bucksport Elementary School.



Figure 18. Incandescent light fixture at Bucksport Elementary School.



Figure 19. Photo showing fluorescent lighting in hallway and paint scheme at Bucksport Elementary School.



Figure 20. Photo from Bucksport Elementary School, looking west, showing rural setting.



Figure 21. Photo from in front of Bucksport Elementary School property, looking north, showing rural setting.

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APPENDIX A: STATWIDE SURVEY OF HISTORIC PROPERTIES, SURVEY
CARD

Statewide Survey of Historic Properties

State Historic Preservation Office
South Carolina Department of Archives and History
8301 Parklane Road
Columbia, SC 29223-4905 (803) 896-6100

Control Number: U/ 51 / 0446

Status County Site No.

Quadrangle Name: Bucksville

Tax Number:

Intensive Survey Form

Identification

Historic Name: Bucksport Elementary School

Common Name: Bucksport Elementary School

Address/Location: 1064 Bucksport Road

City: Conway

County: Horry County

Vicinity of: N/A

Ownership: Private State
 Corporate Federal
 City Unknown/Other
 County

Category: Building
 Site
 Structure
 Object

Historical Use: single dwelling commercial
 multi dwelling other

Current Use: single dwelling commercial
 multi dwelling other

SHPO National Register Determination of Eligibility:

Eligible Potentially Eligible
 Not Eligible Listed
 Contributes to Eligible District Determined Eligible/Owner Objection
 Contributes to Listed District Removed from NR

Other Designation:

Property Description

Construction Date: 1953-1954

Alteration Date: N/A

Commercial Form: N/A

Stories:

1 ½ Stories
 2 Stories
 2 ½ Stories
 Stories
 Other: 1 Story

Construction Method:

Frame
 Log
 Steel
 Other: Concrete block, with brick exterior

Historic Core Shape:

Rectangular H
 Square Octagonal
 L Irregular
 T Other:
 U

Exterior Walls:

Weatherboard Tabby Asphalt roll
 Beaded Weatherboard Brick Synthetic siding
 Shiplap Brick Veneer Asbestos shingle
 Flushboard Stone Veneer Pigmented Structural Glass
 Wood Shingle Cast-Stone Other:
 Stucco Marble

Roof Features

Materials: Metal
Shape: Flat

Foundation:

Not Visible Stuccoed Masonry Slab Construction
 Brick Pier Stone Pier Basement
 Brick Pier with Fill Stone Raised Basement
 Brick Concrete Block Other:

Porch Features

Width: N/A
Shape: N/A

Significant Architectural Features:

This is a single story elementary school building, of concrete block construction with exterior brick facing. This rectangular structure was designed with horizontal massing, which is highlighted by the large window expanses and the flat, metal roof. The interior of the building features one main hallway, which provides access to an auditorium room, a kitchen, administrative offices, bathrooms, and six classrooms.

South Carolina Statewide Survey of Historic Properties

Intensive Survey Form

Site No.:51-0446

Alterations: None

Architect(s)/Builder(s): Unknown

Historical Information

Historical Information:

Bucksport Elementary School was built in 1953–1954, with classes first held there during the 1954 school year. Funding from the Bucksport Elementary School came from the three-cent state sales tax, instituted in 1951 as part of a plan by Governor James Byrnes to finance the equalization of public schools in South Carolina as one measure to protect against pending desegregation lawsuits. Bucksport Elementary School was constructed for the children of rural black residents of the Bucksport area of Horry County and it replaced many smaller, one- or two-teacher schools in the area. This modern facility followed post World War II ideas about school buildings. One of its major amenities was indoor plumbing, a convenience that most residents of the Bucksport community did not have during the early 1950s. Bucksport Elementary School was utilized as a school until 1970, when South Carolina schools were finally completely desegregated. Following that, it was used for a Head Start Program, and later as a meeting place for community groups.

Source of Information:

Jones, Heather C.

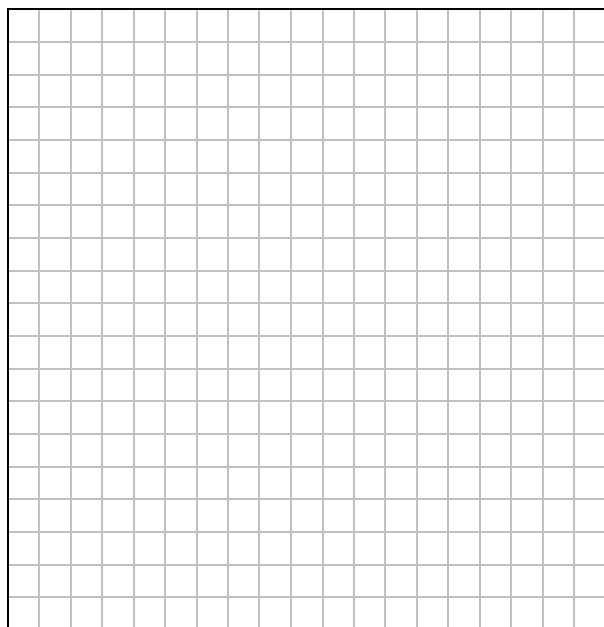
2007 *Mitigation of Adverse Effects to the Bucksport Elementary School. Bucksport Workforce Center Project, Horry County, South Carolina.* Prepared for Horry County Construction and Maintenance Department. Prepared by S&ME, Inc., Columbia, South Carolina.

Photographs

(see attached photo log)

Use Grid for Sketching

(see attached plan drawing)

Attach Photographs Here

Program Management

Recorded by: Heather C. Jones

Date Recorded: April 18, 2007

APPENDIX C: OTHER "EQUALIZATION" SCHOOLS IN HORRY COUNTY

Schools Identified by Horry County

School Name	Location
Cochran School	Conway
Daisy Elementary School	Loris
Finklea School	Finklea

Schools Identified in 1950s Horry County Newspapers

New White Schools

School Name	Location	Source
Sweet Home Elementary School	Loris	1, 2
Floyds Elementary and High School	Floyds Crossroads	5, 8
Loris Elementary School	Loris	1, 2
Daisy Elementary School	Loris vicinity	2
Myrtle Beach High School	Myrtle Beach	3, 5, 8
Hickory Grove Elementary School	Conway	4, 5, 8

Existing White Schools Given Additions and/or Improvements

School Name	Location	Source
Clio Elementary School	Loris vicinity	1, 2
Conway Elementary School Number 2	Conway	3, 5, 8
Aynor Elementary School	Aynor	5, 7, 8

New African American Schools

School Name	Location	Source
Finklea High School	Finklea vicinity	1, 5, 6, 7, 8
Loris Elementary School	Loris	1, 2
Floyds Elementary School	Floyds Crossroads	5, 8
Whittemore Elementary School Number 1	Conway	3, 5, 8
Bucksport Elementary School	Bucksport	5, 8
Whittemore High School	Conway	3, 8
Carver Elementary School	Myrtle Beach	4, 5
Allen Elementary School	Aynor	5, 7, 8
Wampee Grammar and High School	Wampee	5, 6, 8
Longs School	Longs	5, 8

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4. *Horry County News and the Loris Sentinel* 1953b
5. *The Field* 1954c
6. *Horry Herald* 1953
7. *The Field* 1954b
8. *Horry Herald* 1954b