



SANDY ISLAND SCHOOL

32 SANDY ISLAND ROAD, PAWLEYS ISLAND, SC 29585

HISTORIC STRUCTURE REPORT

NOVEMBER 7, 2019

SUBMITTED BY:

**CUMMINGS &
McCRADY, INC.**
A r c h i t e c t s

Disclaimer:

"The Sandy Island Historic Structure Report is being supported in part by an African American Civil Rights Grant from the Historic Preservation Fund administered by the National Park Service, Department of the Interior. Any opinions, findings, and conclusions or recommendations expressed in this material are those of the author(s) and do not necessarily reflect the views of the Department of the Interior."

Acknowledgments:

Prepared for:

**The United States Department of the Interior, National Park Service &
Coastal Carolina University (Recipient)**

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INTRODUCTION

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A r c h i t e c t s

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STUDY SUMMARY

Cummings & McCrady, Inc. Architects entered into a contract with Coastal Carolina University to complete an Historic Structures Report for the Sandy Island school and site. This report provides and summarizes the relevant history and architectural information of the Sandy Island School House, located on Sandy Island in Georgetown County, South Carolina. In addition to providing a record of the history and current state of the structure, the report also includes assessments related to structure as well as rehabilitation recommendations.

The school, funded by Archer and Anna Huntington, was built in 1932 for the residents of the island and served as the island's school until 1966. It had a nearly identical design to that of another school being built concurrently on the Brookgreen Gardens property. Archer and Anna Huntington founded Brookgreen Gardens and lived at their adjacent winter home, Atalaya.

The research of the structure and site along with the site visits and conversations with the community have identified specific areas of changes to the school. These changes include the division of the single room into two rooms and the addition of a second chimney. Shelving, restrooms, and a second exterior door were also added. Other notable issues discovered include eroded soil that exposes the structure's concrete footing, cracks in the porch slab, the separation of the newer chimney from the wall, rusting metal roof, as well as several cracks in the unreinforced masonry walls.

Immediate recommendations for the Sandy Island School for its continued use by the community include, addressing the structural deficiencies and roofing, as well as plumbing updates. Additionally sitework, electrical and mechanical upgrades, an accessible ramp, and cleaning the brick masonry are among the secondary priorities.

Coastal Carolina University is a recipient of an African American Civil Rights Grant for their Preservation of the Sandy Island School project. The objective of this grant is to provide Historic Preservation Funds to complete a project that assists in the preservation of a site, or the events connected to a site, related to the African American Civil Rights Movement of the 20th century through planning, development, and/or research projects.

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PROJECT DATA

Name: Sandy Island School House

Location: 32 Sandy Island Road, Pawley's Island, SC 29585

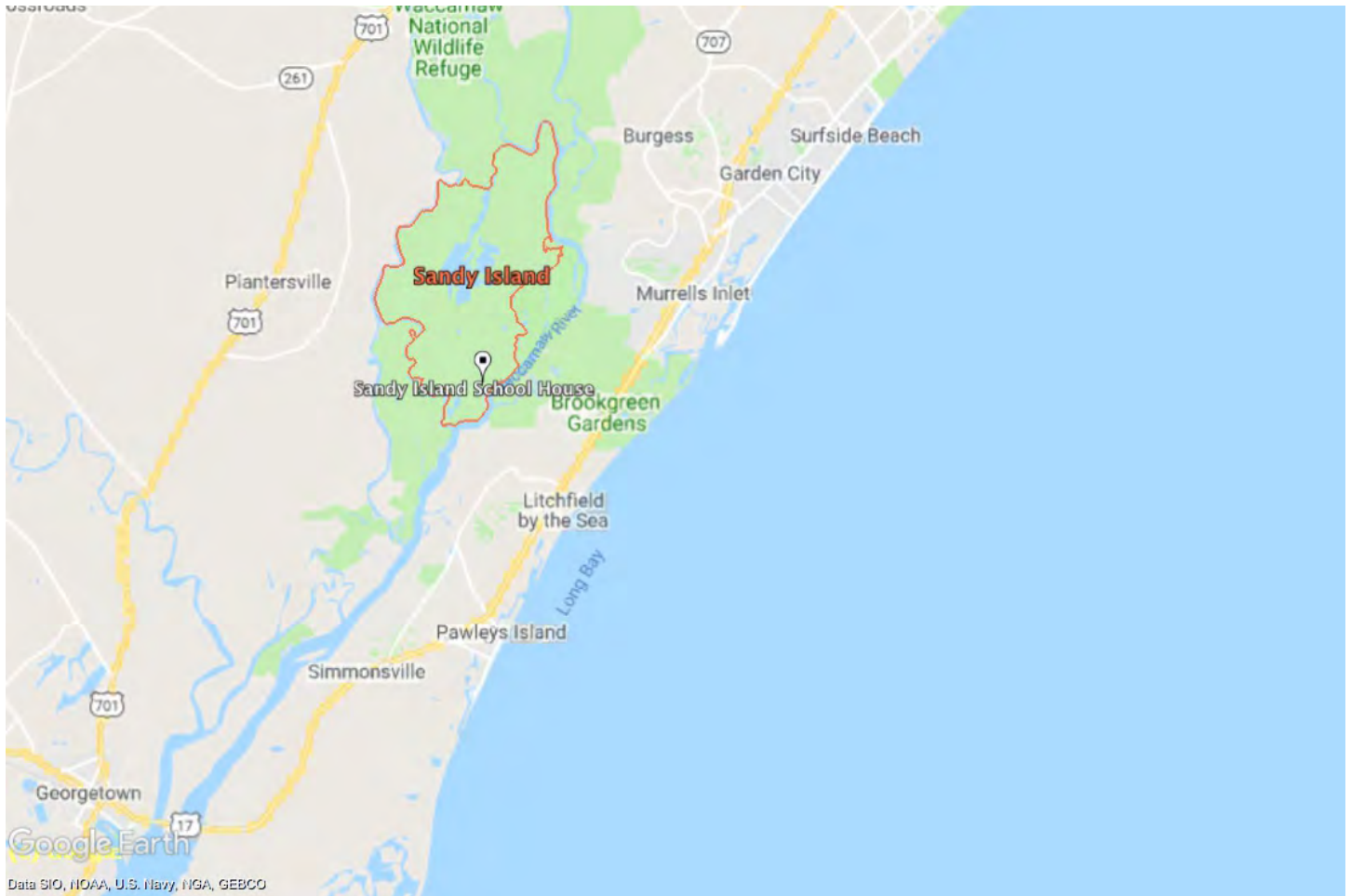
TMS: 03-0102-009-00-00

Proposed Level of Preservation Treatment: The proposed level of preservation treatment for the Sandy Island School House is rehabilitation, which is defined as "the act or process of making possible a compatible use for a property through repair, alterations, and additions while preserving those portions or features which convey its historical, cultural, or architectural values."

Participants: Sandy Island Community, Brookgreen Gardens, Coastal Carolina University, Cummings & McCrady, Inc., The Omega Group, and Hillary King Preservation

Period of Significance: The period of significance for the district is 1932 to 1966.

LOCATION PLAN



Location Plan

DEVELOPMENTAL HISTORY

HISTORICAL BACKGROUND AND CONTEXT

Early History

Sandy Island is a 9,000-acre island in northern Georgetown County, South Carolina, located at the confluence of the Waccamaw and Pee Dee Rivers. The contemporary Sandy Island community traces their heritage back to the enslaved West African workers who built the profitable rice economy of Georgetown County and then purchased land for a freedmen's community during Reconstruction.¹ This island is located within the Gullah Geechee Heritage Corridor, a federally-recognized National Heritage Area established to recognize this unique culture.²

Sandy Island's earliest occupants were Native Americans, including the Waccamaw people, who had 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.³ The Waccamaw Indian tribe is currently a state-recognized tribe in nearby Horry County, but no longer located on Sandy Island.

During the eighteenth and early nineteenth centuries, rice and indigo were the two most important exports for the Georgetown area. Rice cultivation, which relies on terrain modification and carefully-timed flooding and drying of the fields, required a large labor force. To meet this demand, planters brought in significant numbers of enslaved workers, primarily from the rice-growing areas of West Africa, such as Senegambia, the Windward Coast, and Sierra Leone. These enslaved individuals introduced new, more effective agricultural methods to the Lowcountry that made South Carolina the leading rice producer in the nineteenth century.⁴ In 1839, the Georgetown District produced almost half of the 80 million pounds of rice in the United States.⁵

In 1850, Sandy Island contained ten plantations: Oak Hampton, Ruinsville, Mount Arena, Sandy Knowe, Oak Lawn, Holly Hill, Pipe Down, Grove Hill, Brickville, and Hassell Hill.⁶ The white owners of these plantations included the Allston, Belin, LaBruce, Petigru, Heriot and Pyatt families. Rice was the primary income producer for the plantations in this area.

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, including planting and winnowing techniques as well as the organization of labor.⁷ The enslaved community 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." By adapting these African work practices to their labor, those on the Sandy Island rice plantations developed "a cooperative slave community through mutual self-help."⁸

This community focus on self-sufficiency helped the Sandy Island community to organize and thrive during the throes of the Civil War and afterwards. The contemporary freedman community was founded in 1880 by Philip Washington, who was formerly enslaved on Pipe Down Plantation. Washington purchased tracts

1. J. Tracy Power and Sherry Piland, *Georgetown County Rice Culture, c. 1750-1910*. S.C. Department of Archives and History, September 1987.

2. National Park Service. *Low Country Gullah Culture Special Resource Study and Final Environmental Impact Statement*. Atlanta, GA: NPS Southeast Regional Office, 2005.

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

4. 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.

5. 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.

6. 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).

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

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

of land from the plantation owner, as well as 300 acres of Mount Arena property on the island, to build the New Bethel Baptist Church for the freed black men and women of Sandy Island. Prior to the establishment of the Sandy Island School, education took place in the church building and was paid for by the islanders themselves.⁹ The islanders employed a long lineage of teachers, including John Bolts, a man who would in 1900 become the last African American representative elected to the statehouse until the 1970s. The teachers came to the island for about four months each year because it was cost-prohibitive to have them on the island any longer.

The Huntingtons

Archer and Anna Hyatt Huntington were one of the wealthiest couples in America in the early twentieth century. Archer Milton Huntington (1870-1955) was a poet, scholar, and avid supporter of the arts (Figure 1). He was the only child of Collis Porter Huntington, who made his fortune on the railroad and shipyard industry. His mother, Arabella Duval Huntington, studied art and architecture extensively. Archer was one of the most celebrated scholars of Hispanic literature and history in the country, receiving honorary degrees from Yale and Harvard Universities. He founded the Hispanic Society of America, which was dedicated to the history, art and culture of Spain, as well as the Audubon Terrace in New York.¹⁰

Anna Hyatt Huntington (1876-1973) was an award-winning sculptor (Figure 2). Her father, Alpheus Hyatt, was a professor of zoology and paleontology at Harvard University while her mother, Aduella Beebe Hyatt, was a landscape artist. Anna's skills in sculpture were mostly self-taught. In 1915, she reached new prominence with the unveiling of her Joan of Arc equestrian statue in New York City, which is one of her best-known works.¹¹ She would receive numerous awards, including the Saltus Medal, the Spanish Gold Cross of Alfonso XII and the French Legion of Honor, and her sculptures are on display throughout the United States and Europe.

In 1927, Anna was diagnosed with tuberculosis, and

9. 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.

10. Salmon, Robin. Brookgreen Gardens: Atalaya. Images of America, (Charleston, SC: Arcadia Publishing, 2018).

11. Sigmon, Daniel Ray. National Register of Historic Places for Atalaya, Murrells Inlet, South Carolina (1984).

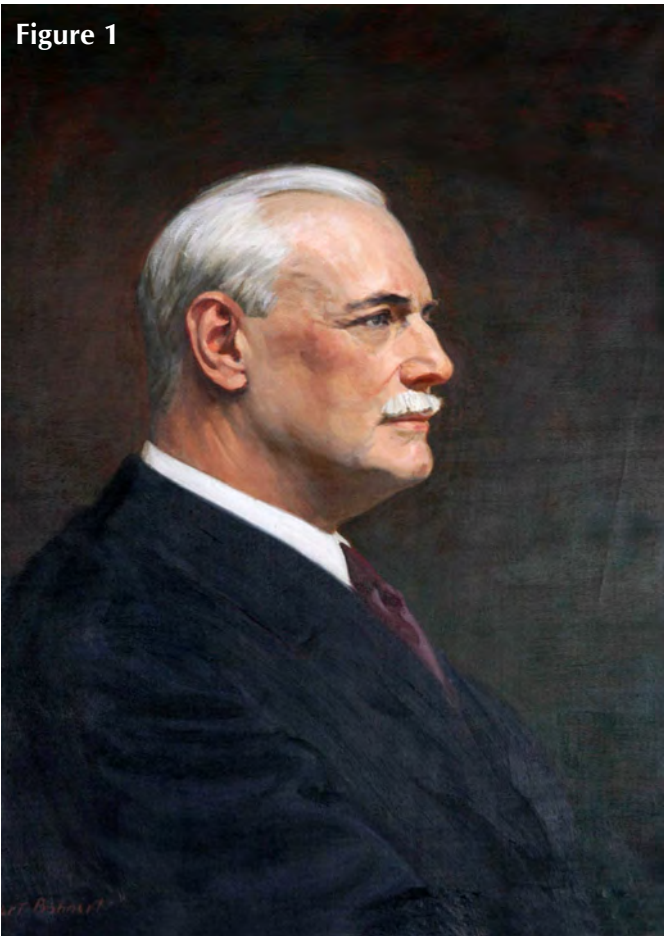


Figure 1

Archer Huntington

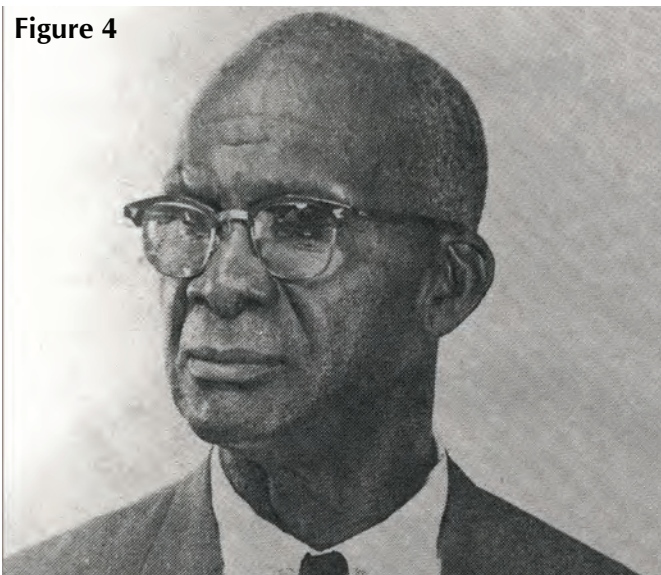


Figure 2

Anna Huntington



Brown Chapel UME



Prince Washington



Abraham Herriott, pictured at Atalaya

doctors advised the couple to spend their winters in a warmer climate. Archer and Anna Huntington visited the area currently known as Brookgreen Gardens, located across the Waccamaw River from Sandy Island, after the stock market crash in 1929, when the land was put up for sale and advertised in the *New York Times*.¹² Seeing the potential for the property to showcase her sculptures, the couple decided to purchase the land. Their acquisition of land along the Waccamaw Neck was part of a wider trend of wealthy northern families purchasing abandoned or financially strapped former plantations in the coastal south after the collapse of the plantation-based rice economy.

After their initial land purchase in 1930, the Huntingtons incorporated their property as a not-for-profit entitled “Brookgreen Gardens, a Society for the Southeastern Flora and Fauna,” with the express purpose of preserving the land and providing an unparalleled showcase for 19th and 20th century sculpture. The Huntingtons also built a beach-front home, *Atalaya*, adjoining Brookgreen Gardens. *Atalaya* and Brookgreen Gardens together are listed on the National Register of Historic Places as a National Historic Landmark District.

As part of their development of Brookgreen Gardens in 1932, the Huntingtons paid for the construction of two schools for their African-American workers: one on Sandy Island (Sandy Island School) and the other on the mainland (Brookgreen School). The Brookgreen School was located across the Waccamaw from Sandy Island and slightly to the north, near the former Richmond Hill and Wachesaw Plantations. Architectural plans show that both schools were identical in design and completed in 1932, although Sandy Island School was finished slightly ahead of the Brookgreen School. The Brookgreen School, which had a separate kitchen and lunchroom, was demolished in the late 20th century. The Huntingtons also built Brown Chapel Church (currently Brown Chapel UME) for their African American workers on Brookgreen, and it still stands within a mile of the site of the Brookgreen School. It was built the same year as the schools, and the building has a similar footprint and construction style, though its columns are rounded versus square (Figure 3).¹³

12. “Classified Ad 305,” *New York Times* (1923-Current File), Mar 03, 1929, accessed on April 2, 2019, <http://login.library.coastal.edu:2048/login?url=https://search.proquest.com/docview/104789297?accountid=26722>.

13. For construction of Brown Chapel Church, see Frank Tarbox reporting to

The Huntingtons bought the land for the Sandy Island School from Prince Washington (Figure 4), an island leader and great-grandson of Philip Washington. This was seemingly done at the urging of Abraham Herriott (Figure 5), who was a community leader on the island, a deacon at Belin Baptist church on the mainland, and an employee of the Huntingtons who “looked after the rents” of tenants.¹⁴ The Huntingtons considered Herriott to be a close friend, and numerous photos of him in the Huntingtons’ family photo collection attest to their affinity for him.¹⁵

Sandy Island School

The Huntingtons commissioned architect J.E. McQuade to develop plans for the school building (Figure 6), and hired engineer J.L. Bull to oversee the construction. Frank Tarbox, the manager of Brookgreen, reported on the progress of the construction in his updates to Archer Huntington. Construction on the schoolhouse began on August 8, 1932 and it was completed on September 19, 1932.¹⁶ The school was later painted in October of that year.¹⁷

The neoclassical style of Sandy Island School is unusual for freedmen schools of the era, which typically followed the Rosenwald School modern style or were rustic and dwelling-like in their construction.¹⁸ The Rosenwald Schools, named for benefactor Julius Rosenwald, were built to serve rural African American

Archer Huntington 1932 Files.

14. Frank Tarbox reporting on Letter from Abraham Herriott to Archer Huntington, enclosed in reports of Frank Tarbox. Report dated August 8, 1937. Letters from Herriott to Huntington span into the 1950s.

15. A photograph of Abraham Herriot holding a Bible, on his wedding day, and winnowing rice are included on the Georgetown County Digital Library, Brookgreen Gardens Collection, accessed on April 2, 2019, <http://www.gcdigital.org/digital/collection/p163901coll6>.

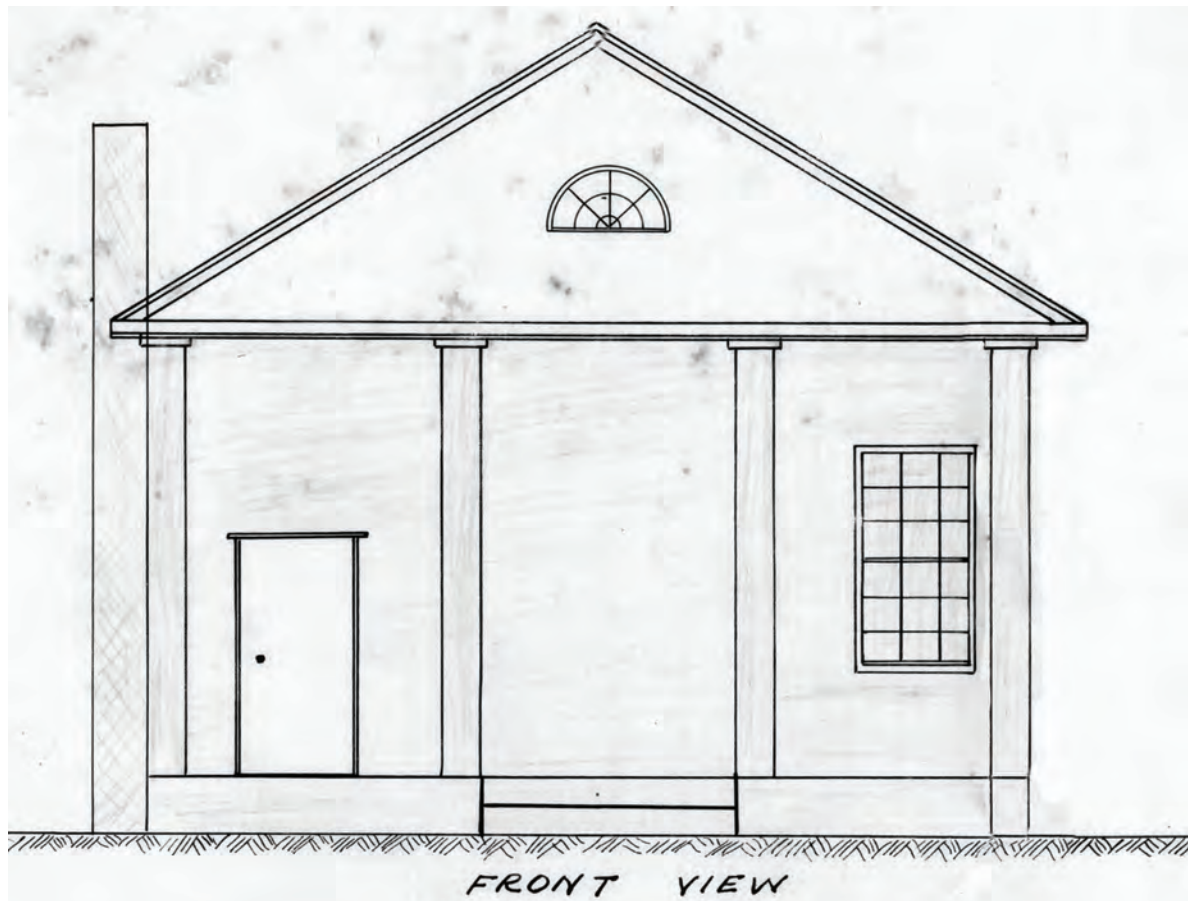
16. James W. Skinner report to Archer Huntington, August 23, 1932, see Tarbox 1932 Files, accessible at Brookgreen Gardens Archive, Murrells Inlet, S.C.;

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

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

18. C.f. Lindsay C.M. Weathers, *The Rosenwald School Building Program in S.C., 1817-1932*, Multiple Property Listing Nomination (2008), E-29 and Katherine Richardson, *African-American Primary and Secondary Public School Buildings in South Carolina, ca. 1895-1954*, Multiple Property Listing Registry (1995).

Figure 6



1932 Architectural Drawing (Front Elevation)

communities in the South. 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 construction plans took into account "lighting, ventilation, heating, sanitation, instructional needs and aesthetics" to create a positive, orderly and healthy environment for learning."¹⁹

While the neoclassical stylings of the Sandy Island School are a marked departure from the Rosenwald School plans, there are a number of elements that share similarities. The Sandy Island School's use of large nine over nine double-hung windows was commonly used by Rosenwald built schools. Also, the school's arrangement of those large 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.²⁰

The Huntingtons paid for the salaries of two teachers, furnished a library for the students and built a cottage across from the school in which the teachers lived while on the island.²¹ The school building and paid teaching staff allowed the children on the island to have a full nine-month school term for the first time. The Sandy Island Graded School served Grades 1-8 and had an average of thirty-five total pupils. The primary grades 1-3 received instruction in the rear room of the school while the room nearest the main entrance was reserved for the upper grades.

While the Huntingtons provided financing, hiring decisions for the teachers continued to rest with the Sandy Island community, led by Washington and Herriott. In early 1932, the islanders selected Doland Bland, a young African American graduate from Benedict Institute, as their school's first principal.²² 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.²³ He organized and facilitated the school's involvement in the Brookgreen Welfare Conference, which brought African American leaders from around the state to Brookgreen.²⁴

Georgetown County's official interaction with the Sandy Island School began in 1945, when the school was absorbed into the Georgetown County Public Schools system, and its teachers became county employees.²⁵ Georgetown County's involvement with the school was ostensibly minimal, other than paying for the



Figure 7
Milk cartons found in the attic of the Sandy Island School House (February 2019)

19. 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> (accessed June 28, 2019).

20. Witold Rybczynski, "Looking Back: Remembering the Rosenwald Schools," *The Architect: The Journal of the American Institute of Architects*, September 16, 2015, accessed June 28, 2019, https://www.architectmagazine.com/design/culture/remembering-the-rosenwald-schools_o.

21. "Sandy Island Graded School Closes," *Florence Morning News*, March 7, 1965, accessed April 2, 2019.

22. "Brookgreen News," *Palmetto Leader*. August 17, 1941.

23. Emily Collins Pyatt, interview by Eric Crawford, August 27, 2016.

24. "Conference at Brookgreen Is Slated Tuesday," *Palmetto Leader*. May 5, 1939.

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

teachers' salaries and later supplementing Prince Washington's small salary to pilot the school boat.

Until 1963, children attending the school on Sandy Island had to bring their own packed lunches but were provided milk "by the devoted efforts of community leader Prince Washington, who daily would meet the milk delivery man at the Brookgreen landing and return to the school with the ice-packed cartons of milk."²⁶ (Figure 7) When Georgetown began providing school lunches (one or two years before the school closed), Washington would ferry the bag lunches and milk over each day.²⁷

The Penn Center Sea Island Preservation Project's report gave a detailed account of the remarkable ability of the Sandy Island School students and faculty to overcome shortages in educational materials at the school. In 1963, the school on Sandy Island had no electricity or running water. The school was described in this way:

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.²⁸

Despite many obstacles, Sandy Island students excelled among their peers across the county, often winning at the county-wide spelling bee. Yvonne Tucker-Harris, a retired Army colonel who grew up on Sandy Island, recalls teachers placing students near the outhouses, some forty yards from the building, and shouting words to be spelled out to improve the students' diction.²⁹ The school represented the uncharacteristic commitment of Sandy Island, relative to the rest of Georgetown County, to educate its community members.

In 1965, thirty-four students from first to seventh grade attended the Sandy Island school. That same year, Sandy Island school gained national attention when it became the first building on the island to finally receive electricity. This was the culmination of a years long battle waged by Prince Washington. In 1950, Washington began advocating for bringing electricity to the Sandy Island community and even traveled to meet directly with James Byrnes, then-governor of South Carolina. When Washington enlisted the assistance of Senator C.C. Grimes, the South Carolina Public Authority finally relented and placed a mile of cable underwater and five miles of cable strung throughout the island. 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."³⁰ 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. Seven years later, the national media again descended upon Sandy Island when Washington was successful in getting telephone lines installed for the community.

In the 1950s, Prince Washington focused on adult education on the island to combat the state's literacy test requirements for voter registration that sought to disenfranchise African Americans. The success of the Citizenship School on rural Johns Island, near Charleston, in increasing their voter registration motivated other Sea Island communities like Sandy Island to improve the educational level of their adult citizens as a way to gain political power.³¹ Washington's adult classes were so successful that South Carolina

26. Ibid.

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

28. Ibid.

29. Yvonne Tucker-Harris, interview by Eric Crawford, Augusta, GA, August 2, 2016.

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

31. Amanda Shrader Jordan, "Faith in Action: The First Citizenship School on Johns Island, South Carolina.," accessed August 28, 2019, <http://etd-submit>.

Superintendent of Education Jessie Anderson came to the island in the late 1950s to observe them firsthand. Sandy Island's adults, especially the seniors, passed the challenging literacy tests and each year left the island to cast their vote. Community activist and voting precinct volunteer Genevieve Peterkin described them as the most "civic-minded people with a nearly 100% turn out, and potential candidates would noticeably appeal to Washington during election time."³²

The Civil Rights Voting Act of 1965 eliminated many of the state's literacy requirements for voter registration, but Washington still offered adult learning classes in the schoolhouse in the late 1960s. These night classes were taught by teachers Anna Thompson and Bertha Smith, who were brought over to the island once a week.³³ Thompson remembers that these classes offered a more formal education to the seniors on the island.³⁴ With the cooperation of The State Department of Education and the Georgetown County Education Department, adult classes were offered to residents on the island and interested residents on the mainland.

School Closing and Community Center

The closing of the school in 1966 was the combination of three forces, all designed to stave off desegregation in Georgetown County: rural consolidation, equalization and funding cuts from desegregation. The implementation of the 1964 Civil Rights Act throughout the United States brought increased pressure on segregated school districts as Congress threatened the reduction of their federal funding, Georgetown County among them. Georgetown County had built two equalization schools in the 1950s, Andrews and Choppee High School, in part to avoid integration of their schools. The school district lost its federal funding in 1968 for failure to submit a plan to desegregate its schools.³⁵

While there is no documentation, it can be reasoned that expenditure on the Sandy Island Schoolhouse coupled with a low student-to-teacher ratio was probably responsible for the county's view of the school as "inefficient" in spite of the natural barriers to bringing the island's students to other county schools.³⁶ The closure of the school meant that students on the island had to travel by boat to attend elementary school on the mainland (Figure 8). The school boat, provided by the district and piloted by Prince Washington, took the island's children across the Waccamaw to the landing where school buses would then take them to mainland schools.³⁷

The closing of the school also forced children to walk longer distances to get to the boat landing. Thomas Pyatt, who grew up in 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.³⁸

etsu.edu/etd/theses/available/etd-0703108-133940/

cf. Guy Carawan and Robert Yellin, *Ain't You Got a Right to the Tree of Life?: The People of Johns Island, South Carolina - Their Faces, Their Words, and Their Songs*, (Athens: Univ. of Georgia Press, 2001). Carawan provides an overview of the aims of the Citizenship Schools and the use of the islanders' songs in instruction. LaVerne Gyant and Deborah Atwater, "Septima Clark's Rhetorical and Ethnic Legacy: Her Message of Citizenship in the Civil Rights Movement," *Journal of Black Studies* Vol. 26, No. 5, Special Issue: The Voices of African American Women in the Civil Rights Movement (May 1996). The authors discuss Septima Clark's role in the development of the Citizenship Schools on Johns Island, and her uneasy relationship with the male leaders in the Civil Rights Movement.

32. Kouri, *When a Man Starts Out to Build a World*, 44.

33. James Rogers, "Education Comes to the Island," *Florence Morning News*, July 30, 1968, 3.

34. Anna Thompson, phone interview with Eric Crawford, Saturday, August 24, 2019.

35. 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>

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

37. Kouri, *When a Man Starts Out to Build a World*, 47.

38. Thomas Pyatt, *The Gullah People of Sandy Island*, self-published, 2005. 45.

Figure 8



Prince Washington Boat (1973)

Prince Washington successfully lobbied the county 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. Without his efforts, many families would have been forced to leave the island to seek more convenient ways to school.

After the closure of the Sandy Island School, young students attended Georgetown Elementary and then Waccamaw Elementary when it was built in 1976. Middle and high school students at this time attended Howard High School, twenty miles away in Georgetown, or Whittemore Training School (Whittemore High School), twenty-two miles away in Conway. Most Sandy Islanders continued to attend Howard High School, a vocational school, whose student population was predominantly black, until schools were forcibly integrated in 1984 with the construction of Georgetown High School.

In 1992, Georgetown County leased the building to the Georgetown Council on Aging to establish a senior and community center on the island. The Sandy Island School building was officially opened again as a community center and has been a locus of activity and community on the island. After closing for educational use, the building still functions for hosting meetings and other events, remaining an important part of the island.³⁹

39. 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), 45–47.

Figure 9

Timeline of Use

1930: Philip Washington sells 2.89 acre plot to Archer Huntington

1932: The Sandy Island school is constructed (architect: J.E. McQuade; engineer: J.L. Bull; financed by Archer Huntington). Building has no indoor plumbing or electricity; has two outhouses.

1945: Georgetown County Board of Education officially leases the building for use of the Sandy Island school.

Fall 1966: School ceases operation as part of the consolidation of schools.

1967: Electricity is run to the school house as part of rural electrification plan

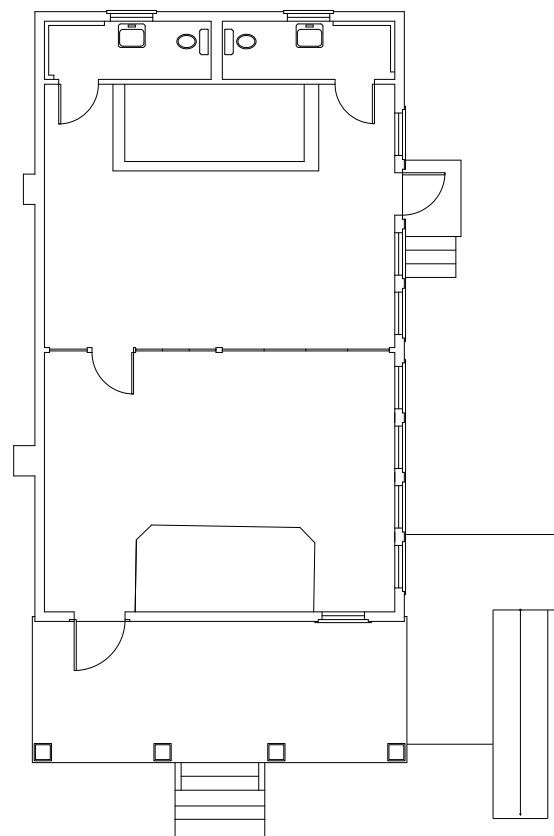
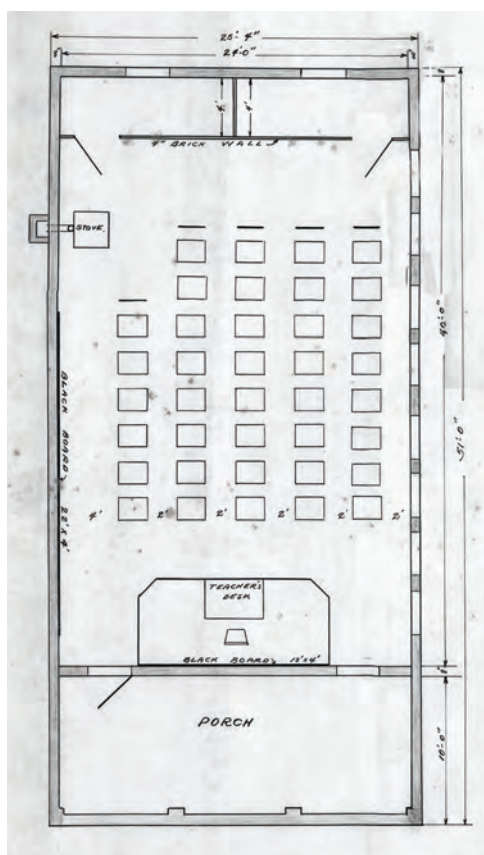
1968: Telephone is installed at school

1992: Georgetown County Council on Aging officially leases the building for use as a senior and community center, exclusively for Sandy Island residents. Handicap ramp is built, two indoor bathrooms are installed.

2005: Coastal Carolina University donates books to school, installs computer for use as community-run library.

Timeline of use for Sandy Island School House

Figure 10



1932 floor plan and current floor plan

CHRONOLOGY OF DEVELOPMENT AND USE

The school building has had only minor modifications made since its construction in 1932. The original architectural design called for the Sandy Island School to consist of a single classroom with a raised platform for the teacher in the front of the room. At some point after construction, the school house was divided into two rooms using a series of five-panel wooden doors that operated as a divider wall that could be opened or closed (Figure 10). In 1974 photographs, the partition wall can be seen with the dividing doors folded open (Figure 11).⁴⁰ Today, there are bookshelves along this wall which prevent the space from being combined into a single room.

40. Onethia Elliott, Interview by Eric Crawford, Sandy Island, SC, July 27, 2016.

Figure 11



Five-panel wooden doors

For the new classroom space, another teacher platform was added along the north classroom wall. A second chimney was also added to the building so that the front classroom could be heated in the winter. This front chimney stands out as an addition to the original construction because it is not integrated into the wall and eaves like the rear chimney. The interior crown molding, which continues around the perimeter wall without a termination detail at the divider wall, also indicates that the second classroom was created after construction of the school (Figure 12). Recent interviews with island residents indicate that the addition of the second classroom was an early change to the building.

Around the time of the school closure, electricity and telephone came to the island, both of which were run to the former school house. The electrical system was upgraded after 1974. When the building became a senior center in the 1990s, the closets along the back wall of the building were converted into bathrooms and a wooden plank ramp was added to provide access to the porch. One window opening on the east elevation was replaced with a door that provides direct access to the north classroom. The date of this

Figure 12



Crown molding detail

Figure 13



Wooden shingles

Figure 14



Historic photo 1974

Figure 15



A 1932 photo of the Brookgreen School, showing a gazebo similar to one formerly located in front of the Sandy Island School

change is unknown, but the current door is of modern construction, and the wooden exterior staircase leading to the door matches the construction of the front ramp, so it was likely added at the same time. In the early 2000s, carpet was installed in the classrooms and the previously white interior was painted blue.

The roof of the building was originally wooden shingle, some of which is still intact on the front and rear-facing gables (Figure 13). Currently, the roof is 5-V crimp metal, most recently replaced in the early 2000s. Given the relatively short lifespan of most wooden shingles, at least one intermediate roof was likely installed sometime between the wooden shingles and current metal roof.

Four concrete stairs now lead up to the portico, but only the top two stairs are of original construction. The bottom two steps were extended after the original construction due to erosion of the grade away from the building. The date of this addition is unknown, but appears in an undated photograph that also shows the wooden shingle roof, appearing to date to early mid-century (Figure 14).

Initially, the Sandy Island School site had a wooden gazebo structure, which several islanders confirmed existed in a similar position to the gazebo shown in photographs of the Brookgreen School (Figure 15).⁴¹ A playground now lies to the south of the main building and a concrete play court lies to the west. The playcourt was added prior to 2005, and the playground was added in 2005 by Georgetown County.

PHYSICAL DESCRIPTION

The Sandy Island School is in a primarily rural, residential area on a lot consisting of 2.89 acres of land that is currently owned by Brookgreen Gardens. This lot is surrounded by land owned by members of the historic African American community of Sandy Island, and beyond that, by land owned by the Nature Conservancy that makes up the Waccamaw National Wildlife Refuge.⁴² The topography immediately around the school slopes gently away from the building, with the most pronounced slope extending

41. Carolyn Pyatt and Angelis Washington, interviewed by Eric Crawford, Sandy Island, August 2017.

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



Figure 16

Setting



Figure 17

Outhouse



Figure 18

Attic masonry showing 1 wythe thick pediment

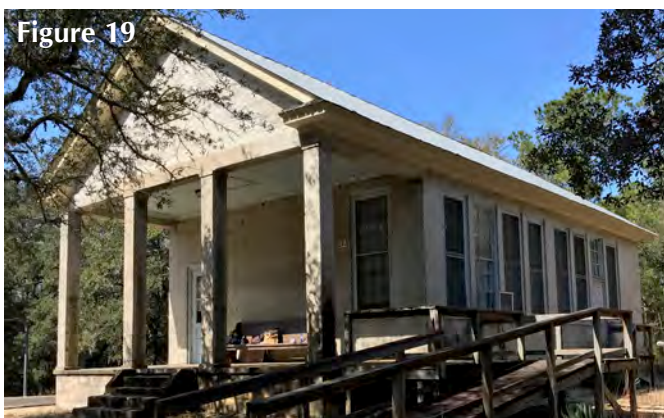


Figure 19

South Elevation

down from the back of the building. Geologically, Sandy Island is a prehistoric sand dune, and so the school is built on sandy soils.

The school building is located near the fork of two sand roads. The immediate area is fairly open, with a few mature trees. Beyond, the school is surrounded by fairly dense vegetation. A basketball court is located adjacent to the building. There are multiple residential dwellings near the property. In addition to the main school building, there are two unused brick masonry outhouses that lie to the north of the main building. (Figures 16-17)

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 18), 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 ventilate 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 fill 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. (Figure 19)

The east facade originally included eight nine over nine double hung sash windows, grouped in fours. One of the windows has been replaced by a secondary door with a repurposed nine lite window sash installed

above (Figure 20).

The west facade includes two brick chimneys. The chimney closest to the rear of the building is integrated into the roof and wall of the building, while the chimney closest to the front facade interrupts the edge of the eave. The latter was an addition used to provide heat to divided classroom space. The west facade also contains traces of the evolution of heating to the building, formerly by kerosene and then by electric heater. There are no fenestration openings on the west façade. (Figure 21)

The rear elevation of the building is less ornate than the front. The semicircle louvered vent is repeated above the central line of the gable. A ventilation pipe currently runs up through the ground. The 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 22)

The roof of the building was originally wooden shingle, some of which is still intact on the cornice returns on both the front- and rear-facing gables. Currently, there is a modern 5-V crimp metal roof installed over 1x plank decking. The roof framing consists of 2x6s and 2x8s in a lightly-framed truss formation.

The interior of the school is divided into two main classrooms and two small bathrooms. The flooring throughout the building is a concrete slab on filled earth, and 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

Figure 20



Modern door added to the east elevation of the building

Figure 21



The west elevation of the building

Figure 22



The north elevation of the building

building. The two retrofitted bathrooms are located along the north side of the back classroom, and are currently not operable. 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.

EVALUATION OF SIGNIFICANCE

The Sandy Island School is significant under National Register Criterion A, for its affiliation with African American heritage, education, and the Civil Rights movement. The building is also significant under National Register Criterion B for its association with Archer and Anna Huntington, its benefactors, and for its association with Prince Washington, who led community support of the school.

The Sandy Island Schoolhouse is significant for African American civil rights in education because it served as a hub for the islanders' activism in political representation and cultural preservation. The school embodies the self-sufficiency of the Sandy Island community in the face of unequal and scarce educational resources for African Americans throughout the twentieth century. Through the islanders' collective determination and action, students earned a quality education in the face of meager resources that allowed them to flourish in careers off the island.

Between 1932 and its closing in 1966, the Sandy Island Schoolhouse served as a stabilizer for the community and helped to preserve Gullah Geechee traditions on the island. The schoolhouse also served as a community center for islanders to engage with cultural practices outside of regular school hours. Later, the school building became a senior citizens center to meet the needs of the growing population of elderly residents. In the past few years, computer classes have been held in the school for the older residents to engage in genealogy research as they reconnect with their rich history.

The Sandy Island Schoolhouse is also eligible under Criterion B for association with the wealthy northern philanthropists Archer and Anna Hyatt Huntington. The couple were instrumental in the construction of the school, funding construction, overseeing the architectural design, and hiring the contractor. After construction, the Huntingtons made it financially feasible for the island to have a full nine month school year for the first time by funding teacher salaries and providing housing.

The school building is also closely associated with Prince Washington, an important leader of the Sandy Island community throughout much of the twentieth century. Through his leadership and personal sacrifice, there was a remarkable level of educational achievement for this African American community at the height of the Jim Crow era. Washington was instrumental in bringing school transportation, electricity, and telephones to Sandy Island. Inspired by the success of the Citizenship School near Charleston, he implemented an adult literacy program with the intention of providing the island's residents with the opportunity to vote, something a large percentage of rural black residents of the state were denied due to discriminatory literacy tests tied to voter registration.

The Sandy Island School is an important extant example of both the emphasis on education and self-sufficiency of the historic community and the influence of outside philanthropy. The building is largely unchanged from its original construction and it is still a vibrant part of the Sandy Island community today. This community serves as a model of self-governance and social activism indicative of the early 20th century civil rights movement and remains unchanged by the resort development that has overrun other Gullah and African American communities along the South Carolina coast. The site is representative of African American life and heritage along the South Carolina coast.⁴³ Today, the school serves as a locus of community involvement and activity as Sandy Island faces a population decline as Sandy Islanders move

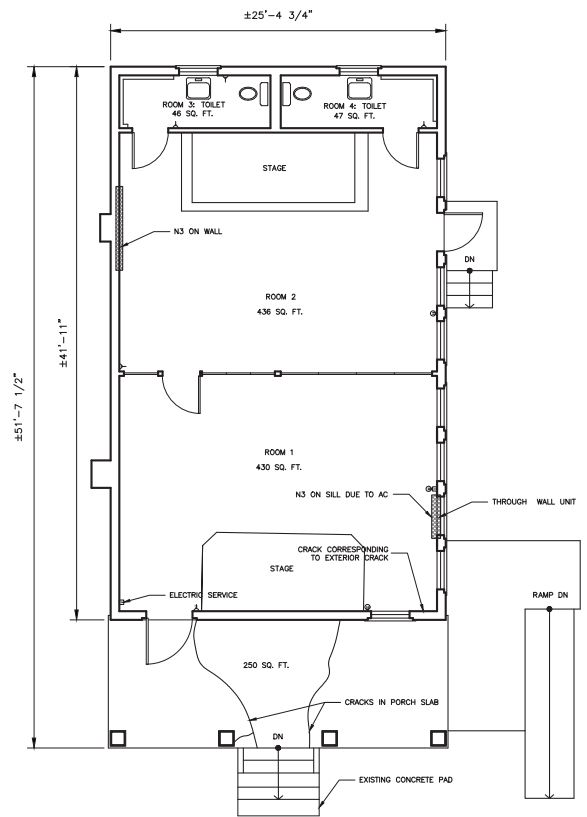
43. These reports include The Historic Resources Survey of Georgetown County prepared in 2005 for the South Carolina Department of Archives and History; Sandy Island Research Program prepared by Christopher Ohm Clement and Steven D. Smith; Intensive Archaeological Survey Sandy Island Uplands, Georgetown County, South Carolina prepared by URS Grenier, Inc.

Figure 23



Assessment team

Figure 24



Key plan for Condition Assessment

further and further away from their birthplace.

The period of significance for the school begins with the construction of the building in 1932 and ends with the closure of the school in 1966. While the Huntington's other properties, Atalaya and Brookgreen Gardens, are listed on the National Register of Historic Places as a National Historic Landmark District, the Sandy Island School stands out as a distinctly separate entity. Though the school is associated with the Huntingtons, it is more relevant to the Sandy Island community than the Huntington estate.

CONDITION ASSESSMENT

Introduction

The following condition assessment summarizes the evaluations made during a site visit to the subject property on February 22, 2019. Authorization to perform the assessment was given by the Coastal Carolina University. Alli Crandell and Eric Crawford were the Owner contacts for the assessment. The following were present for the site visit (Figure 23), including the AE team: Eric Crawford (Coastal), Charles Pyatt (Sandy Island) Hillary King (Preservation Consultant), Steve Grant (Structural Engineer), and Ben Whitener, John Murden, Dave Baccarini (Architects). The assessment was completed following the agreed upon scope as determined in the original contract.

This assessment is limited to the visual observations performed in the field and is based on the professional analysis of licensed architects and engineers. The observations were limited to what was visible without any destructive testing, removing walls, ceilings, or flooring. All of the interior rooms and the attic space were made accessible during the assessment.



Figure 25
Erosion at southwest corner



Figure 26
Sealant



Figure 27
The chimneys on the west elevation. Note water staining around the north chimney.

We use the terms poor, fair, and good to describe the condition of a particular component of the building. Poor condition items should be planned for repair or replacement as soon as budget will allow. Fair items should be similarly planned for repair or replacement but not necessarily immediately. Room numbers used in the Condition Assessment correspond to the key plan shown in Figure 24, as well as in the drawings located in the Appendix.

Assessment

The sandy soil around the school building has eroded away from the structure, particularly around the south and west elevations (Figure 25). This has exposed the concrete footing of the wall and newer chimney and has necessitated the addition of two stair treads to the bottom of the original porch staircase. This is a significant loss of earth around the structure. It appears that this condition has been present since the 1970s or earlier, and may be due to storm damage or may be part of a longer trend of grade loss. If allowed to continue without correction, the exposure of the base of the walls and footings could lead to more extensive structural damage to the building.

Overall, the masonry is in good condition. There are several small cracks across the structure, and these seem to be due to small amounts of building settlement and minor expansion of embedded iron lintels over the windows. The masonry on the north elevation appears to have been holding in more moisture than the rest of the building due to shading and roof and soffit damage. There appears to be a sealant applied to the exterior of the brick, which indicates that high moisture content may be a long-term issue in this location. (Figure 26)

The north chimney, which is original to the school, is in good condition. However, the flashing at the roof appears to be insufficient. Water staining is visible on the exterior wall along the sides of the chimney, and water damage is also visible on the interior face of the wall in this location. The south chimney, which was added after construction is exposed to its footing due to erosion. The chimney is not integral to the wall, and there is a small gap between the chimney and the west wall of the school. (Figure 27)

There is a significant crack running from the front of the porch floor slab to the wall of the building (Figure 28). It would appear to have been caused by settlement

on the west side of the building and may be the result of the erosion noted above. The original two (upper) stair treads are in fair condition, with some superficial damage. The newer stair treads do not match the style of the original, and are in poor condition. There is a riser differential between the old and new stairs, which vary from 7" to 4-3/4". (Figure 29)

The modern wooden ramp and staircase on the east side of the building are still sound, but near the end of their lifespans. Biological growth on the wood has also created a slip hazard. They are not architecturally sympathetic to the style of the building. The ramp does not meet current ADA requirements for building access, and the east staircase does not meet current codes for riser heights or handrails. In both cases, the wooden structures appear to be preventing proper drainage and airflow, and there are signs of water damage and staining on the masonry adjacent to both the ramp and staircase. A window air conditioning unit on the east elevation as also contributed to excess water in the masonry on this wall. (Figure 30)

The nine over nine double hung sash wooden windows are original and in fair condition. They are in need of basic maintenance, particularly on the exterior faces where the paint and glazing putty is showing signs of deterioration due to age. The interior faces of a couple of the windows in the north classroom have some cosmetic damage, which does not affect operation of the window sashes. (Figures 31-32)

Six of the windows on the east elevation have custom fit wood-framed screens, as does the single window on the south elevation. The screens are in fair condition, with some areas of high moisture content and paint loss. An air conditioning unit has been installed in one window on the east elevation, and this unit has caused excess moisture in the lower frame and sill (Figure 33).

The roof is a modern metal roof installed after 2000. The north area of the roof has rusted and is in poor condition. The roof framing is in good condition. There is some deterioration to the wooden eaves and trim caused by water intrusion. The trim along the rafter ends is missing on the northwest corner of the building.

The attic is accessed from the ceiling in the portico. The attic appears to be in generally good condition. There is no thermal insulation in the attic space. (Figure 34)



The porch floor slab has cracked. October 2017



Stairs Notice differential riser heights



East Elevation- Staining form excess water on the east wall

Figure 31



Typical window, exterior view

Figure 32



Damage to interior window sash

Figure 33



Several locations with high moisture content at sills

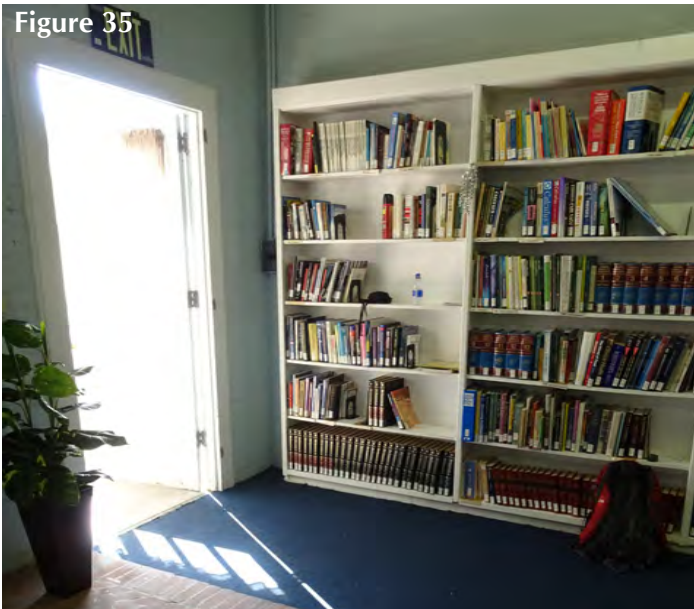
Figure 34



Notice plank roof sheathing and no insulation

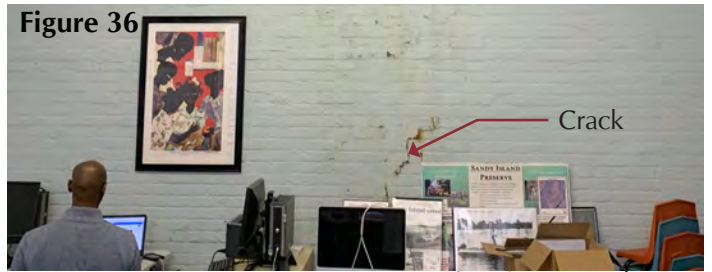


Figure 35



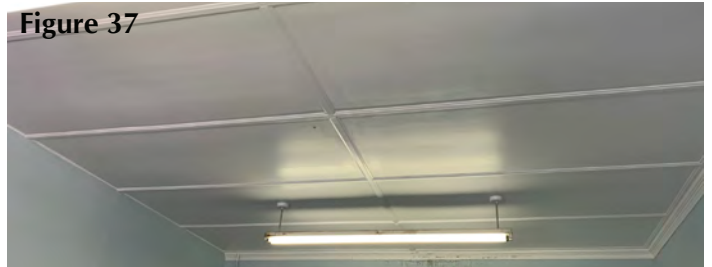
Interior

Figure 36



Interior water damage

Figure 37



Ceiling

Figure 38



Ceiling damage

The interior wall surfaces are primarily painted brick. Most of the finishes on the inside face of the exterior walls are in fair/good condition. (Figure 35) There are various areas where moisture is evident on finishes (Figure 36). The area on the west side of Room 2 has damage related to moisture due to water infiltration at the chimney. The overall condition of the carpet and VCT finishes is poor/fair. The brick and wood stages are in good condition. The 4'x8' modern ceiling panels are attached to 1x planks running perpendicular to the bottom chord of the wood trusses in the attic. There are signs of staining from moisture on the ceiling finishes and previous patching has been done. (Figures 37-38)

The carpeting on the interior of the school building obscures the floor slab, so the slab could not be checked for cracking or other damage. The doors of the dividing wall appear to be historic and match the other interior doors. However, the wall above the doors is faced with modern drywall. The five panel bathroom doors are probably original, and the east bathroom door seems to retain its original hardware.

Because the bathrooms were not originally included in the design, accommodations to the building had to be made in order to add them. In one bathroom, the sink is let into the frame of the window. Plumbing has been drilled through the masonry, and some pipes and venting is visible on the exterior of the building. The plumbing is not currently operational.

Mechanical for the building consists of one through wall unit in Room 1, which appears in good condition. The electrical service for the building is provided by a simple mast on the southwest side of the building. There are three duplex outlets in the building. The lighting is simple tube fluorescent pendant fixtures in the main rooms.

Figure 39



SANDY ISLAND SCHOOL

Structural Assessment

The **OHMEGA** Group performed a structural condition assessment and preliminary seismic evaluation for Sandy Island School Building in Sandy Island, SC (Figure 39). The evaluations reviewed the existing condition and the expected seismic performance of the building to identify potential structural deficiencies that may affect the building's performance during an earthquake.

Seismic evaluations were based on methods provided in the American Society of Civil Engineers (ASCE) Standard 31-03, Seismic Evaluation of Existing Buildings (ASCE 31). The facility was evaluated for Life Safety performance. Based on this analysis, the building was found to have the following lateral system deficiencies:

- All vertical elements in the lateral-force-resisting system are not continuous to the foundation
- Masonry joint mortar is deteriorated in some locations.
- Unreinforced masonry walls have cracks that exceed 1/8".
- Exterior masonry walls are not anchored for out-of-plane forces at each diaphragm level with steel anchors or straps that are developed into the diaphragm.
- Diaphragms are not reinforced and connected for transfer of loads to the shear walls.
- Exterior masonry walls are not anchored to the floor and roof systems at spacing of 4 ft. or less.

The following improvements are recommended for Sandy Island School:

- Tuck and re-point masonry walls as needed.
- Patch and repair cracks in the masonry wall (Figure 40).

- Install purlin anchors or similar tie at 1st and second floor levels
- Install anchors to connect masonry walls to the concrete floor
- Lintels in the exterior walls need to be replaced
- Remove or repair dilapidated masonry chimney
- Provide fill soils to adequately cover the foundation (Figure 41)
- Provide positive attachment to create continuous load path from roof to foundation

This report is based on our observation of the structure. This observation was visual in nature and did not involve any destructive investigation or any destructive or non-destructive testing. The results of this report apply only to those areas specifically observed and referenced in this report and no warranty or guarantee is expressed or implied for areas beyond the scope of this report.

Introduction

The Ohmega Group performed a cursory structural assessment and preliminary seismic evaluation for the Sandy Island School Building located on Sandy Island near Pawley’s Island, SC. The building was constructed circa 1932 and served many years as a school facility and more recently as a community center. The evaluation reviewed the expected seismic performance of the building to identify potential structural deficiencies that may affect the building’s performance during an earthquake.

Figure 40



Stairstep cracking in masonry wall with brick out-of-plane

Figure 41



Grade eroding from stair at front of building

The seismic evaluations do not consider compliance with the seismic requirements of the current building code for new construction. Buildings designed prior to the current or previous building codes often include structural configurations and detailing that do not comply with current code requirements. Buildings designed to older building code standards are evaluated using evaluation and design guidelines specifically developed for existing structures by the Federal Emergency Management Agency (FEMA) and the American Society of Civil Engineers (ASCE). The International Building Code (IBC) includes these documents as reference standards for the seismic evaluation of existing buildings. The findings and recommendations presented in this report are primarily based on visual examinations of the building. There were no record documents available to confirm the structural configuration of some portions of the buildings, which is typical for older buildings. OHMEGA conducted a walk-through of the building and performed limited visual observations of existing conditions. Neither destructive nor non-destructive testing was performed.

Building Use And Occupancies

The facility is currently utilized as a community center.

Figure 42



Large crack in front porch slab

Figure 43



Crack in foundation wall at SW corner and grade eroding

Figure 44



Chimney sitting on exposed masonry foundation

Building Description And Condition

The building is a single-story concrete masonry structure located on Sandy Island in Coastal South Carolina. The facility is approximately 41'-11"x25'4" comprising about 1,065 square feet in area. The building is oriented with the front elevation facing the South. The first floor is separated into the two large former classroom areas, divided by a partition wall. There are also two small bathrooms in the rear of the facility.

The building is constructed on an elevated concrete slab with a shallow foundation system. We could not verify the size or location of any continuous or spread footings. However, the concrete slab appeared to be in fair condition. There was some cracking noted, however we did not see any indications of the slab settling. The cracking is primarily located on the front porch, with cracks ranging in size from 1/4" to 3/4" wide (Figure 42).

The exterior load bearing walls at the first floor are comprised of unreinforced brick masonry. The walls are approximately 8 inches (2 wythes) thick. The walls were observed to be in fair to poor condition. There are numerous instances of significant cracking in the exterior wall. Specifically, we observed the following along the western elevation (left side) of the building:

- 1/2" wide crack in the foundation wall located near the southwest corner (Figure 43)
- 1/2" wide cracks in the foundation wall at various locations along the side (Figure 53)
- Masonry joints are deteriorating throughout the elevation
- The southernmost masonry chimney is separating from the wall
- The southernmost masonry chimney is founded on a 2 course deep brick masonry footing instead of concrete (Figure 46)
- The concrete footing is exposed as the sandy soils are washing away from the building
- Cracking in the northernmost masonry chimney.

We observed the following in the eastern elevation (right side) wall:

- Stairstep cracking in the masonry wall at the northern and southern ends (Figure 45). Some

out-of-plane displacement of the cracking was noted at the southeast corner (Figure 40).

- Steel lintels over the windows are rusted and deflecting.
- ¼" cracks in the foundation wall located along the elevation (Figure 52)

We observed the following in the south elevation (front) wall:

- Stairstep cracking in the masonry wall at the southeast and southwest corners
- The masonry wall is slightly out-of-plane at the top of the bond beam
- Steel lintels over the window and the door are rusted and deflecting
- The front gable wall is constructed of single wythe masonry supported on a concrete beam with no stud or backup support.

We observed the following in the north elevation (rear) wall:

- Stairstep cracking in the masonry wall at the northeast and northwest corners (Figure 46)
- Steel lintels over the windows are rusted and deflecting (Figure 51)

The roof is framed with built up wood trusses that span the 25' +/- width of the building and are spaced at about 2'-6" o.c. The roof trusses are constructed with 2x8 bottom chords, 2x6 web members and 2x6 top chords (Figures 49 & 50). The roof is decked with 5V metal decking supported on 1x purlins spaced at 12" o.c.. The trusses are braced laterally with 2x6 diagonal bracing. The roof exhibits signs of significant moisture intrusion and there is significant deterioration of members in some locations. The roof framing is currently in fair to good condition.

The front door entry is covered with a concrete deck with masonry brick embedded at the top and bottom. The porch is supported with a single brick masonry column with a varying section. The column section rotates and flares out at the top. The porch and the column appear to be in fair condition (Figures 47 & 48).

Site Description And Seismicity

The Sandy island School facility is located on a slightly sloping site with the first floor elevated

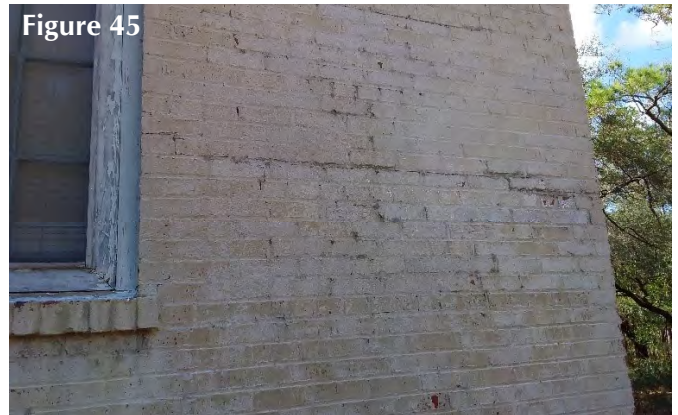


Figure 45
Horizontal and stairstep cracking in NE Corner of masonry wall

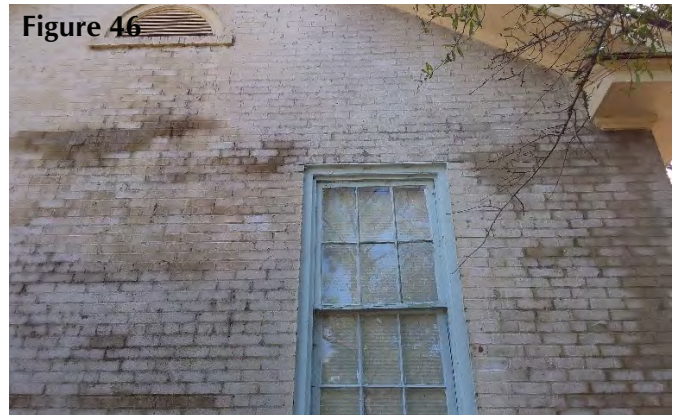


Figure 46
Crack in rear (north) masonry wall



Figure 47
Masonry column sitting on porch slab



Figure 48
Crack in masonry porch column

Figure 49



Typical roof framing rafter and brace

Figure 50



Typical roof truss brace connection

above the exterior grade. Based on our review of the NRCS soils report, the building is founded on sandy soils. The seismic soil coefficients used for the evaluation of the building are based on the current classifications from the 2003 National Earthquake Hazards Reduction Program (NEHRP) provisions. The site soil classification is assumed to be Class D. The amplification factors used to account for the soil conditions of site are FV equal to 1.964 and FA equal to 1.292. The site is deemed to be susceptible to liquefaction.

The Sandy Island School is located in an area of High seismicity according to the categories defined in ASCE 31. The short period spectral acceleration, S_S , using the 2003 NEHRP maps is 0.635g. The long period spectral acceleration, S_1 , is 0.218g.

Evaluation Criteria And Methodology

For this building evaluation, we have used ASCE 31-03, "Seismic Evaluation of Existing Buildings" published by the American Society of Civil Engineers. ASCE 31 is the nationally recognized Standard which utilizes a three-tiered process for seismic assessment and evaluation of existing buildings. The goal of ASCE 31 is to identify the "weak links" in a building's lateral force resisting system that can lead to significant failure and/or collapse.

The ASCE 31 Tier One procedure is a preliminary screening tool designed to quickly identify potential seismic deficiencies of the structural lateral-force resisting system and nonstructural building systems. The Tier One evaluation procedure utilizes a series of checklists for rapid evaluation of the building while requiring only a minimum level of structural calculations. Our Tier One evaluation is based on the information collected during our site visit.

The Tier One checklists address the structural system, nonstructural elements and geologic and site hazards. The evaluating engineer addresses each checklist statement and determines whether it is compliant or non-compliant. Compliant statements identify conditions that are acceptable. Noncompliant statements identify conditions that are in need of rehabilitation. At this point, the Tier One deficiencies can be rehabilitated or further evaluation can be performed using the Tier Two procedures.

The Tier Two procedures use structural calculations to address non-compliant Tier One checklist statements with the intent to demonstrate the Tier One potential seismic deficiencies are actually satisfactory and need not be rehabilitated. The Tier Two evaluation consists of a building analysis that only addresses the deficiencies identified by the rapid Tier One evaluation.

If there are still identified potential structural deficiencies at the completion of the Tier Two evaluation, either the evaluation can be completed and the deficiencies rehabilitated, or a Tier Three evaluation can be conducted. The Tier Three evaluation consists of a comprehensive, full building detailed seismic evaluation, typically utilizing non-linear analysis methods.

Our evaluation of the school at Sandy Island Road, Pawley's Island, SC, 29585 included a Tier One evaluation.

Performance Objective

Our evaluation of the Sandy Island School is based on a Life-Safety (LS) Performance Level as defined in ASCE 31. The definition of LS performance level is given in ASCE 31 as follows:

After a design earthquake, Building performance includes damage to both structural and nonstructural components such that: (a) partial or total structural collapse does not occur, and (b) damage to nonstructural components is non-life threatening.

In other words, this performance objective is meant to ensure that the building will not collapse and that exit paths from the building will not be blocked, however, the building may be heavily damaged and may not be able to be occupied after a major earthquake. In addition, the building may not be repairable after a major earthquake.

Discussion Of Building Deficiencies

Using the procedures of ASCE 31, we have identified a number of deficiencies in the lateral force resisting system of this building. The ASCE 31 checklists used to identify the structural deficiencies are attached as Appendix B.

Structural Deficiencies from Tier 1 Evaluation

- All vertical elements in the lateral-force-resisting system are not continuous to the foundation
- Masonry joint mortar is deteriorated in some locations.
- Unreinforced masonry walls have cracks that exceed 1/8" (Figure 40, 45, 46, 48).
- Exterior masonry walls are not anchored for out-of-plane forces at each diaphragm level with steel anchors or straps that are developed into the diaphragm.
- Diaphragms are not reinforced and connected for transfer of loads to the shear walls.
- Exterior masonry walls are not anchored to the floor and roof systems at spacing of 4 ft. or less.

Expected Building Performance

Based on the deficiencies described above, the Sandy Island School does not meet the Life-Safety performance objective of ASCE 31. The building may not collapse but likely will be heavily damaged in a major earthquake. However, given the nature and scope of the deficiencies, we feel the building can be brought into compliance with ASCE 31. We recommend the deficient aspects of the building be addressed

in your upcoming renovation program.

Recommendations

Based on our observation of the Sandy Island School, we believe the building is in fair structural condition. The foundation and masonry walls are in fair condition. Roof framing is in fair to good condition.

However, as stated above, the building is not in compliance with ASCE 31 for seismic resistance of existing buildings. It is our opinion that the building can be brought into compliance with a relatively minor investment in some of the building components.

In addition to the recommendations from the Tier I evaluation, we make the following recommendations based on the condition of the structural components and the intended renovations for the building:

- Lintels in the exterior walls need to be replaced (Figure 51)
- Add plywood or other roof sheathing
- Repair dilapidated masonry chimney or remove
- Repoint and repair brick masonry walls (Figure 52)
- Provide fill soils to adequately cover the foundation (Figures 53, 53)
- Provide positive attachment to create continuous load path from roof to foundation

Limitations Of The Report

This report is based on our observation of the structure. This observation was visual in nature and did not involve any destructive investigation or any destructive or non-destructive testing. The results of this report apply only to those areas specifically observed and referenced in this report and no warranty or guarantee is expressed or implied for areas beyond the scope of this report.



Deflected steel lintel at rear (North) wall



Foundation wall crack along eastern elevation



Crack in foundation wall and loose brick SW corner

Chapter 3.0 - Screening Phase (Tier 1)

**3.7.15A Basic Structural Checklist For Building Type
URMA: Unreinforced Masonry Bearing Wall Buildings With Stiff Diaphragms**

This Basic Structural Checklist shall be completed when required by Table 3-2.

Each of the evaluation statements on this checklist shall be marked compliant (C), non-compliant (NC), or not applicable (N/A) for a Tier 1 Evaluation. Compliant statements identify issues that are acceptable according to the criteria of this Handbook, while non-compliant statements identify issues that require further investigation. Certain statements may not apply to the buildings being evaluated. For non-compliant evaluation statements, the design professional may choose to conduct further investigation using the corresponding Tier 2 evaluation procedure; the section numbers in parentheses following each evaluation statement correspond to Tier 2 evaluation procedures.

Commentary:

These buildings have perimeter bearing walls that consist of unreinforced clay brick masonry. Interior bearing walls, when present, also consist of unreinforced clay brick masonry. Diaphragms are stiff relative to the unreinforced masonry walls and interior framing. In older construction or large, multistory buildings, diaphragms consist of cast-in-place concrete. In regions of low seismicity, more recent construction consists of metal deck and concrete fill supported on steel framing.

Building System

- C** NC N/A LOAD PATH: The structure shall contain one complete load path for Life Safety and Immediate Occupancy for seismic force effects from any horizontal direction that serves to transfer the inertial forces from the mass to the foundation. (Tier 2: Sec. 4.3.1.1)
- C NC **N/A** MEZZANINES: Interior mezzanine levels shall be braced independently from the main structure, or shall be anchored to the lateral-force-resisting elements of the main structure. (Tier 2: Sec. 4.3.1.3)
- C NC **N/A** WEAK STORY: The strength of the lateral-force-resisting system in any story shall not be less than 80% of the strength in an adjacent story above or below for Life-Safety and Immediate Occupancy. (Tier 2: Sec. 4.3.2.1)
- C NC **N/A** SOFT STORY: The stiffness of the lateral-force-resisting system in any story shall not be less than 70% of the stiffness in an adjacent story above or below or less than 80% of the average stiffness of the three stories above or below for Life-Safety and Immediate Occupancy. (Tier 2: Sec. 4.3.2.2)
- C** NC N/A GEOMETRY: There shall be no changes in horizontal dimension of the lateral-force-resisting system of more than 30% in a story relative to adjacent stories for Life Safety and Immediate Occupancy, excluding one-story penthouses. (Tier 2: Sec. 4.3.2.3)
- C **NC** N/A VERTICAL DISCONTINUITIES: All vertical elements in the lateral-force-resisting system shall be continuous to the foundation. (Tier 2: Sec. 4.3.2.4)
- C** NC N/A MASS: There shall be no change in effective mass more than 50% from one story to the next for Life Safety and Immediate Occupancy. (Tier 2: Sec. 4.3.2.5)

Chapter 3.0 - Screening Phase (Tier 1)

C	NC	N/A	TORSION: The distance between the story center of mass and the story center of rigidity shall be less than 20% of the building width in either plan dimension for Life Safety and Immediate Occupancy. (Tier 2: Sec. 4.3.2.6)
C	NC	N/A	DETERIORATION OF CONCRETE: There shall be no visible deterioration of concrete or reinforcing steel in any of the vertical- or lateral-force-resisting elements. (Tier 2: Sec. 4.3.3.4)
C	NC	N/A	MASONRY UNITS: There shall be no visible deterioration of masonry units. (Tier 2: Sec. 4.3.3.7)
C	NC	N/A	MASONRY JOINTS: The mortar shall not be easily scraped away from the joints by hand with a metal tool, and there shall be no areas of eroded mortar. (Tier 2: Sec. 4.3.3.8)
C	NC	N/A	UNREINFORCED MASONRY WALL CRACKS There shall be no existing diagonal cracks in wall elements greater than 1/8" for Life Safety and 1/16" for Immediate Occupancy or out-of-plane offsets in the bed joint greater than 1/8" for Life Safety and 1/16" for Immediate Occupancy. (Tier 2: Sec. 4.3.3.11)
Lateral Force Resisting System			
C	NC	N/A	REDUNDANCY: The number of lines of shear walls in each principal direction shall be greater than or equal to 2 for Life Safety and Immediate Occupancy. (Tier 2: Sec. 4.4.2.1.1)
C	NC	N/A	SHEAR STRESS CHECK: The shear stress in the unreinforced masonry shear walls calculated using the Quick Check procedure of Section 3.5.3.3, shall be less than 15 psi for clay units and 30 psi for concrete units for Life Safety and Immediate Occupancy (Tier 2: Sec. 4.4.2.5.1)
Connections			
C	NC	N/A	WALL ANCHORAGE: Exterior concrete or masonry walls shall be anchored for out-of-plane forces at each diaphragm level with steel anchors or straps that are developed into the diaphragm. (Tier 2: Sec. 4.6.1.1)
C	NC	N/A	TRANSFER TO SHEAR WALLS Diaphragms shall be reinforced and connected for transfer of loads to the shear walls for Life Safety and the connections shall be able to develop the shear strength of the walls for Immediate Occupancy. (Tier 2: Sec. 4.6.2.1)
C	NC	N/A	GIRDER/COLUMN CONNECTION: There shall be a positive connection between the girder and the column support. (Tier 2: Sec. 4.6.4.1)

Chapter 3.0 - Screening Phase (Tier 1)

**3.7.15AS Supplemental Structural Checklist For Building Type
URMA: Unreinforced Masonry Bearing Wall Buildings With Stiff Diaphragms**

This Supplemental Structural Checklist shall be completed when required by Table 3-2. The Basic Structural Checklist shall be completed prior to completing this Supplemental Structural Checklist.

Lateral Force Resisting System

C	(NC)	N/A	<p>PROPORTIONS: The height-to-thickness ratio of the shear walls at each story shall be less than the following for Life Safety and Immediate Occupancy (Tier 2: Sec. 4.4.2.5.2):</p> <table border="0" style="margin-left: 20px;"> <tr> <td>Top story of multi-story building:</td> <td style="text-align: right;">9</td> </tr> <tr> <td>First story of multi-story building:</td> <td style="text-align: right;">15</td> </tr> <tr> <td>All other conditions:</td> <td style="text-align: right;">13</td> </tr> </table>	Top story of multi-story building:	9	First story of multi-story building:	15	All other conditions:	13
Top story of multi-story building:	9								
First story of multi-story building:	15								
All other conditions:	13								
(C)	NC	N/A	<p>MASONRY LAY-UP: Filled collar joints of multiwythe masonry walls shall have negligible voids. (Tier 2: Sec. 4.4.2.5.3)</p>						

Diaphragms

General

(C)	NC	N/A	<p>OPENINGS AT SHEAR WALLS: Diaphragm openings immediately adjacent to the shear walls shall be less than 25% of the wall length for Life Safety and 15% of the wall length for Immediate Occupancy. (Tier 2: Sec. 4.5.1.4)</p>
(C)	NC	N/A	<p>OPENINGS AT EXTERIOR MASONRY SHEAR WALLS: Diaphragm openings immediately adjacent to exterior masonry shear walls shall not be greater than 8 feet long for Life Safety and 4 ft. long for Immediate Occupancy. (Tier 2: Sec. 4.5.1.6)</p>
C	NC	(N/A)	<p>PLAN IRREGULARITIES: There shall be tensile capacity to develop the strength of the diaphragm at re-entrant corners or other locations of plan irregularities. This statement shall apply to the Immediate Occupancy Performance Level only. (Tier 2: Sec. 4.5.1.7)</p>
C	NC	(N/A)	<p>DIAPHRAGM REINFORCEMENT AT OPENINGS: There shall be reinforcing around all diaphragms openings larger than 50% of the building width in either major plan dimension. This statement shall apply to the Immediate Occupancy Performance Level only. (Tier 2: Sec. 4.5.1.8)</p>

Connections

C	(NC)	N/A	<p>ANCHOR SPACING: Exterior masonry walls shall be anchored to the floor and roof systems at a spacing of 4 ft. or less for Life Safety and 3 ft. or less for Immediate Occupancy. (Tier 2: Sec. 4.6.1.3)</p>
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PART 2: TREATMENT AND WORK RECOMMENDATIONS

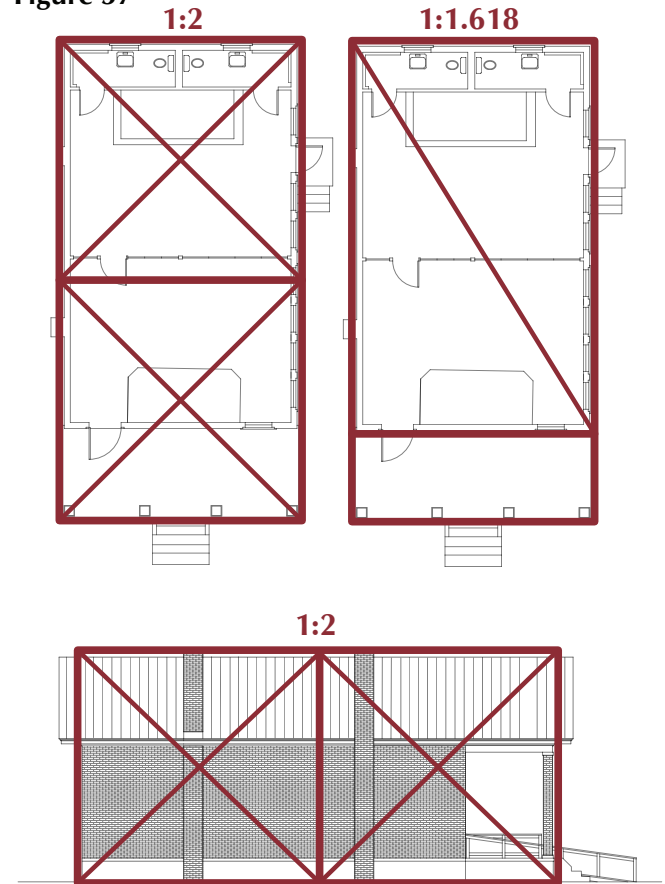
HISTORIC PRESERVATION OBJECTIVES

The Sandy Island School is in fair condition overall, and the building's current and planned future use as a community gathering space is compatible with its original use and will require only minor modifications. Therefore, the recommended treatment approach for the school building is rehabilitation. Rehabilitation is defined in The Secretary of the Interior's Standards for the Treatment of Historic Properties as "the act or process of making possible a compatible use for a property through repair, alterations, and additions while preserving those portions or features which convey its historical, cultural, or architectural values." Rehabilitation allows for some modifications to a historic building which enhance its usability while retaining historic architectural details, and this approach offers the best set of guidelines for the Sandy Island School.

In order to improve the building as a community asset, there are a number of both repairs and modifications that are recommended in this report. While designing and planning changes to the school, it will be critical to avoid harm to the architectural characteristics that convey the history of the building. Some of the most important character-defining elements are identified as:

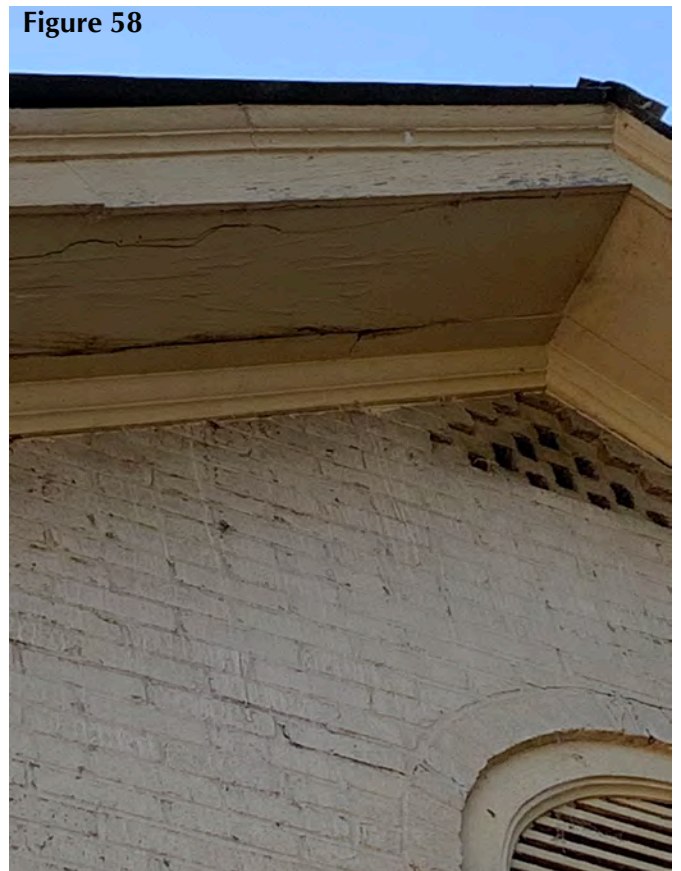
- Shape: The building is a simple neoclassical form with a front portico supported by four square masonry columns. The form is a 1:2 proportion in plan and elevation. The enclosed area within the brick walls is close to a golden ratio – 1:1.618. (Figure 57)
- Materials: The historic materials present on the building include brick masonry, wood framing, and concrete. The brick is laid in common bond, with a header row every sixth course. The original concrete elements, with the exception of the foundation wall, have chamfered edges. The wood framing in the attic was constructed as a series of light trusses.
- Fenestration: Even though the overall style of the school building is neoclassical, the design made use of contemporary methods of providing light and ventilation in rural schools, which often did not have electricity. This can be observed in the eight large double hung windows along the east

Figure 57



Proportions of Existing Building

Figure 58



Triangular brick louver

elevation.

- Craft Details: These include the chamfered concrete edges and the triangular masonry attic ventilation at the peaks of the two gables (Figure 58).
- Floor Plan: The building was designed as a one room schoolhouse, but was divided into two classrooms early in its use. It also has two small closets that have been converted into restrooms. The original floor plan and the addition of the movable partition wall are both character-defining elements.
- Interior Features: The raised platforms on the north and south side of the interior define “fronts” to both classrooms.

The recommendations in this report take into consideration the current and anticipated future needs of the building and the character-defining features. Rehabilitation generally allows for maintenance to preserve existing historic materials where practicable, improvements to building access and usage, and bringing elements of the building up to current code requirements, and these are the focus of our recommendations. In addition, we have concluded that the building does not present any adaptable points for new additions or changes to the existing floor plan, and so we recommend that any additions (e.g. ADA accessible bathrooms, kitchen equipment) be located in separate structures to the north of the historic school.

All maintenance and modifications should follow the Secretary of the Interior’s Standards for Rehabilitation and Guidelines for Rehabilitating Historic Buildings.

REQUIREMENTS FOR WORK

Current Uses and Occupancy of the Building/ Property

The property is currently used as a community center and library. The two outhouses are not being used. The occupancy for code purposes is Assembly (A-3). Unless major renovations or change of occupancy are anticipated, the International Existing Building Code IEBC 2015 shall govern. South Carolina is expected to adopt the 2018 Editions of IBC in January 2020.

Suspected Presence of Hazardous Materials

It is recommended that prior to any renovations that a licensed company be retained to provide a hazardous materials report. SCDHEC requires the testing prior to renovations.

WORK RECOMMENDATIONS

Our recommendations are divided into three categories - primary, secondary, and tertiary concerns. Primary concerns should be addressed first because these items affect safe use of the building and prevent ongoing deterioration. Secondary concerns are focused on less critical maintenance items, improvements to code compliance and use of the building, and energy efficiency. Tertiary concerns include cosmetic changes to interior finishes and the construction of new buildings to address future needs that cannot be located in the existing building, like ADA compliant restrooms and kitchen equipment.

Primary Concerns:

- Hazardous Materials testing & report
- Tier 1 structural deficiencies – repair masonry cracks with an appropriate mortar, install anchors, clips, etc. as listed in structural report.
- Roofing – remove existing, add sheathing, add underlayment – high temp. if metal roofing used,

add new roofing. Address moisture infiltration issue at original chimney. The existing 5-v crimp roofing is not original and could be replaced in-kind or with shingles.

- Plumbing – renovate existing, add septic field as required, discuss non-ANSI A117.1 compatibility with AHJ (authority having jurisdiction). If the building will be occupied plumbing is a requirement. Due to existing masonry wall locations, it is not possible to bring the existing restrooms into compliance with accessibility requirements. Accessible restrooms can be included in plans for future construction of ancillary buildings.
- Cleaning of existing wooden ramp to remove biogrowth.

Secondary Concerns:

- Sitework – rough and fine grade to bring exterior grade up to suitable level. With additional grade, non-historic bottom two concrete stairs to the portico could be removed.
- HVAC - To properly heat and cool the space it is recommended to add a new system that creates positive pressure to alleviate moisture concerns. A new HVAC system would add significant costs to any planned renovations. Electrical and insulation upgrades would also be necessary.
- Structural – deflecting lintel repair/replacement
- Electrical - upgrade service, lighting, convenience outlets, etc
- Door and window refurbishment: The front door appears to be in good condition, but it is recommended that the hardware be changed to make the door handicapped accessible. The modern door on the east side could be replaced with a door of a more appropriate design. We recommend that replacement wooden doors be constructed out of a rot-resistant wood species. Windows and screens can be repaired, or where necessary, replaced in kind. If energy efficiency improvements are needed, interior storm windows could be installed for additional U value.
- Unfaced Batt insulation in attic – To save energy costs it is recommended to add insulation to the attic space. R-38 unfaced batt could be added between the bottom chords of the trusses at a relatively minor cost. The space should be better ventilated with soffit, ridge, and or gable end vents.
- New accessible ramp and stair adjacent to new handicapped parking with paved access. New ramp design should be more sympathetic to the building. The ramp could be brought to the east door instead of the front portico to avoid disrupting the front facade.
- Replace existing door hardware with lever-type handles for better accessibility.
- Test coating on brick masonry
- Clean brick masonry - carefully remove coating using the gentlest means possible if the coating consists of elastomeric paint or another incompatible waterproofing coating
- Updated fire extinguisher and signage
- Repair or remove non-original chimney
- Repair porch floor slab

Tertiary Concerns:

- Replace non-historic interior finishes - replace the VCT with a more appropriate finish (ceramic tile) if the intent is to reuse the restrooms. A more durable finish might be considered in lieu of sheet carpet. Inspect floor slab when carpeting is removed.

- New construction for ADA compliant bathrooms. A small kitchenette could be placed in the existing bathroom location, or a full-scale kitchen could be included in new construction.
- Reconfigure existing classroom partition wall so that it can once again be opened up to create a single interior space.

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APPENDIX



C1 EXTERIOR PHOTO
A101 SCALE: NTS



C3 EXTERIOR PHOTO
A101 SCALE: NTS



C6 EXTERIOR PHOTO
A101 SCALE: NTS



C9 EXTERIOR PHOTO
A101 SCALE: NTS



C11 EXTERIOR PHOTO
A101 SCALE: NTS



C13 EXTERIOR PHOTO
A101 SCALE: NTS



C15 INTERIOR PHOTO
A101 SCALE: NTS



F1 INTERIOR PHOTO
A101 SCALE: NTS



F3 INTERIOR PHOTO
A101 SCALE: NTS



J1 INTERIOR PHOTO
A101 SCALE: NTS



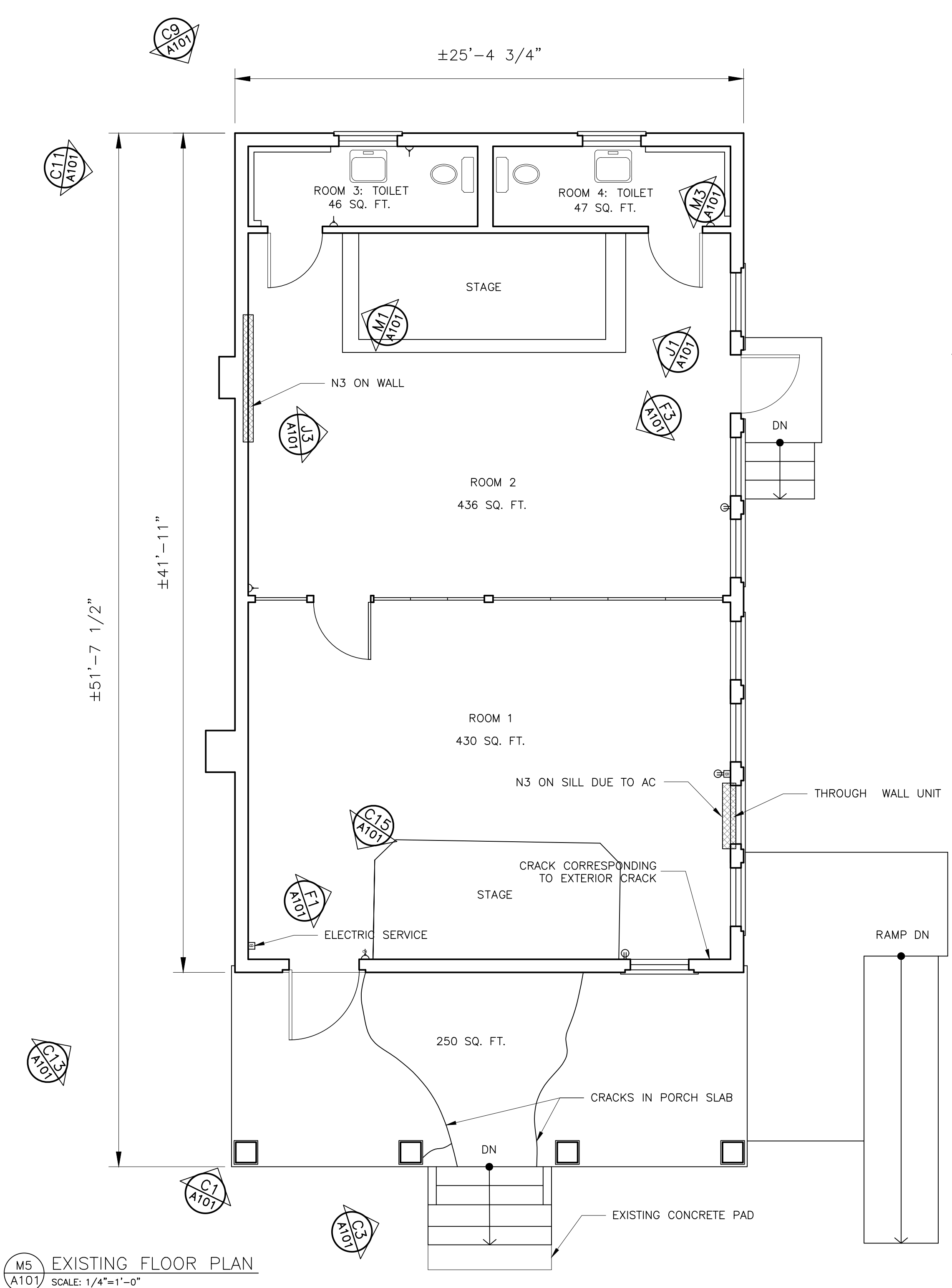
J3 INTERIOR PHOTO
A101 SCALE: NTS



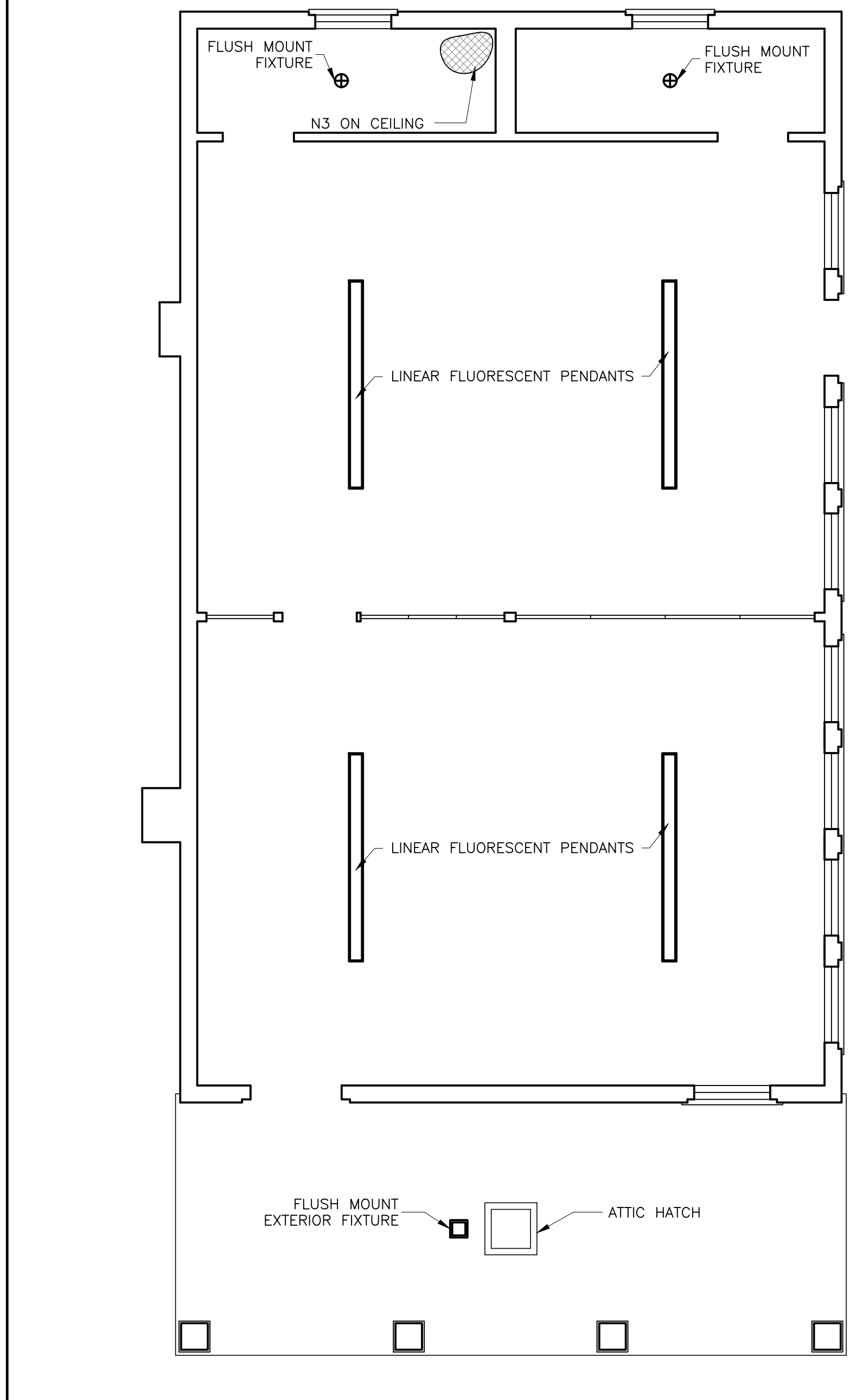
M1 INTERIOR PHOTO
A101 SCALE: NTS



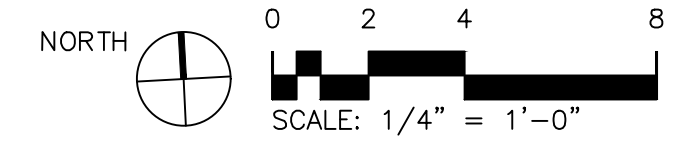
M3 INTERIOR PHOTO
A101 SCALE: NTS



M5 EXISTING FLOOR PLAN
A101 SCALE: 1/4"=1'-0"



M12 EXISTING REFLECTED CEILING PLAN
A101 SCALE: 1/4"=1'-0"



LEGEND

- ORIGINAL GRADE
- - - CRACKS
- N1 SPALLING/DAMAGED BRICK
- N2 RUST
- N3 WATER STAINING
- N4 MICROBIAL STAINING
- N5 DAMAGED PAINT
- N6 CHIMNEY PULLING APART FROM BUILDING
- N7 RUSTING/DEFLECTING STEEL LINTELS

NO.	DATE	REVISION

REGISTERED ARCHITECTS
CUMMINGS & McCRADY, INC.
B-74032
REGISTERED ARCHITECTS
BENJAMIN S.
CHARLESTON, SC
No. 6972

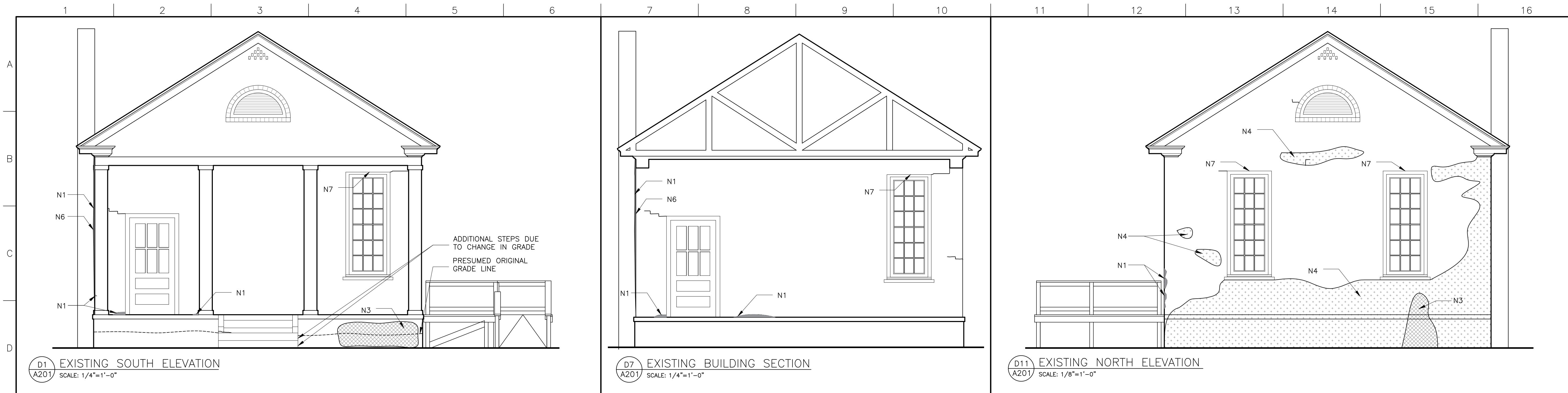
CUMMINGS & McCRADY, INC.
Architects
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SANDY ISLAND SCHOOL
PROJECT # H17-N109-MJ
SANDY ISLAND, S.C.

EXISTING FLOOR PLAN,
REFLECTED CEILING PLAN,
AND PHOTOS

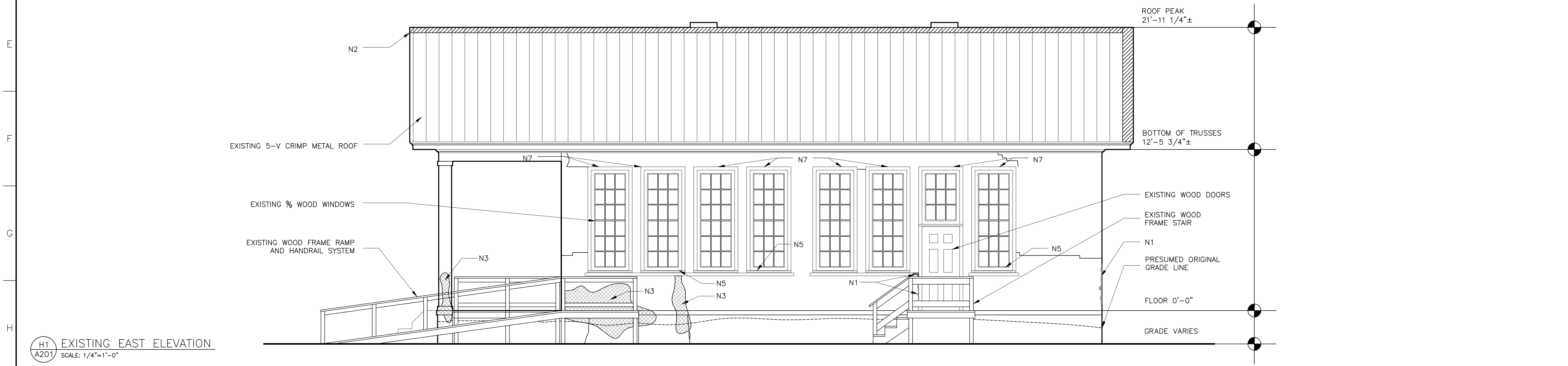
PROJECT MGR.	BSW
DESIGNER	BSW
DRAWN BY	DB AND JM
CHECKED BY	BSW
ISSUE DATE	1/24/2019
PROJECT NO.	19091 OF 19091

A101



LEGEND

- ORIGINAL GRADE
- CRACKS
- N1 SPALLING/DAMAGED BRICK
- N2 RUST
- N3 WATER STAINING
- N4 MICROBIAL STAINING
- N5 DAMAGED PAINT
- N6 CHIMNEY PULLING APART FROM BUILDING
- N7 RUSTING/DEFLECTING STEEL LINTELS

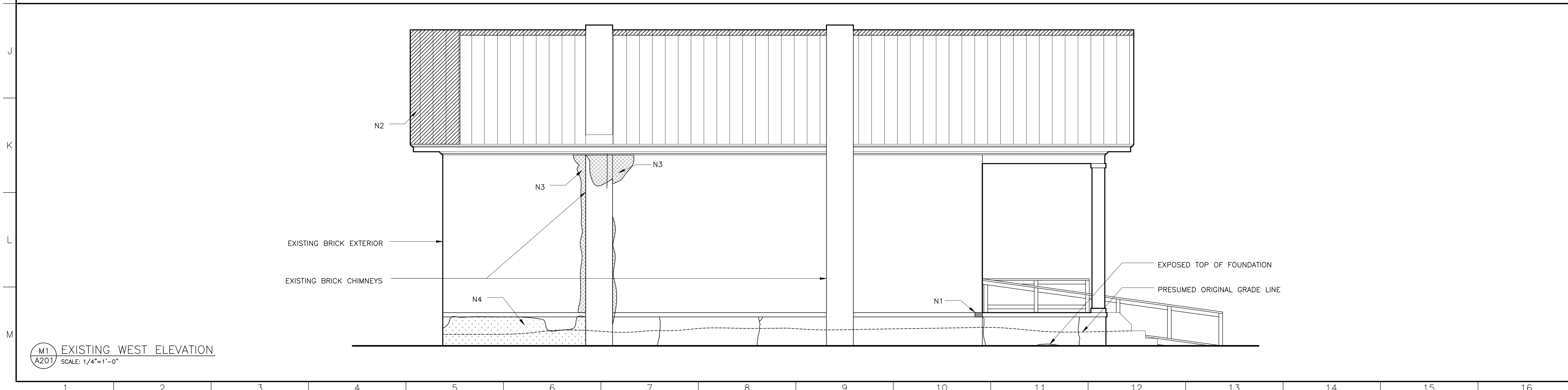


NO.	DATE	REVISION

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SANDY ISLAND SCHOOL
PROJECT # H17-N109-MJ
SANDY ISLAND, S.C.

EXISTING ELEVATIONS AND SECTION



PROJECT MGR.	BSW	A201
DESIGNER	BSW	
DRAWN BY	DB AND JM	
CHECKED BY	BSW	
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Sandy Island Community Meeting Notes

Date: 6/19/19

Attendance:

The meeting was held at the Litchfield Coastal Carolina University Education Center with representatives from the Sandy Island community and Coastal Carolina University present. Sandy Island representative Charles Pyatt and Reverend George Weathers were in attendance along with 5-7 Sandy Islanders. Representing Coastal Carolina University and the Athenaeum Press was Alli Crandell, Cali Duncan, and Carlie Todd. A Coastal Carolina student, Joe Cannon, was in attendance. News coverage was provided by the WMBF News and *Coastal Observer*. Survey forms were provided to those in attendance to fill out and return upon the next meeting 7/2/19.

Opening statements given by Charles Pyatt and Reverend George Weathers:

Charles Pyatt:

5:15 “Every community has a building that they can use as a cultural center or gathering of the community so we definitely appreciate all you do at Coastal. This building, I started going to school in this building in 19...I don’t want to say how old I am...but anyway 1958. That was when I first entered this building. And, I stayed in this building til 1962. I’m sorry 64’. When I left, it was basically in the same shape as it is now but with more deterioration. So, I am happy to see they finally got the grant to fix it up and be around for a long time to come.”

6:20 “We get some more kids on the island they can have it for a library, well there is a library now but its not a working library. Bring it up to date as a working library and appreciate when Coastal was having computer classes. We can start that back over again.”

6:55 “I know when my mom was living there they were using it as a center where they would make quilts and stuff of that nature. They would go to the old school house, I think it was three times a week and they made a lot of quilts.”

7:40 “Appreciate everybody who does things for Sandy Island on this historical building. That is one of the main historical sites on Sandy Island. Matter fact, we have two historical sites and one historical creek. That’s the creek we go out back and forth home. The schoolhouse and New Bethel Baptist Church. Those are the three historical sites on Sandy Island. We also have the highest peak in Georgetown county on Sandy Island. Appreciate everybody and I will turn it over to Reverend Weathers.”

Reverend George Weathers:

8:45 “I was born and raised on Sandy Island and there not one day that I regret living there. That is home. Folks always ask me, how do you make it over there and across this water daily. I say well I had to do it and I did it. It became a common part of life for those of us that have to do it. But I am glad that the lord let me live long enough to see a lot of changes in that community. And, getting to this school there.

9:42 “I was brought up in that school and taught from the first to the eight grade in that school. And, during that time we had two teachers. I don’t remember exactly the first class in front and then there was a class in

the back. I think it was going from the 5th to the 8th grade in the front and then the first to the fifth probably in the second classroom. But we had good teachers and god bless we can say that we have one teacher that taught in that school that is still alive, Cleo L. Jackson. She is still alive, but six months ago, maybe seven, we had a teacher who lives in McClellansville? Minnie Williams, she died six seven months ago. She taught in that school And, there are a lot of educators that come out of that school.”

11:20 “We had teachers, doctors, and I believe we had a lawyer out of the community of Sandy Island that went through that school. That school was very fruitful in education during those days for the Sandy Island community. I remember when we closed that school down we went to Georgetown to high school. I spent all of my elementary education in that school from one through eighth grade I believe it was at that time.”

12:22 “That Sandy Island community school has been a light to the young people during those days and we had a lot of children during those days going to school. I think it was 30 to 35 maybe...that number dropped now because the younger people, younger generation don’t believe in having that many children...we only have a few younger children on Sandy Island.”

13:10 “If those of you were there, if you would look and you would see that concrete going up the front of the building, that concrete pad was there. And, that concrete pad was there for classes to stand on in a line. Different rows and when the bell rang you would march on in to the school house. And, that was the purpose of that concrete slab there for us to march on into school. And, children were very, very obedient to the teachers. Every person who was brought up in Sandy Island community school never gave Georgetown county any trouble”

14:15 Several years ago we had a Sheriff, Sheriff Carter, who said Mr. Weathers, one thing I am proud of on Sandy Island is that I never had to go and pick anybody up on Sandy Island and put handcuffs on them and bring them back across the river. So that is a blessing we have on Sandy Island.....Sandy Island community was a community that obeyed the law of Georgetown County and the State of SC”

14:59 “Coming back to Coastal, I am so grateful that Coastal is coming in and making this improvement in that building.”

16:20 “I pray and trust that this community will stand together like they were brought up. That community was a close knit community. Sandy Island was a close knitted community. When one hurt, everybody hurt. You don’t find that everywhere, but that is the way Sandy Island community is. When one hurt, all hurt. When one in bereavement, everybody is in bereavement. We were raised up that way and that is the way it will probably be for generations to come.”

Extra Notes from Opening:

- During the Sandy Island School House’s active years 30-35 students originally attended the school at a time.
- All windows were placed on the right side of the school house to reduce heat and increase natural lighting from the sun.

- There was a concrete slab outside the school that all the school children would line up on by grade. Slab has been taken over by playground?
- Never any crimes on the Island and police never set foot on the Island.

Sandy Island Cultural Initiative Presentation given by Alli Crandell

The presentation discussed the current state of Phase II of the Sandy Island Cultural Initiative (Rehabilitating Sandy Island School). The historic structure report draft was provided to all in attendance. No recommendations were made for editing the report at the meeting. Crandell discussed the current state of the historic structure report which is currently in the feedback process from both the community and the National Park Service. Prioritizing repairs will follow all feedback. Once the completed report is finished and submitted to the National Park Service, the property will be nominated to the Historic Register.

The Historic Register nomination is also currently being drafted. The public was informed that the school house is currently being considered for Criteria A cultural significance and Criteria B important individuals of the nomination. However, it is also being considered for Criteria C architectural significance for its unique architecture compared to surrounding Georgetown schools built during the period.

Sandy Island community members who were in attendance were asked if they could provide any material documentation from the school house such as photographs, report cards, etc at the next meeting.

A condition assessment of the building was also provided with the structure being overall in “fair structural condition.” The primary concerns for repair are roofing, plumbing, hazardous materials testing, and masonry cracks. The budget for repairs was provided to the public with discussion of potential grant funding from the National Park Service Civil Rights Grant in Fall 2019.

Those in attendance, primarily the Sandy Islanders, were asked what ways they wanted to use the building in the future and how it can better serve the Sandy Island community.

The following is a list of ideas for future uses of the school house:

- Regular computer class and skilled classes offered
 - Food preservation (canning), quilting, sewing, art, etc.
- Automated computers and a circulating library offering books and other reading materials for youths and older adults.
- Recreation area for seniors - bingo, pool, etc.
- Family gathering area - reunions
- Visitor Center
 - Pictures of Islanders and events on the Island on a wall
 - Printed materials such as pamphlets discussing history of Island
 - Interactive exhibit such as videos or something that visitors can engage with.
 - A map showing where Sandy Islanders are today
 - Panel exhibit
- External signage/ NPS waysides
- Community Centers

- Pawleys Island
 - Plantersville
- Potential extension of building
- Kitchen area or sink for washing (additional to bathrooms)

The meeting concluded with final statements from Crandell on the excellent productivity of the meeting. The meeting was followed by lunch and an informal discussion with those in attendance.

Sandy Island Community Meeting Notes

Date: 7/2/19

Attendance:

Those in attendance include representatives and members from Coastal Carolina University including Eric Crawford, Alli Crandell, David Palmer, Cali Duncan, Joshua Ford, and Joe Cannon. Representatives from Brookgreen Gardens: Page Kiniry, Robin Salmon, and Ron Daise; representatives from Sandy Island including Charles Pyatt, Reverend Weathers, Ann, Grace, Kelly Williams, Caroline Pyatt, Angela Pyatt Washington, Emily Pyatt, and other community members. Ray Funnye who is opening a cultural center in the district was also present. Local businessman named Bob was also in attendance who wants to volunteer.

Opening Statements:

Charles Pyatt: "All the residents are very appreciative of what Coastal and Brookgreen gardens is doing"

Page: "How appreciative we are for you to take initiative on this project and how excited we are about the progress that has been made.... I think it is a wonderful project that should be celebrated."

Overview: Alli Crandell

Currently in the second phase of the Sandy Island Cultural Initiative. It is part of this long partnership with Charles Joyner, who was a historian and scholar at CCU, and the Sandy Island community. We are building upon that partnership. First phase was At Low Tide: Voices of Sandy Island. This became part of the Civil Rights National Park Service Grant. Also creating an archive that contains voices in addition to Sandy Island up and down the coast including St. Helena Island and John's Island. Part of that project is to digitize some plantation records as well as some older oral histories that were made in the 1920s and 1930s and combining that with contemporary materials to help paint a large picture of African American heritage in South Carolina in the Gullah Geechee Corridor.

First step of the second phase was creating a Historic Structures Report of the Sandy Island Schoolhouse with Cummings and McCrady. They were chosen by all partners. They have done a site visit and a draft of the developmental history has been made. After the HSR reaches 50% (it's about 80% now) we will send it back to the National Park Service and ask if it satisfies all of the criteria that they need to move forward and help brainstorm what the schoolhouse is going to look like after it is repaired.

From there we will prioritize repairs, make drawings for those repairs, and then actually doing those repairs. Alongside this we are also working on nominating the property to the Historic Register. After that, the actual rehabilitation and things get done.

Alli presents the historical timeline of the Sandy Island School. In 1966, the school became part of the rural reconsolidation of schools and that results in the school being shutdown. The timing is also weird because it is the year after Sandy Island and the school get electrification and have telephone lines put in. After the school closes, it serves as an active hub for the community as well as for political activism with the construction of the Sandy Island Conservation. In 2005, Coastal donated some books for the school's library. Those at the meeting look over the historic structures report.

Alli ask a follow question from last meeting: Was the concrete slab in front of the building or off to the side where the basketball court is?

Reverend Weathers: 10:30 “It was in the center of the building at the front.”

Alli: “Right here, right in front of the steps?”

Reverend Weathers: “Yeah.”

Alli: “Do you remember when it was torn away or did it just wither away?”

Reverend Weathers: “I think it was taken down by the county.”

Alli: “Ok, fabulous...I think that is really great in terms of addition to add to its presence”

Reverend Weathers: “Back to that slab, that slab was a 6 by 6 square and the well was right in the center of it and I had to put a top over it. For the sun not to damage the pump packing. It had a rubber packing on the front and during the summer it would get hot and the packet would get dry and the pump would be hard to catch. With the top over it, it kept the sun off the pump. We used to get the water to drink...if you wanted to drink water, we would ask the teacher and the teacher would excuse us and we would go out and drink some water from the well.”

Alli: “Those kind of day to day details that are part of everyday life is helpful.”

Someone: “And the school bell, what kind of bell was that?”

Reverend Weathers: “A handbell.”

Alli: “Also, Robin Salmon has found some reports that provide additional confirmation in terms of construction and dates and that timeline.”

The second part of the historic structures report is the existing conditions and treatment and recommendations by the firm. Alli asks everyone who has read the HSR if there is anything that is missing from the report. Eric Crawford discusses the teachers listed on page five of the HSR and Sandy Island community members recommend Cleo Jackson be added. Robin recommends on page three, third paragraph of HSR about how the Huntingtons intended to use the property for hunting and philanthropy, that hunting be taken out. Eric Crawford asks Robin if there is any evidence of Abraham Herriott asking Archer to build the school and Robin claims she hasn't found any documents. Robin believes that Archer Huntington felt there was a need and just built the schools. A Sandy Islander comments that Emily Pyatt had said Abraham had spoke to Archer about building the school. Robin claims that every place he lived he helped build places of education. Alli says there is evidence showing that there were Sandy Islanders helping with construction at Brookgreen Gardens during the time the schoolhouse was built, but no evidence that Sandy Islanders helped construct the school.

Alli discusses the historical register nomination and how we are trying to apply to three out of the four lister criterias: Cultural Significance, Significant People, and Architectural Significance. Reverend Weathers states that Professor Bland who lived at the school was from McClellanville. Weathers also stated that the teacher's residence was on the East side of the schoolhouse across the street and there was also a cafeteria there. Alli asks if Weathers remembers when the teacher's residence was torn down. Weathers states that he thought it was in the early 40s. Joe Cannon stated that there were teachers of the school that lived with Prince Washington during the 1930s. Charles Pyatt says that the reason why the concrete slab was torn down was because it was a safety violation.

~30:00 The conditions assessment said that the school is solid and in fair structural condition. It does lack reinforcing underneath and plumbing is an issue. Hazardous materials testing needs to be done on the building and cracks in the masonry also need to be fixed. Overtime there has been erosion of the soil around the school and will need to be filled. An HVAC system should be added and upgrading electrical. Door and

window refurbishing. Budgeting: Awarded 104K dollars from NPS and ~65K is left after inspection and HSR. Total priority repairs is 80K. Still have a 15K gap. Working on applying to the next NPS grant.

We want to be as flexible as possible with using the space. Discuss using the space for educational purposes such as a circulating library, computer classes, and other skilled classes. Increasing signage was another theme from the brainstorming session at the last meeting such as waysides, pamphlets, books. Potentially having the space for get togethers and a place for food preparation. Eric asks that if they decide to keep the schoolhouse open, who will be there to keep it open and if the NPS will allow us to build in a salary for someone to manage the house. Alli says that the Civil Rights Grant does not but that there are other grants that do allow it and that it is possible to allow tours to the island as well. Alli asks the serious question that if all these things are done, how often would they see the schoolhouse being used? Someone says more, Pyatt says it would still be a challenge. Pyatt says if there was a paid person to keep it open, more people would go into the building. Someone suggests it would be good to have someone there for tour groups. Eric asks Alli if there was anyway to include funding in the grant for managing the flooding of the road to the schoolhouse. Pyatt says that the road is part of an easement for the Department of Transportation and that they could build up the area. Pyatt said that they built up the road 50 years ago when he was a little kid to prevent the flooding, but they need to come back and do it again. Pyatt says if the county doesn't do anything to fix the road, they will need to build a walkway to allow people to get to the school which will cost around 7K if done by the Islanders themselves. Alli says that there are people who want to go to the Island to experience it and tours would help as well as reaching out to other community centers.

Alli asks who the tourists would be coming to the Island and who the main figures that stand out on the Island that make it unique. Charles Pyatt says students and individuals who would want to do archeological research.

~52:00 Weathers discusses going from Bland on the Island to Plantersville by row boats. Robin also mentions how Brookgreen could do tours to the Island, but they don't have a vehicle for that at the moment. Charles Pyatt discusses using larger boats and how smaller boats have had accidents. Discussion of wooden boats and how they were built on the Island. Discussion of Shad fishing on the Island historically. Eric discusses how he thinks it would be great to go back and trace the history of the songs used at the churches on the Island. Common core of songs coming from each church that have historical significance. Pyatt said to have a display of songs being sung by Sandy Islanders. Alli asks where do we go from here. Third Friday in November (15th) a presentation will be given in Columbia on the National Register Nomination.

Sandy Island School House Historic Documentation

Sandy Island Cultural Initiative
Meeting 2: July 2, 2019



Sandy Island
Community

This project is funded by the Historic Preservation Fund, administered by the National Park Service, Department of the Interior. The views and conclusions of the project are those of the grantees and should not be interpreted as representing the opinions or policies of the Department of the Interior or U.S. Government. Mention of trade names or commercial products does not constitute endorsement by the U.S. Government.

Agenda

- Background on Sandy Island Cultural Initiative
- Feedback on Historic Structures Report
- Surveys
- Renovation Costs
- Brainstorm:
 - Usage
 - Priorities for Renovation
 - Interpretation
- Future
 - Historic Property Nomination
 - Re-Application for Grant



Big Picture: Sandy Island Cultural Initiative

Phase I (2017)
Publish *At Low Tide: Voices of Sandy Island*



Phase II (2017-2021)
Rehabilitate Sandy Island School House



Phase III (2019-2021)
Archive, Document and Interpret Histories of Sandy Island



Phase II: Rehabilitate Sandy Island School



Working Team

Alli Crandell, CCU

Eric Crawford, CCU

David Palmer, CCU

Charles Pyatt, Sandy Island

Robin Salmon, Brookgreen Gardens

1. Historic Structures Report
 - Site Visit on Existing Conditions
 - Developmental History
 - Draft Historic Structures Report
 - **Solicit Community and National Park Service Feedback**
 - Prioritize Repairs
 - Develop Architectural Drawings for Renovations
 - Submit Completed Report to National Park Service
2. Nominate/List Property for Historic Register
3. Rehabilitation
 - Solicit general contractor
 - Complete repairs in budget
 - Develop interpretation

Timeline of Sandy Island School

1930: Phillip Washington sells 2.84 acre plot to Archer Huntington

1932: Sandy Island school is constructed by Huntington in conjunction with Brookgreen School and Brookgreen Church (currently Browns Chapel)

1945: Georgetown County School Board leases building

1966: Sandy Island School closes

1967: Electricity is run to the school house

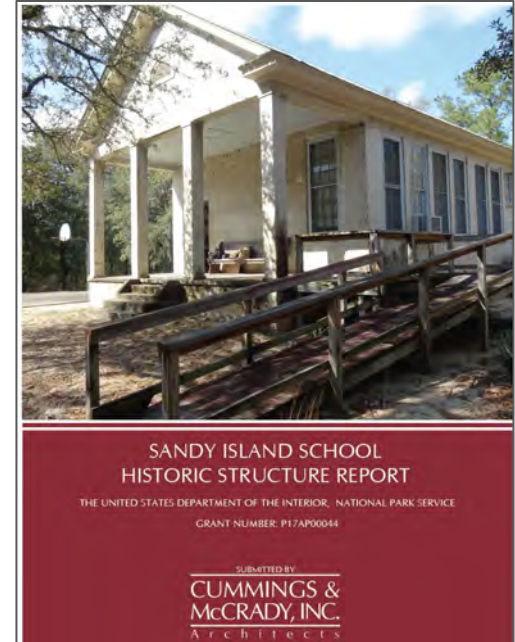
1968: Telephone lines are installed at the school

1992: Georgetown County Council on Aging leases the school building for use as a community and senior center

2005: Coastal Carolina University donates books for use of center as library.

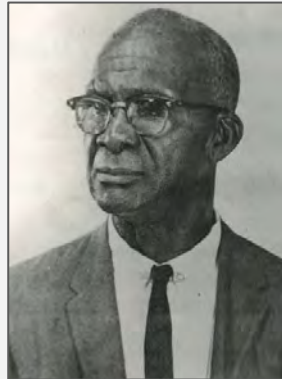
Historic Structures Report

1. Part I: Developmental History
 - a. Additions:
 - i. Concrete Slab in front of building
 - ii. Bell that would ring to start classes
 - iii. Confirmation of construction crew and timeline for painting crew
2. Part II: Existing Conditions & Treatment Recommendations
 - a. Recommendations for Proposed Work
 - i. Work Priorities
 - ii. Cost of Work



Historical Development

- What are we missing?
- What needs correction?
- What else is important?



Drafting the National Register Nomination



Criteria A: Cultural Significance

Provided an education for Sandy Islanders through the 8th grade

Developed a tradition of academic excellence on the island

Demonstrated community commitment to education

Symbolic of the impacts of desegregation across the state.

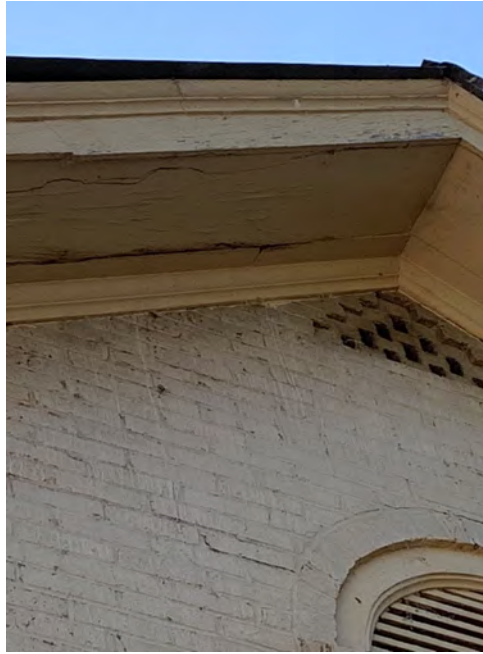
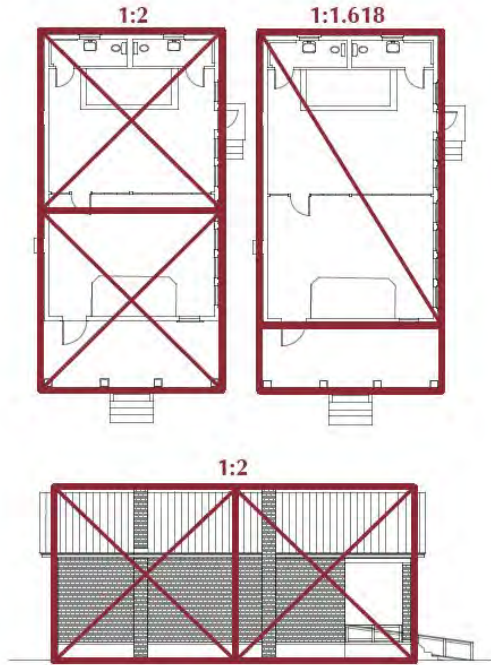
Criteria B: Connection to Historical Figures

Symbolic of the relationship between Sandy Island and the Huntingtons

Criteria C: Architectural Significance

Relationship to Rosenwald Schools and other GT Buildings

Character-Defining Features



Conditions Assessment

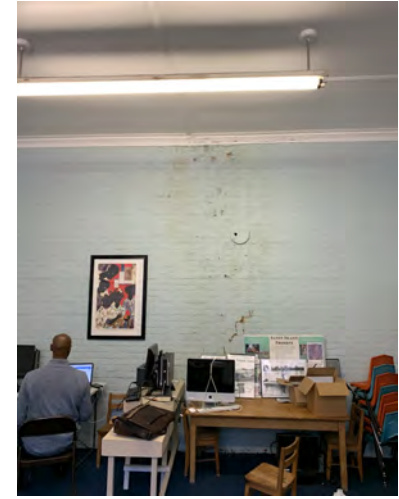
Overall, school building is in “fair structural condition.”

Primary Concerns

- Reinforce roofing
- Plumbing
- Hazardous materials testing
- Cracks in masonry

Secondary Concerns:

- Refill the soil from erosion
- HVAC
- Electrical
- Door and window refurbishment
- Other minor repairs/upgrades



Budget as Stands

Total Awarded on Current Budget: \$104,798.06

- Historic Structures Report/Existing Conditions: \$38,863
- Remaining for Construction: \$65,935.06

Total Projected Cost for complete rehabilitation: \$239,138

Total Top-Priority Repairs: \$80,850

...but we are currently seeking additional funding in Fall 2019!

Community Needs for Building

Overall: Multi-use, flexible space

Learning Center

- Infrastructure for computer and courses
- Circulating library for guests and children
- Skill-building classes (sewing, quilting, food preservation)

Historical Interpretation

- Exterior/Interior panels on history of island
- Interactive and printed materials for visitors
- Archive of interviews, articles and books about Sandy Island
- Map of island

Social Gathering Area

- Ability to reserve for family reunions and parties
- Utility sink and food preparation area
- Flexible arrangement for bingo, movies, etc.

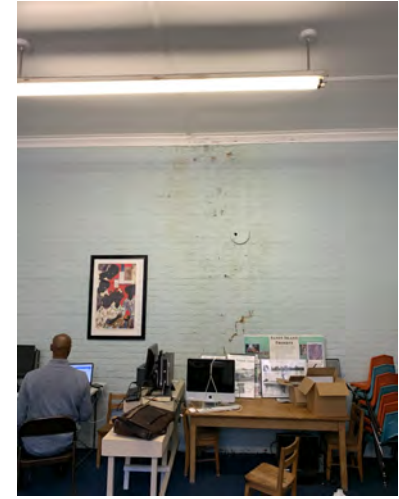
Repair Priorities

First

- Hazardous Materials Testing
- Repair Roof
- Masonry
- Plumbing (as much as possible)

Second

- Remaining Plumbing
- Refill the soil from erosion
- Electrical
- HVAC
- Door and window refurbishment
- Other minor repairs/upgrades



Further Questions

- What integrations across the region do we see?
Connections with other community centers?
- How do we want to manage access to the building after rehabilitation?
- What are some ways of integrating with other organizations?

Our Timeline

Summer 2019: Prioritize Repairs to School House

Fall 2019: Apply for Additional Funding (Federal and Private Sources)

Fall/Winter 2019: Register Sandy Island as Historic Place

- Summer 2019: Submit final draft of document for review to SHPO
- Fall 2019: Complete National Registry of Historic Places Application
- Winter 2019: Present and Approve

Winter 2019/Spring 2020: Solicit and Hire Contractor to Complete Repairs on School

Support the Project

- Donate
 - Sandy Island Transportation Improvement (**handout**)
 - Goes toward community development/improvement
 - Can help with maintaining programming
 - Will need sign when we begin construction for grant
- Volunteer
 - Transcriptions, Deeds Research, Archival Research
 - Enroll at Coastal
 - Help advise on project and interpretation

