NPS Form 10-900

OMB No. 1024-0018

396

United States Department of the Interior
National Park Service

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Nat Register of Historic Places
National Park Service

National Register of Historic Places Registration Form

This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in National Register Bulletin, *How to Complete the National Register of Historic Places Registration Form.* If any item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classification, materials, and areas of significance, enter only categories and subcategories from the instructions.

1. Name of Property

Historic name: Tillman School

Other names/site number:

Name of related multiple property listing:

N/A

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

2. Location

Street & number: 191 Cotton Hill Road / U.S. Highway 321

City or town: Tillman State: South Carolina County: Jasper

Not For Publication: ☐ Vicinity: ☐

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act, as amended,

I hereby certify that this x nomination ___ request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60.

In my opinion, the property x meets ___ does not meet the National Register Criteria. I recommend that this property be considered significant at the following level(s) of significance:

___national ___statewide x local

Applicable National Register Criteria:

x A ___B x C ___D

Elizabeth M. Johnson 5/2/2016

Elizabeth M. Johnson, Deputy State Historic Preservation Officer: **Date**

State or Federal agency/bureau or Tribal Government

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

Signature of commenting official: **Date**

Title : **State or Federal agency/bureau or Tribal Government**

4. National Park Service Certification

I hereby certify that this property is:

✓ entered in the National Register

___ determined eligible for the National Register

___ determined not eligible for the National Register

___ removed from the National Register

___ other (explain:) _____

Signature of the Keeper

6/21/14
Date of Action

5. Classification

Ownership of Property

(Check as many boxes as apply.)

Private: [X]

Public – Local [ ]

Public – State [ ]

Public – Federal [ ]

Category of Property

(Check only **one** box.)

Building(s) [X]

District [ ]

Site [ ]

Structure [ ]

Object [ ]

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

Contributing	Noncontributing	
1	1	buildings
		sites
		structures
		objects
1	1	Total

Number of contributing resources previously listed in the National Register 0

6. Function or Use
Historic Functions
(Enter categories from instructions.)
EDUCATION: School

Current Functions
(Enter categories from instructions.)
VACANT/NOT IN USE

7. Description

Architectural Classification
(Enter categories from instructions.)
_LATE 19TH & 20TH CENTURY AMERICAN MOVEMENTS: Craftsman

Materials: (enter categories from instructions.)
Principal exterior materials of the property: _foundation: BRICK; walls: BRICK; roof: ASPHALT; other: WOOD

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

Summary Paragraph

Tillman School is a one-story Craftsman style grade school located on Highway 321 (also Cotton Hill Road) just north of the intersection of Tillman Road. Constructed from 1926 to 1927, the school building was designed to be a permanent structure to consolidate smaller rural schoolhouses in the surrounding area. The T-shaped brick building maintains a balanced symmetry on the exterior and interior giving the building a formalized appearance. The brick gabled, wide overhanging eaves, decorative rafter tails, knee brace bracketing, and multi-light grouped windows define the Craftsman style aesthetic. Interior details including the floor plan, classroom layout, chalkboards, potbelly stoves, flooring, doors, windows, light fixtures, auditorium seating and stage area, characterize the 1920s era school building.

Narrative Description

The Tillman School is a one-story Craftsman style elementary school erected from 1926 to 1927 (Photo 1). Located on Highway 321, or the Augusta Highway, Tillman School is sited north of the crossroads, which historically formed the center of the village of Tillman. The surrounding area is rural, characterized by vernacular residential, ecclesiastical, and limited commercial structures setback from the highway, this portion of which is also known as Cotton Hill Road (Photos 2-6). The Tillman Methodist Church and Cemetery are immediately north of the school property. A freestanding wood frame outbuilding exists to the southwest (Photos 7-9).

Exterior

The one-story building maintains a T-shape plan with a symmetrical façade and interior layout. Exterior walls are comprised of red brick in a common bond with a row of headers every fifth stretcher course separated by buff sand colored mortar on a continuous brick foundation (Photos 10-21). Small rectangular openings within the foundation provide for ventilation under the building (Photo 22). Visually, the foundation is separated from the walls by a spring course of bricks that project slightly forward of the wall plane. A carved grey marble cornerstone, dating the building and identifying its name and contributors, rests on the brick spring course at the southern end of the front façade (Photo 20).

The symmetrically balanced façade provides formality to the Craftsman style aesthetic. It is obtained by long rectangular façade accentuated by a side-gable roof penetrated with a center gable framing the entrance. The entrance is within a rectangular recessed opening accessed from steps, flanked with low brick retaining walls capped with rusticated concrete. A shallow hip roof canopy, supported by wooden scroll-like brackets, covers the entry opening. The ceiling of the recessed opening is clad in wood tongue-and-grove beaded boards. A pair of wood doors, each with a solid panel at the bottom with a single-light panel above, topped by a four-light transom window, allows access through the main entrance. Brass door hardware and an original light fixture adorn the entrance. (See photos 23-26).

Secondary entrances are located at the north and south gable ends of the building. Like the main entrance, they are also within recessed rectangular openings symmetrically placed within the gabled façade. They contain four door openings; two facing out lead into classrooms and one within each sidewall of the recess leading to individual restrooms (Photos 11-14).

Large rectangular openings define the fenestration. All rectangular openings feature a lintel of vertically oriented brick stretchers and projecting brick sills. Each window opening maintains a pair of nine-over-nine double-hung sash wood frame windows, though the original windows have been boarded over and are not currently visible from the exterior. These openings flank the main entrance. Groupings of three openings are located in the classrooms followed by independent rectangular openings at either end of the principal façade (Photos 10, 19, and 39).

The T-shaped structure is topped by a cross-gable roof surfaced in 30-year architectural asphalt shingles. Gable and slope ends project over exterior brick walls creating a wide overhanging eave. A simple fascia is adorned with decorative wood knee brace bracketing on gable ends (Photo 23). Along the sloping ends of the roof, exposed rafter tails with a geometric jig sawn pattern in the exposed end define the roofline.

Interior

The symmetry of the design is carried through to the interior floor plan. A cross-shaped plan forms the building's interior (photos 27-49). The plan contains a T-shaped hall from which all rooms are accessed with the exception of the bathrooms, which are accessed from exterior secondary entrances on the north and south ends of the building. Opposite the main entrance, is the auditorium, which forms the stem of the T-shape (Photo 49 and 53). Floors throughout the building are surfaced in original wood tongue-and-groove boards with a dark finish (Photo 33). Walls are plaster with a wood wainscoting and beaded-board on the bottom half. Picture rail trim surrounds the tops of the walls within each room (Photos 34 and 35). Window and door openings feature traditional five-inch wide casing with a projecting trim piece at the top and interior sill piece at the base of windows. Original brass hardware and light fixtures are present throughout. Hanging pendant fixtures adorn the main entrance hall and auditorium (Photo 54). Ceiling mounted fixtures are present in all other rooms (Photo 36). In some cases modern ceiling fans and fluorescent fixtures replaced original light fixtures.

From the main entrance, the hall extends westward toward the auditorium. Doorways on either side of this entry hall provide access into individual rooms. These are void of furniture or casework but were used for an office/library and soup kitchen according to former students (Photos 28-36; Hodge 2015; Malphrus and Echols 2015). The primary hall runs perpendicular to the entry hall and provides access to four classrooms, two on the north end and two on the south end of the hall. The auditorium is attached to the west end of the hallway across from the main entrance. (See photo 37).

Original passive systems utilized operable windows and doors to benefit from cross ventilation patterns and maximum lighting opportunities within interior spaces. All rooms feature four-light awning transoms above the hall doorways. Doors to rooms correspond to the main entry doors and are six-light over two solid panel wood doors. A pair of four-panel, solid wood doors provide access into the auditorium. Along the western hallway wall, paired six-light single hung sash wood frame windows, which slide into the wall above, allow for airflow and light into the auditorium. Obscured, star textured or patterned, glass obstructs the view between spaces (Photos 49-50). Additional independent rectangular awning windows provide more ventilation opportunities in the western most classrooms.

Classrooms are located at the north and south ends of the building and are similar in size, materials and configuration (Photos 38-48). Each features cork and slate chalkboards on interior facing walls with the exception of a large outer wall covered with windows. Cast iron potbelly stoves are attached to interior walls where they are piped into chimneys, previously removed above roof level. Venting allows the hot air to flow into the adjacent room, be it office/library,

soup kitchen, or auditorium. Between classrooms and above chalkboards, independent four-light awning windows allow for air circulation. A coat rack/cubby area is located in a nook at the back of each room along the outer wall. Within each classroom, this area is obstructed by a bead board wall, which forms the restrooms accessed from the secondary entrance/exit door. Beyond these doorways, a single user restroom is within the secondary recessed entryway.

Each restroom is accessed by a solid five-panel wooden door below a four-light transom window within a recessed entry on the north and south ends of the building. Interior walls are clad in horizontal ship-lap paneling with a single window on the outer walls which are plaster above wainscoting matching the principal building interior walls. The single window is part of a pair of nine-over-nine double hung sash windows, the other of which faces the classroom coat rack/cubby area. Restroom fixtures consist of a porcelain wall mounted sink and toilet. (See photos 12-14).

The auditorium is defined by two sections of chairs on a sloping floor leading to an elevated central stage along the westernmost wall (photos 51-60). Rows of original metal and wooden folding chairs provide seating for audience members. They establish a central aisle leading to the stage with pendant lights centered over each side of seating. Two groupings of three nine-over-nine double-hung window sashes make up most of the north and south walls to the auditorium. Smaller four-light awning windows toward the east end of the room allow for ventilation into adjacent classrooms. The stage is clad in bead-board corresponding to the wainscoting throughout. It features a wood floor and theatrical curtains on a wooden slide rail at the top. On either side of the stage, stairs lead to doorways providing access to a small dressing room containing a secondary entrance/exit on the north and a window on the south, and backstage access. Like the rest of the building, doorways feature four-light awning transoms over solid four-panel wood doors.

Integrity

The Tillman School maintains a significant amount of historic fabric and character defining features. The building survives as a well-preserved example of early South Carolina school consolidation efforts in the first half of the twentieth century. The property has undergone very few changes to the design since its original construction and is similar in placement (adjacent to the street), scale, and size to the surrounding commercial context. The Tillman School maintains its original location, design, setting, materials, workmanship, feeling and associations with the Tillman community, and therefore possesses a high level of historic integrity.

Non-Contributing

A wood frame outbuilding is located southwest of the principal structure within the original school parcel boundaries. The outbuilding was constructed on the property ca.1995 on the foundation of the former structure, which served as the school lunchroom, after a large storm destroyed the building (Malphrus and Echols 2015). The one-story structure is clad in vinyl lap siding extending from the ground to the top of the parapet. Its vernacular character is adorned

simply by a pair of sided stepped parapet walls on the north elevation, facing the school building. A pair of salvaged wood swing doors is within the center, flanked by a paired window opening and secondary entrance/exit. Windows and door openings contain six-over-six single hung sash vinyl frame windows and metal hollow core doors. (See photos 7-9).

8. Statement of Significance

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

- [x] 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.
- [x] C. Property embodies the distinctive characteristics of a type, period, or method of construction or represents the work of a master, or possesses high artistic values, or represents a significant and distinguishable entity whose components lack individual distinction.
- [ ] D. Property has yielded, or is likely to yield, information important in prehistory or history.

Criteria Considerations
(Mark “x” in all the boxes that apply.)

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

Areas of Significance
(Enter categories from instructions.)
ARCHITECTURE
EDUCATION

Period of Significance
1926 - 1963

Significant Dates
1926-1927

Significant Person
(Complete only if Criterion B is marked above.)

Cultural Affiliation

Architect/Builder
John Darlington Newcomer

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

Tillman School, located at 191 Cotton Hill Road (also U.S. Highway 321) is significant at the local level under National Register Criterion A in the area of **education**. The school building is a physical testament to the history and development of education patterns in Jasper County, South Carolina during the 1920s. During the first half of the 20th century, school buildings in Jasper County transformed from small rural frame structures into consolidated regional schools divided into districts. Tillman School survives as an artifact of these early consolidation efforts. The period of significance extends from the initial construction in 1926 through 1963, when the public elementary school closed. The building is also significant at the local level under Criterion C in the area of **architecture** as a well-preserved example of a one-story Craftsman style elementary school designed by Charleston architect John D. Newcomer. Constructed in 1926, the building served as a school for approximately thirty-six years with very few modifications during that time. As a result, it maintains an extremely high level of historic integrity as seen by both its exterior and interior appearance. The exterior maintains Craftsman style architectural detailing and materials while the interior retains the classroom and administration room configuration, chalkboards, auditorium (including the stage and furnishings), cast iron pot belly stoves, lighting fixtures, wall treatments and hardwood flooring throughout.

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

Education

Early Development of Tillman

Tillman was originally known as "Hennie's Cross Roads" and/or "Village of Hennies." Settlement occurred in the nineteenth century near the cross roads that led to the "Two Sisters" ferry and Augusta. The village that developed around it was a rural settlement of farmers that relied on the land and existing resources for sustainability (Perry 1962: 46).

Following the Civil War, the economy and living conditions in Jasper County were in a state of depression much like the rest of the south. The period that followed, known as Reconstruction, witnessed some growth and rebuilding as residents struggled to recover from the impacts of war. The settlement at Hennie's Cross Roads was comprised of mostly white farmers in need of assistance who welcomed aid from the government. During this period, children went to school for three months out of the year. With little supplies for the school, one citizen recorded that "our desk was a long plank, the seat a hewed-out bench with peg legs stuck through auger holes" (Perry 1962: 49).

During Reconstruction, the congregation of Hennie's Methodist Church began worship under an arbor listening to sermons from the Black Swamp Circuit (Livingston 2000). Congressman

George D. Tillman, older brother of future governor Benjamin Ryan Tillman, visited the settlement of Hennies on a political tour in 1879. As part of his campaign, he helped to establish a train depot and post office in the settlement, which was in turn named for him. Tillman also helped to establish a building fund for Hennies Methodist Church, which became Tillman Methodist Church, donating one-hundred dollars (Perry 1962: 47-48, 101-2; Brockington 1996:50).

Shortly after, in 1883, the future congregation of Tillman Baptist Church reorganized. With no structure, land was donated to the congregation and in the 1890s a wood frame structure was constructed. Although damaged prior to completion, the building was used through the 1920s when a new building was constructed along the road to Augusta, now U.S. Highway 321 (Livingston 2000).

Eventually, the area recovered. The Southern Railway brought opportunities to connect with nearby communities and jobs. Farming continued and industries in lumber, turpentine, and pulpwood grew. By 1912, the Tillman Methodist Church building was determined to be in poor condition and a new wood-frame structure was constructed on the Jaudon estate along the road to Augusta (Perry 1962:50, 102).

Tillman School

Early rural schools in Jasper County's history maintained common characteristics. Students were a variety of ages and older children helped with the younger children. Teachers taught curriculum through the eighth grade level. "Children brought their lunch, often in a bucket, the pot-bellied stove provided heat in the winter, and large windows allowed cross ventilation to cool the class when the weather was hot" (Livingston 2000: 59). The schoolhouses were one- or two-room wood frame buildings scattered throughout the county (Brockington 1996:50).

In the 1920s, Jasper County began consolidating these scattering of schoolhouses into new larger regional schools and providing bus transportation to students. In 1924, a new county superintendent was placed in office and further consolidation was undertaken. By the spring of 1926, Jasper County maintained two high schools and five smaller schools with one, two, or three teachers (Hope 1927: 38).

The General Assembly of the State of South Carolina enacted a major school financial package to better distribute tax dollars between poor and rich counties so that poorer rural areas could receive adequate funding for schools. The new laws adopted in 1924 encouraged consolidation of white schools through funding qualification requirements. These measures did not apply to black schools (Bartels:15-16). During the 1925-1926 school year, the State of South Carolina provided $14,740 for education to Jasper County. Despite the plan to provide more funding to rural areas, this was the lowest amount allocated other than for Beaufort County, which received $14,400. (Hope 1927:63).

Regardless of inadequate state funding, Charleston based architect John D. Newcomer was hired to design two new schools for Jasper County in the same year, 1926. The Tillman School was to

be a new modern facility to serve the adjacent white community and children whose families lived in a growing neighborhood to the south owned by the Argent Lumber Company in Hardeeville, South Carolina (Malphrus and Echols 2015; Hodge 2015).

The Jaudon Family subdivided a portion of their estate adjacent to the Tillman Methodist Church and cemetery in 1926 for the Tillman School Lot. At the time, H.C. Jaudon was on the Jasper County Board of Education, previously appointed on June 15, 1925 to serve through June 1929 (Hope 1927: 8). Between January and March 1926, the family sold four acres immediately south of the cemetery to the Tillman School District Number Five, Jasper County, South Carolina for $800 (Mew 1926; Jaudon 1926; Halford 1926). Construction began the same year and the school opened for instruction in 1927 (Hope 1927; Hope 1928: 42). The Tillman School is significant in the area of **education** because it served to provide elementary instruction to white Jasper County children from 1927 through 1963.

During its first year of operation, 1927-1928, the Tillman School maintained three teachers with B.B. Oliver as the principal. The school provided educational instruction to white students in the growing community. Segregation of white and black students and teachers was institutionalized in South Carolina, as practiced in much of the south, and children were divided into different schools with different teachers and buses based on their race. During this year, Jasper County received the smallest amount of financial assistance from the state of any other county, $13,440.71 (Hope 1928:42,67).

Consolidation of schools for both whites and blacks continued through the 1930s. This included construction of new schools and improvements to existing schools to meet the needs of the growing student population. The Tillman School continued to operate as a three-teacher school in 1931, with O.K. Lewis as the Principal (Hope 1931: 59). By 1937, the population of Tillman reached 398, the second largest settlement in Jasper County (Brockington 1996:50). The Tillman School served as a center for the growing community, hosting events, programs and holiday festivities for all who lived nearby.

Under the administration of Henry C. Walker (1936-1944), building projects for Jasper County Schools were undertaken. Using federal assistance, sanitary improvements were undertaken at Tillman School (Perry 1962:176-7). Running water was made available to the building and restrooms were added to the north and south ends. Accessed from the exterior recessed entry, two restrooms (one for girls and one for boys) were added to each end of the building within the existing cloakrooms in each classroom. This allowed for the preservation of the existing footprint and roof. Previously, outbuildings to the west of the building provided facilities. A new kitchen outbuilding was also constructed, in the location of the current shed southwest of the school building, to provide lunches for the students. (Malphrus and Echols 2015; Hodge 2015).

Through the next decade and following World War II, attempts to bridge the economic divide between tax-rich and tax-poor counties continued at the state level with economic development as a focal point. Enrollment in Jasper County public schools during the 1944-1945 school year was 917 white students at three schools, including Tillman School, and 545 black students at two schools. Tillman School maintained four teachers and 108 elementary students (Hope

1945:112). By the end of the 1940s, a federal commission recommended a district-wide financial equalization program and full consolidation of all school districts in the state. The average expenditure per student was $111 for whites and $50 for blacks annually (Bartels:18).

In the 1950s, changes in state and federal laws and policies began to alter the landscape of education in the south. Measures to meet the federal "separate but equal" standards were implemented. A three-cent state sales tax dedicated to upgrading black schools was adopted and a mandate to consolidate school districts spurred construction of new schools and improvements to associated transportation throughout the state. Between 1951 and 1954, the state budgeted more than $100 million to construct and improve schools throughout South Carolina (Bartels:18).

During this period, the effort to consolidate and improve Jasper County schools for black students led to the construction of new schools, including an elementary school in Hardeeville and an elementary and high school in Grahamville (Perry 1962:176-7). Although facilities for black students improved, it soon became apparent that the lack of teaching resources continued. These disparities were not limited to Jasper County or South Carolina and by 1954, the U.S. Supreme Court ruled that separate schools for black and white students based on race was unconstitutional in the landmark case *Brown v. Board of Education* (Bartels:21). It would take well over a decade, however, before South Carolina would fully comply with that ruling.

During this period, Jasper County maintained only one school district divided into four attendance areas. The Tillman School provided elementary education for the white population of the Robertville attendance area. Three schools provided for the education, both elementary and high school, of black children in the attendance area. Horace Garvin served as the area Superintendent and was also the Principal of Tillman School. Enrollment during the 1954-1955 school year was 160 students with four teachers. The total enrollment at the three black schools (Ellis Community, Robertville, and Tarboro) was 287 students and five teachers at the high school level and 597 students and nineteen teachers at the elementary level. (Anderson 1955: 139). Between 1956 and 1957, the Argent Lumber Company closed its facility and sold the company to Savannah-based Union Bag. With this sale, many of the worker's families also relocated, resulting in a decrease in enrollment at Tillman School (Exley 2007; Malphrus and Echols 2015; Hodge 2015).

The beginning of the 1960s saw the continuation of growth in Jasper County schools with the construction of a new elementary school in Ridgeland. The building included sixteen classrooms, offices and lounges, a library, music room, band room, health room, storage and large cafeteria (Perry 1962:178). By 1962, Jasper County maintained fifty school buses providing transportation for both white and black schools separately. Within the four white elementary schools, including Tillman School, a total of 1,220 students were enrolled. Enrollment was more than double that for the four schools for black students; however the expenditure per student was almost fifty percent less per black student than for white students. (Perry 1962:178).

The gap between the number of white and black students enrolled in Jasper County public

schools was evident in the Robertville attendance area. Enrollment at Tillman School, for the 1961-1962 school year, was fifty-four students with six teachers. Mrs. Norman Melton was the Superintendent of the Robertville attendance area and also served as the principal of Tillman School. The Robertville School, located in Pineland, served grades one through seven of the black population for the area. Under Principal W.L. Bowman, enrollment at Robertville School was 383 students with eleven teachers for the school year. (Anderson 1962:107). The following school year's enrollment illustrates a declining trend in enrollment of white students in the attendance area with only forty-eight students at Tillman School; 401 students were enrolled in Robertville School (Anderson 1963:107). Tillman School ceased to function as a public elementary school at the end of the 1962-1963 school year and was not noted as a vocational or trade school following this closure (Anderson 1964, 1965). Children of families that resided in Tillman were bussed into Ridgeland for school (Malphrus and Echols 2015).

The culmination of continued inequality of standards between white and black schools resulted in the Civil Rights Act, passed in 1964. The act eliminated funding to school districts that practiced discrimination and federal courts began forcing desegregation of schools. In 1966, desegregation of schools began in Jasper County (Bartels: 21-22; Livingston 2000: 59).

Through the 1960s and 1970s, continued consolidation of schools to meet federal desegregation standards, new legislation, and the growing population led to the abandonment of many smaller school buildings. Title 1 of the Elementary and Secondary Education Act adopted in 1965, provided more than $150 million to South Carolina between 1965 and 1970 for the education of disadvantaged children. This, coupled with the 1977 Education Finance Act, which aimed to better distribute funds to "tax-poor" counties, many of them black majority rural districts, provided much funding for new schools to meet the changing social and cultural landscape of the education system in South Carolina (Bartels:24). Eventually, the needs of the Jasper County School District no longer included the Tillman School building and the property was vacated. The building, however, stands as a physical expression both of the consolidation and capital building campaigns of the 1920s that gave it life, as well as the later consolidation and construction campaigns of the post-1950s (much of it driven by the attempts first to forestall, and later to comply with, demands for racial integration), which spurred its abandonment.

Architecture

The Tillman School is significant in the area of **architecture** as a well-preserved example of a Craftsman style school building designed by Charleston architect John D. Newcomer (1867-1931).

The Tillman School building was designed to fulfill the county's expansion needs of the period. John Darlington Newcomer, a Charleston-area architect, was selected to design the Tillman School as well as a new school in nearby Ridgeland, South Carolina. Originally from Pennsylvania, Newcomer developed his skills as an architect after attending Cornell University and an architectural school in Kansas City, Missouri. Newcomer then worked as a superintendent of building construction for the federal government. This most likely brought him to Charleston, South Carolina in 1895, were he worked at Fort Moultrie. (Wells and Dalton

1992: 129). From 1907 to 1931, Newcomer is credited with designing and altering numerous commercial, residential, ecclesiastical, and public buildings mostly in Charleston County, South Carolina. These works included schools and auditoriums such as alterations to the Thomson Auditorium (1907), remodeling of Courtenay School (1914), Simonton Public School (1923), auditorium at Berkeley High School (1925), Rosemont School in North Charleston (1926), Meggetts School (1926), and the High School for St. Paul's Parish (no date) (Wells and Dalton 1992: 130-131).

In June 1926, Newcomer was awarded the contract to design the new schools for Jasper County. The Tillman School was anticipated to cost $13,843. The Ridgeland School, or "Centralized Graded School" was a larger and more expensive ($36,837) version of the Tillman Graded School (Wells and Dalton 1992: 131). It embodied many of the same architectural elements including materials, building form, roof shape, plan and style. Craftsman elements are evident in exposed rafter tails but it also features round multiple arches, keystones, and low relief decorative brickwork in the gable faces more common to the Tudor style also popular at this time.

The one-story Craftsman style Tillman School building was designed in a cross-gabled subtype, which make up approximately one-forth of all Craftsman style buildings designed from 1905 through 1930 at the height of its popularity. The style is defined by a low-pitched gable roof, wide overhanging eaves with exposed rafter tails, decorative knee braces at the gables and porches with tapered columns. Horizontal lines created by the sloped side of the gable were commonly adorned with exposed rafter tails, sometimes cut into decorative shapes. Within the gable rake or face, three or more beams usually extend from the wall to the roof edge some further distinguished by triangular knee braces. (McAlester 1997: 453-4).

Newcomer incorporated many of these architectural elements into the Tillman School. True to the style, the design featured a symmetrical cross-gabled roof above a T-shaped plan. The symmetry extended from the plan into the façade featuring a fenestration pattern with a central main entrance accentuated by a projecting canopy supported by scrolled corbels or brackets. Secondary entrances were installed at the north and south ends of the T-shape. Topped by a cross-gable roof, the long horizontal roofline of the gable sloped eaves feature exposed rafter tails with decorative jig-sawn ends, while triangular knee braces are found in the gable rakes or faces.

Uncommon to the style, but popular in school buildings of the period, exterior walls of the Tillman School were clad in red brick veneer. The school contained four large classrooms, an office/library, soup kitchen, and auditorium. Heating was provided through coal burning potbelly stoves in the classrooms, piped into the adjacent auditorium, office/library, and soup kitchen. A coal pile was stacked outside, northwest of the building, for regular use. Multi-light windows and transoms throughout the interior and exterior provided ventilation. Obscure, star texture or patterned glass was used in interior sashes to allow light and air to pass without visual distraction (Malphrus and Echols 2015; Perry 1962:176; Brockington 1996:50; McAlester 1997: 321-325).

The auditorium served many school and community-wide functions and events. It was a large space with two sections of seating divided by a center aisle. Drop pendent lights with milk-glass shades hang over the audience. A full-width stage rises above the west end of the auditorium with individual stage rooms on either side. Velvet curtains still hang on horizontal bars over the front of the wooden stage floor. Most events for the community centered on the school and the auditorium facilitated this great connection still resonate with many Tillman residents today (Malphrus and Echols 2015).

The following year, 1927, a new consolidated school was constructed in Grays, South Carolina also in Jasper County. Designed by James Hagood Sams, the building is extremely similar to the Tillman School, sharing the same building form, shape, plan and architectural style. Destroyed by fire in 1931, the Grays School was rebuilt and expanded using the same brickwork and architectural treatments (Stanley 2007). While slightly larger in massing, the building embodies many of the same characteristics as the Tillman School including red brick veneer walls, cross-gable roof, recessed entrance within a central arch on a projecting gable façade, fenestration and window patterns, exposed rafters, and knee braces in the gable face. Because different architects are identified in the available resources for these extremely similar Jasper County school buildings, it is plausible that a collaborative design effort was undertaken as part of the school consolidation program. Creating a systematic approach to designing public buildings was undertaken throughout history to help efficiencies and costs, similar goals to the 1920s effort to consolidate students. The Craftsman style was popular during the time of this consolidation in Jasper County and as a result may have been become a character-defining feature of the effort itself. Further research and/or examples are needed to determine if a regional or county Craftsman style prototype for rural consolidated grade school buildings existed.

Regardless of its similarities to the Grays Consolidated High School, the Tillman School is individually significant through the retention of building form, materials, Craftsman style details, and original school building features. It is a well-preserved example of a consolidated regional school designed by John D. Newcomer in 1926. It maintains an extremely high level of historic integrity having undergone few modifications since its construction. Exterior and interior architectural features including materials, original classrooms with chalkboards and cast iron stoves, light fixtures throughout and an intact auditorium with a stage, side entries and furnishings serve as remarkable artifacts of Craftsman style consolidated school buildings from the mid-1920s. Newcomer died in 1931 at the age of 64. As such, the Tillman School, along with the Ridgeland Centralized Graded School, was one of the last in a long list of buildings Newcomer designed in South Carolina.

Developmental history/additional historic context information (if appropriate)

Trends following the closing of Tillman School

In 1987, Jasper County sold the property to Daniel Morris for $25,000.99. Morris used the property as a commercial space for selling, restoring, and storing antiques. He made no changes to the building itself, retaining auditorium furniture, light fixtures, chalk boards, and wood stoves where possible. During his ownership, a tree fell on the school kitchen outbuilding and the structure was demolished. Morris erected a new frame storage building on the former kitchen foundation. He relocated his antiques business to downtown Ridgeland and rented the space to Brandon Ballard who operated "Ballard's Used Furniture & Antiques" in the former school building for several years. (Malphrus and Echols 2015).

Mr. Morris died on May 9, 2005 and the property transferred to his estate. From his estate the Daniel O. Morris Low Country Heritage Trust was formed to preserve the building and the history of the area and assumed ownership of the former school building in October 2010 (County of Jasper 1987; Morris 2010; South Carolina Historic Site Survey; Jasper County). A new asphalt shingle roof was installed in 2014 and two brick chimneys were removed above the roofline as part of this effort.

Tillman School is significant to the history and development of education in Jasper County and for architecture as a well-preserved example of a Craftsman style school building designed by architect John D. Newcomer in 1926. It retains all of its historic character and thus, it maintains a very high level of historic integrity. The property has undergone very few changes to the design since its original construction and is similar in placement (set back on a wide lot), scale and size as the surrounding rural context.

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Previous documentation on file (NPS):

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

Primary location of additional data:

__X_ State Historic Preservation Office
____ Other State agency
____ Federal agency
____ Local government
____ University
____ Other
Name of repository: _____

Historic Resources Survey Number (if assigned): _SC Site #513 0021____

10. Geographical Data

Acreage of Property _4 acres_____

UTM References
Datum (indicated on USGS map):

[ ] NAD 1927 or [X] NAD 1983

1. Zone: 17	Easting: 486951	Northing: 3596547
2. Zone:	Easting:	Northing:
3. Zone:	Easting:	Northing:
4. Zone:	Easting :	Northing:

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

The boundary consists of tax parcel 024-00 -02-013, further described as the four acre parcel of land bounded on the north by lands of the estates of J.B. Jaudon and Church (Tillman Methodist) lot, east by public highway, south and west by lands of the estate of J. B. Jaudon shown on the plat made by W.R. Mew in January 1926. This is the original parcel set aside for the Tillman School.

Boundary Justification (Explain why the boundaries were selected.)

The boundary was selected to encompass all property subdivided from the Jaudon Estate in 1926 for the original Tillman School building.

11. Form Prepared By

name/title: _Sarah P. Ward, AICP, Preservation Principal_____
organization: Ward Architecture + Preservation _____
street & number: _413 East 34th Street_____
city or town: Savannah _____ state: _Georgia_____ zip code:_31401_____
e-mail_sward@wardarch.com_____
telephone:_912/596-4240_____
date:__February 1, 2016_____

Additional Documentation

Submit the following items with the completed form:

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

Photographs

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

Photo Log

Name of Property: Tillman School

City or Vicinity: Tillman

County: Jasper County State: South Carolina

Photographer: Sarah P. Ward

Date Photographed: November 2015

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

1 of 60. East (front) and north facades, looking southwest.

2 of 60. Context view, U.S. Highway 321 (Cotton Hill Road), looking northwest toward Tillman Methodist Church.

3 of 60. Context view, U.S. Highway 321 (Cotton Hill Road), looking north.

4 of 60. Context view, U.S. Highway 321 (Cotton Hill Road), looking south.

5 of 60. Context view, U.S. Highway 321 (Cotton Hill Road), looking southeast across street.

6 of 60. Context view, U.S. Highway 321 (Cotton Hill Road), looking east across street.

7 of 60. Wood outbuilding, north façade, looking southwest.

8 of 60. Wood outbuilding, west façade, looking east.

9 of 60. Wood outbuilding, interior, looking southeast.

10 of 60. East (front) and south facades, looking northwest.

11 of 60. North facade, looking south.

12 of 60. North facade, detail of recessed entrance, looking northwest.

13 of 60. North facade, detail of restroom within recessed entrance, looking east.

14 of 60. North facade, detail of restroom within recessed entrance, looking east.

15 of 60. West (rear) facade, looking east.

16 of 60. West and north facades, looking southeast.

17 of 60. North facade, detail of stage exit, looking south.

18 of 60. North facade, looking south.

19 of 60. East (front) and north facades, looking southwest.

20 of 60. East (front) facade, detail of cornerstone, looking northwest.

21 of 60. East (front) facade, detail of gabled entrance, looking southwest.

22 of 60. East (front) facade, detail of foundation vent, looking west.

23 of 60. East (front) facade, detail of projecting eaves, knee brace and canopy support brackets, looking north.

24 of 60. East (front) facade, detail of gabled entrance, looking west.

25 of 60. East (front) facade, detail of soffits and ceilings at entrance, looking west.

26 of 60. East (front) facade, detail of door hardware.

27 of 60. Interior, entrance hall, looking east.

28 of 60. Interior, entrance hall, looking east.

29 of 60. Interior, entrance hall, detail of door to former library/office, looking north.

30 of 60. Interior, former library/office, looking northeast.

31 of 60. Interior, former library/office, looking northwest.

32 of 60. Interior, entrance hall, detail of door to former soup kitchen, looking southwest.

33 of 60. Interior, entrance hall/former soup kitchen, detail of floor.

34 of 60. Interior, former soup kitchen, looking southeast.

35 of 60. Interior, former soup kitchen, looking northwest.

36 of 60. Interior, former soup kitchen, detail of light fixture.

37 of 60. Interior, main hall, looking northwest.

38 of 60. Interior, classroom A, looking northeast.

39 of 60. Interior, classroom A, window grouping detail, looking northeast.

40 of 60. Interior, classroom A, looking northwest.

41 of 60. Interior, classroom A, cloak closet, looking northwest.

42 of 60. Interior, classroom B, looking northwest.

43 of 60. Interior, classroom B, looking southeast.

44 of 60. Interior, classroom B, cloak closet, looking east.

45 of 60. Interior, classroom C, looking northeast.

46 of 60. Interior, classroom C, looking southwest.

47 of 60. Interior, classroom D, looking southwest.

48 of 60. Interior, classroom D, detail of potbelly stove, looking north.

49 of 60. Interior, main hall, auditorium entrance, looking west.

50 of 60. Interior, main hall, auditorium entrance window detail, looking west.

51 of 60. Interior, auditorium, entrance detail, looking east.

52 of 60. Interior, auditorium, metal and wood chair detail, looking southwest.

53 of 60. Interior, auditorium, looking northwest.

54 of 60. Interior, auditorium, detail of light fixture.

55 of 60. Interior, auditorium, detail of stage, looking southwest.

56 of 60. Interior, auditorium, north stage exit/entrance, looking northwest.

57 of 60. Interior, auditorium, north stage exit/entrance detail, looking west.

58 of 60. Interior, auditorium, detail of stage, looking south.

59 of 60. Interior, auditorium, detail of stage, looking north.

60 of 60. Interior, auditorium, south stage exit/entrance detail, looking southeast.

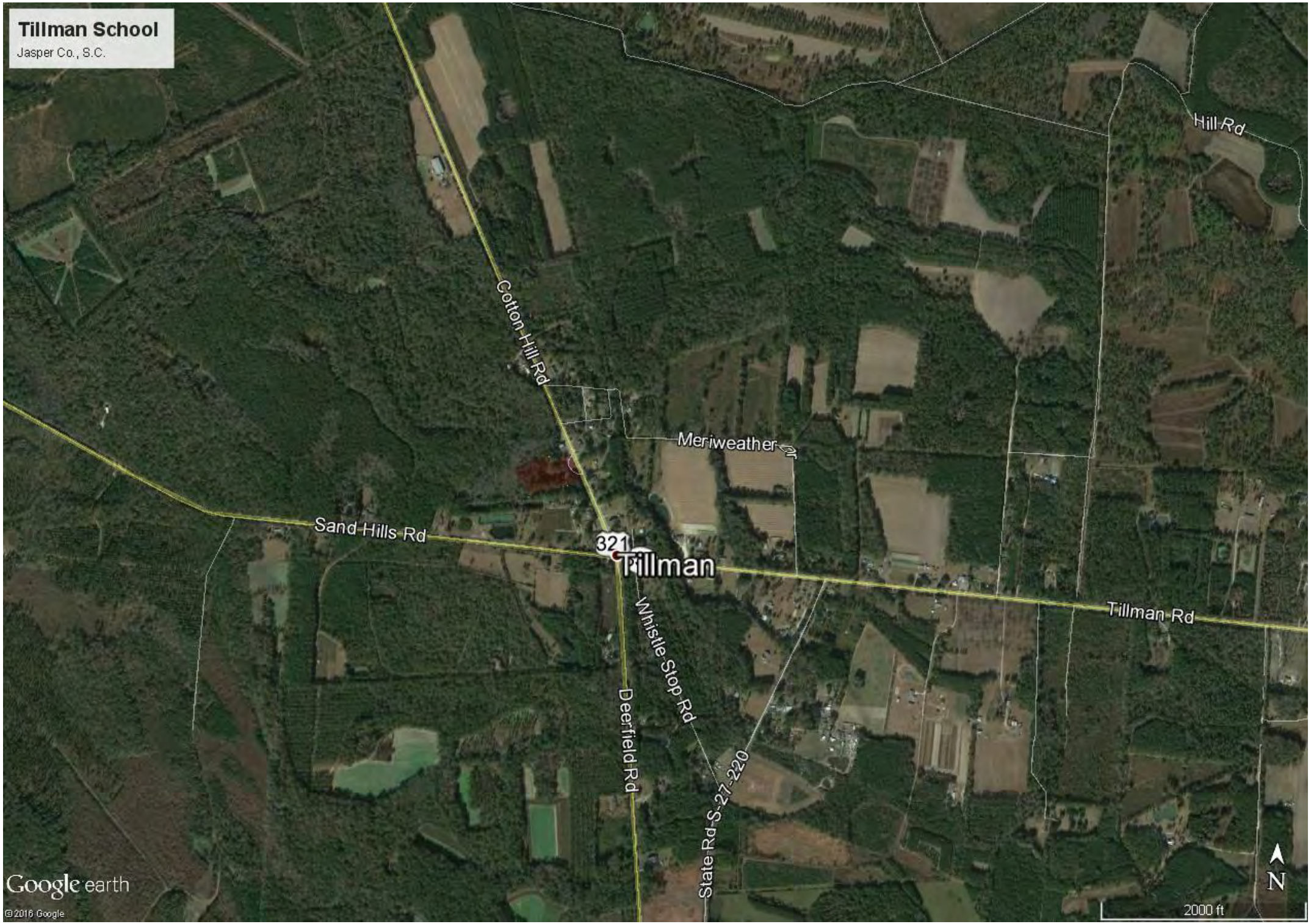
Paperwork Reduction Act Statement: This information is being collected for applications to the National Register of Historic Places to nominate properties for listing or determine eligibility for listing, to list properties, and to amend existing listings. Response to this request is required to obtain a benefit in accordance with the National Historic Preservation Act, as amended (16 U.S.C.460 et seq.).
Estimated Burden Statement: Public reporting burden for this form is estimated to average 100 hours per response including time for reviewing instructions, gathering and maintaining data, and completing and reviewing the form. Direct comments regarding this burden estimate or any aspect of this form to the Office of Planning and Performance Management. U.S. Dept. of the Interior, 1849 C. Street, NW, Washington, DC.

Tillman School, Jasper County, South Carolina

TILLMAN TOPOGRAPHICAL QUADRANGLE MAP
Produced in 2013 by the
U.S. Geological Survey, Department of the Interior.

Jasper County makes every effort to produce the most accurate information possible. No warranties, expressed or implied, are provided for the data herein, its use or interpretation. The assessment information is from the last certified taxroll. All data is subject to change before the next certified taxroll.
Date printed: 02/01/16 : 13:31:27

Tillman School
Jasper Co., S.C.
Cotton Hill Rd
State Rd S 27-103
Jaudon Rd
Meriweather Dr
321
Google earth
© 2016 Google
400 ft
N


Tillman School
Jasper Co., S.C.
Hill Rd
Cotton Hill Rd
Meriweather Dr
Sand Hills Rd
321
Tillman
Tillman Rd
Whistle Stop Rd
Deerfield Rd
State Rd S-27-220
Google earth
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N
2000 ft

BALLARD'S
USED
FURNITURE
& ANTIQUES

BALLARD'S
USED
FURNITURE
& ANTIQUES

TILLMAN RD
SAND HILLS RD
656

1926

TILLMAN GRADED SCHOOL

TRUSTEES

H. C. CAUDON, CHAIRMAN

C. P. FLEMING

THOS. A. GOETHE

SUP'T. OF ED.

MRS. MARY G. ELLIS.

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Employee's
Only

"By act of The South Carolina General Assembly any person convicted of armed robbery shall serve a sentence of no less than 7 years at hard labor without parole."
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