

**United States Department of Interior
National Park Service**

**National Register of Historic Places
Registration Form**

This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in *How to Complete the National Register of Historic Places Registration Form* (National Register Bulletin 16A). Complete each item by marking "x" in the appropriate box or by entering the information requested. If an item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classification, materials, and areas of significance, enter only categories and subcategories from the instructions. Place additional entries and narrative items on continuation sheets (NPS Form 10-900A). Use a typewriter, word processor, or computer, to complete all items.

1. Name of Property

historic name Florence C. Benson Elementary School

other names/site number Wheeler Hill School; Benson Building

2. Location

street & number	226 Bull Street		N/A	not for publication
city or town	Columbia		N/A	vicinity
state	South Carolina	code	SC	county
			Richland	code
			079	zip code
				29201

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act, as amended, I hereby certify that this X nomination _ request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60. In my opinion, the property X meets _ does not meet the National Register criteria. I recommend that this property be considered significant _ nationally _ statewide X locally. (_ See continuation sheet for additional comments.)

Signature of certifying official/Title Date

State or Federal agency and bureau

In my opinion, the property _ meets _ does not meet the National Register criteria.
(_ See continuation sheet for additional comments.)

Signature of commenting official/Title Date

State or Federal agency and bureau

4. National Park Service Certification

I hereby certify that the property is:

entered in the National Register.

See continuation sheet.

determined eligible for the

National Register.

See continuation sheet.

determined not eligible for the

National Register.

See continuation sheet.

removed from the National

Register.

other, (explain:)

Signature of the Keeper

Date of Action

5. Classification

Ownership of Property
(check as many boxes as
as apply)

private
 public-local
 public-State
 public-Federal

Category of Property
(Check only one box)

building(s)
 district
 structure
 site
 object

Number of Resources within Property
(Do not include previously listed resources
in the count)

contributing	noncontributing
1	buildings
	sites
	structures
	objects
1	0 total

Name of related multiple property listing:

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

Resources Associated with Segregation in Columbia,
South Carolina, 1880-1960

Equalization Schools in South Carolina, 1951-1960

**Number of contributing resources
is previously listed in the National Register**

0

6. Function or Use

Historic Functions

(Enter categories from instructions)

Education/School

Current Functions

(Enter categories from instructions)

Education/College

7. Description

Architectural Classification

(Enter categories from instructions)

Modern Movement

Materials

(Enter categories from instructions)

Foundation concrete

walls concrete and brick

roof shingle

other

Florence C. Benson Elementary School
Name of Property

Richland County, South Carolina
County and State

Equalization Schools in S.C., 1951-1960
Related Multiple Property Submission

Narrative Description

(Describe the historic and current condition of the property on one or more continuation sheets.)

8. Statement of Significance

Applicable National Register Criteria

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

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

Criteria Considerations

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

Property is:

- A owned by a religious institution or used for religious purposes.
- B removed from its original location.
- C a birthplace or grave.
- D a cemetery.
- E a reconstructed building, object, or structure.
- F a commemorative property.
- G less than 50 years of age or achieved significance within the past 50 years.

Areas of Significance

(Enter categories from instructions)

Education

Architecture

Ethnic Heritage/Black

Period of Significance

1953-1960

Significant Dates

Significant Person

(Complete if Criterion B is marked)

N/A

Cultural Affiliation

N/A

Architect/Builder

Urquhart, James B. (Architect)

Price, G.R. (Contractor)

Equalization Schools in S.C., 1951-1960
Related Multiple Property Submission

Narrative Statement of Significance

(Explain the significance of the property on one or more continuation sheets.)

9. Major Bibliographic References

(Cite the books, articles, and other sources used in preparing this form on one or more continuation sheets.)

Previous Documentation on File (National Park Service):

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

Primary location of additional data:

- X State Historic Preservation Office
- Other State Agency
- Federal Agency
- Local government
- X University
- Other

10. Geographical Data

Acreege of Property less than one acre

UTM References (Place additional UTM references on a continuation sheet.)

1	<u>17</u>	<u>497975</u>	<u>3760962</u>	3	<u>17</u>	<u>497963</u>	<u>3760788</u>
	Zone	Easting	Northing		Zone	Easting	Northing
2	<u>17</u>	<u>497998</u>	<u>3760900</u>	4	<u>17</u>	<u>497895</u>	<u>3760767</u>
	Zone	Easting	Northing		Zone	Easting	Northing
5	<u>17</u>	<u>497840</u>	<u>3760913</u>				
	Zone	Easting	Northing				

Verbal Boundary Description (Describe the boundaries of the property on a continuation sheet)

Boundary Justification (Explain why the boundaries were selected on a continuation sheet)

11. Form Prepared By

name/title	Rebekah Dobrasko (South Carolina SHPO) and Louis Venters			date	21 August 2009
organization	Francis Marion University			telephone	843-661-1593
street & number	P.O. Box 100547			zip code	29502
city or town	Florence	state	SC		

Name of Property

County and State

Equalization Schools in S.C., 1951-1960
Related Multiple Property Submission

Additional Documentation

Submit the following items with the completed form:

Continuation Sheets

Maps A USGS map (7.5 or 15 minute series) indicating the property's location.
A sketch map for historic districts and properties having large acreage or numerous resources.

Photographs Representative black and white photographs of the property.

Additional Items (Check with the SHPO or FPO for any additional items)

Property Owner

Complete this item at the request of SHPO or FPO.)

name/title	University of South Carolina	date	
organization	Campus Planning & Construction	telephone	803-776-5996
street&number	University of South Carolina	zip code	29208
city or town	Columbia	state	SC

Paperwork Reduction Act Statement: This information is being collected for applications to the National Register of Historic Places to nominate properties for listing or determine eligibility for listing, to list properties, and to amend existing listings. Response to this request is required to obtain a benefit in accordance with the National Historic Preservation Act, as amended (16 U.S.C. 470 et seq.).

Estimated Burden Statement: Public reporting burden for this form is estimated to average 18.1 hours per response including time for reviewing instructions, gathering and maintaining data, and completing and reviewing the form. Direct comments regarding this burden estimate or any aspect of this form to the Chief, Administrative Services Division, National Park Service, P.O. Box 37127, Washington, DC 20013-7127; and the Office of Management and Budget, Paperwork Reductions Projects, (1024-0018), Washington, DC 20503.

United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Section 7 Page 6

7. Description

The Florence C. Benson Elementary School is a building of concrete block and red brick veneer on masonry foundation with a three-finger plan. The two-story main building has a low-pitched roof surfaced with tar and gravel and a large brick chimney. The three wings are nearly identical to each other, with rows of windows and roofs of similar construction to the main building, each wing ending in a doorway with an overhang. The wings are staggered up a hill and joined by interior and exterior stairs. With its low-slung, sprawling appearance, straight lines, and rows of windows, the building is typical of new school construction in the post-World War II era, reflecting influences of the Modern and International styles. The building is in Wheeler Hill, a transition zone of mixed residential, institutional, and commercial uses adjacent to the campus of the University of South Carolina. It covers the majority of the block formed by Catawba (historically Rice Street), Pickens, Heyward (historically Whaley Street), and Bull Streets, with the principal entrance fronting Catawba Street. The portion of Catawba Street between Pickens and Bull has been changed from asphalt to gravel and serves as the building's parking lot. A lawn with a scattering of trees and bushes surrounds the building. Interior renovations were completed in 1978 after the building's acquisition by the University of South Carolina, but the majority of the interior and exterior of the building retain their historic integrity.

The northern elevation of the main building presents a two-story brick façade with asymmetrical windows and doors. At the extreme east is the main entrance, consisting of a concrete landing and inset double glass doors surmounted by a small pediment. To the west of the entrance extending nearly the rest of the length of the façade are ten large band windows. Above the entrance and nearly identical to it in size are two windows side by side, each with five horizontal panels. The bottom panel is a hopper window, opening inwards by means of a metal latch, and the top four panels form a double hung window. This configuration is repeated throughout the building. To the west of these windows, above the first-story band windows, are attached the words "Florence C. Benson School" in large white capital letters.

The sloping lot is clearly visible on the western elevation of the main building, which is two stories on the northern (downhill) end, one story in the middle, and one and a half stories at the southern (uphill) end. Dividing the building nearly in half is the large brick double chimney for the second story kitchen. The northern half of the façade features nearly identical rows of windows, each five horizontal panels with the bottom one a hopper, on the first and second stories. On the first story, from

United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Section 7 Page 7

left to right, a band of five such windows, but shorter than the rest, is followed by two bands of three and a set of double doors with a metal grille transom above. On the second story, from left to right, a bank of two windows is followed by two bands of three and one band of two, almost identical in size to the double door unit immediately below. On the south side of the façade, the second floor continues with a band of two windows; a set of double doors with a small porch consisting of a concrete pad, two brick walls, and a pediment; two small bands of two shorter windows; and a single door above a concrete pad. Another set of double doors, part of a half-story underneath the uppermost wing of the building, are also visible on the western elevation.

The three wings of the building are nearly identical and set equidistant from each other on the hill. The two spaces in between the wings are open courtyards filled with weeds. The southern elevation of each wing incorporates six identical bands of windows of the type used throughout the building, one narrower band of windows closest to the intersection with the main building, and two single doors with glass view panels. The overall effect was originally one of nearly uninterrupted walls of glass. Several windows were covered over with plywood and painted during the 1978 renovations; however, the windows remain intact and visible from the inside of the building. At the extreme left of the eastern elevation of each wing is a set of double glass doors with a small porch consisting of a concrete pad, two brick walls, and a small pediment. Chain link fencing topped by barbed wire seals off the two long courtyards formed by the wings. The northern elevation of the upper and middle wings consists of nearly unbroken bands of windows of the type used throughout the building, except near the intersection with the main building, where the upper wing has three sets of two and one set of one shorter windows, and the middle wing has two sets of two. The lower wing differs from the others in the inclusion of three single doors, each with a concrete pad and no overhang, in the bands of windows. The northern elevation of the lower wing also incorporates large unpainted metal air conditioning units, each sitting on a concrete pad and feeding into one panel of a window. These units were added in a 1978 renovation.

Through the main entrance, a long corridor opens onto two large and several smaller rooms on either side, and a closed staircase to the east goes to the second floor. At the south end of the corridor, past the staircase, are men's and women's restrooms converted from a storage room in 1978. During the same renovations, a wall and doorway were added separating the main corridor from the corridor of the lower wing. Throughout the building, the floors are generally covered in linoleum tile, except for the bathrooms, which are ceramic tile, and a few carpeted rooms. The walls are of painted concrete block, except the more recently partitioned spaces, which are of wooden frame and painted gypsum board.

United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Section 7 Page 8

On the second floor of the main building, a long corridor opens onto a series of rooms to the west. The largest of these is a modest theater, converted from the school's cafeteria/auditorium or "cafetorium" in 1978. The former kitchen is now a large prop storage room. The northern end of the former cafetorium, including the location of the stage, has been partitioned into several small offices. The theater and storage room both retain their original doors leading outside. To the east is the opening to the middle wing corridor. At the southern end of the main corridor are a closed staircase to the upper wing and an alcove with a double door leading outside.

The three wings are quite similar to each other inside. Originally, each wing was constructed with a long corridor running the length of the southern side with a row of six classrooms opposite. The southern wall of each corridor has nearly continuous bands of windows with two single glass doors, and each has a set of double glass doors and a landing on its eastern end leading to the outside stairs. In 1978, the classrooms were partitioned into multiple office spaces, but most of the original classroom walls are intact and all the corridors and restrooms unchanged. In addition to the band of windows on the exterior wall of each corridor, there are bands of interior windows between each classroom and the corridor. Each classroom also has an exterior bulletin board. Reflecting the trend in postwar school construction to provide ample windows for natural light and ventilation, each classroom was built with two opposing walls of glass, one opening to the light-filled corridor, and one to the outside. Several of these interior windows were covered with wood during the 1978 renovations; however, the windows remain intact underneath. The upper and middle wings also include restrooms at the western ends next to the main building; some of the wooden doors retain their original "boys" and "girls" signs. Instead of restrooms, the lower wing contained offices in the analogous space next to the main building, while each set of two classrooms shared small side-by-side boys' and girls' restrooms. The office space has been retained with few modifications, but the restrooms were removed in the 1978 renovations.

The building's exterior appears little changed since the early 1950s. Alterations to the interior and exterior, most notably after the University's purchase of the building in 1978, include the addition of air conditioning units, the covering of some of the windows with plywood, the subdivision of classrooms into offices, and the removal of the water closets in the lower wing; however, from the outside and from the interior hallways, the building has the unmistakable look and feel of a school in the 1950s and 1960s. Removal of the plywood from the interior and exterior windows would restore the building's most notable feature, the light-filled rooms and hallways.

United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Section 8 Page 9

8. Statement of Significance

The Florence C. Benson Elementary School building meets the registration requirements for the Multiple Property Listing “Resources Associated with Segregation in Columbia, South Carolina, 1880-1960.” Constructed for use as a school for African-American children, the building is an excellent example of a duplicative space. It retains enough of its historic integrity to reflect the spatial organization and enforcement of racial segregation. The school also meets the registration requirements for the Multiple Property Listing “Equalization Schools in South Carolina, 1951-1960.”

The Florence C. Benson Elementary School building is eligible for listing in the National Register of Historic Places for its association with the system of racial segregation in Columbia, South Carolina. The building and its location reflect both customary and legal aspects of racial segregation. Constructed in Wheeler Hill, a poor African-American neighborhood that was segregated from the white sections of Columbia by custom,¹ to serve African-American students who were segregated from their white counterparts by law, the Florence C. Benson Elementary School is both an example of the state government’s efforts during the early 1950s to maintain “separate but equal” school systems for black and white children and one of the last remnants a segregated black residential area.

During the early 1950s, in response to a growing local and national civil rights movement, the inadequate educational opportunities available to thousands of rural and urban black schoolchildren across South Carolina began to receive some attention from the state government. Beginning in the 1930s, the National Association for the Advancement of Colored People (NAACP) pursued a systematic campaign of litigation designed to secure voting rights, equal pay for teachers, desegregation of public transportation and higher education, and equality in primary and secondary education. Cases that sought equal educational opportunities for black schoolchildren included *Briggs v. Elliott*, filed by the NAACP in May 1950 on behalf of black parents in near Summerton, South Carolina, who demanded that the Clarendon County school district provide their children with facilities and equipment equal to those of white students. In June 1950, the United States Supreme Court ruled in the cases of *Sweatt v. Painter* and *McLaurin v. Oklahoma*, ordering the desegregation of the law school of the University of Texas and the graduate school of the University of Oklahoma. Across the South, white leaders knew that “separate but equal” education was under attack.

¹ John Hammond Moore, *Columbia and Richland County: A South Carolina Community, 1740-1990* (Columbia: University of South Carolina Press, 1993), 278.

Florence C. Benson Elementary School
Name of Property

Richland County, South Carolina
County and State

Equalization Schools in S.C., 1951-1960
Related Multiple Property Submission

United States Department of the Interior
National Park Service

National Register of Historic Places

Continuation Sheet

Section 8 Page 10

In South Carolina, newly-elected Governor James F. Byrnes—a former U. S. Representative, Senator, Supreme Court justice, and Secretary of State to Franklin D. Roosevelt—pushed the General Assembly to fund a “school equalization” program to demonstrate the justice of a segregated system and preempt possible Supreme Court action. He proposed a 3-cent sales tax and 75-million-dollar bond issue to finance a massive building program, to be administered by a new State Educational Finance Commission that would modernize and improve school facilities across the state and bring black schools up to par with white schools.² The South Carolina General Assembly resisted Byrnes’s proposal until the spring of 1951, when the NAACP refiled *Briggs v. Elliott* as an attack on the system of segregation itself. With such a threat to segregation in its own back yard, the General Assembly hastily passed Byrnes’s program just one month before *Briggs v. Elliott* went to trial in federal district court in Charleston.³

Following national trends in educational reform, the legislation required counties to consolidate small school districts. Each newly formed district was required to perform comprehensive surveys of their school facilities needs, to hire registered architects and licensed contractors for construction projects, and to provide at least one high school for members of each race.⁴ Over the next four years, the Educational Finance Commission approved almost \$125 million in new school construction and improvements to existing buildings, with most of the funding going to schools for African-American children.⁵ The new buildings reflected postwar trends in education planning and school design. Most of the new schools included elements of the International style of architecture, with straight lines, a pronounced horizontality, a generous use of windows, and an absence of ornamentation. Elementary schools in particular tended to be one story, constructed of concrete frames with brick veneer. Rows of

Florence C. Benson Elementary School
Name of Property

Richland County, South Carolina
County and State

² Rebekah Dobrasko, “Upholding ‘Separate but Equal:’ South Carolina’s School Equalization Program, 1951-1955,” M.A. thesis, University of South Carolina, 2005, pp. 5-11.

³ David W. Southern, “Beyond Jim Crow Liberalism: Judge Waring’s Fight against Segregation in South Carolina, 1942-52,” *The Journal of Negro History* vol. 66, no. 3 (Autumn 1981), pp. 219-20. In May 1954, the United States Supreme Court ruled on *Briggs v. Elliott* and four cases from other states under the title *Brown v. Board of Education*, striking down racial segregation in public education. See Benjamin F. Hornsby, *Stepping Stone to the Supreme Court: Clarendon County, South Carolina* (Columbia, SC: South Carolina Department of Archives and History, 1992).

⁴ Dobrasko, “Upholding ‘Separate but Equal,’” pp. 11, 15.

⁵ Dobrasko, “Upholding ‘Separate but Equal,’” p. 35.

United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Section 8 Page 11

windows provided ample light and cross-ventilation and broke up the buildings' mass. Many included separate wings for first-grade students. The overall intent was for elementary school buildings to be small in scale, open, and generally welcoming for young students.⁶

In Columbia, among the new buildings planned under the school equalization program was an elementary school in Wheeler Hill. The neighborhood took its name from the hill on which it sat, just south of the University of South Carolina campus and downtown Columbia. African Americans likely began building houses in the area in the decade after the Civil War; St. James African Methodist Episcopal Church on Henderson Street was built in 1871.⁷ From the neighborhood's establishment until at least the 1960s, segregation in housing, employment, and education meant that the impoverished black residents of Wheeler Hill could do little more than gaze down at the rest of the city.

During the 1950s, Wheeler Hill had four customary boundaries. To the north, at the bottom of the hill, was Wheat Street, the dividing line between the neighborhood and the university campus. To the east, a high, vine-covered wall with a sign reading "Keep Out" separated Wheeler Hill residents from the affluent white neighborhood on the other side. To the south, at the top of the hill, were two white establishments, the Purple Onion club and the American Legion post, and beyond them a middle-class white neighborhood. To the west was an industrial area where none of Wheeler Hill's residents worked.⁸ Within the neighborhood were approximately four hundred residences, mostly "shotgun houses," poorly built, one-story, wooden buildings only one room across, with each room adjoining the next from front to back and often a porch at each end.⁹ The neighborhood also included several small businesses and churches that served Wheeler Hill residents, and on its edge along Wheat Street was Booker T. Washington High School, the city's only high school for African-Americans.

⁶ Dobrasko, "Upholding 'Separate but Equal,'" pp. 23-9.

⁷ Dorothy Perry Thompson, "Wheeler Hill and Other Poems," Ph.D. dissertation, University of South Carolina, 1987, p. vi.

⁸ Thompson, "Wheeler Hill," pp. iv-v.

⁹ Janice Ellen Jones, "Environmental Cognition and Satisfaction: Wheeler Hill, Columbia, South Carolina," M.A. thesis, University of South Carolina, 1976, p. 19.

United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Section 8 Page 12

The Wheeler Hill Elementary school replaced the Celia Dial Saxon Negro Elementary School, which was overcrowded and needed rehabilitation. The neighborhood's new elementary school was designed by local white architect James B. Urquhart. Five houses fronting Catawba Street and a house and a store fronting Pickens Street were demolished to make way for the new construction, and extensive preliminary earthwork made the slope of the hill more uniform. With its one-story classroom wings and rows of interior and exterior windows, the building was a typical equalization school. Comprising eighteen classrooms, a library, a nurse's office, a large modern kitchen, and a combined cafeteria and auditorium, the school served approximately five hundred students. The funds also paid for desks, tables, visual aid and music equipment, maps, and cafeteria equipment.¹⁰ The facility opened as the Wheeler Hill School in 1955 for 270 African American students in the first through sixth grades. In 1958, it was renamed in honor of Florence Corinne Benson, a former teacher at the school. A native of Union, South Carolina, and a graduate of Benedict College in Columbia, Benson taught in the African-American schools of Columbia from 1918 until her death in 1956. Florence C. Benson Elementary served the Wheeler Hill community until 1975, when the school closed its doors due to declining enrollment.¹¹

Beginning in the late 1950s, Carolina Research and Development Corporation, a private company created to buy and hold property for the University of South Carolina, began to acquire land in Wheeler Hill. By the late 1970s, assisted by the federal Urban Renewal program and the condemnation powers of the City of Columbia, the University had acquired most of the land in Wheeler Hill, retaining some for its own use and selling the rest to private developers.¹²

The Florence C. Benson Elementary School continued operating as the neighborhood declined. In 1978, the University of South Carolina acquired the property and undertook interior renovations to divide the classrooms into offices; it currently houses several units affiliated with the University, including a child development research center and the radiological health department. Today, the older working-class black neighborhood of Wheeler Hill has almost completely disappeared; the shotgun houses have been replaced by high-end designer homes with mostly white professional inhabitants. This school is one of the last buildings in Wheeler Hill remaining from this historic neighborhood.

¹⁰ Micah Snead, "A Fading Legacy: The Case for Preserving the Benson School," unpublished manuscript, 2 December 2008, in possession of author; Richland County (SC) Board of Education, Minutes of the Board of Education, 28 September 1953, 202.

¹¹ Snead, "A Fading Legacy;" <http://www.sc.edu/uscmab/bldg/benson.html>, accessed November 27, 2005.

¹² James T. Hammond, "Trying To Make Amends," *The State*, November 20, 2005, p. B1+.

United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Section 9 Page 13

9. Major Bibliographic References

Dobrasco, Rebekah, "Upholding 'Separate but Equal:' South Carolina's School Equalization Program, 1951-1955," M. A. thesis, University of South Carolina, 2005.

Hammond, James T., "Trying To Make Amends," *The State*, November 20, 2005, p. B1+.

Hornsby, Benjamin F., *Stepping Stone to the Supreme Court: Clarendon County, South Carolina*. Columbia, SC: South Carolina Department of Archives and History, 1992.

Jones, Janice Ellen, "Environmental Cognition and Satisfaction: Wheeler Hill, Columbia, South Carolina," M. A. thesis, University of South Carolina, 1976.

Moore, John Hammond. *Columbia and Richland County: A South Carolina Community, 1740-1990*. Columbia, SC: University of South Carolina Press, 1993.

Richland County (SC) Board of Education, Minutes of the Board of Education, 1902-1969. South Carolina Department of Archives and History, Columbia, SC.

Snead, Micah. "A Fading Legacy: The Case for Preserving the Benson School." Unpublished manuscript, 2 December 2008. See SHPO files.

Southern, David W., "Beyond Jim Crow Liberalism: Judge Waring's Fight against Segregation in South Carolina, 1942-52," *The Journal of Negro History* vol. 66, no. 3 (Autumn 1981), pp. 219-20.

Thompson, Dorothy Perry, "Wheeler Hill and Other Poems," Ph. D. dissertation, University of South Carolina, 1987.

USCMap, <http://www.sc.edu/usormap/bldg/benson.html>, accessed November 27, 2005.

Florence C. Benson Elementary School
Name of Property

Richland County, South Carolina
County and State

Equalization Schools in S.C., 1951-1960
Related Multiple Property Submission

United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Section 10 Page 14

Verbal Boundary Description

The boundary of the nominated property is shown as the black line marked "Benson School" on the accompanying Richland County Tax Map #R11306-01-17.

Boundary Justification

These are the boundaries historically associated with this property.

Florence C. Benson Elementary School
Name of Property

Richland County, South Carolina
County and State

Equalization Schools in S.C., 1951-1960
Related Multiple Property Submission

United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Section Photographs Page 15

The following information is the same for each of the photographs:

Name of Property: Florence C. Benson Elementary School
226 Bull Street, Columbia
Richland County, South Carolina
Name of Photographer: Rebekah Dobrasko
Date of Photographs: 30 September 2007; 12 December 2008
Location of Original
Negatives: South Carolina Department of Archives and History, Columbia

1. North elevation, entrance detail and sign detail
2. North elevation
3. North elevation and setting
4. North elevation, second floor wing
5. East elevation, entrance detail
6. East elevation, three wings
7. East elevation, landscape and topography
8. West elevation, cafetorium entrance
9. West elevation, cafetorium and library
10. Representative hallway
11. Representative classroom
12. Library, facing west
13. Office, facing south
14. Kitchen, facing north
15. Girls' bathroom, facing southeast
16. Interior stairway, facing north
17. Library detail, facing north
18. Bulletin board detail, facing south