

United States Department of the Interior
 National Park Service

National Register of Historic Places Registration Form

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

1. Name of Property

Historic name: Ocean Grove 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: southeast of 12 Ocean Grove Road, near intersection with Shaw's Fork Rd.

City or town: Aiken State: SC County: Aiken

Not For Publication: Vicinity: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

<p>_____ Signature of certifying official/Title:</p>	<p>_____ Date</p>
<p>_____ State or Federal agency/bureau or Tribal Government</p>	

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

Signature of commenting official: _____ **Date** _____

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

4. National Park Service Certification

I hereby certify that this property is:

- ___ entered in the National Register
- ___ determined eligible for the National Register
- ___ determined not eligible for the National Register
- ___ removed from the National Register
- ___ other (explain:) _____

Signature of the Keeper Date of Action

5. Classification

Ownership of Property

(Check as many boxes as apply.)

- Private:
- Public – Local
- Public – State
- Public – Federal

Category of Property

(Check only one box.)

- Building(s)
- District
-

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Site

Structure

Object

Number of Resources within Property

(Do not include previously listed resources in the count)

Contributing

Noncontributing

1

0

buildings

sites

structures

objects

1

0

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

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7. Description

Architectural Classification

(Enter categories from instructions.)

Other: vernacular schoolhouse

Materials: (enter categories from instructions.)

Principal exterior materials of the property: Foundation – brick
Walls – wood: weatherboard
Roof - metal

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

The Ocean Grove School is located in a rural section of Aiken County, about ten miles east of the city of Aiken. It is a vernacular educational building on a short brick pier foundation. Built c.1907, the school is a rectangular, wood-framed, wood-sided, single-story building with a metal-clad truncated hip roof.¹ It has a symmetrical façade with a single, central door flanked by single windows. Located on a large, flat grassy lot that is 1.8 acres, the 780-square-foot school is accessed by a dirt road. The only other visible building in the area is the Ocean Grove Baptist Church, which owns the school, and which is located to the northwest of the school lot. The school has a simple design with boxed eaves and low-pitched roof. It has historic integrity and appears very much as it did when it was first built, as discussed in greater detail below.

¹ As discussed in Section 8, the date of construction reflects the midpoint between the date of the land's conveyance (1904) and the date that local tradition maintains the school opened (1910).

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Narrative Description

The Ocean Grove School is a vacant, vernacular school building located in a rural section of Aiken County (Photograph 1). A stand of trees lines the east, west, and south border of the grassy 1.8-acre lot that holds the school (Photographs 3-4). Several mature oaks dot the north border (Photograph 1). The school is situated near the northwest corner of the lot, facing slightly northwest, and adjacent to Ocean Grove Road, a narrow dirt road that runs roughly east to west (Photographs 1-2, 5-6). To the east is Shaw's Fork Road, to the north and across Ocean Grove Road is an overgrown field and the Ocean Grove Baptist Church and cemetery (Photograph 6). To the west and south of the lot are dense stands of trees. (Figures 1-2). Just outside of the northeast corner of the property boundary along Shaw's Fork Road is a non-historic sign for the church.

The Ocean Grove School is a rectangular building that is thirty feet wide and twenty-six feet deep (Photograph 15). It has a shallow vestibule that is 6'7" deep and 5'6" wide (Photograph 31), but otherwise the building is one large room. It is a single story with three bays across the north-facing façade (Photograph 7) and three bays each on the east (Photographs 8-10) and west elevations (Photographs 13-14). The south elevation has a single window in the left bay (Photograph 11). The foundation is composed of red brick piers (Photograph 16), some of which are deteriorated (Photograph 12). The wood-frame building has wood weatherboard siding, wood trim, wood windows, and a partially intact paneled wood front door. There are currently plywood panels covering the front door and windows, but these features are still in-situ. The windows are six-over-six wood sash (Photographs 22, 28). There is a single brick chimney extending from the peak of the metal-clad hip roof (Photograph 19). The structural system is balloon framing. The wood-framed hip roof is slightly truncated at the peak and is clad in V-crimp metal (Photograph 29). The simple building is utilitarian and has no decorative exterior elements.

Pre-formed concrete steps are in front of the entrance (Photograph 20). The symmetrical façade has a single, central door, which is the only entrance to the building, and a single window in the left and right bays (Photograph 7). Single windows are in each of the three bays in the symmetrical west (Photograph 13) and east elevations (Photograph 9). The rear (south) elevation has a single window in the left bay but has no other openings. An off-center vertical board divides the rear elevation (Photograph 11). The weatherboard siding is cut into shorter pieces on the rear elevation, and a section of siding roughly aligns with the location of the blackboard on the interior. The vertical corner trim is simple flat wood. The eaves are boxed and a flat piece of wood acts as the shingle mold (Photograph 18). The wood siding and eaves show evidence of saw marks (Photograph 17).

The front door is a horizontal panel wood door but is heavily damaged and missing its central panels and part of its frame (Photographs 20, 32). It is inset into a secondary trim that is overlaid on the original exterior door trim, suggesting it is not original or has been altered in size. Original six-over-six pane wood sash windows are still in the school, but several are missing glass and muntins. The two interior doors from the vestibule (Photograph 31) include a

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handmade door of vertical tongue and groove wood boards and a six-panel wood door (Photographs 25, 21). A red brick chimney is located somewhat centrally in the building and has a round opening for a flue on both the east and west sides (Photographs 26-27).

Similar to the exterior, the interior of the Ocean Grove School is simple and lacks any decorative elements. The walls are clad in horizontal wood beadboard that is three and one-quarter inch wide, with a single bead along the edge. The ceiling is wood tongue-and-groove and the wood tongue-and-groove flooring is mostly covered with small sheets of a linoleum-type material. The walls are painted in two colors, with a cream color on the top and a light blue on the bottom. The cream color is repeated on the ceiling, which is ten feet tall (Photographs 23-27). A 2'10" partition extends down from the ceiling in the center of the room, from the vestibule to the rear wall, and is interrupted by the brick chimney (Photographs 23, 26-27). On the rear wall is a built-in blackboard with a wood frame (Photograph 30). On the interior of the back wall of the vestibule there is a shallow built-in ladder that goes up to a small access panel in the ceiling (Photograph 26).

There are no extant outbuildings on the site, but there had been at least two small outbuildings in front of the school by the 1940s (Figure 3). These were likely privies, one each for boys and girls. There is no formal landscaping at this site. For most of its history the school had a wooded lot, while much of the surrounding land was composed of sandy farmland (Figure 4). As farming declined, pine trees became a popular option for replacing planted fields, as they are well suited to sandy soil. In the 1980s, the Ocean Grove School lot, owned by that time by Ocean Grove Baptist Church, was transformed when the church cut down the trees on the lot and cleared out the stumps in anticipation of construction of a new church building. Although the new church did not materialize, a ring of trees grew back up around the east, south, and west borders of the lot, which has been maintained as a grassy field for four decades. This has somewhat altered the setting of the school, although the general rural character is very intact. There have been no new buildings or developments constructed nearby; only the historic Ocean Grove Baptist Church and its cemetery to the northwest of the school are visible from the site, as they always have been (Photograph 6). The church has had additions and alterations over the years, but is in its original location.² The modern church sign, located near the intersection of Ocean Grove Road and Shaws Fork Road, is outside the historic property boundary for the school.

There have been some minor alterations to the Ocean Grove School over the years. Concrete steps were placed in front of the entrance some time before 2003 (Photograph 20). Either the original door has been resized and placed in a second, smaller frame and layer of trim, or the historic front door is not original to this building and the opening had to be altered to fit (Photograph 32). The boarding up of the building has been a fairly recent change, necessitated by the disrepair of the wood windows (Photograph 21). In 1921, the school underwent a renovation. This was likely the conversion of the school from one room to two rooms through the

² U.S. Army Corps of Engineers, *Aiken Quadrangle*, Topographical Map, 1943. University of South Carolina Government Information and Maps Department; Roddie Burris, III, Personal Interview with Author, Oct. 11, 2023.

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construction of a central partition wall. This wall is still partially extant in the almost three-foot partition that still extends down from the ceiling, as well as the vertical boards at either end of the partition down to the floor, and the paint marks evident on the sides of the central brick chimney (Photograph 27). The partition was likely removed in the 1970s. The school was used for a time as a community center in the 1950s and 1960s, and this was likely the time when a few cabinets were installed along the north wall in the east half of the building (Photograph 21).³

Integrity

Due to deferred maintenance, Ocean Grove School has a serious structural issue in 2023. Over time, the lime-based mortar has washed out from most of the brick piers serving as the foundation of the building. Some are partially collapsed, and the central pier along the rear elevation has completely collapsed, and its failure has pushed out the sill beams that were joined at the pier (Photographs 10, 12, 16). This dislocation has pushed out the entire back wall, but it has not collapsed. The exterior wood siding, trim, windows, and door were left unpainted for decades. The result is that exposed nail heads have rusted and the wood has weathered significantly (Photograph 17). There are also a few small areas of wood damage and loss on the exterior, but the majority of the wood is intact. Finally, the metal roof has had significant leaks throughout the years, enough to rot out framing in the roof and the wood floor below in one location. The hole in the floor is about five feet across and is near the chimney. This leak has since been repaired but the damaged floor remains (Photograph 26-27). Another leak is due to the bent metal roofing on the east elevation of the roof. This allows significant water intrusion down the beadboard wall and onto the wood floor (Photograph 22). Despite the weathered condition of the building, as well as some of its more serious structural and material challenges, it maintains most of its original material and its historic integrity.

The Ocean Grove School retains integrity from its time as a school and a site of a Black community fair. Since the Ocean Grove School is still located where it was built, it retains integrity of location. The fair occurred on this site and within the school, which is in its original location on the 1.8-acre lot. It retains integrity of design as it has not been significantly altered outside the period of significance. Although the entrance has likely had a different door installed it is not a significant change to the original design. Likewise, the blank wall on the rear elevation as well as the shorter pieces of siding suggest there may have been an alteration at this side, but any change would have occurred many decades ago and it does not substantially detract from the original design, particularly since it is not visible from the public right of way. The partition of the interior occurred within the period of significance and the retention of part of that wall represents the building's evolution over time. The design is little changed from the time the school was used as part of the community fair. The setting retains integrity in that the school is still surrounded by a rural landscape, with fields and trees. Although the lot on which the school stands has had trees removed, the flat field that remains is still characteristic of what the surrounding countryside looked like during the school's period of significance and during its use for the fair. The rural character of the school site was part of the agricultural fair, as it allowed

³ *Aiken Standard and Review*, "Bids Received," Aug. 3, 1921, p4; Roddie Burris, III, Preliminary Information Form, "Ocean Grove School," 2001, in the collection of the S.C. Department of Archives and History.

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for outdoor exhibits for farm animals and competitions for the best pigs and cows from neighboring farmers, and the setting retains its integrity.

Original materials include the brick foundation, original wood weatherboard siding, original windows and potentially the metal roof. The roof framing indicates that the roof has likely always been metal. There is no sheathing on the roof framing and the horizontal slats across the rafters are not close enough or regularly spaced enough to suggest the use of a wood shake roof. On the interior, the wood floors and ceiling as well as the wood beadboard walls are original. The c.1921 partition down the center of the room has only the top three feet remaining, but the original brick chimney and the historic chalkboard are still intact. These materials were extant during this building's time as a school and its use for the fair. Since there are many original materials intact on the building it also retains integrity of workmanship. Despite the lack of maintenance over the years, a majority of the wood floor has very tight joints and shows the quality of installation. This quality is also seen in the ceiling and walls as they have retained their tight seams. The only areas of deterioration are where water has caused the beadboard to swell (Photograph 22).

Since the building was never air-conditioned and has a lot of air flow through the siding and the hole in the floor, it surrenders atmospheric moisture easily. Only concentrated water infiltration has caused damage. One of the interior doors is a handmade door and is still true and straight. Despite the structural stress on the rear wall due to the foundation pier collapse, the quality of the workmanship and materials has kept the wall from collapsing completely. With the blackboard intact and the original materials and possibly the original color scheme on the interior, the building still retains its integrity of feeling and association. Walking into the building feels like one is walking into an early twentieth-century school. The rural setting and original materials on the exterior help provide the integrity of the feeling that this is an early twentieth-century school house. The integrity of this site's feeling and association are also integral to showing the history of a site of a Black community fair during the late 1930s through the early 1940s.

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8. Statement of Significance

Applicable National Register Criteria

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

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

Criteria Considerations

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

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

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Areas of Significance

(Enter categories from instructions.)

- EDUCATION
- ETHNIC HERITAGE: BLACK
- ENTERTAINMENT/RECREATION
- ARCHITECTURE
- AGRICULTURE
- _____
- _____

Period of Significance

c.1907-1953

Significant Dates

Significant Person

(Complete only if Criterion B is marked above.)

N/A

Cultural Affiliation

N/A

Architect/Builder

N/A

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

The Ocean Grove School is locally significant in Aiken County under Criterion A: Education and Ethnic Heritage: Black for being a largely intact early twentieth-century rural school for Blacks during a period of legalized segregation. It is also significant under Criterion A: Agriculture, Entertainment/Recreation, and Ethnic Heritage: Black for being the site of a Black Community Fair hosted by local farmers almost every year from 1936 to at least 1943. The fair served as both a promotional and educational event for local farmers, and offered organized recreational opportunities for local African Americans. It is also locally significant under Criterion C: Architecture because it is a locally rare intact example of an early 1900s rural school that reflects broad trends in educational architecture of the period, aimed at improving and standardizing school design. The period of significance is from c.1907 to 1953, which corresponds with the probable construction date and the last known year of the school's operation, and encompasses the period in which the fair ran. This school is an example of the state and local school district policies that created a decentralized and segregated school system that resulted in thousands of small schools, many of them duplicative due to the forced separation of Black and White children. It was the only school for Black children in the unincorporated Ocean Grove community, which is in the central, northern section of Aiken County. South Carolina's Equalization School building program of the 1950s was another effort by the State to maintain segregation and resulted in the closure of small rural schools, including Ocean Grove. Local trustees obtained the building around 1954 when the State of South Carolina authorized the transfer of abandoned school buildings for use as community centers. After the school's discontinued use as a community center for over a year voided the original transfer, the church purchased the property in 1982 from the Aiken County Board of Education. Thus, while the property is currently owned by a religious organization, its significance is related to the property prior to church ownership, and it therefore meets Criterion Consideration A.⁴

Narrative Statement of Significance

Aiken County

Aiken County is located along the southwest border of South Carolina and was created in 1871 from parts of Orangeburg, Lexington, Barnwell, and Edgefield counties (Figure 5), with the town of Aiken as its seat. While the area's slightly hilly topography and sandy soil made it less

⁴ Aiken County Deed Book, 8:159, 332:105, 764:308; *Aiken Standard and Review*, "Colored Community Fair November 7," Nov. 3, 1936, p8, "Colored Farm and Home Agents," Oct. 15, 1943, p8, "Hospital Donation Day is Successful," Nov. 30, 1953, p2; Dr. Michael C. Scardaville, ed., *A Brief History of South Carolina Schools from 1895 to 1945*, Classroom Project, University of South Carolina, 1989, in the collection of the S.C. Department of Archives and History, 4; Rebekah Dobrasko, *South Carolina's Equalization Schools 1951-1960*, <http://www.scequalizationschools.org/>, accessed Oct. 6, 2023.

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suitable to cultivation than other parts of the state, agriculture nonetheless proved to be primary occupation for county residents in the 1800s and early-to-mid-1900s. The reliance on farming led to a large enslaved Black labor force, which grew from more than a third to more than half of the area's population between 1820 and 1860. Early White settlement in the area was concentrated in the town of Aiken, created along the state's first railroad line in 1835. Providing a direct route from the "heat and disease of Charleston summers," the railroad brought new residents to Aiken, which earned a reputation as a "healthy retreat for sufferers of respiratory ailments." While there were mostly plantations and farms in the area, the Graniteville Manufacturing Company opened in 1849 and quickly became "one of the most successful textile factories in the entire South." It was a rare example of industry in the largely agrarian county.⁵

After the Civil War, the tumultuous Reconstruction era came to an end in South Carolina partly due to violent fights and resulting massacres of Blacks in Hamburg and Ellenton, both part of the recently created Aiken County. Wade Hampton III condemned the events but benefitted from the results, as he was elected governor of South Carolina in 1876, restoring White rule in the state. Aiken County's rich deposits of kaolin (a fine clay used in pottery, latex, and other products) generated a lucrative industry starting in the mid-1800s. Wealthy visitors from Charleston and out of state continued to flock to the city of Aiken as a healthy destination for people with respiratory conditions in the 1870s. With its mild winter climate, Aiken also became a destination for winter horse training in the 1890s by wealthy White visitors. The "winter colony" identity of the county seat generated growth in the city of Aiken and beyond, as horse culture expanded to the countryside. Despite this influx, Blacks still made up over half of the county's population by 1890.⁶

For much of the county's rural White and Black families, farming was their occupation in the first half of the twentieth century. They grew corn, cotton, and soybeans and had vegetable gardens for family use. The biggest change to Aiken County in the twentieth century was the creation of the Savannah River Plant in the 1950s. The billion-dollar nuclear weapon site in both Aiken and Barnwell counties created over 20,000 jobs and boosted Aiken County's population from 53,137 in 1950 to 81,038 in 1960. The plant took over hundreds of thousands of acres, relocating people from small towns like Ellenton and transforming the land into a sprawling industrial complex. This dramatic change in Aiken County impacted the community by creating a demand for new housing and schools. Into the 1960s and 1970s, Aiken's industries diversified as textile manufacturing lost ground to overseas competitors, and the county welcomed higher education facilities in the form of a technical college and a branch of the University of South Carolina. Farming declined as an occupation and pine forests took over former fields of sandy

⁵ James O. Farmer, Jr. "Aiken County," South Carolina Encyclopedia, <https://www.scencyclopedia.org/sce/entries/aiken-county/>, accessed Oct. 4, 2023; Tom Downy, "Gregg, William," South Carolina Encyclopedia, <https://www.scencyclopedia.org/sce/entries/gregg-william/>, accessed Oct. 4, 2023; Walter Edgar, *South Carolina, A History* (Columbia, S.C.: University of South Carolina Press, 1998), 273, 322.

⁶ Edgar, *South Carolina, A History*, 403, 444; Edgar N. Braddy, *A Rich Heritage of Stories on Happenings in Aiken County, S.C.*, No publisher, 1955, 11; P.F. Henderson, *A Short History of Aiken and Aiken County* (Columbia, S.C.: The R.L. Bryan Company, 1951), 24; The Jaeger Company, "Historic Resources Survey, City of Aiken, Aiken County, S.C.," 2010, in the collection of the S.C. Department of Archives and History, 11-14.

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soil. Buildings throughout the county still provide evidence of its rural and agricultural history, including historic schools.⁷

Criterion A: Education and Ethnic Heritage – Black

The Ocean Grove School is locally significant in Aiken County under Criterion A in the areas of Education and Ethnic Heritage: Black for being a largely intact early twentieth-century rural schoolhouse for Black children. The Ocean Grove School is an example of a rural school building that was part of the county's segregated and decentralized public school system, which operated for the first half of the twentieth century. The structure of that system was traceable to the state's 1895 constitution, which white officials ratified to re-enshrine white supremacy and replace an earlier 1868 document passed by a biracial convention that included formerly enslaved people. The 1895 constitution provided for a system of public schooling, but it also stipulated separate schools for White and Black children, stating that "no child of either race shall ever be permitted to attend school provided for children of the other race." This created a duplicate school system wherein Black schools were perpetually underfunded and often overcrowded and had to compete with White schools for tax funds dispersed by district trustees. Since the trustees of the school districts were appointed by county boards—which were appointed by the state legislature—Blacks were essentially blocked from serving as trustees, even in counties where Blacks made up the majority of the population. Segregated schools perpetuated racial isolation and, particularly in rural areas, Black children grew up in largely Black communities, attending Black schools and churches, giving them little opportunity to interact with Whites.⁸

In rural areas with a widely dispersed population, there had to be more small schools that children could reach by walking, which stretched resources by requiring more teachers, buildings, and books, particularly when segregation required duplicate schools. State taxes became the primary source for school funding by 1900, and in 1902 the State allowed counties to levy property taxes and disperse the funds among school districts based on the students enrolled in that district. In 1904, the General Assembly of South Carolina passed an act that encouraged the construction of public schools, which allowed county school boards the flexibility to use some of their funding for building projects. Further measures passed by the State provided matching funds for school construction, but the State Board of Education had to approve the design of the new school. To provide a guide for what ideal schools would have, the South Carolina State Superintendent of Education O.B. Martin produced a booklet in 1905 entitled *School Improvement: Law, Designs, and Suggestions for Schoolhouses*.⁹

⁷ United States Census Bureau, "Aiken County," *U.S. Federal Census*, 1920, 1940; Roddie Burris, III, Personal Interview, 2023; Farmer, "Aiken County."

⁸ Scardaville, *A Brief History*, 4, 6, 42; Allen Riddick, *Aiken County Schools, A Pictorial History and More* (Aiken, S.C.: Rocket Publishing, 2003) 181, 182, Henry Allen Bullock, *A History of Negro Education in the South from 1619 to the Present* (Cambridge, MA: Harvard University Press, 1967), 143.

⁹ Scardaville, *A Brief History*, 4, 6-8; Riddick, *Aiken County*, 181; O.B. Martin, State Superintendent of Education, S.C., *School Improvement: Law, Designs, and Suggestions for Schoolhouses* (Columbia, S.C.: The State Company, 1905).

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Although the exact year of Ocean Grove's construction is unknown, it was undoubtedly a direct result of the State's 1904 push for school improvement. Local oral tradition holds the school opened in 1910, however the trustees of Aiken County School District 11 (Courtney District) acquired the school's 1.8-acre lot in October 1904 from Black farmer James Wilson Burris, at a cost of twelve dollars and sixty cents. Therefore, Ocean Grove School can be reasonably dated to c.1907. A hand-drawn plat within the 1904 deed showed the lot to be rectangular (Figure 6). Along the north side of the lot was a "cow trail," which corresponds to the dirt road that is now Ocean Grove Road. This was likely the primary access point to the school, as it led directly to what is now Shaws Fork Road to the east and continued west to Farmfield Road before terminating at Clearwater Branch. To the northwest of the lot was the 1890s Ocean Grove Church. Like other rural schools in Aiken County, the school was named after a nearby church. Other examples in Aiken County included Ashley Grove, Rosemary, Kathwood, Thomas Grove, Storm Branch, Cedar Grove, Hazel Grove, Georges, Dead River, Pine Forest, and Pine Grove, among others.¹⁰

In rural areas like central Aiken County, distinct communities frequently developed within the immediate vicinity of individual churches and schools, which were often closely associated with one another and provided broader institutional support to local families. Indeed, the shared names of adjacent schools and churches like Ocean Grove are often the only documentation for a community's existence, as they were never otherwise labeled as such on published maps. The exact bounds of such communities is rarely clear, and the number of them encompassed in a given school district varied. The decentralized Aiken County school system was made up of sixty-four local school districts by 1901. By 1913, most districts had at least two schools, one White and one Black, although some districts had only one White school and a few had three or four schools. There were seventy-eight White and seventy-six Black schools reported by the county in 1913, for a total of 154 schools. The vast majority were wood-sided, one-room schools with a single teacher, although White schools had a higher instance of multiple teachers and rooms. White schools also had higher grades, with most going up to eighth or ninth grade, while Black schools often had only up through grade five or six. Since most rural students did not progress beyond sixth or seventh grade, most rural schools stopped after these grades, and there were very few high schools in the early 1900s. Ocean Grove School provided up through fifth grade in the 1910s. Similar to most other rural schools from the early twentieth century, Ocean Grove was a single story with a single classroom, wood framed, and wood sided.¹¹

Ocean Grove School was part of School District No. 11, also called Courtney School District. It was one of three Black schools in the district in 1913, including Balltown and Fountain

¹⁰ Aiken County Deed Book, 8:159; Burris, "Preliminary Information Form," S.C. State Highway Department, Aiken County, S.C. General Highway and Transportation Map, 1940, University of South Carolina collection, <https://digital.library.sc.edu/collections/south-carolina-library-map-collection/>, accessed Sept 20, 2023.

¹¹ Aiken County Board of Education, *Annual Reports*, 1913; Aiken County Board of Education, *Minutes of the Board, 1875-1950*, in the collection of the S.C. Department of Archives and History, July 2, 1901; Scardaville, *A Brief History*, 29; Aiken County Board of Education, *Annual Reports*, 1938; Riddick, *Aiken County Schools*, multiple pages.

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Academy, with Joyce Branch as the only White school (Figure 7). Of these early schools in District 11, Ocean Grove School is the only one that still stands. While the exact area of the school district is unclear, the locations of the individual schools give a sense of its general size. The Balltown community is located north of downtown Aiken on the west side U.S. Hwy. 19, roughly ten miles west of Ocean Grove School. The exact location of the Balltown school building used in 1913 is unknown, but it was replaced in 1928-29 with a non-extant, one-teacher Rosenwald school constructed just off the highway. Fountain Academy or Fountain School was located about five miles west of Ocean Grove near the intersection of what is now Wire Rd. and Navajo Trail Ln. Similar to Balltown, the original Fountain school building was replaced by a one-teacher Rosenwald school that also no longer stands. Like many of the other rural Black schools, Ocean Grove School had a relatively short school year of only eighty-five days and served just five grades. It had the largest enrollment of the Black schools in the district at 115 students, but averaged sixty-one in attendance, with a single female teacher who earned \$127.50 per year, almost twenty dollars more than the average salary for Black female teachers in the 1910s.¹²

Upon its establishment c.1907, Ocean Grove School began operating in a school system marked by wide disparities between urban and rural, as well as White and Black. Although the 1895 school system theoretically provided “separate but equal” facilities to maintain segregation, very little was equal between White and Black schools in Aiken County. By the early 1910s, the average annual expenditure per White student was \$1,641 and only \$208 per Black student. The average amount of students per teacher for White students was 33.6 but for Blacks it was 58.4 in 1913. The length of the school year was far shorter for rural schools versus urban, but shorter still for Black students, who averaged between 81 and 93 school days in rural areas versus between 122 and 142 for White rural students.¹³

The challenge of supporting so many small rural schools, much less duplicating schools for Whites and Blacks, meant that funding was a continuous problem. The General Assembly tried to assist poorer communities with a one mill state tax for schools in 1913. With this measure, wealthier counties could help support the poorer counties, since all were ultimately interdependent for a prosperous future population, which was itself dependent on an educated citizenry. The State had a vested interest in supporting public schools rather than leaving it to counties because it desired “an average of universal intelligence in her citizenship.” Nonetheless, the State only provided nine percent of the public school budget by 1915, while counties and districts contributed over seventy percent. This left the financial burden and

¹² Aiken County Board of Education, *Annual Reports of the Superintendent of Education, 1913-1949*, in the collection of the S.C. Department of Archives and History, 1913; J.E. Swearingen, State Superintendent of Education, *School Directory of South Carolina, 1916-1917* (Columbia, S.C.: The R.L. Bryan Company, 1917), S.C. Department of Archives and History, back page. Riddick, *Aiken County*, 32. S.C. Department of Archives and History, Rosenwald School Database – Aiken County, [https://scdah.sc.gov/sites/scdah/files/Documents/Historic%20Preservation%20\(SHPO\)/Resources/African%20American%20Heritage/Rosenwald%20School%20Database/Rosenwald_Aiken.pdf](https://scdah.sc.gov/sites/scdah/files/Documents/Historic%20Preservation%20(SHPO)/Resources/African%20American%20Heritage/Rosenwald%20School%20Database/Rosenwald_Aiken.pdf).

¹³ Aiken County Board of Education, *Annual Reports*, 1913.

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dispersion of funds largely up to the local bodies, who were controlled by the White trustees. Ocean Grove School's District 11 had three White males serving in the early 1900s.¹⁴

The state made further efforts to improve the school system and particularly the rural schools with both a Mandatory Attendance Law and the 6-0-1 Law in 1922, but it did not necessarily produce positive results. For small rural schools like Ocean Grove, this increased the workload of teachers and sometimes forced physical changes to the buildings. This was the first time that children between eight and fourteen years old were required to attend school, and the state incentivized a seven-month school year by funding teacher salaries for six months if the local district paid for the seventh. The 6-0-1 rule attempted to equalize the length of school terms between urban and rural and between White and Black schools, but the mandatory attendance would add to the burden of teachers and crowd the small rural schools. The student-to-teacher ratio was already higher for Black schools than White, forty-four versus twenty-three in average attendance in 1923. It was perhaps in anticipation of the new law that the Ocean Grove School was remodeled in 1921. The partition wall dividing the building down the center to create two rooms was likely built during this remodel. It had grades one through three on one side and grades four through six on the other. This change was likely made to accommodate more students. In 1913, Ocean Grove School averaged sixty-one students in attendance, in a space that was only 780 square feet. Based on Superintendent Martin's 1905 guidebook on schools, each child required twenty square feet of space, or 1,220 square feet for the sixty-one students at Ocean Grove School. It is likely that the student body of Ocean Grove had grown in the intervening eight years, further crowding the small building. The new laws were an effort by the State to promote a "more efficient and uniform educational system, while allowing the cost of financing to be absorbed by the state." It also allowed them to push for consolidation, as overcrowded schools fed into the need for larger, centralized facilities, which resulted in the need for transportation for students in the late 1920s.¹⁵

During the Great Depression of the 1930s school attendance increased as there were fewer job opportunities, but the counties had trouble providing for the demand. Some schools closed down or shortened their academic year. Ocean Grove School was part of the Courtney School District (Number 11), which had seventy White students attending Joyce Branch School in the 1931-1932 school year. The district previously included Balltown and Fountain Academy for Black students, but as of that year and in subsequent years Ocean Grove was the only Black school in the district. Balltown became part of District Nine, and Fountain Academy became part of District Four. Ocean Grove School had two teachers and ninety-five students enrolled in first through sixth grade but averaged sixty-nine in attendance. In 1938, it had a total enrollment of

¹⁴ Scardaville, *A Brief History*, 9, 10; Aiken County Board of Education, *Minutes of the Board*, July 2, 1901; U.S. Census Bureau, "Aiken County," *United States Census*, 1900, Altman A. Seigler was a board member of Courtney School District in 1901 and was White, according to the census from 1900, which means the other two trustees (who did not appear in the 1900 census) were likely White.

¹⁵ Scardaville, *A Brief History*, 10-11; S.C. State Department of Education, *School Directory of South Carolina, 1922-1923*, in the collection of the S.C. State Library, 84-85; *Aiken Standard and Review*, Aug. 3, 1921, p4; O.B. Martin, State Superintendent of Education, S.C., *School Improvement*, 17; Aiken County Board of Education, *Annual Reports*, 1913.

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eighty-five students, but averaged fifty-seven in attendance, divided fairly evenly between boys and girls. This was down from the 1932 average of sixty-nine students per day. There were two girls who were in seventh grade, but otherwise the students were between first and sixth grades and the school year was 135 days. The value placed on the school building at the time was \$220, and the value of the land was \$50. Of more value, at \$75, was the furniture and other supplies. There was one female teacher and one male teacher, each of whom had a few years of college education. They were very early in their teaching careers, as one had two years of experience and the other had only one. Jack Dowdy was the male teacher and also served as the principal. He was about twenty-two in 1938. Unlike some of the other rural schools, Ocean Grove School had a small library, which was simply a collection of fifty books.¹⁶

Despite its large student body, Ocean Grove School, like all Black schools in Aiken County, had no bus provided. Joyce Branch School had a thirty-six-mile round trip per day for the forty students that rode the bus, although it is only about two miles by road from Ocean Grove School. The lack of transportation had a stifling effect on the students of Ocean Grove since their only option for continuing school once they completed sixth or seventh grade was to travel approximately ten miles to the Schofield Normal and Industrial School in the city of Aiken. Former student Theodosia Harvey Rumph attended Ocean Grove School until 1940 but had to stay out of school two years because there was no transportation for the trip to Aiken. She finally graduated from Schofield in 1949.¹⁷

Transportation may have contributed to the average daily cost per White student in Aiken County of \$33.24, but it was only part of the disparity. Teacher salary and the length of school was still quite different between Black and White schools. The average cost per day per Black student was a dismal \$4.67. The teaching load difference between Black and White schools had improved to where White teachers averaged twenty-five students per teacher and Black students numbered thirty-three in attendance per teacher, but Black schools averaged only 102 days of classroom instruction versus 168 for White students in 1932 (Figure 8). Ocean Grove School had an even shorter school year than the average at only 80 days, but it was the same as many of the other Black schools.¹⁸

By the 1940s Black schools were improving in several ways, although inequities remained. Ocean Grove School was keeping pace with the changes. It had an average attendance of fifty-four students in 1942, or twenty-seven students average per teacher, and had increased significantly to a 140-day school year with one male and one female teacher. Black schools were finally gaining ground on having longer school years, averaging 144 days versus 172 days for Whites, and for elementary school, they actually had a smaller ratio of students per teacher than White schools in Aiken County in 1942, only twenty-two versus twenty-four. There were still differences in the quality of educators. Of the 160 White teachers there were ninety-nine, or

¹⁶ Aiken County Board of Education, *Annual Reports of the Superintendent of Education, 1913-1949*, S.C. Department of Archives and History, 1932, 1938. 1941-42; U.S. Census Bureau, "Aiken County," 1940.

¹⁷ Scardaville, *A Brief History*, 12; Aiken County Board of Education, *Annual Reports*, 1913, 1932; Burris, "Preliminary Information Form."

¹⁸ Aiken County Board of Education, *Annual Reports*, 1932.

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almost sixty-eight percent, with a bachelor's degree or higher education. A vast majority of Black teachers (ninety-one) had only two years of college. Black male teachers averaged only \$463 per year versus \$1,358 per year for White male teachers, with a similar difference for Black female teachers. Ocean Grove School's teachers just a few years earlier were fresh out of a two-year college and only on their first or second year of teaching.¹⁹

As with many previous years, this and other factors led to an average daily cost difference per student, with \$54 per White and \$19 per Black student. As one Black teacher in Aiken County recalled, she had to go get supplies from the White school and the items were always used, including leftover chalk, and used brooms, erasers, and schoolbooks. By 1949, Ocean Grove School was up to a 159-day school year and an average attendance of sixty-two children, a few of them in seventh grade. All of the other Black schools in Aiken were likewise boasting longer school years and there were five bus routes for Black high schoolers and a single car for six elementary students. Three of the buses were driven by students. Of the twenty bus routes for White elementary and high school students, only one was driven by a student.²⁰ Ocean Grove School reflected the many challenges and improvements that Black schools in Aiken County experienced between the early 1900s through the 1940s, serving hundreds of students over the decades.

Despite some of the progress among Black schools, the long history of segregated public education in South Carolina finally came under serious legal challenge from another county in the late 1940s. Ocean Grove School experienced the same disparities in transportation as the schools of Clarendon County, and the lack of buses was part of their complaint. At the time there were no buses for Black students in Clarendon County, but White students were transported to and from school. Frustrated Black parents sued the local school district over the lack of transportation, poor school buildings, and poor leadership, earning the support of the National Association for the Advancement of Colored People (NAACP). Eventually they sued for the equalization of school facilities, championed by NAACP lawyer Thurgood Marshall, in the *Briggs v. Elliott* petition, which was heard in 1951 in the U.S. District Court in Charleston. After their loss, they appealed to the U.S. Supreme Court in conjunction with similar cases, heard as *Brown v. Board of Education* in 1954, with the winning argument that separate schools were inherently unequal.²¹

Amidst the first legal challenge to segregated schools in 1951, South Carolina Governor James Byrnes spearheaded a plan to "equalize" Black and White schools through a massive building plan. Conceived as a way to shore up the legality of "separate but equal" and preserve segregation, Byrnes and other state officials failed to anticipate that by 1954 the U.S. Supreme Court would nullify the idea of "separate but equal" in public education. The subsequent Equalization Schools were built all throughout the state. In Aiken County there were nine new Black schools and one new White school, built around 1954-1956. The result of the expansive

¹⁹ Scardaville, *A Brief History*, 13-14; Aiken County Board of Education, *Annual Reports*, 1938, 1942.

²⁰ Scardaville, *A Brief History*, 13-14; Riddick, *Aiken County Schools*, 182; Aiken County Board of Education, *Annual Reports*, 1949.

²¹ Dobrasko, *South Carolina Equalization Schools*.

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building campaign was the consolidation of rural schools and the emptying of hundreds of small, rural schools such as Ocean Grove School, which was operating in 1953 but likely not in the fall of 1954, the year of the most school construction in Aiken County. Students from Ocean Grove attended Oakwood Elementary School, which opened in 1954 about ten miles south of Ocean Grove. Despite the victory in the U.S. Supreme Court, integration of schools in South Carolina took at least another decade, and only started in Aiken County in 1966.²²

To deal with the sudden surplus of empty school buildings, the General Assembly of the State of South Carolina approved an act in February of 1954 to transfer the abandoned school buildings to “certain communities for use as community centers.” Ocean Grove School transferred to Goldman Harvey, Homer Burris, and Roddie Burris as community trustees for a dollar, “so long only as said premises are used as a community center,” and that if it was not used as such for twelve months it would be considered abandoned and may revert back to the Aiken County Board of Education. Since the original deed was lost, the transaction was recorded again in 1967 with the assertion that the school had been used as a community center. The partition was likely removed in the 1970s, returning the building to its original plan as a one-room structure, but it fell out of use in the 1980s and the Ocean Grove Baptist Church formally purchased the building from Aiken County in 1982. It has been vacant since at least 1988.²³

Criterion A: Agriculture, Entertainment/Recreation, and Ethnic Heritage: Black

Ocean Grove School is also locally significant under Criterion A: Agriculture, Entertainment/Recreation, and Ethnic Heritage: Black due to the school’s use for agricultural community fairs for Blacks from 1936 to 1941, and again in 1943.

Agricultural fairs have a long history in the U.S. and are closely tied with agricultural societies or clubs. Such groups in South Carolina date back to 1795, when a group of Lowcountry planters organized to seek out alternatives to rice and indigo. Cotton depleted nutrients from the soil and yielded smaller and smaller crops until the field was abandoned for a new site, but not every farmer could start anew with clearing another field. They needed education about fertilizers and better farming techniques. To this end, there was a State Agricultural Society by 1839, and eventually local farmers’ clubs formed throughout South Carolina. A new organization opened in 1869, the State Agricultural and Mechanical Society of South Carolina, with the goal of improving farming conditions and methodologies. Their effort included building support for reestablishing the State Fair, where people showed off their prize livestock and crops at fairgrounds in Columbia, the state capital. Since the state fair was for Whites only until 1965, the Colored State Fair Association began a fair for Blacks in the 1890s, which operated up through 1969.²⁴

²² Dobrasko, *South Carolina Equalization Schools; Aiken Standard and Review*, “Hospital Donation Day is Successful,” Nov. 30, 1953, p2; Aiken County Deed Book, 332:105; Riddick, *Aiken County Schools*, 42, 186.

²³ Aiken County Deed Book, 332:105, 764:308; Burris, “Preliminary Information Form.”

²⁴ The term “Lowcountry” generally refers to the coastal area in the southeast corner of the state. Edgar, *South Carolina*, 275, 277; J. Cantey Heath, Jr., “State Fair,” *South Carolina Encyclopedia*,

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Local agricultural groups copied the spirit of the State Fair in communities throughout South Carolina by creating annual fairs. Farmers, homemakers and children showed off their mules, pigs, cows, and home goods like cakes, canned vegetables, and butter. County extension agents, which were often in the field meeting with farmers and educating them on methods and products to assist with their animals and crops, became integral to many communities by the 1910s. The Smith-Lever Act of 1914 established cooperative extension programs in each state, but the programs were segregated by race. S.C. State University, supervised by Clemson Agricultural College, provided extension services beginning that year for African Americans. Clemson, the U.S. Department of Agriculture, as well as local governments and donations, farm demonstrations and extension programs in South Carolina provided expertise and guidance for farmers. They eventually covered a wide range of topics, including construction of barns and brooder houses, as well as suggestions for alternative crops like oats, wheat, barley and sorghum, and forestry methods and boll weevil control. They also helped create Four-H clubs for children in rural areas through the segregated schools, with Black extension agents serving Black communities.²⁵

Ocean Grove was among the small farming communities scattered across the state that created its own locally planned agricultural fair. As in other rural Aiken County communities, life in early 20th century Ocean Grove centered on farming. In 1930, nearly half (47 percent) of all the county's 47,000 residents were part of families who made their primary living in agriculture, and most (56 percent) of those rural farming families were Black. Census records for individuals buried in the Ocean Grove Baptist Church cemetery from around that period indicate that the particular community served by the school worked almost exclusively in farming, whether working on their own property, as laborers, or tenants.²⁶

For farmers in Ocean Grove and beyond, agricultural fairs served to promote agricultural education among local residents as well as publicize the vitality and success of local farmers, who were eager to show off the best yields for the year. As elsewhere, the Ocean Grove fair was planned by local volunteers and county extension agents. No other school in District 11 or central Aiken County more generally is known to have hosted such a fair for Black families during these years. The use of the school for this unique purpose makes it different from any

<https://www.scencyclopedia.org/sce/entries/state-fair/>, accessed Oct. 6, 2023; South Carolina State Fair, "State Fair History," <https://www.scstatefair.org/about-us/history/>, accessed Oct. 6, 2023.

²⁵ *The State*, "Blythewood Held Community Fair," Oct. 16, 1916, p3, "Poultry Raising Movement Grows," Oct. 17, 1914, p10; Cooperative Extension Service, Clemson University, R.W. Bailey and C.E. Cousins, "Annual Report, County Agent Work, Richland County, S.C., 1948," Cooperative Annual Reports collection in the University of South Carolina; *The Times and Democrat*, "Leadership Vacuum Brought About Rebirth," Aug. 21, 1983, p33; Wayman Johnson, *History, Growth, and Transition of 4-H Among Negroes in South Carolina* (No Publisher, 1969), 13, 15.

²⁶ U.S. Department of Commerce, *Fifteenth Census of the United States: Population, volume VI – Families* (Washington, D.C.: U.S. Government Printing Office, 1933), p. 1197, 1200. Ocean Grove Baptist Church cemetery memorials, Find-a-Grave, <https://www.findagrave.com/cemetery/2162808/memorial-search?cemeteryName=Ocean%20Grove%20Baptist%20Church%20Cemetery&page=2#sr-109613829>. Searchable manuscript census records available through Ancestry.com online database.

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nearby school at the time. It promoted the local economic engine of farming and homemaking, was a social event, and was an educational event with speeches about farming techniques or products. The school's grounds were used for displays of farm implements and livestock competition, and the fair was likely limited to the 1.8 acres that made up the lot. In the first year of the fair in 1936, the "Ocean Grove School house" was the site of the fair, and in 1938 the outdoor exhibits were situated in a semi-circle with one end at the school's door. In 1940, the fair was again specifically located "at the Ocean Grove colored school." Given that the nearby fields were private property it is reasonable that the many "well fed hogs, pigs, goats, dairy bulls, beef bulls, heifers, calves, dairy cows, horses and farm equipment," including wagons, saws, hay racker, fertilizer spreader, small hammer mill and other items at the fair were kept to the school grounds to avoid damage and provide some containment.²⁷

Ocean Grove's local farmers' group hosted a successful agricultural fair for African Americans in 1936 that they claimed was the first of its kind for the county (Figure 9). An advertisement for the first fair in the *Aiken Standard and Review* newspaper invited the public to "Help Us Make History!" Black Aiken County Farm Agent George T. Dowdy stepped in the following year and served as a coordinator for the fair up through 1943. First elected president of the Community Fair group in 1937, Dowdy worked with Roddy Burris of Ocean Grove and other farmers from Hayden, Clearwater, and Round Top. They had a "variety of exhibits" and "noted agricultural leaders" giving speeches. Almost 500 people attended the event in 1938, at the "Ocean Grove Fair ground." Exhibits included farm-grown products such as peas, potatoes, pumpkins, corn, collards, and home-cured ham. Among the livestock, J.W. Burris, who had sold his land for the Ocean Grove School in 1904, showed off his 804 lb. pure-bred spotted Poland China boar. Boys in the 4-H program presented pigs they had raised. Chickens, turkeys, and milk cows completed the outdoor exhibits, which ended right "at the door of the school building." Inside the Ocean Grove School were beautiful exhibits of potted and cut flowers, canned fruits and vegetables, cakes, and pies in one of the rooms. The other room held "fancy work" and labor-saving devices such as a baby chair and baby washstand. A model bedroom at the back of the room "with its

²⁷ Edgar, *South Carolina*, 432. A 1937 newspaper account suggests the fair was three acres in size but it is likely an error. It references the three "undulating acres of oaks, pine trees and a few flowers," which commanded a "sweeping panorama of cotton and corn fields," but an aerial photograph from 1938 shows that the school lot itself was dense with trees, but fields spanned to the north, east, south and west. There were also trees to the southeast and further west, but those were on private property. *Aiken Standard and Review*, "Colored Community Fair November 7," Nov. 3, 1936, p8, "Come! Come! To the First Annual Colored Community Fair," Nov. 6, 1936, p8, "Colored Fair Plans Big Day Tomorrow," Nov. 19, 1937, p8, "Colored Fair Proved Success," Nov. 24, 1937, p2, "Ocean Grove Fair October 22nd," Sep. 14, 1938, p2, "Record Breaking Crowd at Fair," Oct. 28, 1938, p6, "Ocean Grove Fair October 21," Oct. 18, 1939, p6, "Colored Fair Had a Large Number Exhibits," Nov. 6, 1940, p7, "Ocean Grove Fair Sets New Record," Oct. 29, 1941, p4, "Colored Fair at Wagener Oct. 24 One Day Only," Oct. 16, 1942, p2, "Colored Farm And Home Agents," Oct. 15, 1943, p8. In 1942, the Agricultural Fair Committee of the Ocean Grove Fair worked with the Wagener Agricultural Fair Committee and Farm Agent George T. Dowdy to host the fair at the Wagener Colored School. Wagener was a small town of several hundred people at the time and is located fifteen miles from Ocean Grove in the northeast corner of the county.

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blending colors was the height of exquisiteness.” Extension agents, reverends, and a soil conservation specialist gave speeches as part of the fair.²⁸

The Ocean Grove agricultural fair was important not just for the support it provided to the local farming economy but also as a source of more general recreation for local residents. In rural areas like Ocean Grove, agricultural fairs often constituted one of the biggest, if not the only major entertainment event to occur locally. In addition to encouraging local farmers to refine their own skills in cultivation or husbandry, exhibitions of prize-winning produce and livestock and other competitions also served as a source of entertainment for local residents attending the fair, regardless of any educational value they may have. Still other events at the Ocean Grove fair were conducted purely for entertainment and demonstrate the fair’s broader importance as a source of recreation. In 1939, the “Ocean Grove Community Fair” included competitive events like horse-racing, foot-racing, and other games. Crowds could gather and cheer on participants and celebrate with the victors. The fairs at Ocean Grove School also included musical performances, during which attendees could have danced, sang along, and offered applause.²⁹

For almost every year up through at least 1943 the Ocean Grove Community Fair was held in the Fall and celebrated the agricultural successes of the surrounding Black families. Likely inspired by the success of Ocean Grove’s fair, after a few years a similar effort emerged in the northeastern Aiken County community of Wagener. In 1940, a Black agricultural fair was hosted at Wagener School, which was the site of another event in 1942. The Ocean Grove Fair coordinators worked with the fair held in Wagener in 1942 instead of conducting a separate event at Ocean Grove School, which was fifteen miles away. Each community held their own fairs again in 1943, and while the fair never seems to have been held again at Ocean Grove, Wagener Colored School held at least one more fair in 1948. Very likely, circumstances related to U.S. entry into World War II account for the decline of the fairs in each community. Due to its use as a Black community fair site almost every year between 1936 and 1943, the Ocean Grove School is significant to the local agricultural and entertainment history of Aiken County.³⁰

Criterion C: Architecture

²⁸*Aiken Standard and Review*, “Record Breaking Crowd at Fair,” Oct. 28, 1938, p6, “Come! Come! To The First Annual Colored Community Fair,” Nov. 6, 1936, p8, “Colored Farm Leaders Meet,” Sep. 22, 1937, p8, “Colored Fair Plans Big Day Tomorrow,” Nov. 19, 1937, p8, “Colored Farm and Home Agents,” Oct. 15, 1943, p8.

²⁹*Aiken Standard and Review*, “Ocean Grove Fair October 21,” Oct. 18, 1939, p6. Carol Carlson, “Entertainment Trends at Fairs,” in Julia A. Avery, ed., *Agricultural Fairs in America: Tradition, Education, Celebration* (East Lansing: Michigan State University Press, 2000), pg. 91.

³⁰*Aiken Standard and Review*, “Ocean Grove Fair October 21,” Oct. 18, 1939, p6, “Wagener Colored Fair is Fine Demonstration,” Oct. 18, 1940, p2, “Colored Farm and Home Agents,” Oct. 15, 1943, p8, “Colored Fair at Wagener Oct. 24 One Day Only,” Oct. 16, 1942, p2, “Wagener School Holds Fair,” Nov. 26, 1948, p4; Brenda Dowdy, *Dowdy Biographies from South Carolina*,

www.freeopen.rootsweb.com/~dowdyx/genealogy/biographies/bioscd.htm, accessed Sep. 24, 2023. Farm Agent George T. Dowdy was completing his Bachelor of Science degree at S.C. State College in 1937, the same year he began working with the fair. He went on to earn a master’s degree and doctorate degree in agricultural economics, leading him to a long career at Tuskegee Institute in Alabama from the 1950s until his retirement in 1980.

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The Ocean Grove School is locally significant under Criterion C: Architecture as a rare surviving school that demonstrates the typical early 20th century vernacular architecture of rural schools in Aiken County. Prior to the early 1900s, public schools had no centralized office mandating building types or providing guidance on their design. Late 19th century one-room school houses were typically narrow rectangular buildings which offered limited space and light for students. One such example is the 1890s China Springs School, a White one-room school which formerly stood on Highway 19 North, but is now located at the Aiken County Historical Museum (Figure 17). The school has a small, rectangular footprint, a gabled roof, and four six-over-six windows. Other 19th century one-room schools in Aiken County, such as the Capers Chapel School (White, late 1880s, not extant), and McLaurin School (White, 1899, not extant), exhibit the same basic design characteristics as China Springs.³¹ Clear images of one-room 19th-century Black schoolhouses in Aiken County were not readily available, but the extant Holly Springs School (Figure 18), a Black school in Greenville County constructed c. 1891, shows a similar design to contemporary White schools in Aiken County.³² While not a radical departure from 19th century school design, the design of Ocean Grove School offers several design improvements over its earlier counterparts. Built c. 1907, the design of the school includes a wide, rectangular plan, a two-color interior paint scheme, a formal entry vestibule, increased interior space to allow more room for each pupil, high ceilings, and ample windows to increase light and ventilation; all elements generally in alignment with published guidance on school architecture from the period.³³

As the State tried to launch its first proper public school system around the turn of the century, it created a series of laws and instructions aimed at creating some semblance of organization. The early schools built around this time in rural Aiken County were utilitarian and provided a basic structure with one or two rooms. They were most often one story, rectangular in shape, with a simple roof shape, no ornamentation, and symmetrical fenestration, with horizontal wood siding. These traits were well suited to the limited construction funds and class sizes of many schools and carried over into the architect-designed plans provided by the State in the early 1900s. In 1904, the General Assembly of South Carolina passed an act that encouraged the construction of public schools, which allowed county school boards the flexibility to use some of their funding for the projects, although it was limited to only five percent of their total funding. The same act provided \$5,000 for the construction of libraries in rural schools throughout the state, as an effort to encourage more students to read for pleasure. Further measures passed by the State provided matching funds for school construction, but the State Board of Education had to approve the design of the new school. To provide a guide for what ideal schools would have, the South Carolina State Superintendent of Education O.B. Martin produced a booklet in 1905 entitled

³¹ Riddick, *Aiken County Schools*, multiple pages.

³² Anne Peden, "Holly Springs School," National Register of Historic Places Registration Form (Washington, DC: U.S. Department of the Interior, National Park Service, 2018).

³³ Martin, *School Improvement*, n.p.; Lindsay Baker, "A History of School Design and its Indoor Environmental Standards, 1900 to Today," January 2012, National Clearinghouse for Educational Facilities, National Institute of the Building Sciences, 4-7.

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School Improvement: Law, Designs, and Suggestions for Schoolhouses. The school designs were from architectural firm Edwards and Walter in Columbia, S.C.³⁴

Martin's booklet began with a scathing review of the existing White and Black school buildings in South Carolina. He argued that while there were many fine structures, there were hundreds that were "almost worthless." They risked the "health, lives and character" of children by putting them in school buildings that had "but little more comfort or architectural beauty than a cheap barn or a box car." He quoted parts of an address by State Superintendents to "the people of the South" wherein they called for a place of beauty, comfort, and cleanness, about which the grass was green and the "sun should shine bright, the flowers bloom and the birds sing." All of this combined would allow the children, from the "potent silent influence of proper environment," to receive "the sweet messages of peace, and love, and culture, and beauty." His prescription for rural schools included brick or stone foundations, a rectangular footprint for the building where the width was two-thirds or three-fourths of the length, a preferred ceiling height of twelve feet, twenty square feet of space per student, and a teacher's desk along the side of the room that did not have windows. The colors of the interior were to be cream and light gray, blue gray, olive green or light buff.³⁵ South Carolina's guidebook was one of many turn-of-the-century publications focused on improved school design. These books provided detailed recommendations for floorplans, lighting, and ventilation.³⁶

While it does not adhere perfectly to the recommendations in Martin's publication, the Ocean Grove School design incorporates some aspects of the guidebook recommendations and generally follows period trends for rural school architecture. The Courtney School District of Aiken County (School District #11) purchased 1.8 acres for the Ocean Grove School in October of 1904, just shy of the two acres recommended by Martin the next year. A large lot allowed for plenty of place for children to play, and for the construction of any necessary outbuildings. Ocean Grove's design bears some resemblance to design "No. 1" in Martin's 1905 school guidebook (Figures 10-11). Although it differs from Martin's recommended measurements, the school nevertheless features high ceilings and a wide floorplan. It has a section of blank wall for a teacher's desk, although it is on the back rather than the side. The recommended orientation brings in light to the student's left and rear, in keeping with standard ideas about ideal school lighting from the period, but Ocean Grove's windows allow light from both sides and the rear. Ocean Grove's builders perhaps recognized the need for cross-ventilation over ideal light for a building in South Carolina's subtropical climate. The school features a vestibule at the entrance, as indicated in the floorplan for "No. 1," although it does not have the wardrobes on either side. Still, the vestibule creates an interior hierarchy of space and formalizes the entrance of the school. The school also uses the recommended cream and light blue paint color for the interior walls and ceiling. Although the interior lacks wainscoting, the two colors are applied on the

³⁴ Riddick, *Aiken County Schools*, multiple pages; Scardaville, *A Brief History*, 7-8; Martin, *School Improvement*, n.p.

³⁵ Martin, *School Improvement*, 1-5, 16, 17, 20; Baker, "A History of School Design," 4-7.

³⁶ Baker, "A History of School Design," 5.

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upper and lower portions of the walls, mimicking a dado.³⁷ It is not clear if Martin's publication directly influenced the design of Ocean Grove or if its construction simply reflects broad trends in educational architecture of the period. Regardless, the design elements of Ocean Grove render it distinct from its late 19th century predecessors and demonstrate early 20th century efforts to improve the learning environment through design.

Other rural early 20th century school buildings in Aiken County utilized similar designs to Ocean Grove. As with Ocean Grove School, the designs of these buildings are similar to those in the state's guidebook. Deviations from state provided guidance could be a result of the availability of materials, the skills and preferences of local builders, and modifications to fit the needs of the specific school. The early 1900s Beaver Dam School at Wire Road and Vass Street, outside of the city of Aiken (Figures 12 and 19), is the most similar to Ocean Grove, with the same three-bay façade and hipped metal-clad roof. Both schools are similar to the design of the "No. 1" school drawn in the 1905 booklet, with three symmetrical bays across the façade and side elevations, although the drawings show short, doubled windows on the façade and a door hood, which were not used on either school. Unlike Ocean Grove, Beaver Dam is only one-bay deep.³⁸ Other examples of similar schools from the period include Shiloh School, built about 1910 on Randall Branch Road (Figure 14). Its hip-roofed building with projecting central front-gable block is very similar to design "No. 7" in the booklet (Figures 13), but with a simplified fenestration pattern. It was originally for White students, but when they gained a new school this became Randall Branch School for Black students in 1936. The school is part of Randall Branch Baptist Church and is still standing at 157 Palmetto Farms Road, Aiken (Figure 20). The Bethcar School was also a rural school and was located in the Wagener area (Figures 16). Although it is no longer standing, its design of a hip roof building with a door in the left bay and a projecting hip roof block on the façade is very similar to design "No. 8." (Figure 15).³⁹ At Bethcar School the design was modified to include a porch over the front entry (helpful for keeping dry in South Carolina's humid subtropical climate), slightly smaller windows, and the grouping of the windows on the front façade, perhaps to accommodate a coat room or other subdivided interior space. The variations in local schools in the early 20th century show that recommendations from the state may have guided school design in Aiken County, but did not dictate it.

The State moved on quickly from the 1905 designs and turned to another architect within five years. The state legislature created the School Building Act in 1910 that mandated certain requirements for schools that were built using state funds, based on plans drawn by R.E. Lee of Clemson University. As a way to induce new rural buildings to comply, the State also passed the Rural School Act in 1911, which provided \$100 per teacher per school year if certain

³⁷ Aiken County Deed Book, 8:159; Martin, *School Improvement*, 16, n.p.; Riddick, *Aiken County*, 32; Beaver Dam School is visible from the Google Maps streetview option, https://www.google.com/maps/@33.6605598,-81.6396832,3a,43.6y,80.46h,88.39t/data=!3m6!1e1!3m4!1sN11e3X_kMaEJDYrc0i0Zlg!2e0!7i16384!8i8192?entry=ttu, accessed Feb. 17, 2024.

³⁸ Aiken County Deed Book, 8:159; Martin, *School Improvement*, 16, n.p.; Riddick, *Aiken County*, 32; Beaver Dam School is visible from the Google Maps streetview option, https://www.google.com/maps/@33.6605598,-81.6396832,3a,43.6y,80.46h,88.39t/data=!3m6!1e1!3m4!1sN11e3X_kMaEJDYrc0i0Zlg!2e0!7i16384!8i8192?entry=ttu, accessed Feb. 17, 2024.

³⁹ Riddick, *Aiken County*, 34, 66; Martin, *School Improvement*, n.p.

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requirements were met, meaning that the counties accepted state funds and thus needed to comply with the state standards. The idealized school design of the 1910 act included classroom sizes that were thirty-two feet by twenty-four feet with thirteen-foot-tall ceilings, a large hall for community gatherings or a collapsible partition to open up two rooms into one, and doors that opened outward, for safety purposes.⁴⁰ Schools such as Ocean Grove, constructed after the turn-of-the-century but before the Rural School Act, represent early efforts to improve school design. While full standardization remained elusive, Ocean Grove and other early 20th century schools demonstrate the first steps toward the improvement of student experience through architectural design.

The Ocean Grove School is one of a relatively small group of surviving early 20th century rural schools in Aiken County. A pictorial history of schools in the county in 2003 featured approximately ninety-five rural schools built between the 1880s and 1950. Six schools had been moved and altered, twenty-three had been altered into a different use such as a house or church building, seven had no information about their current condition, forty-six were demolished or burned down, and thirteen were still standing but vacant and in need of restoration, including Ocean Grove School. With almost half of the schools lost in the survey sample from two decades ago, only a small number of extant schools, such as Ocean Grove, are able to represent this period of educational architecture in Aiken County.⁴¹

The State's foray into public education through the 1895 constitution generated the construction of hundreds of schools throughout South Carolina, and Ocean Grove School exemplifies the vernacular architectural characteristics of typical rural schools in Aiken County around the turn of the twentieth century. It has a rectangular shape, lacks ornament, has a hipped roof, symmetrical fenestration and horizontal wood siding, which were common features of schools from the same period. It also represents improvements in school design from the 19th century, with a larger footprint to provide more room for students, high ceilings, more windows for improved light and ventilation, a vestibule to formalize the entrance, a colorful interior paint scheme, and a large lot with plenty of space for play and outbuildings. Its simple but effective architecture is a testament to early 20th century efforts to improve upon the 19th century standards of the one-room schoolhouse.

Developmental history/additional historic context information (if appropriate)

⁴⁰ Scardaville, *A Brief History*, 34.

⁴¹ Riddick, *Aiken County*, entire book.

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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:

- State Historic Preservation Office
- Other State agency
- Federal agency
- Local government
- University
- Other

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Name of repository: _____

Historic Resources Survey Number (if assigned): _____

10. Geographical Data

Acreeage of Property _____ 1.8 _____

Use either the UTM system or latitude/longitude coordinates

Latitude/Longitude Coordinates

Datum if other than WGS84: _____

(enter coordinates to 6 decimal places)

- | | |
|------------------------|-----------------------|
| 1. Latitude: 33.620861 | Longitude: -81.597502 |
| 2. Latitude: 33.620033 | Longitude: -81.597083 |
| 3. Latitude: 33.619762 | Longitude: -81.597853 |
| 4. Latitude: 33.620634 | Longitude: -81.598325 |

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

The boundary is a rectangle shape that is approximately 238 feet wide and 330 feet long. The north boundary is on the north side of Ocean Grove Road, which was historically a cow trail that served as the main access to the school. The west, south, and east boundaries follow a mature tree line. The boundary is also delineated on the Ocean Grove School NRHP Boundary Map.

Boundary Justification (Explain why the boundaries were selected.)

The boundary corresponds to the historic boundary that has always comprised the 1.8-acre lot of the Ocean Grove School, since 1904, and which still defines the current tax parcel. It contains the school building as well as the historic agricultural fairgrounds.

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11. Form Prepared By

name/title: Staci Richey
organization: Access Preservation
street & number: 7238 Holloway Rd.
city or town: Columbia state: S.C. zip code: 29209
e-mail: staci.richey@gmail.com
telephone: 803-546-4888
date: 10/17/2023

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: Ocean Grove School

City or Vicinity: Aiken (Vicinity)

County: Aiken

State: S.C.

Photographer: Staci Richey

Ocean Grove School
Name of Property

Aiken, S.C.
County and State

Date Photographed: Oct. 5, 2023 (Photographs 1-6, 8-18), Oct. 11, 2023 (Photographs 7, 19-32)

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

- 1 of 32. Façade and Ocean Grove Road, view to southeast.
- 2 of 32. Ocean Grove Road, view to east
- 3 of 32. Lot for Ocean Grove School, view to southeast
- 4 of 32. East elevation and lot, view to southwest
- 5 of 32. East elevation and dirt road, view to west
- 6 of 32. East elevation and Ocean Grove Baptist Church, view to northwest
- 7 of 32. North elevation, view to south
- 8 of 32. Oblique of north and east elevation, view to southwest
- 9 of 32. East elevation, view to west
- 10 of 32. Oblique of east and south elevation, view to northwest
- 11 of 32. South elevation, view to north
- 12 of 32. South elevation, detail showing failure of middle brick pier, view to northeast
- 13 of 32. West elevation oblique, view to northeast
- 14 of 32. West elevation and north elevation oblique, view to southeast
- 15 of 32. North elevation oblique view to southeast
- 16 of 32. Southeast corner foundation pier, view to west
- 17 of 32. Exterior wood siding, north elevation, view to south
- 18 of 32. Eaves and trim detail, south elevation, view to north
- 19 of 32. Roof and chimney detail, south elevation, view to north
- 20 of 32. North elevation and entrance oblique, view to east
- 21 of 32. East half of room, view to northeast
- 22 of 32. East half of room, water damage, view to east
- 23 of 32. East half of room, rear wall and blackboard, view to south
- 24 of 32. West half of room, view to west
- 25 of 32. West half of room, handmade door to vestibule, view to north
- 26 of 32. Chimney, ladder behind vestibule, view to northeast
- 27 of 32. Remaining partition at ceiling, rear wall, view to southeast
- 28 of 32. Intact wood window, view to west
- 29 of 32. Roof framing visible through hole in ceiling
- 30 of 32. Blackboard on rear wall, view to south
- 31 of 32. Vestibule as seen from interior, view to northwest
- 32 of 32. Exterior entrance on north elevation, view to south

Index of Figures

1. Current aerial view of Ocean Grove School and surroundings, Google.
2. Current aerial view of Ocean Grove School lot, Google.

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3. 1943 USGS topographic map, "Aiken Quadrangle," U.S. Army Corps of Engineers, University of South Carolina, Government Information and Maps Department, available online, <https://digital.library.sc.edu/collections/topographical-maps-of-south-carolina-1888-1975/>.
4. A 1938 aerial photograph index with Ocean Grove School marked by a red star, surrounded by trees in the immediate lot and sandy fields in the nearby lots. U.S. Agricultural Adjustment Administration, Aerial Photograph Index, Aiken County (S.C.), 1938. University of South Carolina, Government Information and Maps Department, available online, <https://digital.library.sc.edu/collections/south-carolina-aerial-photograph-indexes-1937-1989/>.
5. Aiken County with Ocean Grove School in northern-central area marked by small red box. Aiken County Property Map, available online, <https://qpublic.schneidercorp.com/Application.aspx?App=AikenCountySC&Layer=Parcels&PageType=Map>
6. Aiken County Deed Book 8:159.
7. 1921 topographic map of Aiken County shows Ocean Grove School and the many other schools in the vicinity, including Joyce Branch and Fountain Academy, which were in the same district as Ocean Grove School. U.S. Department of the Interior Geological Survey, U.S. War Department, Corps of Engineers Aiken, S.C. Quadrangle, 1921, reprinted 1945, University of South Carolina, South Caroliniana Library, available online, <https://digital.library.sc.edu/collections/south-caroliniana-library-map-collection/>.
8. Pupil to Teacher Ratio chart depicting the years 1930 through 1941, which shows that the ratio improved for Black teachers by having less students over the years per teacher. Scardaville, *A Brief History of S.C. Schools*, p82.
9. The paid advertisement in the *Aiken Standard and Review* newspaper for the first Community Fair at Ocean Grove School in 1936. *Aiken Standard and Review*, Nov. 6, 1936, p8.
10. Design "No. 1" in Superintendent O.B. Martin's 1905 book guiding school design. Martin, *School Improvement*, n.p.
11. Interior plan for design "No. 1." Martin, *School Improvement*, n.p.
12. Circa 2003 photograph of the Beaver Dam School, which has a striking resemblance to the Ocean Grove School and design "No. 1." Riddick, *Aiken County Schools*, 32.
13. Design "No. 7" in Superintendent O.B. Martin's 1905 book guiding school design. Martin, *School Improvement*, n.p.

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14. Circa 2003 image of Shiloh School, which is very similar to design “No.7.” Riddick, *Aiken County Schools*, 34.
15. Design “No. 8” in Superintendent O.B. Martin’s 1905 book guiding school design. Martin, *School Improvement*, n.p.
16. Undated image of Bethcar School in the Wagener area, now demolished. The school is very similar to design “No. 8.” Riddick, *Aiken County Schools*, 66.
17. China Springs School, February 10, 2013. A White school Built in the 1890s and relocated to the Aiken County Historical Museum. Photo by Mike Stroud from “Aiken County Museum,” HMdb.org The Historical Marker Database, <https://www.hmdb.org/m.asp?m=63263>.
18. Holly Springs School, 2018-2019. A Black school in Greenville County, constructed c. 1891. Photo by Anne Peden and Kyle Campbell from “Holly Springs School,” South Carolina Historic Properties Record, <https://schpr.sc.gov/index.php/Detail/properties/62147>.
19. Beaver Dam School, January 2024, from Google Street View.
20. Bethcar Schoool (left), next to Randall Branch Baptist Church (left), January 2024, from Google Street View.

Paperwork Reduction Act Statement: This information is being collected for nominations 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.). We may not conduct or sponsor and you are not required to respond to a collection of information unless it displays a currently valid OMB control number.

Estimated Burden Statement: Public reporting burden for each response using this form is estimated to be between the Tier 1 and Tier 4 levels with the estimate of the time for each tier as follows:

Tier 1 – 60-100 hours
Tier 2 – 120 hours
Tier 3 – 230 hours
Tier 4 – 280 hours

The above estimates include time for reviewing instructions, gathering and maintaining data, and preparing and transmitting nominations. Send comments regarding these estimates or any other aspect of the requirement(s) to the Service Information Collection Clearance Officer, National Park Service, 1201 Oakridge Drive Fort Collins, CO 80525.

Ocean Grove School
Aiken County, SC
Tax Map from Aiken County GIS
Red square indications location of Ocean Grove School



Ocean Grove School NRHP Boundary Map
Aiken County, SC
Tax Map from Aiken County GIS
Teal line is parcel line for Ocean Grove School
Latitude and Longitude

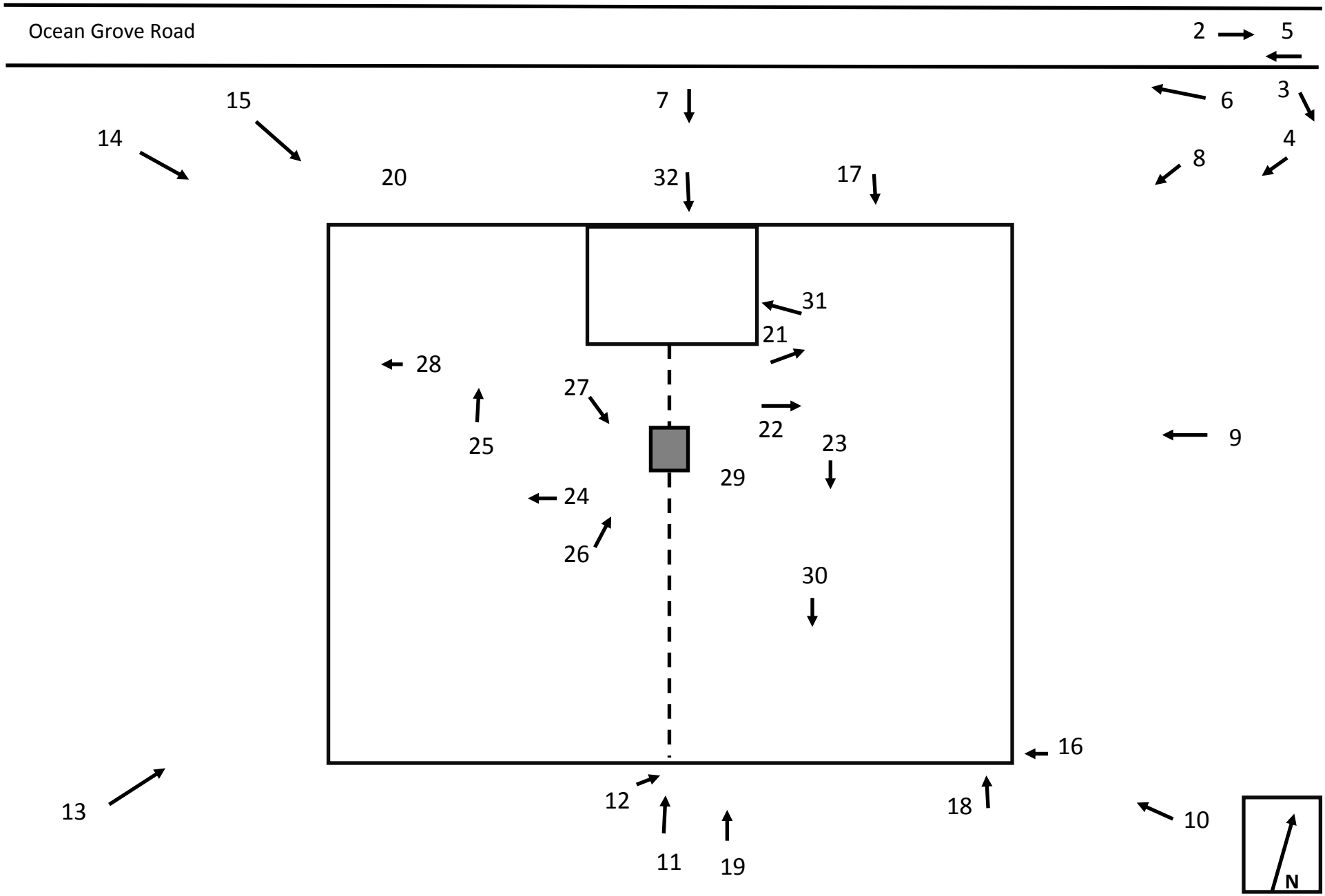


Ocean Grove School

Aiken County, SC

Photo Key and Interior Floorplan (Not to Scale)

These were further east than shown here



Ocean Grove School Regional Map

12 Ocean Grove Rd., Aiken vic., Aiken County, SC

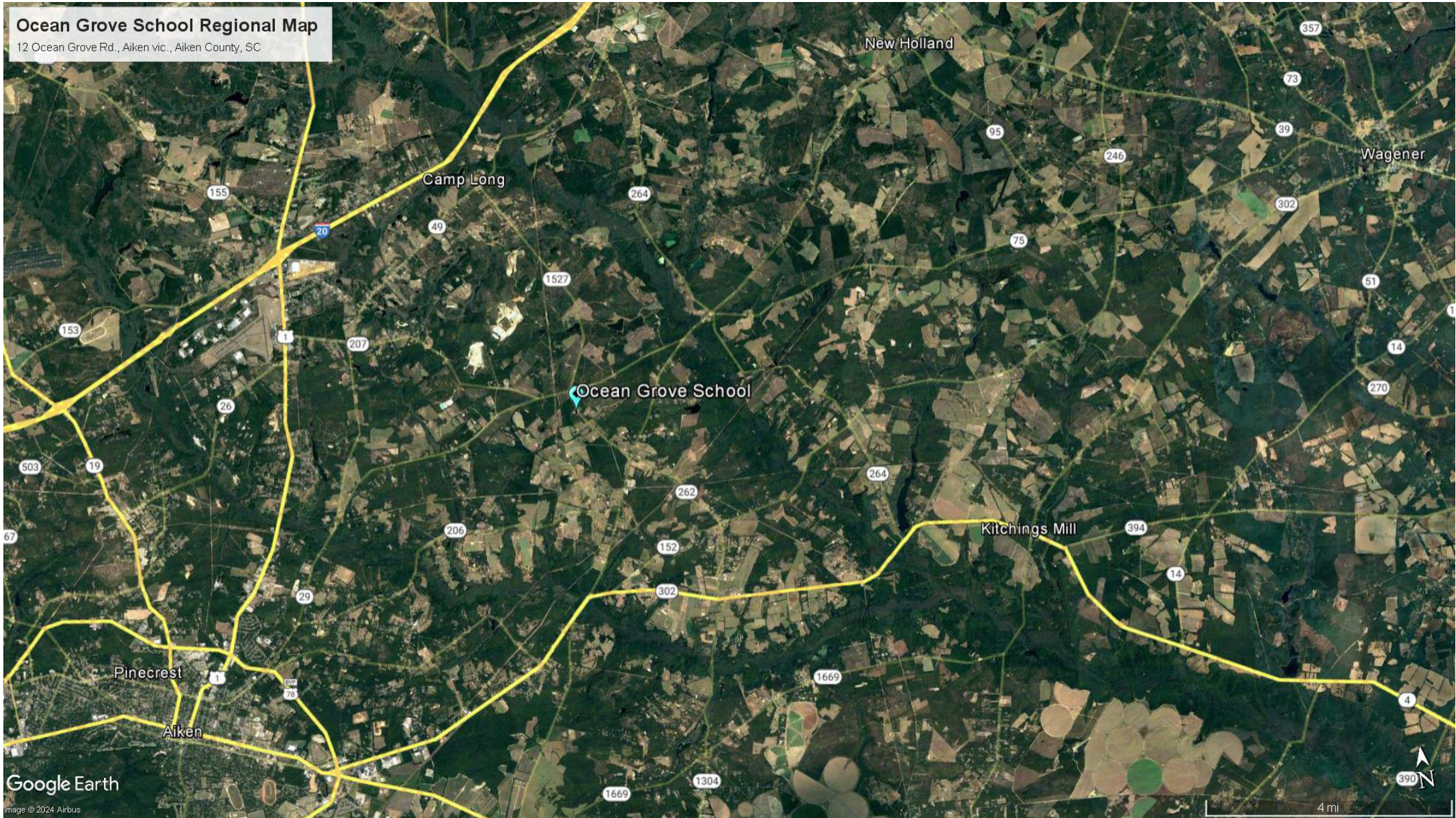


Photo 1



Photo 2



Photo 3



Photo 4



Photo 5



Photo 6



Photo 7



Photo 8



Photo 9



Photo 10



Photo 11



Photo 12



Photo 13



Photo 14



Photo 15



Photo 16



Photo 17



Photo 18



Photo 19



Photo 20



Photo 21



Photo 22



Photo 23



Photo 24



Photo 25



Photo 26



Photo 27



Photo 29



Photo 30



Photo 31



Photo 32



Figure 1

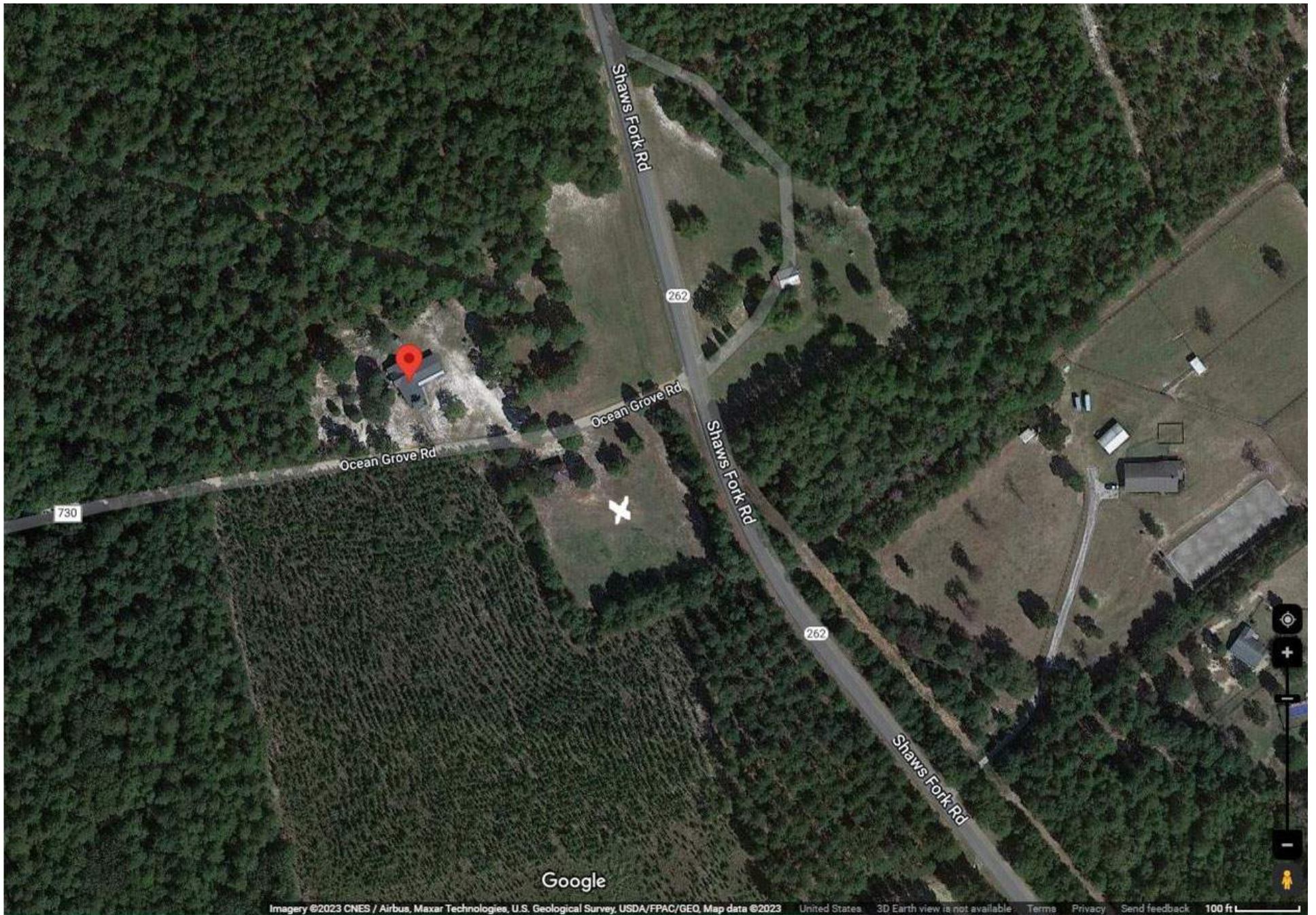


Figure 2

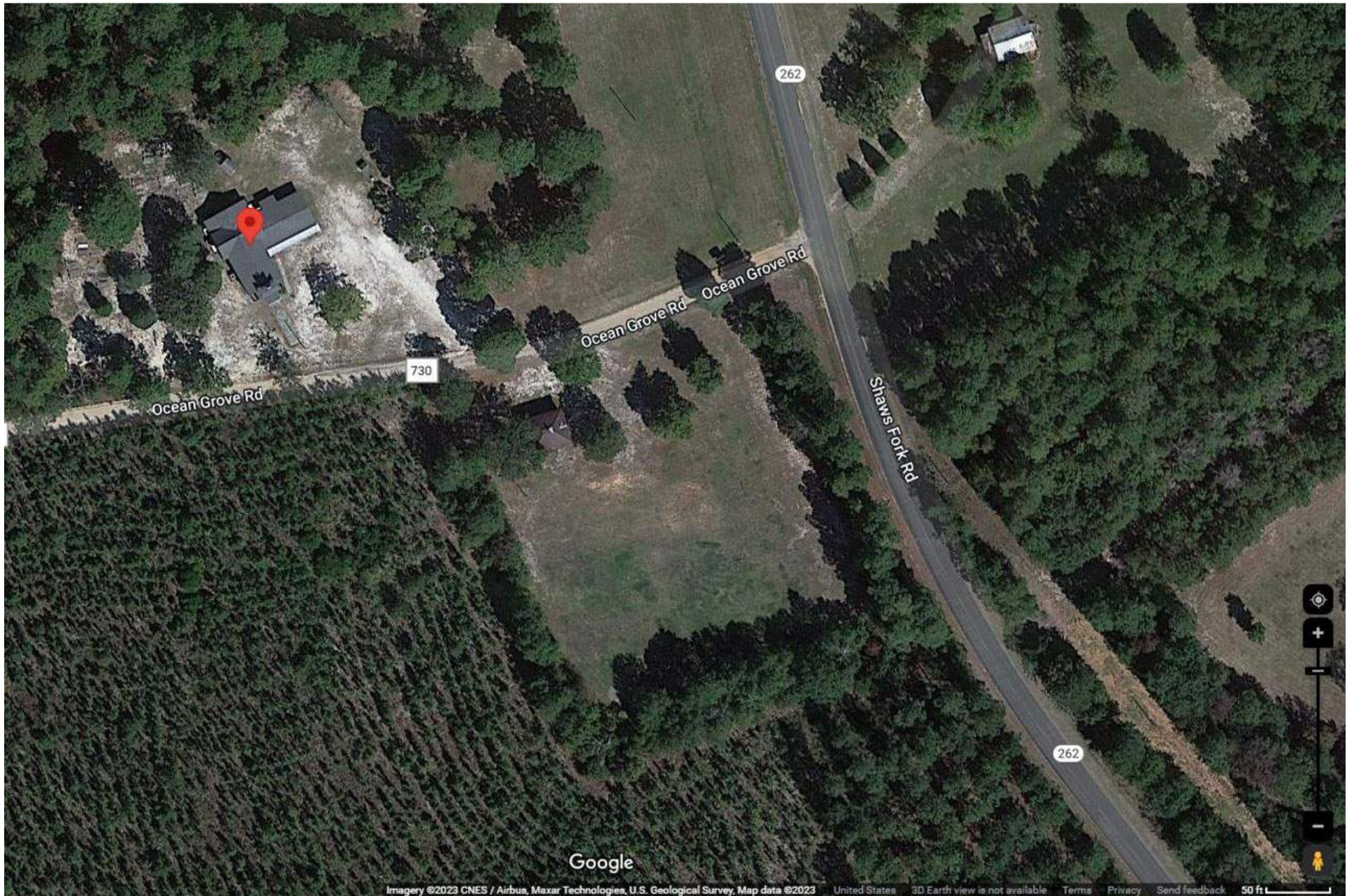


Figure 3

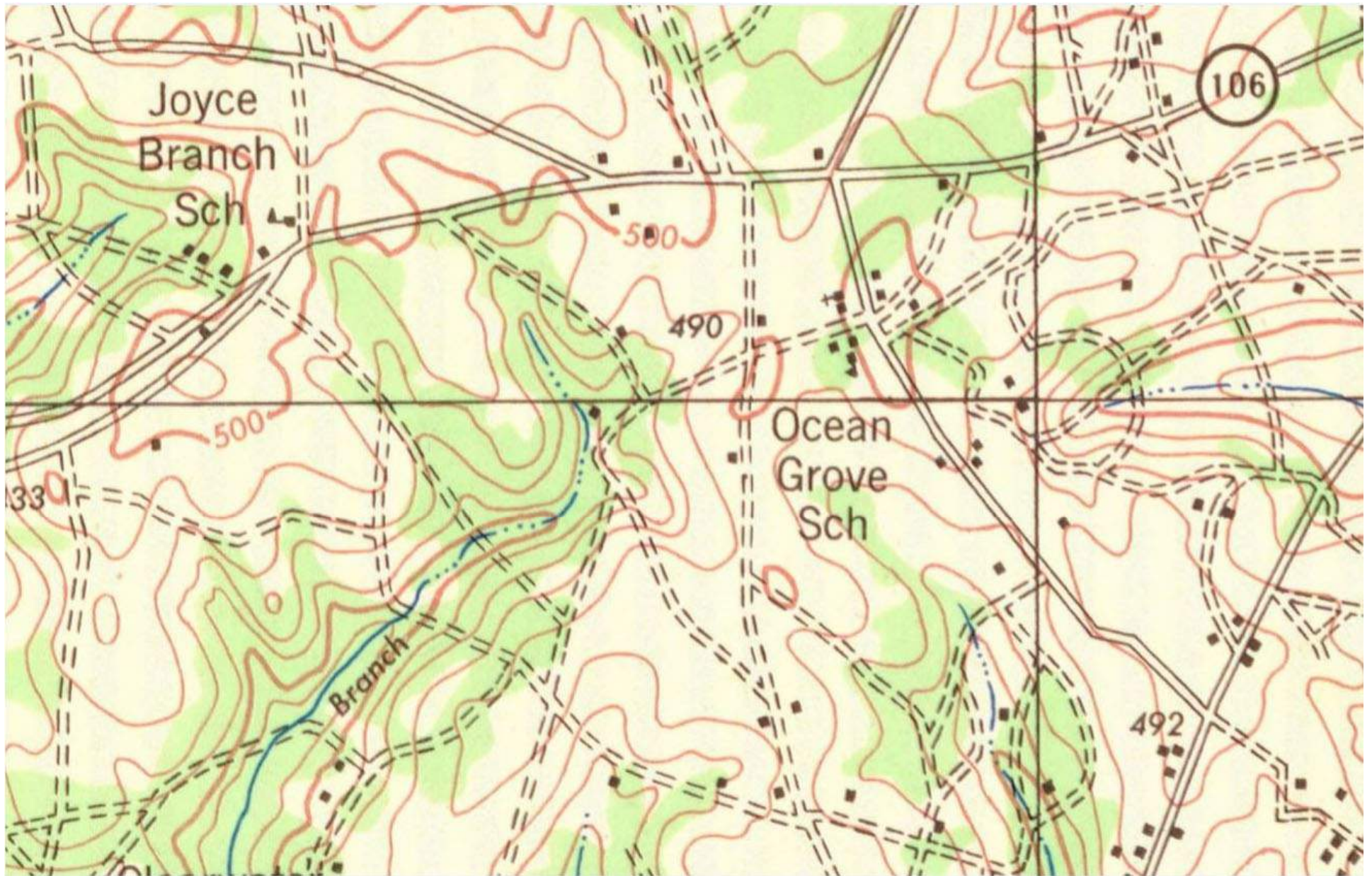


Figure 4



Figure 5

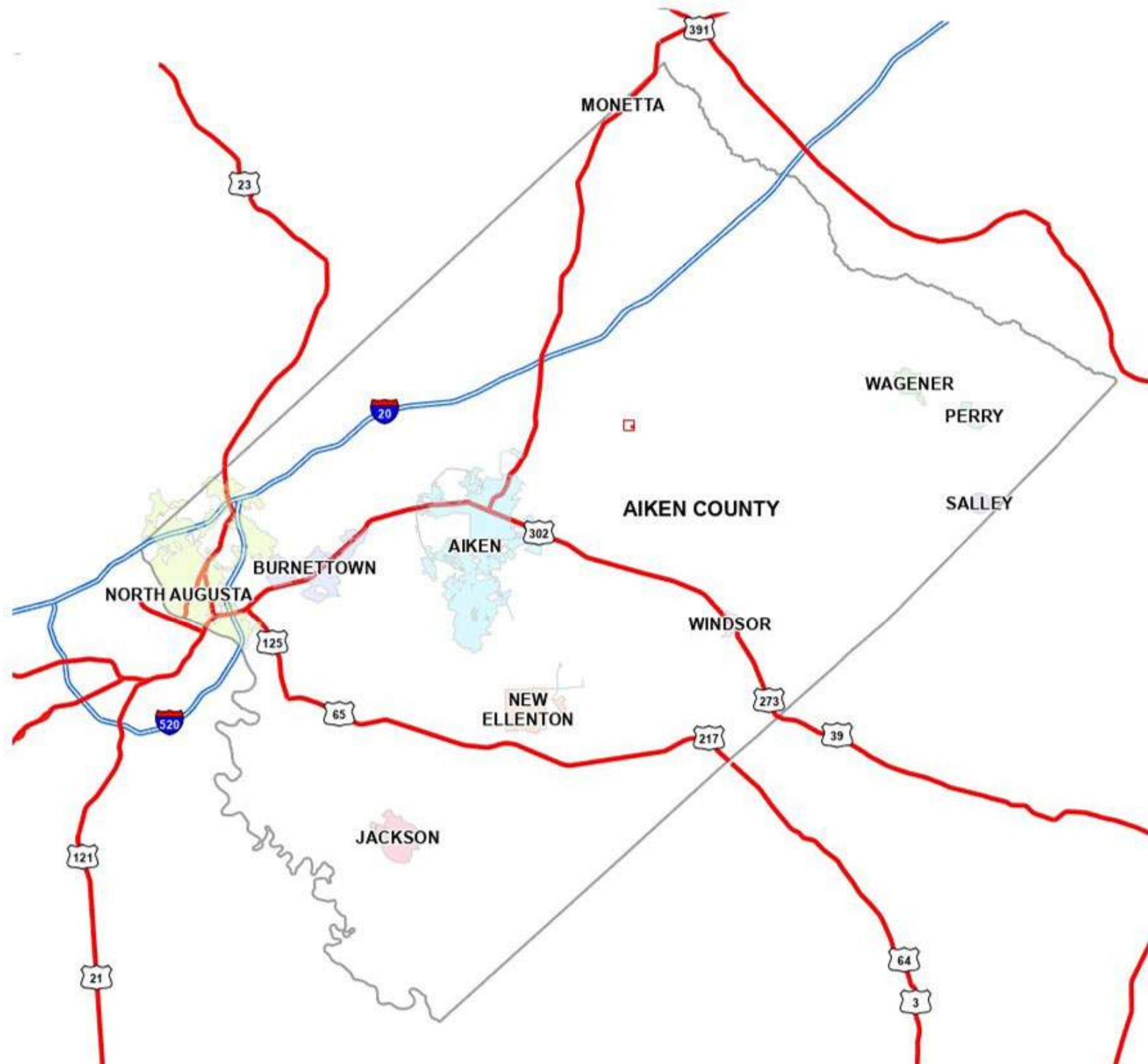
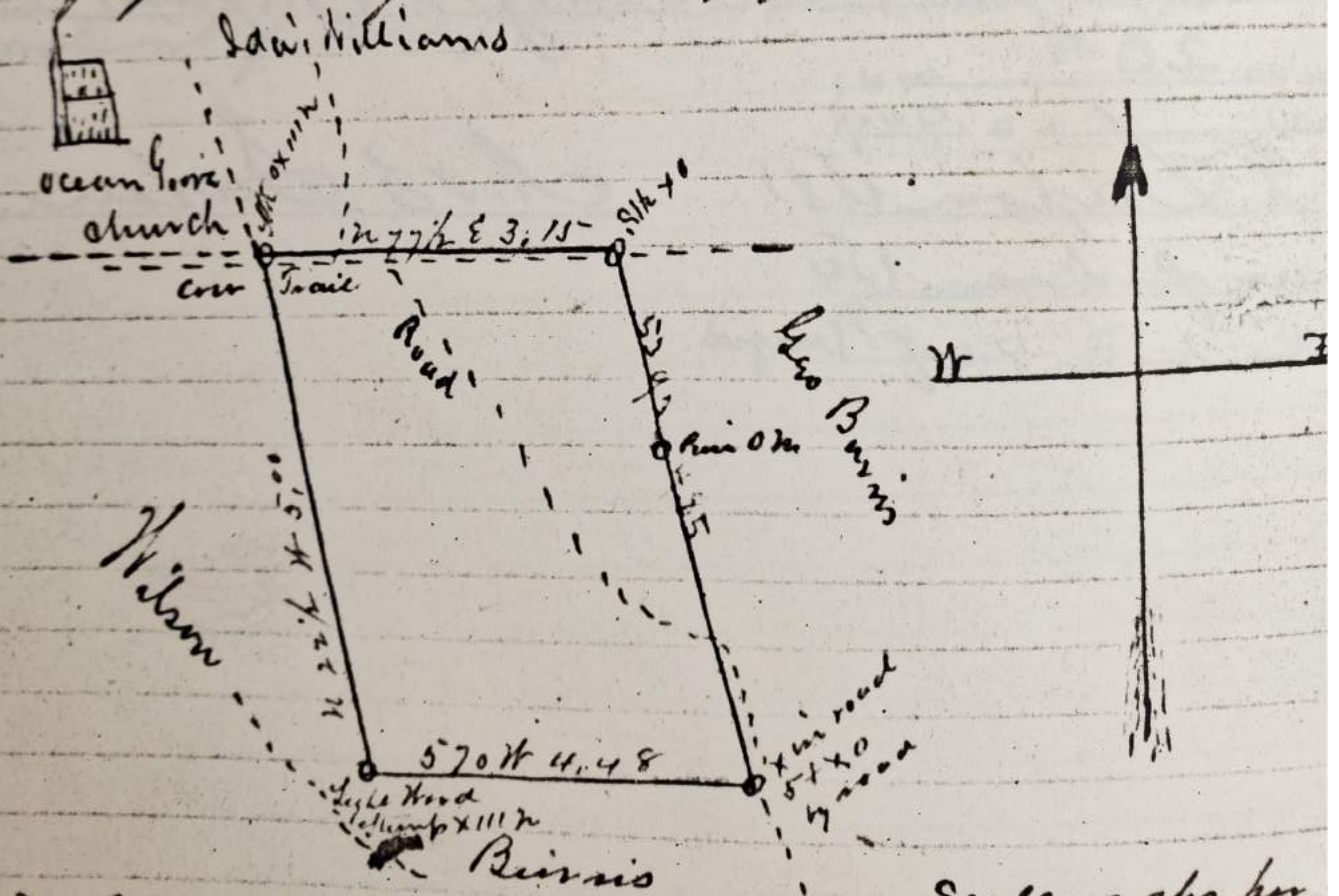


Figure 6

hereby acknowledged), have granted, bargained, sold and released, and by these Presents DO GRANT, bargain,
 Johnson, J. Patterson Johnson and A. A. Suggles
 of Allen County and their Successors in Office
 or tract of land lying being and Situate
 of square containing one & eight tenths acre
 by Edw Williams East by Geo Purvis South & West
 leading to a plat made by P. J. Morris Survey
 do further grant to the said H. C. Johnson, Star
 and their Successors as trustees of School Distric
 water from the Well now situated on my land &
 they see fit or desirable provided the said trustees
 of keeping said Well in repairs while they use
 be the payments of the one half of expense for repairs



By request of H. C. Johnson, J. Patterson Johnson
 Trustees of School District No 11 (Country) I have
 made a small tract of land

Figure 7

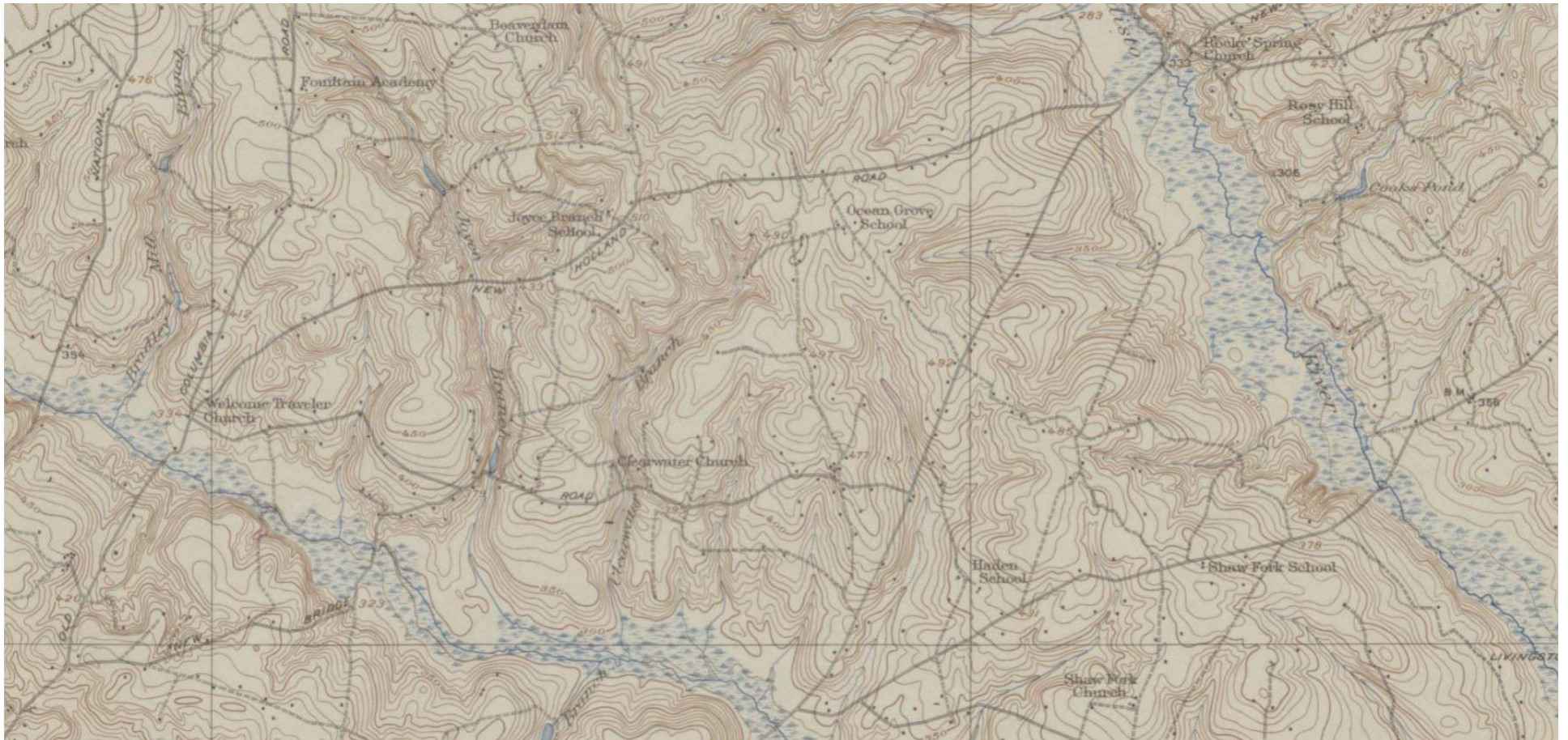
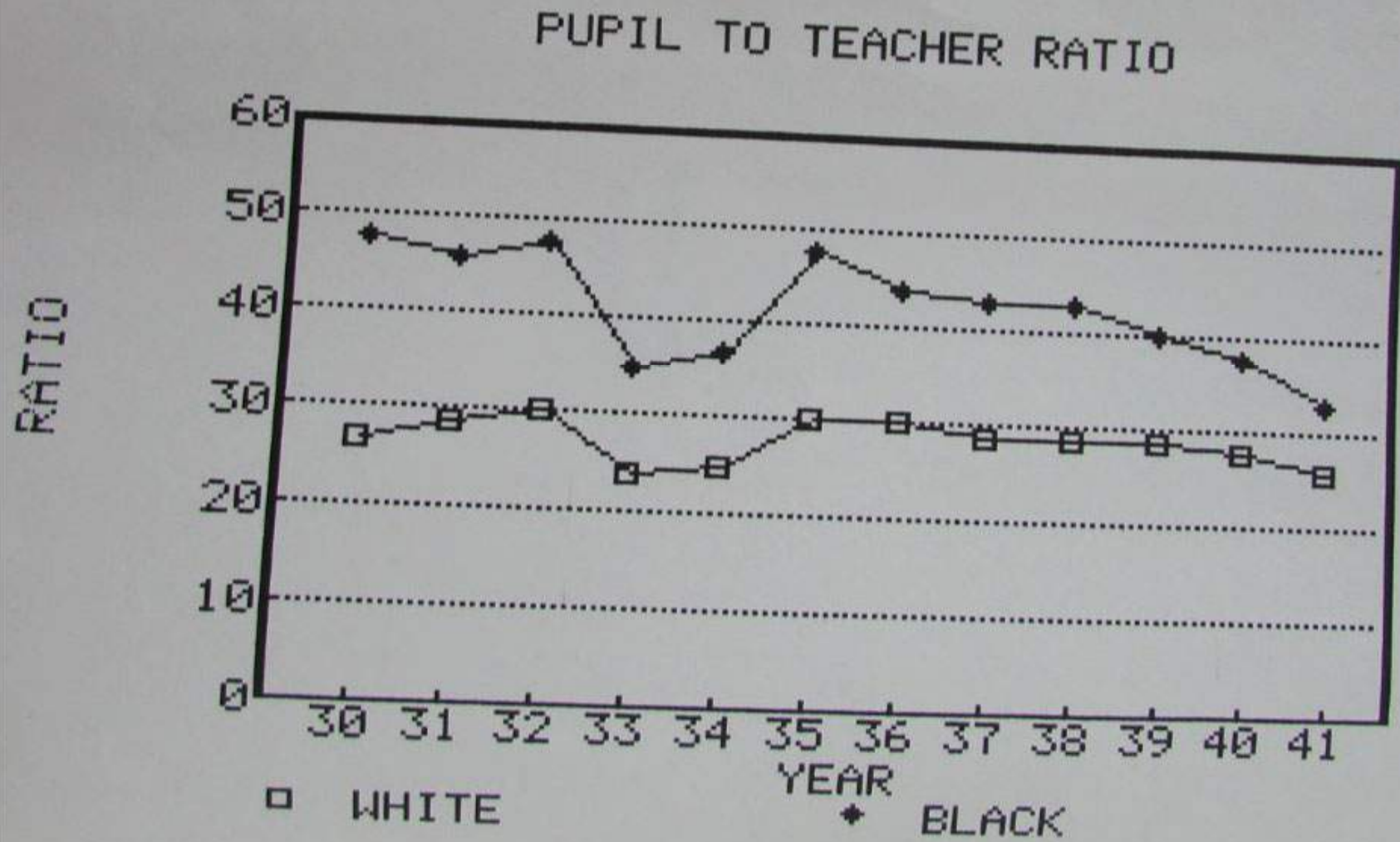


Figure 8

82



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EY,
G,
Executors.

Come! Come!
To The First Annual Colored
Community Fair
Help Us Make History!

WHERE? Ocean Grove School. Turn off 10 miles
Northeast of Aiken on Cookes' Bridge Road to right.

WHEN? Saturday, November 7, 1936, beginning at 11:00
A. M.

WHAT? High Grade Agricultural and Home Exhibits,
Mr. H. E. Daniels, District Agent State College and other
Agricultural Leaders will speak. Music and games will
be played.

Awards will be given for best exhibits. Reports will be
made on the state of the farm in 1936.

HOW MUCH DOES IT COST? Not one Red Cent!

Refreshments will be available to those who desire them.

HOMER A. BURRIS, Secretary.

**"THE OCEAN GROVE FARMERS AND FARM
WOMEN INVITE YOU."**

PAUL R. WEBBER, JR.,
MISS M. M. McKISSICK,

Negro Farm and Home Agents Cooperating.

—Hear the Round Top Drummers Do Their Number—

Figure 10

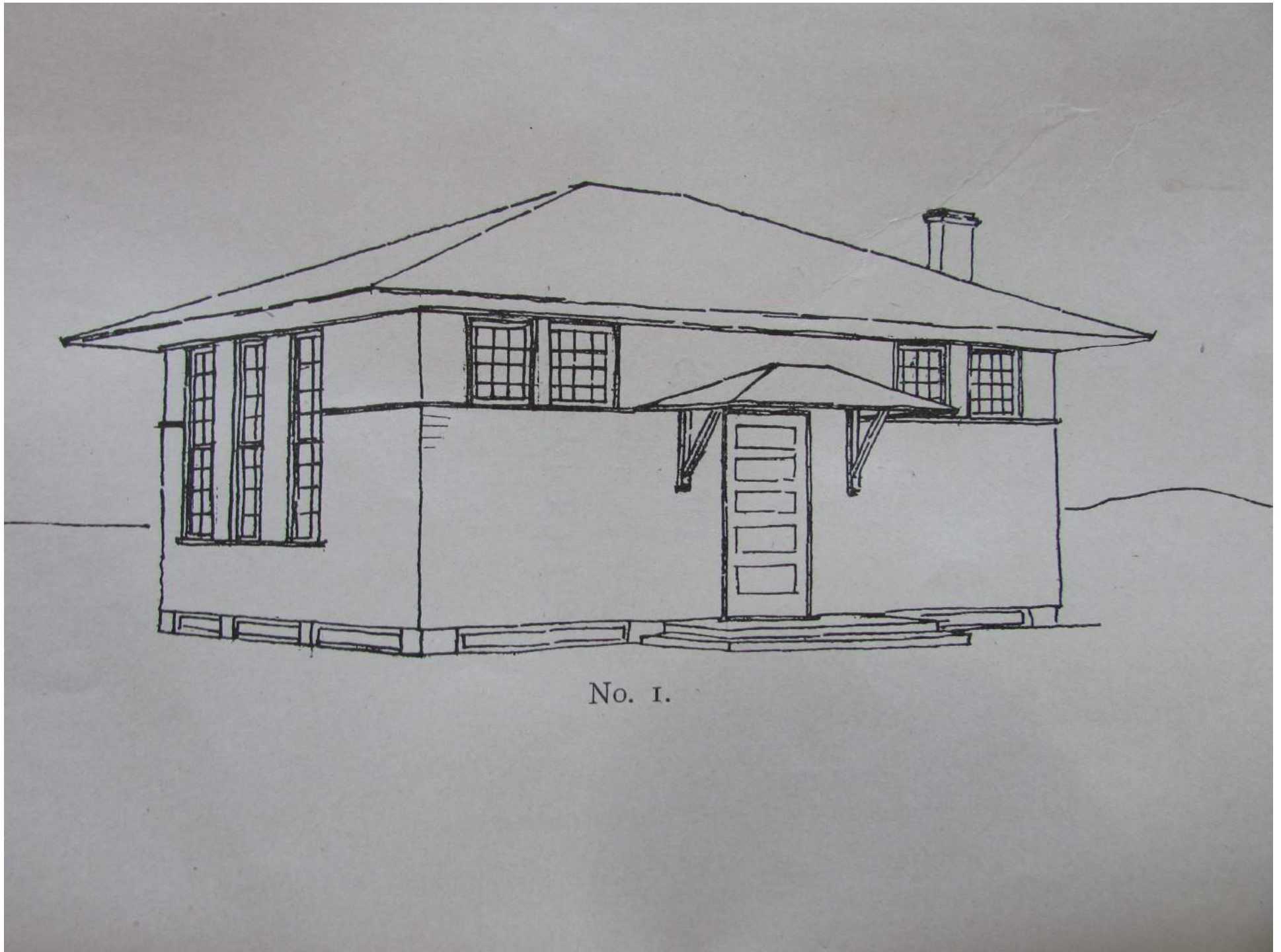
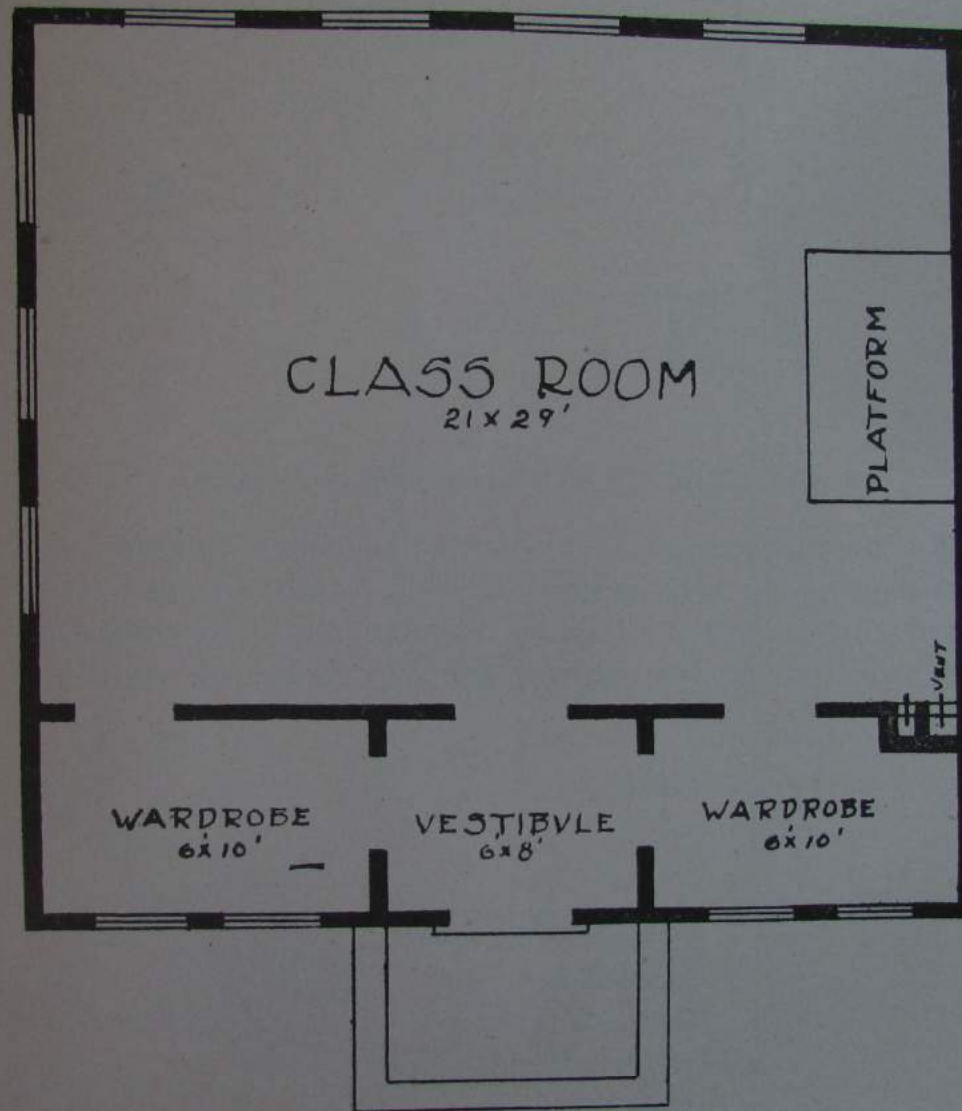


Figure 11



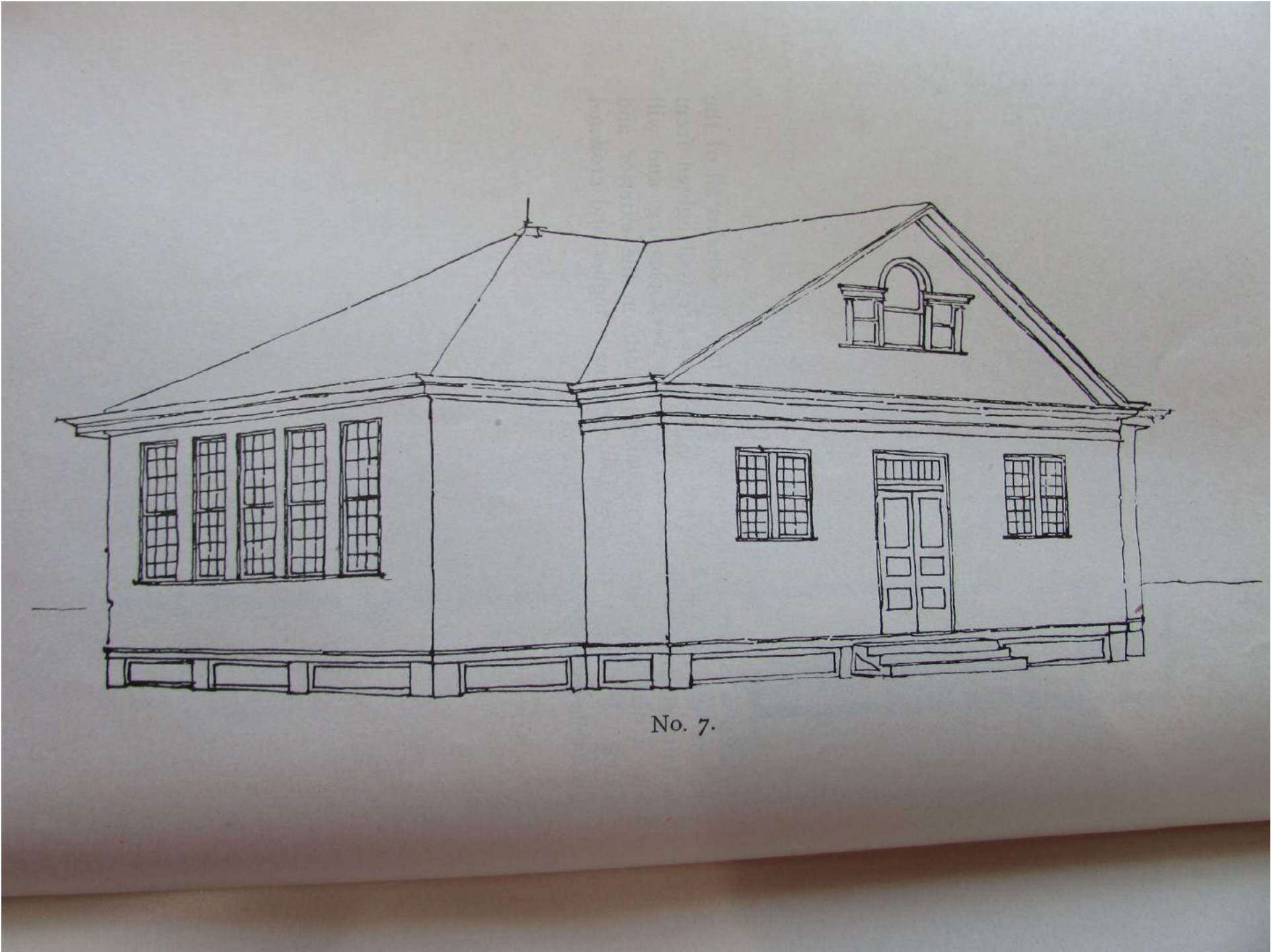
No. 1.

Figure 12



BEAVER DAM SCHOOL, a one-room school for Black students, is located on Wire Road outside of Aiken. It was an early 1900s school. It is still in good condition. (Photo by Allen Riddick)

Figure 13



No. 7.



SHILOH SCHOOL, located on Randall Branch Road off Reynolds Pond Road, was built about 1910. White students attended here until 1936 when the Center School opened. In 1935 the Randall Branch Baptist Church was moved from its original location to make room for the Aiken Airport. It was moved beside the Shiloh School. When the white students moved to Center School in 1936, this became **RANDALL BRANCH SCHOOL** for Black students. (Photo by Allen Riddick)

Figure 15

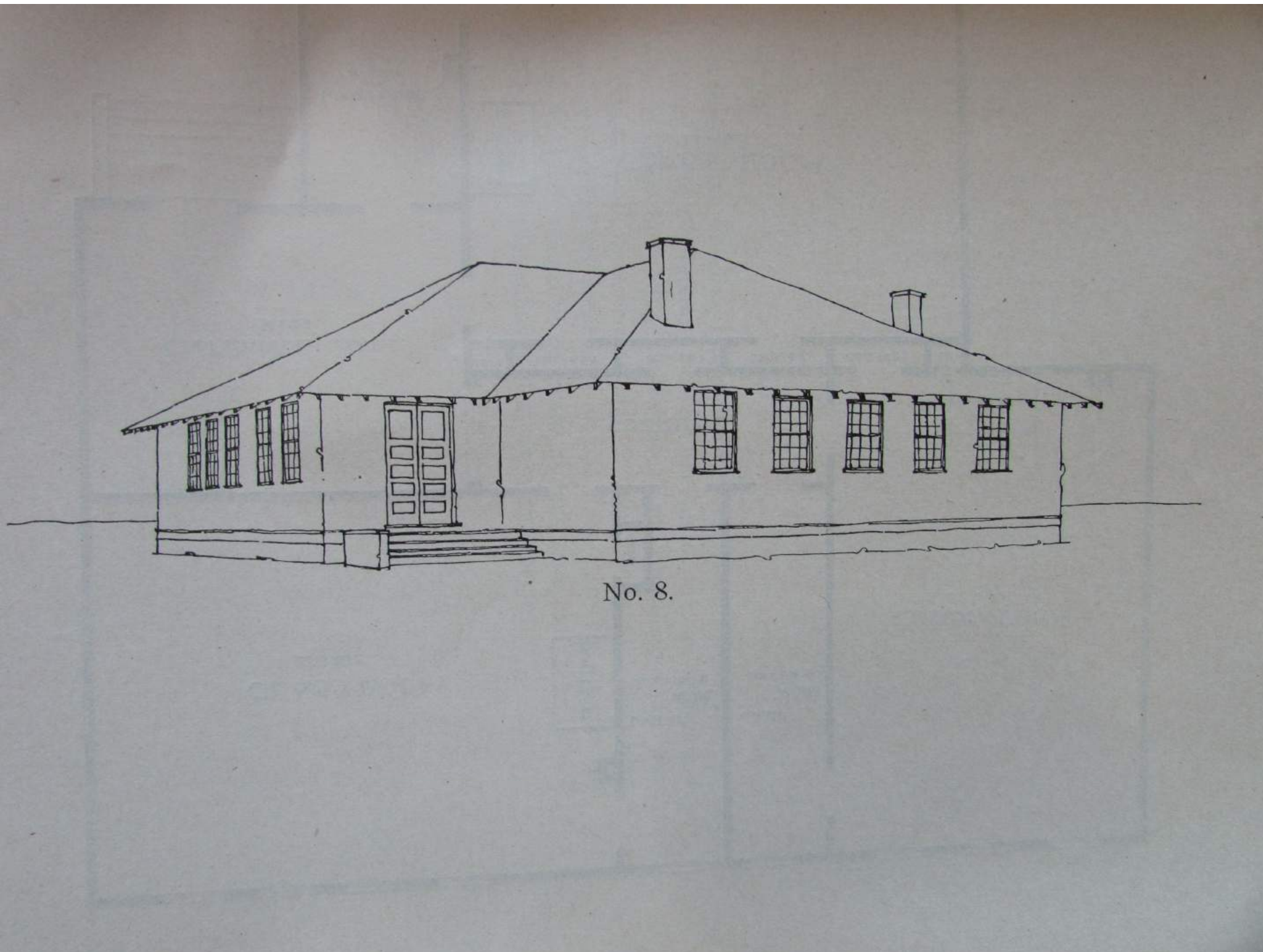
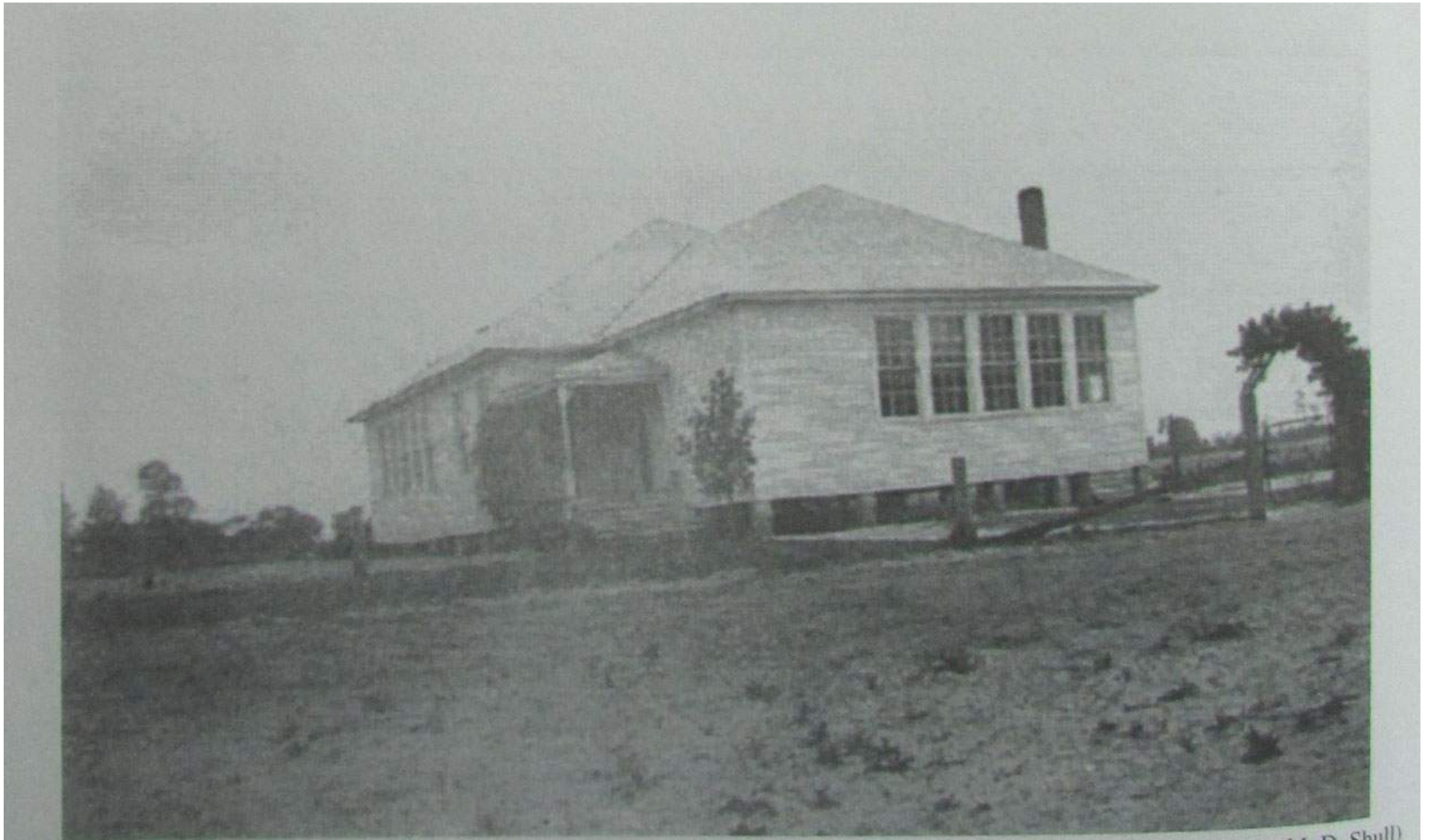


Figure 16



BETHCAR SCHOOL was a rural school in the Wagener area. The school no longer exists. (Courtesy of Mr. and Mrs. M. D. Shull)

Figure 17



Figure 18



Figure 19



Figure 20

