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'THERE IS A SCHOOL WE LOVE IN DIXIE LAND': THE HISTORY OF GREENVILLE HIGH

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"THERE IS A SCHOOL WE LOVE IN DIXIE LAND": THE HISTORY OF
GREENVILLE HIGH SCHOOL

A Thesis
Presented to
the Graduate School of
Clemson University

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
History

by
Boyd Ivan Johnson
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Accepted by:
Rod Andrew, Committee Chair
H. Roger Grant
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Abstract

The history of Greenville High School began in the Progressive Era and was built largely upon the progressive education ideas of that period. The entire history reflects much of the same philosophical underpinnings that brought about the genesis of the school. The ideals of the progressives and especially those of John Dewey, one of the premier progressives, are evident in the community activities, the sports program, the academic curricula, outstanding alumni and faculty, and the struggle for desegregation at GHS. Through an examination of yearbooks, syllabi, newspapers, the Wall of Fame at Greenville High School, and textbooks used at the school one can readily trace the concepts from the earliest proponents to the present.

Acknowledgements

I would like to express gratitude to those who have helped me throughout this creative process. Special thanks go to my family members who have acted as advisors, editors, and encouragers when needed. Thanks also to the library staff at Greenville High. I could not have written this document without access to the archives over which the librarians have charge.

There is a school we love in Dixie Land.
'Tis Greenville High, for which we take our stand.
There we are taught to fill in life a place;
There learn to do, to dare, to run the race.
Trueness and Purity our colors show-
Red as the crimson and white as the snow.
Loyal to our motto may we e'er be,
Only through truth shall we be free.
Though we may wander far, whate'er our lot,
We'll ever keep the sweet lessons you've taught.
Our hearts will turn to thee in tenderness,
And pray God bless you, dear old GHS.

--Greenville High School *Alma Mater*

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1. Introduction and Historical Review

Our progress as a nation can be no swifter than our progress in education. Our requirements for world leadership, our hopes for economic growth, and the demands of citizenship itself in an era such as this all require the maximum development of every young American's capacity.

--John F. Kennedy, "Special Message to Congress on Education"

Greenville, located in the upstate of South Carolina, is neither the oldest nor the largest city in the state. It does have many qualities, however, to appeal to persons from near and far. Greenville boasts lovely weather that has long attracted people to spend time there and tourist attractions that are the envy of many in and beyond South Carolina. One of the greatest aspects of the city is its esteem for education. There are several colleges in the Greater Greenville area and there were even more in the past. The city's educational efforts are hardly limited to the collegiate level. Among the grandest buildings in the city is the "school on the hill,"¹ Greenville High School (GHS). Greenville High has a history that extends back over a century, with its roots in the progressive mindset that pervaded the late nineteenth and early twentieth centuries.

Greenville High is perched proudly overlooking the downtown area of the city. The current building, funded as a part of the New Deal's Public Works Administration (PWA), was constructed using a federal grant of \$219,000, approved by President Roosevelt, to defray partially the \$448,000 estimated expense of building the school.² Subsequent administrators have found it

¹ Betty Stall, ed., *The 1947 Nautilus* (Greenville, SC: Greenville High School, 1947).

²"PWA Action Assures City of New Half Million Dollar Building for High School," *Greenville News*, October 24, 1936.

necessary to renovate, remodel, and add to the original building several times.

The structure holds a nostalgic place in the hearts of the community (particularly, the alumni) that is shared by few other edifices in the city.

The genesis of the school that would become GHS fits into the progressive education movement ideologically. The progressive education movement, which began as a humanitarian movement to enlarge access to the American dream to every citizen, had several objectives.³ One of the primary methods for expanding opportunities was to transform schools from being merely institutions of teaching facts into centers for the socialization and training of the young who would emerge as an army of change agents to transform the world and make it a better place. Progressive educators also emphasized the use of research to determine the most appropriate methods of teaching and administration. They pursued a program of individualizing instruction so that the method, content, and choice of subject matter could be tailored to the individual and the community.⁴ While societal change was the ultimate goal, reformers had to face the problem of how to bring it about in a free society that focused on the individual, as educational icon Horace Mann recognized and attempted to rectify in his Massachusetts school.⁵ The overarching objective was to democratize education in order to allow everyone to share in the benefits of education without cheapening that education, to democratize education without vulgarizing it. Cremin observes, “Progressivism implied the radical faith that culture could be democratized without being vulgarized, the faith

³ Lawrence Cremin, *The Transformation of the School* (New York: Alfred Knopf, Inc., 1961), viii.

⁴ Scott Nearing, *The New Education: A Review of Progressive Educational Movements of the Day* (Chicago: Row, Peterson and Company, 1915), 249.

⁵ Cremin, 11.

that everyone should share not only in the benefits of the new sciences but in the pursuit of the arts as well.”⁶ In short, the reformers desired to elevate those on the lower rungs of society and enable them to fulfill their highest potential, without bringing the higher societal classes down. Advocates of progressive education believed strongly in centralized decision-making, that the school superintendent should make those decisions as the expert in education, and that cities should have city superintendents over their schools.⁷

From the vantage point of today and based on the lofty ideals which birthed the school, one might assume that Greenville High, known as that “school we love in Dixie Land”⁸ by many of the alumni, has always been a source of pride for those who have lived in its shadow. Closer examination shows that this was not the case. When the school was nothing more than a forward-thinking notion among a limited number of community leaders, there were some who presumed that a public school was not a worthwhile enterprise. Many, in fact, considered secondary education as superfluous.⁹ Some in the community attacked Thomas C. Gower, former Greenville mayor and leader of the community, when he proposed the idea of a tax-funded school. The objections centered not merely on the negative reaction toward expenditure of tax revenue on such a project, but on the perception that public schools were tools of the “town people” to

⁶ Cremin, viii-ix.

⁷ Warren Button and Eugene Provenzo, Jr., *History of Education and Culture in America*, 2nd ed. (Englewood Cliffs, NJ: Prentice-Hall, 1989), 214.

⁸ Steve Belli, “School’s Renaissance: Community Helps Bring Back Greenville High’s Proud Tradition,” *Greenville News*, October 9, 1995.

⁹ “First Graduating Class at Greenville High Numbered 25 and Finished Work in ’94,” *Greenville News*, June 6, 1937.

extend the state's control over the lives of poor children from mill village families.¹⁰ The schools of the era offered little reason for people to trust them or desire their proliferation. There were notable shortfalls in revenue, a lack of teachers, many untrained instructors, and unsanitary, overcrowded, semi-dilapidated buildings. Pedagogical methods had changed little since colonial days and many felt that there was not need to change.¹¹ The majority of letters to the local newspaper in this early period were vociferously opposed to the idea of local public education.¹² In spite of the fact that the South Carolina constitution of 1868 had mandated free public education, it took two decades for that ideal to be realized in Greenville and several more decades for it to be attained statewide.¹³

Although Gower was a leader and a pioneer of the city's public education, he was not born in the city or even the South. A native of Maine, Gower came to Greenville as an apprentice in his brother's carriage factory in 1842. On lands acquired through marriage, he became a Southern planter, until meager harvests forced him to resume carriage making. After serving in the Hampton Legion during the Civil War, he was obliged to start over with nothing because of the tragic loss of his fortune.¹⁴ His mayoral campaign, based on the construction of a bridge over the Reedy River, propelled him into public office in the early 1870s.¹⁵ In 1885, he successfully spearheaded a drive to

¹⁰David Lee Carlton, *Mill and Town: The Cotton Mill Workers and the Middle Class in South Carolina 1880- 1920* (Baton Rouge: Louisiana State University Press, 1982), 1.

¹¹ Cremin, 20.

¹²Judith Bainbridge, "GHS Evolved Over Several Decades," *Greenville News*, July 27, 2005.

¹³"History of Greenville," City of Greenville, accessed June 12, 2014, <http://www.greenvillesc.gov/Culture/History/HistoryofGreenville.aspx>.

¹⁴Frank Barnes, *The Greenville Story* (n.p.: 1956), 232-33.

¹⁵Jack Richey, *GHS Super Nautilus Scrapbook 1888-1988* (Greenville: 1987), 10.

persuade the state legislature to create the Greenville City School District. The result of Gower's efforts was the formation of the new district in 1886 with T. Q. Donaldson (Chair), F. W. Marshall, T. C. Gower, H. T. Cook, and S. S. Thompson serving as the original board of trustees. The board sold bonds valued at \$18,000 to underwrite the building schools.¹⁶

The selection of a superintendent was a critical decision from the progressive point of view because of the immense power that this ideology afforded the holder of the office. In 1887 the board hired Professor W.S. Morrison to be the first superintendent of schools. Morrison's salary was \$950 annually; the board promised to raise his remuneration to \$1000 per year with the stipulation that he move his family to Greenville.¹⁷ The Central School, begun in 1888, was the first progenitor in the long history of Greenville High; it was located on the rear of a lot at the corner of McBee Avenue and Westfield Street¹⁸ on property that was once owned by Greenville founder Lemuel Alston.¹⁹ It is no accident that the founding of the school coincided with a period of growth and progress in the city. The improvements that occurred include the addition of a telephone exchange, the installation of water and sewer pipes, and introduction of electric city lights.²⁰

Although considered a high school at the time, one could hardly consider it as such by today's standards because it only served students in the first through the seventh

¹⁶ Archie Vernon Huff, Jr., *Greenville: The History of the City and County in the South Carolina Piedmont* (Columbia: University of South Carolina Press, 1995), 200.

¹⁷ Richey, 6.

¹⁸ Huff, 200.

¹⁹ Wanda Owings, "GHS: The Story of Changing Times," *Greenville News*, May 22, 1986.

¹⁹ "Greenville Teacher Dies from Stabbing," *Spartanburg Herald-Journal*, October 3, 1981.

²⁰ "History of Greenville."

grades. W.J. Thakston was the school's first principal.²¹ The school had twelve rooms and thirteen teachers who were each paid twenty-five dollars per month for their service.²² The records demonstrate that only one "senior," Janie Crane who finished the seventh grade, graduated that first year.²³

Morrison resigned in 1891 to teach history at the newly formed Clemson Agricultural College of South Carolina.²⁴ E. L. Hughes, known for his strict enforcement of discipline, replaced Morrison as superintendent. It was under his leadership that the eighth, ninth, and tenth grades were added.²⁵ Because of Hughes' intense love of music, he oversaw the organization of the first band at GHS.²⁶ A school history noted it as the first uniformed high school band in the state or possibly in the Southeast²⁷

In 1910, the state of South Carolina published a list of "proper" high schools; GHS was not on that list.²⁸ The school, however, made great strides under the leadership of Myron E. Brockman who served as principal from 1912 until 1921 and of J. L. Mann, superintendent from 1916 to 1940.²⁹ One of these advances during this period was the separation of the high school grades from the lower grades. The newly divided high school grades were then renamed Greenville High School and, in 1916, the eleventh grade was added. While a basketball team was formed in 1911, it was not until 1916 that

²¹ Mary Frances Johnson and Elise Nance, eds., *The Nautilus 1938* (Greenville: Greenville High School, 1938), 4.

²² Owings, "Changing Times."

²³ Richey, 13.

²⁴ *Ibid.*, 11.

²⁵ Bainbridge, "GHS Evolved."

²⁶ Richey, 20. See more information on Crane in the Notable Alumnus section.

²⁷ *GHS 100 Years of Class*, (n.p: 1988), 6.

²⁸ Bainbridge, "GHS Evolved."

²⁹ *GHS 100 Years of Class*, 6, 8.

GHS fielded its first football team³⁰ under the leadership of the legendary coach John M. “Uncle Johnny” Holmes.³¹ Superintendent Mann also hired the first paid athletic director, Jay Couch. As of 1917, the school historian could boast that GHS was “newly named, departmentalized and properly equipped.”³²

The students published the first yearbook, known as *The Mountaineer*, in 1917, with student editor Thomas Fahnestock. Maude Earle, a mathematics teacher, suggested a name change and the yearbook was rechristened *The Nautilus* shortly after the first yearbook was issued. The students published the early *Nautilus* every other month, but transitioned to publishing the yearbook only four times a year in 1921: once for each class.³³ It was more concerned with publishing student work than reporting on student life or achievement. *The Nautilus 1917* bears the following description of itself:

The NAUTILUS [*sic*] is a Literary Journal Published bi-monthly from September to May, inclusive, being edited by a Board of Editors elected semi-annually by the pupils of the High School of Greenville. The object of the publication is threefold: To furnish a means by which the students of the High School may secure training in journalism; to bring the alumni into warmer touch with their alma mater; and to create and maintain a healthy school spirit.³⁴

The Great War caused disruption at the school as many of the male students deferred their studies for national service and the school suffered along with the community because of a brief economic downturn.³⁵ As the 1910s turned into the 1920s, the school once again faced change. W.F. Warren became

³⁰ Richey, 49.

³¹ *GHS 100 Years of Class*, 6.

³² *Ibid.*

³³ Richey, 89.

³⁴ Kenneth Blackley, ed., *The Nautilus 1917* (Greenville: Greenville High School, 1917).

³⁵ Richey, 90; “History of Greenville.”

principal in 1921. During his tenure, he expanded the music and physical education departments, and added manual training to the courses of study offered. It was also under Warren's administration that the Association of Southern Accredited Schools first recognized GHS and a new school edifice was erected on the site of Central School.³⁶

In 1926, W.F Lockett followed Warren as principal. During his administration, the school began offering free textbooks, a model progressive concept that extended the benefits of education to those who could not have previously afforded books. The school also constructed a new gymnasium allowing the basketball team an opportunity to have a court of its own rather than playing at the local YMCA.³⁷ One notable event during the Lockett era was the 1928 student walk out to protest the advent of longer school days. The school board decided that the seventy-five students who had participated in the strike had "suspended themselves." In order to return to school, the youthful protestors were required to make a public apology. Additionally the administration made each student who participated in the strike forfeit all elected school offices and honors, accept a zero for each class missed, and be on probation for the remainder of the school year. The remainder of the 1920s were relatively uneventful for GHS although the community boomed during this period with the addition of eight mills, a courthouse, commercial ventures, and even a modest public library.³⁸

³⁶ *GHS 100 Years of Class*, 7.

³⁷ *Ibid.*

³⁸ "History of Greenville."

While the majority of the United States began feeling the consequences of the Great Depression in the early 1930s, South Carolina was hit by its effects in the mid-1920s.³⁹ In the 1930s, as the country plummeted deeper into the Depression, Greenville felt the increased effects of the economic downturn. Because of decreasing revenues, a shortening of the school year (by a month) to save the district \$33,000 a year, was proposed. The administration, however, staunchly refused to bow before the exigencies of the economy, ran on a normal schedule, and only changed the manner in which teachers were paid (in script or county notes bearing six percent interest).⁴⁰ The hard times that prevailed in the country may ultimately have proven somewhat of a boon for GHS. The building that the community holds in such high regard was constructed under the auspices of Roosevelt's New Deal with funding partially furnished by the PWA. It is noteworthy that this was the only such grant President Roosevelt approved in the state. Recognition for this authorization is largely attributable to the support and assistance of United States Senator James F. Byrnes of South Carolina.⁴¹

Bidding for the new school opened in April 1937. The plan was to build an unpretentious brick structure, measuring 305 feet by 296 feet with a central courtyard measuring 148 feet by 91 feet and including a cafeteria, auditorium, and library.⁴² By the autumn of 1938, the building was complete, and students attended the "school on the hill" for the first time. The new facility was well

³⁹ "History of Greenville."

⁴⁰ *GHS 100 Years of Class*, 7.

⁴¹ "PWA Action."

⁴² "Cornerstone Is Put in Place," *Greenville News*, April 11, 1937.

equipped and considered a model high school. Both the State Department of Education and the Southern Association of Colleges and Schools ranked the new building highly.⁴³

The *Greenville Piedmont* reported in September 1944 that high schools in South Carolina were going to be required to add the twelfth grade for the rising ninth-graders. This first addition of a new grade in thirty years meant that most schools would have no graduating class in 1948. At Greenville High, however, a group of about fifty freshmen chose to stay and finish the twelfth grade.⁴⁴ Thus, Greenville High became one of the few (some reports say the only⁴⁵) school in the state to have a graduating class of 1948.

The 1950s were relatively nondescript in the history of the school, although court decisions and growing racial tensions foreshadowed changes and disruptions in the future. With the Supreme Court's *Brown v. Board of Education of Topeka* decision in 1954, the protracted and arduous journey towards desegregation commenced. Also during this decade, Greenville High faced overcrowding, an event unprecedented in the school's existence. While its capacity was approximately 1,000, the facilities were compelled to accommodate approximately twice that number of students. The immediate remedy was to employ a staggered day schedule, referred to as "double sessions," in which juniors and seniors generally attended from eight o'clock until one, and

⁴³ *GHS 100 Years of Class*, 7-8.

⁴⁴ "City High to Be One of the Few to Have a Graduating Class of 1948," *Greenville Piedmont*, September 27, 1944.

⁴⁵ *GHS 100 Years of Class*, 7-8.

sophomores from eleven until five.⁴⁶

Similar overcrowding continued to be a problem into the 1960s, even with the use of the staggered sessions, and was only relieved by the creation of new high schools in the area. Wade Hampton High opened in 1960 and took many of the students who would otherwise have attended GHS. In 1965 J.L. Mann High School opened and further alleviated the overpopulation problem at Greenville High. Paradoxically, while these new schools aided GHS in solving a long-standing difficulty, they also contributed to the school losing some of its former influence and importance. Greenville High transitioned in a relatively brief period from being the only school in Greenville to being only one of the schools in the city.⁴⁷

The 1970s and 1980s, in general, were a period of decline for the “lady on the hill.”⁴⁸ Like the rest of the downtown area, the school fell into disarray in the decade that followed integration.⁴⁹ The proximity of the decline and integration cannot be construed as a causal relationship and one must be careful not to commit the logical fallacy, *post hoc ergo propter hoc*, because there are a number of interrelated factors that lead to the deterioration of the urban area. As major retail outlets fled the downtown for the new suburban malls (such as McAlister Square and the Wade Hampton Mall),⁵⁰ GHS found itself increasingly surrounded by abandoned buildings, besieged by vandalism, and suffering from

⁴⁶ *GHS 100 Years of Class*, 8.

⁴⁷ *Ibid.*

⁴⁸ *Ibid.*, 10.

⁴⁹ Lyn Riddle, “Enduring Legacy,” *Greenville News*, September 9, 2012.

⁵⁰ Huff, 395.

dwindling enrollment.⁵¹ Linda Ward, principal in the late 1980s, made an especially telling statement in the local paper: “I don’t see closing this school even 20 or 25 years from now.”⁵² The reporter’s question was not included in the article, but one could surmise that it was based on rumors of the school’s imminent demise, which were rife at the time, and that some were already prognosticating its closure in the immediate future.

Contributing to the school’s increasingly negative public perception was its lackluster performance on the athletic front. This was most notable in the football team, because of the prominence of that sport in the city and in the South in general in that era. Many denizens of Greenville considered football the only sport at the school, not just its most important one. In the 1980s wins on the football field were rare, with several seasons in this period having only one or two victories for GHS.⁵³

One event that reflected negatively on the school in the public eye was the murder of a wrestling coach. In early October 1981 during the first months of his fifth year at GHS, Coach Henry Chiariello answered a knock at his classroom door during second period to find suspended student Jewell Loraine Garrett awaiting him. During a brief conversation, Garrett caused Chiariello to look away momentarily and plunged a ten-inch butcher knife into his chest.⁵⁴ After Garrett fled the scene, the students, not realizing the tragedy that had just occurred, began

⁵¹ Belli, “School’s Renaissance.”

⁵² Owings, “Changing Times.”

⁵³ *The Nautilus 1990* (Greenville: Greenville High School, 1990), 70.

⁵⁴ “Greenville Teacher Dies from Stabbing,” *Spartanburg Herald-Journal*, October 3, 1981.

to laugh at the coach's staggering believing it to be a joke. Quickly their laughter turned to horror when they grasped that the coach had been attacked.⁵⁵ Chiariello, with five inches of the knife still protruding from his chest, was rushed into emergency surgery where he subsequently died that afternoon.⁵⁶ Principal Don Dempsey remarked that it was a "tragic loss."⁵⁷ At trial the jury rejected Garrett's insanity plea, in spite of her having spent time in a local psychiatric facility prior to the murder and her delusional belief in the existence of a romantic affair between herself and Chiariello, and she was found guilty after only three hours of deliberation. The judge, in January 1982, sentenced Garrett to life imprisonment with a minimum of 20 years' incarceration for the murder.⁵⁸

Another event that tarnished the image of the school transpired in 1989 when it was revealed that Nancy Yeargin, a social studies teacher, had aided students in cheating on standardized tests by providing them the answers beforehand. Yeargin became the first person ever convicted under the South Carolina test security law; because of the conviction, she lost her teaching certificate. Yeargin later appeared on the CBS news program "60 Minutes" to say that cheating was prevalent because of the pressure to perform well on such tests exerted on teachers and students by administrators and legislators.⁵⁹ While not an excuse for Yeargin's behavior, it is worthy of note that this era witnessed several

⁵⁵ "Teacher Dies After School Knife Attack," *Greenville News*. October 3, 1981.

⁵⁶ "Greenville Stabbing."

⁵⁷ "School Knife Attack."

⁵⁸ "Upstate Student Sentenced," *Sumter Daily Item*, January 15, 1982.

⁵⁹ Associated Press, "Greenville Investigating 2nd Teacher in Probe of Cheating," *Sumter Item*, April 6, 1990.

high profile cheating scandals in other parts of the country, including Lake Forest, Illinois and Trenton, New Jersey.⁶⁰

Fortunately for Greenville High its story does not end at this point. Like the mythical phoenix, Greenville High was destined to rise from the ashes of defeat and ignominy and experience what a local paper referred to as a “renaissance.”⁶¹ There are several theories as to why this revitalization took place in the 1990s. Some tie the fortunes of the school to the renewal of the downtown area of Greenville, which saw the development of a new streetscape and the infusion of federal funds for the building of a Hyatt Regency Hotel.⁶² Others point to younger families with children replenishing the neighborhoods from which the school drew students.⁶³ Others still acclaim an administrator, Marilyn Hendrix, for putting the school on the road to regaining its former greatness.⁶⁴

It would be difficult to determine one single cause for the school’s turnaround. The likeliest scenario is that no one person or event was the sole cause of Greenville High’s comeback. The community of the school (parents, students, and teachers) worked together to bring the school to its former standing and to create an institution that could be regarded with great pride and not merely nostalgia. The community’s efforts were rewarded. In November 1997, the school was recognized with a Blue Ribbon Award from the South Carolina Department of Education. It was also at this time that the school was designated

⁶⁰ Thomas Toch, www.thomastoch.com, April 1, 2012, accessed June 9, 2014.

⁶¹ Belli, “School’s Renaissance”; “History of Greenville.”

⁶² Riddle, “Enduring Legacy.”

⁶³ Belli, “School’s Renaissance.”

⁶⁴ Riddle, “Enduring Legacy.”

as a magnet school, and its official designation became Greenville Senior High Academy of Academic Excellence.⁶⁵ The magnet program allowed the school to draw students from all over the county as well as the zone that it naturally covered.

Though the focus here is the historical journey of a great school, it would be inappropriate not to at least mention the recent past. Between 2004 and 2007, Greenville High's facility received a \$46 million facelift. Because they loved the historic building so much, powerful alumni and others strived to prevent its destruction and replacement. Shortly thereafter, the school once again was renamed and refocused: it became Greenville Senior High Academy of Law, Finance, and Business. With the change came new classes and requirements for students who attend as magnet students.⁶⁶

⁶⁵ "Greenville High Gets Blue Ribbon Award," *Greenville News*, November 15, 1997.

⁶⁶ Riddle, "Enduring Legacy."

2. Community

...A school is a society where each individual may grow, through common activities, to his greatest breadth as a political, moral, and social citizen. Founded in such a conviction, the system is the practical application of two principles: first, that extracurricular activities offer the school its best opportunity to help students do certain desirable things which they are going to do anyway; and second, that extracurricular activities form a ready channel through which the school may utilize the spontaneous interests of the student, and by these interests, make the highest type of citizenship desired and possible of attainment.

Robert Waldrop, *The Nautilus 1930*

The teenager of the 1910s lived in the midst of a rapidly changing culture; the average teen of this era eagerly embraced much of the change and viewed it as a positive step toward a brighter future. Some of the changes he or she would have witnessed were the population shift from the rural to the urban areas, the advent of radio as a public medium, and the birth of the consumerist society.⁶⁷ These teens lived in an era in which industry leaders still defended child labor as safe and even healthy for the child and the economy.⁶⁸ For the first time, the term “adolescent” and the idea of a separate stage of life known as the teenage years were recognized. As the government on all levels assumed more responsibility for the education of children, schools experienced increased attendance and

⁶⁷Mike Mercer, “Imagine Living Through the Progress: A Consideration on Early 20th Century American Culture,” *Montréal Review*, May 2011, accessed June 23, 2014, <http://www.themontrealreview.com/2009/Imagine-living-through-the-progress.php>.

⁶⁸“Defends Child Labor: Mills Better Than Some Homes, Dr. Stiles Says,” *Washington Post*, October 21, 1909.

extended hours for students.⁶⁹ Because of higher attendance and more time being spent in school, in addition to the popularity of progressive educational philosophy becoming more pronounced, schools began to branch out and become more than institutions of formal, rigid pedagogy and, in addition, became places of recreation and socialization.⁷⁰ The specialized clubs and groups that formed within the school were indicative of this transition.

The first yearbook (*The Mountaineer*, 1917) described an interesting mixture of clubs and organizations offering students experiences and opportunities for socializing and service. In addition to the literary societies, there were also the Boosters' Club, Farmers' Club, and Ambulatores Romanae. Large numbers of students participated in the literary societies. These groups appear (from their description) to be roughly the high school equivalent of collegiate fraternities and sororities. Although the main purpose of these clubs appears to be social, the yearbook does not delineate any particular function these societies served.⁷¹ Later in *The Nautilus 1926*, in a code of ethics promulgated by the student body for themselves, the students declared that the literary societies should be supported strongly and thoughtfully because they offered the students "fundamental training for public service."⁷² The names chosen for these societies reflected the national patriotism, regional pride, and political assumptions of white students in the early twentieth century. The promotion of this kind of pride

⁶⁹ Elliott West, *Growing Up in Twentieth-Century America: A History and Reference Guide* (Westport, CT: Greenwood Press, 1996), 1-2.

⁷⁰ Butts and Cremin, 541.

⁷¹ Thomas Fahnestock ed., *The Mountaineer Volume 1 1917* (Greenville: Greenville High School, 1917).

⁷² J. C. Keys, ed., *The Nautilus 1926* (Greenville: Greenville High School, 1926).

was unremarkable in that the progressive era reformers strove “to make schools a training ground for loyal patriots.”⁷³ There were two societies for girls and two for boys.

The Dixie Literary Society was composed of ninth and eleventh grade girls. The society chose the name to demonstrate its “Southern Pride.” The members considered themselves the epitome of southern genteelness and chose as their motto “character is higher than intellect.” Their flowers were red and white roses because, according to them, roses were the flowers of the South and represented the ideal of womanhood.⁷⁴ The group’s colors were red and white; the yearbook specified these as, not only the school’s colors, but also the colors of the United Daughters of the Confederacy (UDC). This choice of colors, the name “Dixie” itself, which harks back to the Old South, and the description of the club unabashedly promoted an affection for “the Dixie of long ago.”⁷⁵

The Palmetto Literary Society, named after the image on South Carolina’s State flag, did not offer any description, and did not reveal the grade level for the organization in the yearbook. The group’s report concentrated on the choice of the name “Palmetto.” It was chosen to commemorate the Palmetto logs that provided protection to the men who “fought for...[the] rights” of South Carolina at Fort Sumter at the beginning of the Civil War.⁷⁶ This club, thus, existed to exhibit a love for the Palmetto State and cherished a nostalgia not unlike that of

⁷³ Cody Dodge Ewert, “Lessons in Loyalty: American Patriotism and Education in the Progressive Era” (Master’s thesis, University of Montana, 2012), 79.

⁷⁴ Fahnestock, 53-54.

⁷⁵ *Ibid.*, 53.

⁷⁶ *Ibid.*, 57.

the Dixie Literary Society.⁷⁷

The Calhoun Literary Society, named for John C. Calhoun, was limited to boys. Although the yearbook proffers no explanation for the adoption of the name, it is clear from the biography of Calhoun presented that he was considered a hero for the group and that his “invincible spirit”⁷⁸ motivated the club. It lionized him as having had a keen sense of justice, having a long record of service to the country, and of being solely responsible for the declaration of war against the British in the War of 1812.⁷⁹ Though not clearly articulated, one underlying theme of Calhoun’s service was states’ rights and the ability of states to nullify federal laws. While Calhoun had died by the start of the Civil War, his ideology, shared by many of his Southern compatriots, was at least partially responsible for the war. The use of Calhoun’s name may be indicative of state pride and a support for the ideas that he espoused.

Composed entirely of boys in the ninth grade commercial section and the tenth grade, the Hughes Literary Society was named for E. L. Hughes, the second superintendent of Greenville City schools and a recently retired administrator for the district, who had dedicated his life to education in the city and who had always given the students a “square deal.”⁸⁰ The name Hughes evoked local pride and honored the man who had been responsible for many improvements and advances for the local district. The choice also demonstrates the progressive

⁷⁷ Fahnestock.

⁷⁸ Ibid., 59.

⁷⁹ Ibid., 58-59. Clearly, the group’s adulation was a bit misguided in crediting Calhoun with sole responsibility. This fact, however, demonstrates their level of devotion to him.

⁸⁰ Ibid., 54-55.

conception of the importance of the job of district administrator.

In addition to these four literary societies, GHS had several groups or clubs for students who were interested in particular activities. The paucity of information and the distance in time make the precise nature of some of these clubs impossible to determine with any precision. A case in point is the *Ambulatores Romanae* or Roman Hikers. The membership of this club was entirely female. The yearbook lists the members' names along with a Latin nickname for each one and reports that the motto for the club was *Si equitare potuissem ivissim* (translated by the staff as "If I'd knowed [*sic*] I could a' rode, I'd a went [*sic*].")⁸¹ This is the extent of the information given about the group and, thus, there is no way to conclude precisely in what sort of activity the Hikers engaged. Theoretically, it could have been a hiking club or a Latin club, but the yearbook gives no indication as to which of these, if either, was correct.

The Boosters' Club was an all-male group that apparently was a cross between a spirit club and an excuse to act with some degree of reckless abandon. The motto for this group was the somewhat whimsical: "Do as much boosting as you can't [*sic*], whenever you can."⁸² In keeping with this attitude, the meeting place was cited as "where Prof. Brockman ain't [*sic*]."⁸³ The members names were listed as were their aliases, including sobriquets such as Hen, Rosy Cheek,

⁸¹ Fahnestock. Many of the pages in this work were not numbered and, therefore, page numbers will only be cited for the pages that were numbered.

⁸² Ibid.

⁸³ Ibid.

Chink, Lady Killer, Baby, Fatty, and Dimples.⁸⁴ It is ambiguous what exactly the club boosted or why many of their nicknames were less than complimentary.

In a somewhat similar vein, the Farmers' Club was dedicated to farming and partially served as an acceptable excuse to spend time with other teenagers. The club photograph showed young men, dressed in hats around a horse-drawn wagon. The chosen slogan for the group was the interesting and enigmatic phrase "To extinguish the high cost of living."⁸⁵ This club's page also listed the members' nicknames in addition to their real name as the Boosters' Club did but the Farmers' Club chose names of various fruits and vegetables in keeping with the organization's theme. The ideology underlying this group was consonant with the Progressive Era idea of education as the provision of practical training for young people as well as the impartation of information.

The yearbook of 1917 references two other clubs; they are the E. L. S. Members and the Pie Sellers Club. They shared not only the mysterious nature and the insufficiency of details with some of the other clubs, but also the similar use of an enigmatic motto: "get all you can for nothing."⁸⁶ The yearbook staff did not explain the cryptic saying. Both clubs shared a password ("Safety First")⁸⁷ and an aim ("Mobilization of everything in sight").⁸⁸ This stated purpose may hint at the reason for the groups as having been somewhat connected with preparations for World War I, which was at that time raging in Europe and which

⁸⁴ Fahnestock.

⁸⁵ Ibid.

⁸⁶ Ibid.

⁸⁷ Ibid.

⁸⁸ Ibid.

the United States had recently entered. The picture included in the yearbook of the Pie Sellers club included two young women identified as the pie sellers with two young men dubbed “pie eaters.”

One final club that existed in 1916 (and presumably for some time before and a few years afterwards) was the Suffrage Club. The yearbook lists no description, members, or anything else except a picture and a poem called “The Modern Maid” by Jack Jones, a member of the GHS class of 1919.⁸⁹ This club is another example of the events of contemporary history making an impact on the life of the school. The organization, made up entirely of females, was a part of the larger suffrage movement, which at the time was on the brink of seeing its efforts come to fruition. It is also illustrative of the progressive trend in that era of schools becoming more involved in activities designed to change society.⁹⁰

During the 1920s, student groups continued to flourish and even proliferated. The 1926 annual showed that the number of literary societies had increased by almost threefold.⁹¹ The school added several societies to the already existing societies: The Wade Hampton, Robert E. Lee, Wilson, and Warren literary clubs for boys, in addition to the undefined Manhood Club. New female literary societies began that year were the Simms and the Castalian literary

⁸⁹ Fahnestock.

⁹⁰ R. Freeman Butts and Lawrence Cremin, *A History of Education in American Culture* (New York: Holt and Company, 1953), 352.

⁹¹ By this point, there are both literary societies and literary clubs listed. No explanation of the different titles is offered and the author has chosen to group the two together for purposes of this thesis. Robert E. Lee, Wade Hampton, and Carolina are denominated “societies,” while Simms, Castalian, Wilson, Warren, and Manhood are called “clubs.”

clubs.⁹² Near the end of the decade, the literary societies began to disappear and were gradually replaced by activities and clubs centered on the extra-curricular interests of the student.⁹³ This change came about partly due to the continuing influence of Progressivism that “stressed group activities which would equip youngsters to participate in the sharing of power and responsibility which was the essence of democracy.”⁹⁴

The 1930 yearbook contained extensive details concerning student activities. It contained a two-page explanation offered in addition to a large flowchart to aid the reader in understanding the school’s seventy-four extra-curricular activities, the method of governance and administration for them, and interconnection between them. A group known as the “Forum” governed the clubs. Each homeroom or rollroom elected a representative to serve on the Forum; the four class presidents, student-body president and vice-president, the principal, and dean of girls all served on the Forum *ex officio*.⁹⁵ This abundance of highly structured extra-curricular activities allowed the school to involve the students in things that interested them while aiding the school in its daily operations. This synergistic system provided the students with outlets and official sanction to do some of the things that they desired to do anyway and at the same time, gave the school services and personnel that would enable it to run more smoothly. For example, there were twelve committees to coordinate things like

⁹² Keys, *Nautilus 1926*.

⁹³ *GHS 100 Years of Class*, 7.

⁹⁴ Butts and Cremin, 434.

⁹⁵ Robert Waldrop, ed., *The Nautilus 1930* (Greenville: Greenville High School, 1930).

the lost and found, athletic and social events, the lunchroom, publication, assemblies, and clubs. These committees acted as the executive branch of the student and faculty government. The Social Faculty, a committee of twelve faculty advisors, oversaw the committees.⁹⁶

The decade of the 1930s witnessed further changes in the extracurricular activity program at GHS. Whether the importance of the clubs had actually waned or their loss of prominence in *The Nautilus* was simply the result of an editorial decision by the staff and faculty cannot be determined. What is unambiguous is that the focus of the groups had undergone a transformation from service orientation and school operation to academic subjects such as science and math or to learning about life-centered practical subjects such as aviation or fine dining.⁹⁷ The annual of 1940 reveals a similar decline of attention paid to the clubs and committees; the yearbook staff reduced the amount of space devoted to each club from a full page for each club to three clubs sharing a page. There were, however, a large and varied number of clubs. In fact, there were more than forty-five different clubs listed including the Travel Club, the Stamp Club, the Novelty Club, the Magazine Club, various Movie Clubs, the Forensic Club, the Aviation Club, the Voselo Club, and two College Preparation Clubs (one for each gender).⁹⁸ The editors do not explain the diminishing prominence in the yearbook; this diminution could be the result of any of a number of factors or of

⁹⁶ Waldrop, *Nautilus 1930*.

⁹⁷ Wayne Freeman, ed., *The Nautilus 1935* (Greenville: Greenville High School, 1935).

⁹⁸ *The Nautilus 1940* (Greenville: Greenville High School, 1940), 104-31. The lack of descriptive material makes it impossible to determine the function or purpose of many of these organizations. Some that fall into this category are the Novelty, Forensic, and Voselo clubs.

several of them combined. The major world events taking place during this period may have caused it, the staff could have made an editorial decision to downgrade the status of clubs in the yearbook, the cost of paper and printing could have become more prohibitive inducing the staff to cut costs for the book, or (as seems likely) the profusion of clubs dictated that the space afforded to each of them had to be reduced.

There was a renewed emphasis on the Forum and standing committees and a corresponding de-emphasis of clubs in *The Nautilus* of 1945. Though not given the prominence they had been in the earlier years, the clubs had not ceased to exist as verified by the existence of an oversight committee for all the club activities on campus. One can detect the incursion of world events in a notable addition to the club roster for the year: the Defense Stamp Committee.⁹⁹

Many of the same clubs and committees that existed in previous decades continued to function during the 1950s. The noteworthy additions to these were the occupational clubs that had national bodies as well as local ones. There were chapters of the Future Business Leaders of America (FBLA), Future Farmers of America (FFA), Future Teachers of America (FTA), Future Nurses of America (FNA), and Junior Homemakers of America (JHA). Many of these clubs had only come into existence in the mid to late 1940s and thus had only recently gained national prominence. The greater ease of communications as compared with previous decades allowed local groups to participate more fully in such

⁹⁹ *The Nautilus 1945* (Greenville: Greenville High School, 1945).

national organizations. The memberships of these clubs tended to be dominated by one gender with the FTA, JHA, and FNA being solely female in membership, the FBLA, primarily female in membership; and the FFA, only male. ¹⁰⁰

¹⁰⁰ *The Nautilus 1955* (Greenville: Greenville High School, 1955), 147-50.

3. Sports

From the student body of Greenville High School there is no complaint concerning the athletic representatives of the school. In fact, the students are well pleased. And a wish of success is extended to the teams of future years.

--J. C. Keys, *The Nautilus 1926*

Sports have been a part of humanity's experience for thousands of years. The American fascination with sports began with the American Indians who engaged in such pastimes as the hoop-and-pole game, stickball (similar to lacrosse), and even a primitive form of football.¹⁰¹ During the Progressive Era, numerous Americans, in revolt against the increasing confinement and regulation of their work-a-day lives bolted to the outdoors for refuge and freedom. In reality, "it is hard to overstate the degree of ferment and new interest in recreation during the Progressive Era."¹⁰² The suggestion of a marriage between education and sports, however, did not garner much attention until later in this era. By the end of the Progressive Era interest in playgrounds and sports in parks and recreation centers had begun to decrease markedly. Sports pioneers like Gulick and Curtis perceived the solution to what they termed "the play problem" in the public school that would provide rapid organization of sports, a guaranteed attendance, and a constant supply of needed funding.¹⁰³

¹⁰¹ Elliott Gorn and Warren Goldstein, *A Brief History of American Sports* (New York, NY: Hill and Wang, 1993), 1-2.

¹⁰² *Ibid.*, 169. Cf. Butts and Cremin, 541.

¹⁰³ *Ibid.*, 177.

Football

In his seminal work on high school football in South Carolina, John Boyanoski, award-winning newspaper journalist, maintains, “There is something about this sport [football] in this state that transfixes people.”¹⁰⁴ The truth of his assertion is obvious to most people who grew up in South Carolina and is equally applicable to many areas of the South. This love affair with the pigskin that so characterized the southern states is no recent phenomenon and, in fact, becomes discernible early in the history of GHS.

During the second decade of the 20th century, sports assumed an increasingly important place in the life of GHS and of the community. The first football team, called the Red Electrics, took the field in 1916 with John M. “Uncle Johnny” Holmes serving as coach and school athletic director.¹⁰⁵ Although the football team played only four games that year, it became a phenomenal success for them because it was also the first undefeated season for the team.¹⁰⁶ In fact, only one team (Laurens High) was able to score against Greenville at all. Much is made of the fact that Greenville scored 143 points

¹⁰⁴ Boyanoski, John. *High School Football in South Carolina: Palmetto Pigskin History* (Charleston, SC: History Press, 2010), 7.

¹⁰⁵ Richey, 77. Fahnestock reports that this 1916 team was the first team in several years. There is, however, no indication of any other football team ever having played at GHS. There does not seem to be any reason articulated as to the choice of the name “Electrics” in any of the sources. The author has not found a definitive answer as to when the Red Electrics became the Red Raiders. *The Nautilus 1939* (Massey) shows the use of both names on one page; the trend by this point, however, seems to be moving toward a more prominent use of Raiders.

¹⁰⁶ Fahnestock, 63. It should be noted that there is a discrepancy between *The Mountaineer* and Richey as to the number of games that GHS played in this first season. The former reported that there were only four games, while the latter added a fifth game. Apparently, Richey mistakenly read the Spartanburg Converse High game as being two separate games. He also reported that GHS was state champion in football for the same year. This assertion is not corroborated in any of the other sources consulted including *The Mountaineer* and Boyanoski.

throughout the season while their opponents were only able to score seven points against them.¹⁰⁷ There was no football team the next year (1917) because many of the players had left to take part in the First World War.¹⁰⁸

After Holmes' departure as coach in 1925¹⁰⁹, J. H. "Jake" Couch became the first paid athletic director and served in that position until 1927 when he was replaced by Dan "Cowboy" Coleman.¹¹⁰ In short order, Coleman left the job and was replaced, in 1928, by J.H. "Speedy" Speer.¹¹¹ Speer, who came to GHS from Furman University¹¹², would have a tenure as football coach that lasted twenty-one years until 1949.¹¹³ He accomplished many things on the football field and in several other areas in sports, including, basketball, track, tennis, and golf. Perhaps, however, his greatest success was the successor that he groomed.

The 1929 *Nautilus* showed a fresh faced senior, James A. (Slick) Moore, who was a triple threat because he played football, basketball, and ran track. The yearbook reported that Moore was the best basketball dribbler in the state.¹¹⁴ Within four years, he returned to GHS as an assistant coach under Speer¹¹⁵ and became the head basketball coach in 1940.¹¹⁶ Upon Speer's retirement in 1949,

¹⁰⁷ Fahnestock, 63.

¹⁰⁸ *Nautilus 1928*, 90.

¹⁰⁹ *Ibid.*

¹¹⁰ Richey, 159.

¹¹¹ Furman Pinson, ed., *The Nautilus 1929*, 71.

¹¹² *Ibid.*, 71.

¹¹³ *The Nautilus 1973* (Greenville: Greenville High School, 1973), 62.

¹¹⁴ Pinson, 77.

¹¹⁵ John Winn, ed., *The Nautilus 1933*, (Greenville: Greenville High School, 1933).

¹¹⁶ Matt, "Building a Legacy: An In-depth History of Greenville High Boys' Basketball," Greenville High School, 2013, accessed May 2, 2014, <http://greenville.k12.sc.us/gvilleh/main.asp?titleid=>

Moore assumed the job of head football coach and athletic director.¹¹⁷ Moore's influence was so great and lasting that it seemed appropriate that his name should adorn some part of the school to which he had dedicated his life. Moore served the school until 1972. Out of Moore's twenty-four years as head football coach at GHS, he garnered the enviable record of nineteen winning seasons.¹¹⁸ During his tenure as coach, Moore influenced the lives of many players. Former Greenville County Sheriff Johnny Mack Brown played football at Greenville in the 1950s and years later recalled Moore as an enormous influence on his life. He recounted Moore's penchant for mild profanities and spoke vividly of Moore's administering a beating with a leather strap to players that he (Moore) deemed to have brought shame on the team or the school. Brown noted the fact that Moore would generously treat the players to a meal of veal cutlets at Charlie's Steakhouse if they won a game. The result of a loss, however, was that each player was obliged to fend for himself and pay for his own meals.¹¹⁹

In his study of high school football in South Carolina, Boyanoski called football (particularly high school) "South Carolina's official sport."¹²⁰ A casual perusal of yearbooks from GHS would bear out this assertion and illustrate without doubt that athletics have long been an important part of student life. It would also be obvious that early in the school's history, football became the most important, best attended, and most publically followed sport. A relevant case in

¹¹⁷ Rudy Jones, "That Magic Moment: Ex-Greenville High Players reunite to reflect on the '43 team," *Greenville News*, January 30, 1993.

¹¹⁸ "Governor Dedicates New Gym," *Greenville News*, January 27, 1979.

¹¹⁹ Boyanoski, 11.

¹²⁰ *Ibid.*, 11.

point is the *Nautilus* of 1939. The football team's 1938 season had ended with GHS capturing the state championship for the first time.¹²¹ The significance of this fact is exhibited by the nineteen pages that detailed the team's road to the state championship. These pages appeared ahead of the administrators or faculty pages, the photos of the graduating class, or the one or two pages of recognition accorded to other groups at the school. In addition to dedicating the annual to the team and featuring a picture on the front cover, the yearbook afforded eighteen individual players each with a half-page. The games for the entire season were listed with scores, and each game was detailed in a separate paragraph. Each coach had paragraphs detailing their contributions to the team and the season. The book heaped acclaim on the coaches, the managers, and even the cheerleaders for the part they had played in helping the Red Raiders achieve the championship.¹²² The dedication for the annual read as follows: "to the coaching staff and every member of the Red Raider football team who, for the first time in the history of Greenville High School, captured the 1938 state championship, this issue of the *Nautilus* [*sic*] is sincerely dedicated."¹²³

Another banner year in the athletic history of Greenville High was 1943.

The Red Raiders won the state championship that year also. The yearbook (1944)

¹²¹ Henry Massey, ed., *The Nautilus 1939* (Greenville: Greenville High School, 1939). There is some controversy as to what "winning the state championship" means in this case. Boyanoski (175) in relating all high school league records shows that GHS did not win the championship in 1938. Asked about the discrepancy in a phone interview with the author on April 24, 2014, Boyanoski explained that the most likely reason for the discrepancy was that some newspaper or organization declared Greenville champions because they were undefeated in the state.

¹²² *Ibid.*

¹²³ *Ibid.*

dedicated fourteen pages to the football team and its coaches. It also celebrated the players as heroes, unambiguously equating them with the young men who had gone overseas to fight for the country in World War II.¹²⁴ The acclaim and honor that the team was given was interesting and perhaps somewhat appropriate. One of the members of the team, Tommy “Cowboy” Simpson did not finish the season with his team because he left school after they had only played a few games to join the Navy.¹²⁵ Also with the team that year as manager was Rudy Anderson, who would later become an Air Force pilot and be killed during the Cuban Missile Crisis.¹²⁶

One more notable year in the history of football at Greenville High was 1962 when the Red Raiders once again won the state championship. The 1963 yearbook did not praise the team as lavishly as it had in the previous two championship years (1938 and 1943) and only allowed them a more modest nine pages of recognition. While this moderation in the space given to the football team may be significant, it is notable, in substantiation of Boyanoski’s aforesaid assertion, that the yearbook staff afforded far more acclaim to the football team than to any of the other sports teams that also had championship seasons that year. *The Nautilus* provided only one page for the tennis team, which won a state championship, and two for the baseball team, which succeeded in winning the conference championship, to highlight their players and successes.

¹²⁴ *The Nautilus 1944* (Greenville: Greenville High School, 1944).

¹²⁵ Jones, “That Magic Moment.”

¹²⁶ Information obtained from the Major Rudolph Anderson plaque on Greenville High’s Wall of Fame.

There were other football seasons that *The Nautilus* reported as “very successful,” and noted that the team played “wonderfully.”¹²⁷ In fact, while the majority of the yearbooks report above average or even championship teams, official records do not corroborate these assertions. Two possible explanations for such discrepancies, at least in the early days of GHS football, was absence of an official state championship game or the fact that various persons chose the champions for those years. It is not surprising, therefore, to find a number of schools claiming to have the championship teams for any given year. A simple, cogent explanation for the same confused claims in more recent years, the 1960s, for example, is impossible to fathom. An example of the confusion was found in the *Super Nautilus Scrapbook*, a collection of highlights of the school’s first hundred years, when it was reported that the Red Raiders were state champions in 1969.¹²⁸ Even after acknowledging the fact that the scrapbook was a typically off by one year with reporting on fall sports, it is indeterminate what caused Richey to report a championship for this year, in that the records are unequivocal for both the years 1968 and 1969 that GHS was not the winner of the championship.¹²⁹

Basketball

Although the contention of Boyanoski concerning the predominance of football in the athletic programs of high schools in South Carolina certainly was well founded in the case of Greenville High, football has never been the sole

¹²⁷ *Nautilus 1930*, 11; J. D. Massey, ed., *The Nautilus 1925* (Greenville: Greenville High School, 1925), 106.

¹²⁸ Richey, 505.

¹²⁹ John Boyanoski, 180.

athletic focus at the school. In fact, one could argue with some justification that basketball has had a longer (having had a team as early as 1911 under Charles J. Kilburne)¹³⁰ and more noteworthy history at the school having won a greater number of state and conference championships. The basketball team has garnered too many championships (county, conference, and Upper State) to enumerate, in addition to eleven state championships.¹³¹ Interestingly, *The Mountaineer* (1917) excludes football but includes basketball in its list of “everything of any note in the High School [*sic*].¹³² The yearbook reported that the boys’ basketball team was the state champion for the previous year. The squad (of eight players) played eleven games in the 1917 season and won eight of them. Some of these games required the team to travel to places such as Seneca and Westminster and even as far away as Greenwood and Columbia.¹³³

The celebrated history of the boys’ basketball team at GHS closely paralleled the quality and exploits of its illustrious coaching staff. In 1916, Charles Dushan, who served as the second coach of the basketball team, led his squad to its first state championship.¹³⁴ Another notable basketball coach, James Harrell “Speedy” Speer (who had already assumed the leadership of the football team the previous year) took over coaching the basketball program in 1929.¹³⁵ Speer’s win/loss record was less than impressive; he compiled a record of thirty-

¹³⁰ Richey, 49; Fahnestock..

¹³¹ Matt, “Building a Legacy.” The thesis author personally witnessed the winning of a state championship in 2006 and of two Upper State championships in 2007 and 2008.

¹³² Fahnestock, 26.

¹³³ Ibid.

¹³⁴ Ibid.

¹³⁵ Richey, 166.

five wins and fifty-nine losses. Speer handed off the basketball team to James A. “Slick” Moore in 1940. Speer continued to coach football and act as Athletic Director.¹³⁶ As in football, Speer’s greatest contribution was arguably the successor that he groomed. Moore guided the basketball team until 1953 with an overall record of 254 wins and 58 losses, which far outstripped his colorful predecessor’s lackluster record. Along with a great record, Moore garnered for the school seven state championships and for himself several “Coach of the Year” awards. After he quit coaching basketball, Moore once again took over the team for one year (1962) during a time of personnel shake-up at the school due to the Cuban Missile Crisis. He holds the distinction of having led the team once again to a state championship during this short return. Beyond his outstanding record, Moore was described as a “great coach” and as “a legend” for four other reasons: 1) His extensive knowledge of the game; 2) His love and concern for all of his players; 3) His likeability on a personal level; and, 4) His adeptness in disciplining his team.¹³⁷ The school solidified and perpetuated Moore’s already legendary status when, in January 1979, Governor Richard “Dick” Riley came to Greenville High to dedicate a new \$1.5 million gymnasium which was christened the James A. “Slick” Moore Gymnasium.¹³⁸

Although the record of Don Linn, who replaced Moore, was not nearly as impressive as Moore’s, he was able to lead the team to a state championship in his

¹³⁶Matt, “Building a Legacy,”

¹³⁷ Matt, “Building a Legacy.”

¹³⁸ “Governor Dedicates New Gym.”

first year at the helm.¹³⁹ Upon Linn’s departure, Bill Phillips coached the basketball team and was able to lead it to the state finals three times (1963, 1964, and 1965), although the team was ultimately unsuccessful in winning the championship in any of these attempts. In the 1963 state final, the team’s loss came about as the result of a controversial call by a game official according to Phillips.¹⁴⁰ After an intervening period of several lesser-known and less successful coaches over an almost ten-year span, a new legend arrived on the GHS basketball scene in 1977. William “Bill” Johnson amassed the most wins of any coach in the history of Greenville High basketball. Along with a record of 507 wins and 239 losses, Johnson brought many honors to the school. He won several conference championships and a State Championship. The high school conference honored Johnson as the coach of the year nine times as did the state conference three times.¹⁴¹ An appropriately chosen monument to Johnson’s enviable prowess is located in the Moore Gymnasium in the form of the Bill Johnson Court.

Baseball

Baseball has garnered neither the attention nor attendance of football nor basketball at Greenville High. This may be, in part, a consequence of its relatively short season at the high school level. It may also be partially explainable by the fact that the games are played primarily during the week as

¹³⁹ Matt, “Building a Legacy.”

¹⁴⁰ Ibid.

¹⁴¹ Ibid.

opposed to being all on Fridays. There may be other reasons that are less obvious. Despite the lack of attention, Greenville High's baseball team has a history that deserves to be recounted. A baseball team was first mentioned in 1906 consisting of nine players and one substitute, with no further information is given.¹⁴² *The Mountaineer* of 1917 reported that the "Base Ball [*sic*] Club"¹⁴³ played but one game that year, in which the team travelled to Simpsonville only to be beaten seven to zero. The annual writer candidly notes that this defeat was "due largely to lack of practice."¹⁴⁴ Despite the team's defeat, the details given said that the GHS pitcher, whose name was Stone was, "right there with the goods, and was given loyal support."¹⁴⁵

Other Sports

While the foregoing triad of sports has gained the most attention and has been the best attended, GHS has had a number of championship teams and outstanding records in other sports also. *The Mountaineer* attested the fact that a track team existed as early as 1915.¹⁴⁶ The track team went on to win state championships in 1925, 1926, 1927, 1941, and 1962.¹⁴⁷ The yearbook staff of 1925 called for the creation of a tennis team so that GHS could continue being a

¹⁴² Richey, 44.

¹⁴³ Fahnestock

¹⁴⁴ *Ibid.*

¹⁴⁵ *Ibid.*

¹⁴⁶ *Ibid.*, 28. Richey (78) incorrectly asserts that the first track team did not come into being until 1916. The evidence, however, from more than one part of the *Mountaineer* makes it abundantly clear that he was mistaken in his statement.

¹⁴⁷ Richey, 112, 252, and 454.

“pioneer in many phases of scholastic athletics in upper South Carolina.”¹⁴⁸

Although the 1930 *Nautilus* listed a Tennis Club, it is not clear whether there was a team at this time or if this group was merely a club for the promotion of tennis.¹⁴⁹ The tennis team, however, did not mature into a powerhouse on the court until the 1960s when it won five state championships (1962, 1963, 1964, 1966, and 1967). The team did not win another championship until 1983.¹⁵⁰ The first golf team mentioned was in 1929 coached by Speer and consisting of two members.¹⁵¹ GHS has won only two golf championships: one in 1962 and the other in 1964.¹⁵²

Throughout the years, new sports have been added to the GHS roster. Soccer is one these additions and it is one in which both the boys’ and girls’ teams have done well. The female team was Upper State Runner-Up in 2010 and 2011, while the male team was state champion in 2007. Another relative newcomer to the sports program was competitive cheer whose team won the state championship in 2007.¹⁵³

¹⁴⁸ Massey, *Nautilus 1925*, 106.

¹⁴⁹ Winn. The picture of the tennis club included both male and female members making it highly likely that this was only a club like the other clubs in the school. The evidence against that idea, however, comes from Fahnstock who lists two groups as the “Base Ball Club” and the “Boys Basket Ball Club” although it is obviously the baseball team and basketball teams.

¹⁵⁰ Richey, 444, 454, 462, 482, 490, and 606.

¹⁵¹ *Ibid.*, 166.

¹⁵² Richey, 444 and 462.

¹⁵³ “Brackets,” South Carolina High School League, updated 2014, accessed June 30, 2014, www.schsl.org/pastchamps.html

4. Academics

Our school methods, and to a very considerable extent our curriculum, are inherited from the period when learning and command of certain symbols, affording as they did the only access to learning, were all-important. The ideals of this period are still largely in control, even where the outward methods and studies have been changed.

--John Dewey, *The School and Society*

The renowned educational reformer and psychologist John Dewey was one of the most outspoken proponents of the ideology of progressive education.¹⁵⁴ Dewey declared that the aim of progressive education was “to take part in correcting unfair privilege and unfair deprivation”¹⁵⁵ thus, delineating one of the main purposes of this type of education as social change. He criticized education as it was practiced and excoriated it as “highly specialized, one-sided, and narrow...[and] dominated almost entirely by the mediaeval conception of learning.”¹⁵⁶ The school, therefore, needed to change dramatically and transform itself into the instrument for placing “all that society has accomplished for itself...at the disposal of its future members.”¹⁵⁷ He decried the idea of learning merely for the sake of learning and pointed out that there can be no positive results from following such a course of action. Dewey was adamant that one of the greatest “evils” of education as it was practiced in his day was that it was disconnected from the life of the

¹⁵⁴ William Hayes, *The Progressive Education Movement: Is It Still a Factor in Today's Schools?* (Lanham, MD: Rowman and Littlefield Education, 2006), 9.

¹⁵⁵ John Dewey, *Democracy and Education: An Introduction to the Philosophy of Education* (New York: Macmillan Company, 1930), 140.

¹⁵⁶ John Dewey, *The School and Society*, rev. ed. (Chicago: University of Chicago Press, 1915), 24. Cf. Butts and Cremin, 542.

¹⁵⁷ Dewey, *School and Society*, 3.

student.¹⁵⁸ Instead of retaining the old, rigid, and academic form of education, Dewey called for a more practical methodology in which “active occupation” (the connection of education with life and society by using real-life experiences fitted to each student’s stage of development), was employed.¹⁵⁹ The vision of the educational revolutionaries would result in an educational paradigm in which,

the schoolmaster...breaking away from the traditions of his craft...[will lay] aside the birch, the three 'R's,' the categorical imperative, and a host of other instruments invented by ancient pedagogical inquisitors, and with an open mind...[will seek] to reshape the schools in the interests of childhood.¹⁶⁰

The progressives wanted to extend the benefits of high school education to as many persons as possible; even those who had not had the benefit of a grammar school education were to be allowed to attend high school to receive an education that would produce industrious citizens and the curriculum should be tailored for these students, according to F. E. Spaulding, nationally renowned superintendent of the Newton, Massachusetts schools.¹⁶¹ Progressive reformers advocated a transition from high school serving merely as preparation for college to it being capable of serving those who did not intend to attend college.¹⁶²

The Library

The school has the responsibility to meet as many of the educational needs of the student as possible. The classroom alone, however, is not the panacea for every

¹⁵⁸ John Dewey, *The Child and the Curriculum* (Chicago: University of Chicago Press, 1902), 24.

¹⁵⁹ Dewey, *School and Society*, 13-15; Hayes, 16.

¹⁶⁰ Nearing, 5; see also Butts and Cremin, 541.

¹⁶¹ Nearing, 92.

¹⁶² Butts and Cremin, 591.

academic problem that a student experiences. One important aspect of Greenville High is its library. Most schools have libraries so in that respect there is nothing unique about the one that inhabits the large room at the front corner of the second floor. What makes the library there unusual is that it has its own history that predates its inclusion in the school itself. What would become the high school library was once an entirely separate entity, and that is a story that deserves telling. The birth of the library was a part of a larger movement that witnessed the beginning of more than a thousand libraries in rural schools as well as many in cities and towns.¹⁶³

The library was born out of the desire of local citizens to have and share reading material. According to a report given at the state library meeting in Columbia in 1917, the Greenville library began in the 1890s when several families came together to obtain books and magazines for their mutual benefit. The early supporters bought books and these purchases formed the embryo of the new library. In a short time people as far away as Boston and New York began to send books to the appropriately named Unity Library. The founder of the free library of Baltimore contributed 900 volumes.¹⁶⁴

Before long, the library had grown so much that it made sense to broaden its clientele. Rather than catering to a select few, the doors opened to the entire community. Members of the association originally housed the books in their homes and each member acted as librarian in his or her home. Open for only two days a week for book exchange, the library did not charge for any of its services.¹⁶⁵

¹⁶³ G. S. Dickerman, ed., *Educational Progress in the South: A Review of Five Years* (Richmond, VA: Richmond Press, 1907), 10.

¹⁶⁴ Rebecca C. Deal, "Neblett Free Library" (Report, State Library Meeting, Columbia, SC, 1917).

¹⁶⁵ Deal, "Neblett Free Library."

Among the original members of the association was Viola Neblett. Although she was deathly ill with cancer, Neblett offered the use of her home as a facility for the library in which all the various home library outlets could be consolidated. A board of directors was formed and the home (Neblett's) at the corner of Westfield Street and McBee Avenue was deeded to that board. The directors obtained a charter from the state legislature and the Neblett Free Library became an official entity with Haviland Thompson as the first librarian.¹⁶⁶ The library was well on its way to becoming a fixture in Greenville's society.

Under the direction of Rebecca Deal, the library opened a reading and reference room across the street from Greenville High in 1906. For several years, this room served as the school's library. The opening of the public library system made the Neblett Library obsolete and the library board of directors deeded it to the school district in 1922, and the J.E. Serrine Company donated plans and construction for the school's "new" library. Along with the donation of the library came a five thousand dollar gift of cash.¹⁶⁷ That money is still held in trust today, and the library uses interest from it to purchase books and other library needs. The Neblett Library building continued to serve the school until 1930 when the library in the school was completed.¹⁶⁸

Curricula

Academic materials are often difficult to obtain because they were destroyed as they dropped into disuse or were not kept in the school's records and archives. This

¹⁶⁶ Caroline Washnock, "Viola Neblett and the Neblett Free Library" (Student essay, Greenville High School, 2010), 5.

¹⁶⁷ Washnock, "Viola Neblett," 6.

¹⁶⁸ Jan Helton, interview by the author, Greenville, May 2, 2014.

makes it difficult to determine with any degree of certainty what and how teachers taught students in the preceding years. Fortunately, some materials did survive and these materials provide insight into the historical academic life at Greenville High. This study will take a closer look at the History, English (with the inclusion of the Foreign Languages), Sciences, Mathematics, and Commercial curricula as presented at Greenville High and outlined in the syllabi of these respective disciplines.

History

The 1937-1938 course of study for the history department at Greenville High outlined the classes that were offered, the texts to be used, and even specified what would be taught in each class.¹⁶⁹ The History Department (note it was called “History,” not “Social Studies”)¹⁷⁰ offered year-long courses in Ancient and Medieval History, Modern European History, American History, Current American Problems, and a semester course in South Carolina History.¹⁷¹ It is interesting to note that no Economics or American Government classes were required as they are today and no geography course was offered, despite Dewey’s insistence that “the unity of all the sciences is found in geography.”¹⁷² Apparently, the structure and workings of the American government were covered in the American History class because one of the six units studied in that class dealt solely with the United States Constitution. As for geography, the syllabus stated that maps were available and the subject was probably covered in the history courses, although there was no indication that a specific unit was taught on map reading

¹⁶⁹ “History Course of Study,” (syllabus, Greenville High School, 1937).

¹⁷⁰ By the time of the 1944 syllabus, the name had been changed to “Social Studies,” although no new courses had been added to the curriculum.

¹⁷¹ “History Course of Study.”

¹⁷² Dewey, *School and Society*, 16.

in any particular class.¹⁷³

Generally, the history program encouraged students to be aware of the world around them and to keep abreast of current events, on which approximately twenty percent of each class was to be spent. Students were required to read current literature and appropriate periodicals. This reflects the History Department's belief in linking the past and the present presumably in order to give history some degree of relevance.¹⁷⁴

Dewey, no doubt, would have been pleased with this arrangement in that he maintained that the purpose of historical studies was "to enrich and liberate the more direct and personal contacts of life by furnishing their context, their back ground [*sic*] and outlook."¹⁷⁵

The Ancient and Medieval History course used McKinley, Howland, and Dann's *World History in the Making* (1927).¹⁷⁶ The main text was to be supplemented by Rogers, Adams, and Brown's *Story of Nations* (1936), Pahlow's *Man's Great Adventure, an Introduction to World History* (1932), and Barnard and Roorbach's *Epochs of World Progress* (1927).¹⁷⁷ The fact that there are three textbooks is strange in light of today's practice, but it may give some insight into the depth and breadth of historical study to which students were exposed. The use of multiple texts gave students a number of perspectives on history, as well as some repetition of certain ideas and facts.

¹⁷³ "History Course of Study."

¹⁷⁴ "History Course of Study."

¹⁷⁵ Dewey, *Democracy and Education*, 247.

¹⁷⁶ Albert E. McKinley, Arthur C. Howland, and Matthew L. Dann, *World History in the Making* (New York: American Book Company, 1927);

¹⁷⁷ "History Course of Study." Lester Rogers, Fay Adams, and Walker Brown, *Story of Nations* (New York: Henry Holt and Company, 1936); Edwin W. Pahlow, *Man's Great Adventure, an Introduction to World History* (Boston: Ginn and Company, 1932); James Lynn Barnard and Agnew O. Roorbach, *Epochs of World Progress* (New York: Holt and Company, 1927). The "Course of Study" incorrectly spells Roorbach as "Roorback."

The stated objectives of the course were to teach students to use the past to help them understand the present. The idea of learning from past mistakes was emphasized. Other major objectives were to give students cultural reasons for appreciating the arts and to allow the students to learn about the rise of the nation-state and the development of the Christian church.¹⁷⁸

Man's Great Adventure was a thick text of more than 850 pages. Throughout the book the author espouses the idea that there were four great human masses in the world: China, Russia, India, and Euro-America. The text classed Europe and America together because the two were seen as one culture. The text further promoted a sisterhood between America and Europe because they shared ancestors.¹⁷⁹ There was a moralistic, perhaps even religious, tone taken throughout the text and a great deal of attention was given to Christian history. This moralistic tone is not surprising because the progressive ideal was "that the establishing of character is a comprehensive aim of school instruction and discipline."¹⁸⁰ The causes of World War I were propounded by the use of an illustrated "parable" (this is the term used by the text) using a balance to illustrate the causes on both sides that lead to the outbreak of conflict.¹⁸¹ Near the close the book tells the readers that if democracy is to survive then they (the readers) will need strong convictions and the willingness to act on them.¹⁸²

Epochs of World Progress was a thin text of only a few hundred pages. It separated history into five major epochs: early civilization, Greco-Roman civilization, an

¹⁷⁸ "History Course of Study."

¹⁷⁹ Pahlow, v.

¹⁸⁰ Dewey, *Democracy and Education*, 402.

¹⁸¹ Pahlow, 768-9.

¹⁸² *Ibid.*, 831.

age of fusion, feudalism, and an era of enlightenment.¹⁸³ Again there was considerable attention given throughout the text to religious (mostly Christian) history. Religion figures prominently in three of the five epochs of mentioned above. Sophomores were to take Modern European History. The main text for that class was *World History Today* (1934) by McKinley, Howland, and Dann. That text was supplemented by texts from the course on ancient and medieval history as well as Hayes and Moon's *A Political and Cultural History of Modern Europe vol. 1: Three Centuries of Predominantly Agricultural Society 1500-1830* (1932) and West's *The Story of Modern Progress* (1920). Added to these would be a workbook suitable to the text.¹⁸⁴

An objective of the sophomore course was to give students a good awareness of the world in which they lived. Tolerance of other people was also stated as an objective. An understanding of Europe's influence on America was also a concept that students were to gain. Finally, there was a stated desire to produce students who were more "cultured."¹⁸⁵ These seem like lofty goals and objectively the goals are difficult to quantify and measure.

The first seven chapters of *World History Today* reviewed the previous course material. Those chapters covered from the early Mediterranean civilizations up to European exploration and colonization. The main part of the text (chapters eight through

¹⁸³Barnard and Roorbach, v.

¹⁸⁴ "History Course of Study." Carlton J. H. Hayes and Parker Thomas Moon, *A Political and Cultural History of Modern Europe vol. 1: Three Centuries of Predominantly Agricultural Society 1500-1830* (New York: Macmillan Company, 1932); Willis Mason West, *The Story of Modern Progress* (Boston: Allyn and Bacon, 1920). The thesis author has made a conjecture based on the documentary evidence in the "Course of Study" that this is the text intended. In the "Course of Study" it was listed as "Hayes and Moon's *Modern Europe*" and since no text exists by this title and these authors, this is most probably the book to which reference is made.

¹⁸⁵ "History Course of Study."

thirty-three) covers just before the French Revolution up to the time after the World War. The book's preface tells the reader that the "great advances" that have brought the world to its current (1934) state had occurred in the past fifteen decades.¹⁸⁶ This puts the beginning of the "modern" era in the 1780s or the eve of the French Revolution.

West's *The Story of Modern Progress* is similar to *World History Today*. It also includes a substantial review of the ancient and medieval periods. West made the point that his previous works had been critical of Germany. He said that Germans had used his books to prove that America was anti-German and noted that in light of the recent war that his previous attitude toward Germany had been vindicated. This book gave a great deal of attention to English history because it was deemed essential to American students, being important, the text suggested, for them to understand because of the relationship that existed between the United States and Great Britain.¹⁸⁷

The American History course, the only history class that was required, did not use a specific text. Whether this fact reflects the progressive idea of learning more from real life than from textbooks is not evident, the most that can be said is that this method is consistent with that idea. Readings were to be pulled from a well-stocked classroom library. Class was to follow the laboratory method, and would require a major research paper for one semester of the class.¹⁸⁸ It would seem that a class that was the only required history class would have had more stringent requirements, but perhaps there was a level of trust in the teachers that has diminished since that time.

¹⁸⁶ Albert E. McKinley, Arthur C. Howland, and Matthew L. Dann, *World History Today*, 6th ed. (New York: American Book Company, 1934), iii-iv.

¹⁸⁷ West, iii-iv.

¹⁸⁸ "History Course of Study."

The lack of a definite text did not mean that the class lacked goals. The faculty hoped that the course would instill the students with an appreciation of the country's past. They hoped that by cultivating an understanding of past contributions and their relations to present problems that they could "inculcate high minded patriotism."¹⁸⁹ This aim was in accord with the ideas of the progressive educators who desired to turn schools into training grounds for loyal patriots.¹⁹⁰ The brand of American patriotism that was propounded was one based on quasi-religious values. This is borne out in the "General Aims," which speak of promoting "pleasure and happiness," coming up with solutions for spiritual problems, and encouraging students to "search for the truth."¹⁹¹ These noble-sounding goals would be virtually impossible to measure, and thus, would leave administrators with only subjective means of assessing the effectiveness and usefulness of such classes.

Like the American History course the Modern Problems offering did not employ a prescribed text. In its case, the topics to be pursued were determined by the students with input from the teacher. Presumably this class would have been tailored to meet the interests of each group that took it. A classroom library was once again a must, each topic calling for an outline that would need a bibliography. Social problems were generally classed in a few groupings for the purposes of this course: social institutions, health problems, the family, money management, education and public schools, religious

¹⁸⁹ "History Course of Study."

¹⁹⁰ Cody Dodge Ewert, "Lessons in Loyalty: American Patriotism and Education in the Progressive Era" (master's thesis, University of Montana, 2012), 79.

¹⁹¹ "History Course of Study."

problems, and the American race problems.¹⁹²

The South Carolina History course used no prescribed text. It sought to create interest in the state's history and to present possibilities for occupational opportunities dealing with that history. One element of this class was to familiarize the students with the development of state and local institutions, thus, giving the student a view of the workings of the state government. The theory was that students who became conversant concerning the problems that South Carolina was facing might be better able to offer feasible solutions to those problems.¹⁹³ The content of the class was the geography and the peoples of the state with particular attention being given to the Indian nations of the state: Cherokee, Yemassee, and Catawba. Time periods covered were South Carolina under the Lords Proprietors and the Royal and the Revolutionary periods. The ante-bellum period, the Civil War and Reconstruction, and the Tillman era were to be studied as well. The final segment of the class was a cursory study of Greenville History.¹⁹⁴

English Curriculum

The English Department began its syllabus with recommendations for all teachers. It asked that teachers in classes outside the English department help to build good writers by insisting that students use correct punctuation, spelling, and capitalization. The instructors in other disciplines were asked to suggest to the English department what types of technical subjects should be incorporated into writing assignments. It seems that they were endorsing a cross-curricular approach to teaching

¹⁹² "History Course of Study."

¹⁹³ Ibid.

¹⁹⁴ Ibid.

English.¹⁹⁵

For their part English teachers were expected to coordinate the work in their classes with the work done in other classes. They were also supposed to learn the outside interests of their students and plan assignments around those as well. The use of “character challenge,” that is the presentation of biographies which the instructor considered useful in presenting the student with the lives of persons worthy of imitation, was promoted as a means of student motivation.¹⁹⁶

Interestingly, teachers were also expected to discern what students were reading on their own time and make reference to those materials in class. This intention was consonant with the progressive education philosophy of tailoring the educational experience to the community, the school, and the student. They were to announce worthwhile movies at the local theater and to discuss them in class. Teachers were encouraged to make their classrooms attractive by the addition of plants and pictures. They were encouraged to have books in the classroom to create a “cultural atmosphere.” Teachers were told to enunciate their words clearly and correctly during instruction, speaking slowly enough that instructions would be well understood and always being mindful of the “learning cycle” of stimulus, assimilation, and reaction.¹⁹⁷

As with many other subjects there were certain things that applied to all English courses no matter what the grade of the student. One important part of the English curriculum was oral presentation. Teachers were to try to cultivate such interest among

¹⁹⁵ “A Syllabus” (English Department, Greenville High School 1937).

¹⁹⁶ Ibid.

¹⁹⁷ Ibid.

the students that even the timid among them would be willing to speak extemporaneously on subjects before the class. The syllabus also encouraged more prepared talks.

Instructors were to monitor enunciation and pronunciation and correct inappropriate mannerisms and poor posture.¹⁹⁸

Obviously, English classes would focus on written presentations. Certain norms were expected to be observed in students' written work, chief of which were to be neatness and legibility. Students were allowed to write on only one side of regulation notebook paper in order to ensure the readability and appearance of the work. The preferred medium was blue or black ink except for in-class exercises where the use of pencils might be preferable. Written work was returned to the student with corrections so that it could be re-submitted until it met the standards set for student writing.¹⁹⁹ The syllabus stressed that clarity of presentation was extremely important in high school and would be beyond school in the workplace.

English classes insisted on the presentation, memorization, and recitation of memorized passages of literary works. It seems that part of the goal of the memorization was to foster appreciation of poetic style. Teachers focused on rhythm and rhyme and the imagery of words in poems. They also taught figures of speech so that students could recognize them in the various works that they covered. Teachers were instructed to avoid if possible any particular piece of poetry considered repugnant to students and to replace such pieces with those more suited to the tastes and sensibilities of the students. This methodology required the instructor to be knowledgeable of his or her charges and to be

¹⁹⁸ "A Syllabus."

¹⁹⁹ Ibid.

willing to make tough judgment calls as the circumstances in each class and of each student dictated.²⁰⁰

All English classes were divided into two parts: composition and literature. The syllabus does not make clear whether a semester was given to each part each year or the two were integrated throughout the year. The overall goal in composition was “to establish habits of clear, forceful, and accurate English in all expressional situations.” The overarching purpose for literature was “to stimulate the reading of worthwhile literature in order that personality be further developed mentally and spiritually.”²⁰¹

The syllabus for the Foreign Language department was noteworthy for two reasons. First, the paucity of foreign languages taught is pronounced; only French and Latin were offered with four years of the latter available but only two of the former. Secondly, there was the aforementioned progressive connection between the subjects. For instance, Latin was studied to provide the student a better grasp of English and a deeper understanding of world history, mythology, and the ancient classics of Latin literature.²⁰²

Sciences Curriculum

In the progressive view of education, the sciences allowed the teacher to understand the student, who the student was in reality, and what motivated him or her.²⁰³ This information was necessary, in this conception of education, in order to know what to teach and how it should be taught. Dewey contended, “Ultimately and philosophically

²⁰⁰ “A Syllabus.”

²⁰¹ Ibid.

²⁰² “Foreign Languages Syllabus,” (Greenville: Greenville High School, 1937).

²⁰³ Dewey, *Child and Curriculum*, 16.

science is the organ of general social progress.”²⁰⁴ The same idea was the basis for the 1937-1938 GHS science syllabus. The science curriculum included classes in biology, physics, and chemistry. The stated purpose of biology was, among other things, “to have the pupil acquire that information and knowledge of living things which satisfy the curiosity of youth, and which may be of practical and cultural value in life situations.”²⁰⁵ The biology instructor was also to apprise his or her students how the study of this science could lead on into a scientific vocation. The progressive plan of connecting knowledge to experience was demonstrated by these aims.²⁰⁶ Not unexpectedly, there was no mention of Darwin in the section on prominent biologists and none of evolution in the syllabus at all (although there was a section on “early man on earth”) but neither was creationism mentioned, although in many schools of the era it was certainly taught.²⁰⁷

The chemistry class was designed, not only to encourage close observation and the use of the scientific method, but also to foster a “scientific imagination.”²⁰⁸ The progressive educator saw imagination as “a constructive way of dealing with any subject-matter”²⁰⁹ and, therefore, encouraged stimulating imagination even in science classes. In a similar way to the biology course, chemistry was to aid the students to “find themselves” in order to determine whether a job in this area was something they would be adapted to pursuing. The science department did not neglect the moral dimension of

²⁰⁴ Dewey, *Democracy and Education*, 270.

²⁰⁵ “Sciences Syllabus,” (Greenville High School, 1937).

²⁰⁶ Dewey, *School and Society*, 14-15.

²⁰⁷ “Science Syllabus.”

²⁰⁸ “Science Syllabus.”

²⁰⁹ Dewey, *School and Society*, 146.

science in its syllabus but encouraged instructors to teach on the lives and works of great scientists and “especially those who have made great sacrifice to establish scientific truths.”²¹⁰ The physics curriculum was similar to the one for chemistry with the interesting addition of physics being presented as a field for either vocational or avocational pursuits. The syllabus also outlined one of the purposes for the course in physics was “to develop a more adequate conception of truth and confidence in the laws of cause and effect.”²¹¹ Although the list does not explicate the meaning of this statement, one can easily imagine the possible applications and implications of such an objective. The practical side of these sciences was to be instilled into the students so they could realize the multiple applications of science for everyday living and for modern industry.²¹²

Mathematics Curriculum

The integration and connection of all departments was highlighted by the mathematics curriculum. Specifically mentioned in this connection were the English, history, Manual Arts, and science departments. Dewey, who counseled educators to “relate the school to life, and [thus] all studies are of necessity correlated,”²¹³ championed this method of bringing all subjects together based on the fact that the world was not made up of separate mathematics, history, science worlds but was one unified experience. The 1930 publication, “Training in High School Mathematics Essential for Success in Certain College Subjects” by Allan R. Congdon, was cited and portions of it even quoted

²¹⁰ “Science Syllabus.”

²¹¹ Ibid.

²¹² Ibid.

²¹³ Dewey, *School and Society*, 81.

but no particular mathematics text was mandated (except for those in Algebra 2B and Plane and Solid Geometry). Four of the General Aims of this curriculum were interesting. The seventh aim was to demonstrate that civilization has “a mathematical core.”²¹⁴ Another goal, consonant with progressivism, was the tenth that asked instructors to emphasize the connection between mathematics and the everyday life of the student. The fourteenth goal was that the instructor should incorporate as much of the history of mathematics into the instruction as feasible, while the fifteenth stated that this course should develop self-reliance in the student.²¹⁵ The section on 3B Geometry specifically sets forth as one of its three objectives “to teach the pupil that ‘the true end of mathematics is *power*, not knowledge [italics in original].”²¹⁶

Commercial Curriculum

The progressive idea of training students to live in the real world was delineated clearly in the curriculum for commercial studies: “It is primarily our purpose to do our full part, along with other parts of the High School [*sic*], in preparing our students for active, intelligent citizenship.”²¹⁷ The curriculum further spelled out a list of personal, social, economic, educational, ethical, and vocational values that the student in bookkeeping must cultivate in order to be successful. Some of the individual values listed are entering into the full enjoyment of citizenship, earning a respectable and sufficient income, church and community service, promptness, self-reliance, and self-

²¹⁴ “Mathematics Syllabus 1937-1938,” (Greenville High School, 1937).

²¹⁵ Mathematics Syllabus.

²¹⁶ Ibid. The source of this quote was not cited in the syllabus and the author has been unable to ascertain its origin.

²¹⁷ “Greenville High Commercial Curriculum” (syllabus, Greenville High School, 1937), “General Objectives.”

control.²¹⁸ Included in the commercial curriculum was a section on Home Economics. Although only one of the goals uses the words “for girls” it is fairly clear that this course was intended solely for females. The primary aim for this class was “to develop those attitudes and practices which contribute to content family and community life.”²¹⁹ The objectives of this curriculum would in many ways be considered as chauvinist today; they were, however, in keeping with widespread concepts of the period.

²¹⁸ “Commercial Curriculum,” “Bookkeeping.”

²¹⁹ “Commercial Curriculum,” “General Aims of Home Economics.”

5. Outstanding Faculty and Alumni

People don't realize teachers have...long-term effects on students. We think that teachers matter for one year to make sure students master content, but great teachers are able to affect people's lives long after they leave the classroom.

--Allison R. Kimmel

In its 126-year history, Greenville High has been the alma mater of tens of thousands of students. Any study of this institution would be incomplete without recognizing some of the more prominent people who have been a part of the Greenville High family. There are former students who have gone on to make significant marks in the fields of government, business, education, arts, science, sports, religion, and the military. Among the alumni are governors, a lieutenant governor, a federal judge, a Nobel Prize winner, an Oscar-winning actor, a distinguished mayor of Greenville, and a United States Ambassador. What follows is a listing of some notable former students of Greenville High. While many of them were graduates of GHS, some were not and left to complete their high school career in other schools or in the military. They were all, however, shaped to some degree by the "school on the hill"²²⁰ and all left their mark on that institution.

Alumni

- Rudolph Anderson was a manager for the football team during his senior

²²⁰ Stall, 3.

year in 1943.²²¹ After leaving Greenville High, he went to Clemson College where he was part of the Air Force ROTC. Building on that early training, Anderson joined the Air Force in 1951 and became a pilot. He served a stint in Korean War. Later he became an aerial surveillance pilot who flew missions over Cuba and, in 1963, was responsible for capturing photographs of missiles that had been placed in that country by the Soviet Union. This reconnaissance precipitated the Cuban Missile Crisis and ultimately resulted in Anderson's being shot down and killed on October 27, 1963 over Cuba. Some have conjectured that his death was the event that kept the Soviets from firing their missiles at the United States. In addition to two Distinguished Flying Cross citations earned in Korea, he was awarded the Purple Heart, the first ever Air Force Cross, and the Distinguished Service Medal posthumously.²²²

- Harry Scott Ashmore, as described by a plaque on the school's Wall of Fame, was a noted "journalist and political writer who chronicled American racial politics for more than half a century...[and] was fated, as he put it, 'by place of birth and choice of profession' to deal with the race issue at first hand."²²³ Ashmore graduated from Greenville High in 1934 where he served as the editor of the school's newspaper. Ashmore furthered his education at Clemson College and later accepted a Neiman

²²¹ *Nautilus 1944*.

²²² Information taken from Rudolph Anderson Plaque on Greenville High's Wall of Fame.

²²³ Scott London, "The Politics of Race: An Interview with Harry Ashmore," *Scott London*, copyright 2014, accessed June 13, 2014, <http://www.scottlondon.com/interviews/ashmore.html>.

Fellowship at Harvard University.²²⁴ He became a distinguished newspaper writer and was the two-time winner of the prestigious Pulitzer Prize for his coverage of the Little Rock school integration crisis.²²⁵ In addition to many newspaper articles, Ashmore also authored eleven books. He was awarded the Robert F. Kennedy Book Award Lifetime Achievement Award for 1995-1996. One of the highlights of Ashmore's career was the opportunity afforded him to interview Ho Chi Minh in Vietnam on a peace mission during the late sixties.²²⁶

- Philip Lamar Boykin, an African-American opera singer and actor, was a member of Greenville High's class of 1988. While still a student at Greenville High, he choreographed the Phyllis Wheatly Theater of Youth. Boykin was a frequent performer at the Kennedy Center's *Black Nativity* by Langston Hughes and garnered much acclaim for his performance as the title character in *Famous Orpheus* at the Karamu Theater.²²⁷ Boykin's opera performances include "Inspector Watts," "Carmen," "La Boheme," "Tosca," and "Séance." He also acted in several movies including "Carry Me Home" about the Underground Railroad.²²⁸ Boykin proudly pointed out that his greatest achievement was graduating from GHS because none

²²⁴ Information taken from the Harry Scott Ashmore plaque on Greenville High's Wall of Fame.

²²⁵ London "Politics of Race."

²²⁶ Information taken from the Harry Scott Ashmore plaque on Greenville High's Wall of Fame.

²²⁷ Information taken from the Philip Lamar Plaque on Greenville High's Wall of Fame.

²²⁸ "Biography," Phillip Boykin: The Boy Can Entertain, copyright 2014, accessed June 13, 2014, <http://www.phillipboykin.com/my-music/>.

of his brother or sisters (of which he had nine) had managed to do so.²²⁹

- Carroll Ashmore Campbell, Jr. attended Greenville High but left and finished his secondary education at McCallie Boys School in Chattanooga, Tennessee. He later studied at the University of South Carolina.

Campbell was active in many fields: farming, real estate brokerage, and a business. His most enduring legacy and widest acclaim, however, was in the political arena. A Republican, he served in the South Carolina House of Representatives in the early from 1970 to 1974, acted as an executive assistant to South Carolina Governor James Edwards, and served two years in the South Carolina Senate from 1976 to 1978. Campbell then served eight years (1979-1987) in the House of Representatives as the representative of South Carolina's Fourth Congressional District.

Following his stint in Washington, he served two terms (1987-1995) as the extremely popular governor of South Carolina, garnering almost 70% of the vote in his second election to that office.²³⁰

- Richard Brannon Cass attended Greenville High from 1945 to 1949. He graduated from Furman University and received a Fulbright Scholarship. He used the scholarship to continue his studies in Paris, where he became renowned as a concert pianist, performing all over Europe. He won the National Federation of Music Club's Young Artist Competition, the

²²⁹ "Wall of Fame, "Greenville Senior High School Academy, copyright 2013, accessed June 13, 2014, www.greenville.k12.sc.us/phillip_lamar_boykin.ppt.

²³⁰ Information taken from the Carroll Ashmore Campbell Jr. Plaque on Greenville High's Wall of Fame.

Algernon Sydney Sullivan Award, and the Violli International Contest. He retired from a full professorship at the University of Missouri and subsequently served as a visiting professor at Furman University.²³¹

- Janie Crain does not have a plaque on Greenville High's Wall of Fame. She has not gone down in history with any renown, but she achieved for herself a little piece history that cannot be denied. The *Super Nautilus Scrapbook* lists her as the first ever graduate from the school that would become Greenville High. The distinction may be dubious since she only graduated from the seventh grade,²³² but as the first in a long and storied line of students her mention seems warranted.
- Sarah Lucie Cunningham graduated from Greenville High in 1936 after being voted "most courteous" by her classmates. Following her time at GHS, Sarah went to New York where she studied dramatics under Stella Adler. Her first recognition as an actor came on Broadway in *The World of Sholem Aleichem*. She acted in many plays including *Toys in the Attic* (1960), *The Visit* (1958), and *Fair Game* (1957). Cunningham did not confine her acting career to the stage as she went on to act in several motion pictures and on television also. Her first movie role was in *The Cowboys* with John Wayne. She also played in *I Never Promised You a Rose Garden*, *Black Like Me*, and *Jagged Edge*. Cunningham's television credits include *Nero Wolfe*, *Starsky and Hutch*, *The Rookies*, and

²³¹ Information taken from the Richard Cass Plaque on Greenville High's Wall of Fame.

²³² Richey, 13.

*Dallas.*²³³

- William Clyde Devane was one of 67 graduates of Class of 1915 at GHS where he had been a member of the basketball team and the chess team. Shortly after his graduation, Devane taught draftees a practical course in French to enable them to function in France during World War I. After the war, he became a professor at Yale and later Cornell before becoming Dean of Yale University in 1938. During his twenty-five year tenure as dean, Devane promoted liberal arts education even during the calamitous days of World War II. Yale honored Devane in 1966 by creating the William Clyde Devane Medal for outstanding scholarship and undergraduate teaching. Another honor accorded him by Yale was the establishment of the William Clyde Devane Professorship to emphasize Devane's theme of a broad course of study for undergraduate students.²³⁴
- Richard "Dick" Dietz was born in Crawfordsville, Indiana but moved to Greenville and attended Greenville High from 1956 to 1960. He was an outstanding athlete in high school and lettered in football, basketball, and baseball. He was the first sophomore to be named to the South Carolina All-Star Football Team and was chosen for the all-conference baseball team all four years that he played. On the night he graduated from Greenville High in 1960, Dietz signed a contract with the San Francisco Giants for whom played for twelve years. After six years in the minor

²³³ Information taken from the Sarah Lucie Cunningham Plaque on Greenville High's Wall of Fame.

²³⁴ Information taken from the William Clyde Devane Plaque on Greenville High's Wall of Fame.

league and in his first year in the Major Leagues, the Topps Company named Dietz its all-star rookie catcher. Dietz was traded to the Los Angeles Dodgers in 1972 and a year later made the move to the Atlanta Braves where he played out his professional baseball career.²³⁵

- Charles Benjamin Dubose graduated from Greenville High in 1967 and went to Furman University where he received a degree in Music Education. From Furman he went to the University of Georgia where he earned a Masters in Fine Arts in trumpet performance. He conducted the U.S. Army Orchestra and participated in every presidential inauguration from Jimmy Carter's in 1977 to that of Bill Clinton in 1997. He was awarded two Army Meritorious Service Medals, two Army Commendation Medals, and the Army Achievement Medal.²³⁶
- Charles Fernley Fawcett was an active student at Greenville High from 1931 to 1935. He played football, played in the band, and was the president of the Forensic and the Drama Clubs. After graduating in 1935, Fawcett served in the ambulance Corp during World War II, where, after a meeting with the famous protector of the Jewish people Varian Fry, he dedicated himself to aiding Fry in his task of rescuing European Jewry from the Nazi war machine. After the war, he acted in and produced movies such as *The Grand Rendezvous*, *It Happened in Athens*, and *The*

²³⁵ Information taken from the Richard Dietz Plaque on Greenville High's Wall of Fame.

²³⁶ Information taken from the Charles Benjamin Dubose Plaque on Greenville High's Wall of Fame.

*300 Spartans.*²³⁷

- Samuel Joseph Francis graduated from Greenville High in 1933 and from Furman University four years later. In 1980, he spearheaded the campaign to save Sarrine Stadium and helped Greenville High to acquire the former Furman football stadium. He started the Greenville High Alumni Association and led drives to improve the campus of his alma mater. Francis was honored for his efforts by receiving the Jefferson Award, which is given for outstanding community service. The city of Greenville also honored him by dedicating a memorial water fountain, located in front GHS to his memory.²³⁸
- Calhoun “Callie” F. Gault lettered in football, basketball, and baseball, and served as student-body president before graduating from GHS in 1944. After high school, he lettered in baseball and football at Presbyterian College. As a high school football coach himself, he won three state championships at North Augusta (South Carolina) High School.²³⁹ Gault distinguished himself at North Augusta by leading North Augusta High to win or tie forty-two straight games between 1954 and 1958, thus, gaining 11-and-0 records in 1955 and 1956 and a state championship in 1958.²⁴⁰ He was the head coach and athletic director from 1963 to 1995 at Presbyterian College. In 1984 Governor Richard

²³⁷ Information taken from the Charles Fernley Fawcett Plaque on Greenville High’s Wall of Fame.

²³⁸ Information taken from the Samuel Joseph Francis Plaque on Greenville High’s Wall of Fame.

²³⁹ Information taken from the Calhoun Gault Plaque on Greenville High’s Wall of Fame.

²⁴⁰ Boyanoski, 61.

Riley honored him with the Order of the Palmetto, the state's highest non-military award.²⁴¹

- Thomas Toliver Goldsmith, Jr. graduated Greenville High in 1927. While at GHS, he sang bass in the Glee Club and played the violin in the orchestra. He graduated Furman University and then went to Cornell University where he earned a Ph.D. in physics. At Dumont Labs, he helped to pioneer many of the technologies that made television possible. In 1947, he received a patent for inventing the first video game. After returning to Greenville in 1966, he began a twenty-year stint teaching at Furman University.²⁴²
- Christine Gregory graduated Greenville High in 1938 and then went to Winthrop where she earned a B.S. in religious education in 1942. From 1975 to 1981, she served as the president of Southern Baptist Women's Missionary Union, the largest women's organization in the world. In 1981 Gregory became the only woman to serve as the First Vice President of the Southern Baptist Convention and the first female President of the Baptist General Association of Virginia in 1982.²⁴³
- Clement Furman Haynsworth, Jr. attended Greenville High, but left to finish high school at the Darlington School in Rome, Georgia. He went to Furman, a school founded by his great-great-grandfather, and received his

²⁴¹ Information taken from the Calhoun Gault Plaque on Greenville High's Wall of Fame.

²⁴² Information taken from the Samuel Thomas Goldsmith, Jr. on Greenville High's Wall of Fame.

²⁴³ Information taken from the Christine Gregory Plaque on Greenville High's Wall of Fame.

degree in 1933 graduating magna cum laude. From Furman he headed to Harvard Law School where he earned his law degree after which he worked in his family's law firm in Greenville until World War II when he began his service as a naval intelligence operative. After the war, he moved from practicing law to serve as a judge, and was nominated by President Nixon to a justiceship on the United States Supreme Court, but the Senate, in an acrimonious vote, did not approve his nomination.²⁴⁴ Haynsworth, however, was destined to play another role in Greenville High history in that he was the judge that signed the 1970 order that resulted in the desegregation of Greenville schools.²⁴⁵

- John Wilbur Hicks, Jr. was a member of Greenville High's class of 1940 and Furman University's class of 1944. As a physicist at American Optical Company in Southbridge, Massachusetts, he developed fiber optics and fiberscopes to enable doctors to look inside the human body. He started six companies, worked on the atomic bomb project for the federal government, and was awarded over eighty patents, including one for a fiber optical scanner, one for a method of making glass blades, and one for a method for making a fused energy-conducting device.²⁴⁶ He

²⁴⁴ Information taken from the Clement Furman Haynsworth, Jr. Plaque on Greenville High's Wall of Fame.

²⁴⁵ Jack Bass, "McNair Tells S.C. to Accept Integration," *Washington Post*, January 28, 1970.

²⁴⁶ Information taken from the John Wilbur Hicks, Jr. Plaque on Greenville High's Wall of Fame; "Fiber Optical Scanning Device," *Google Patents*, copyright 2014, accessed June 13, 2014, www.google.com/patents/US3240106; "Method for Making Glass Blades," *Google Patents*, copyright 2014, accessed June 13, 2014, www.google.nl/patents/US3926601; "Method of Forming a Fused Energy-

credited his Greenville High physics teacher, Bell Free, with changing his life and setting him on the path to becoming a physicist.²⁴⁷

- John M. Hix, Jr. graduated from Greenville High in 1926. He started his career as a cartoonist for the *Greenville News*. From there he went to the *Washington Times* where he worked until going to the McClure Newspaper syndicate in New York. At McClure's he created a cartoon called *Strange as it Seems*, which was similar to *Ripley's Believe it or Not* cartoons. A radio program based on his strip ran for several years.²⁴⁸
- Herman Warden Lay graduated in 1926.²⁴⁹ According to the Frito-Lay website, he founded H.W. Lay and Company in Nashville shortly after 1932. His company became one of the largest companies in the Southeast. In the early sixties H.W. Lay and Company merged with the Frito company. The company website states that the Frito-Lay company controls 59% of the potato chip market in the United States.²⁵⁰
- Douglas Leigh attended Greenville High in the 1920s. After high school, he attended the University of Florida, but quit before finishing. He subsequently left a Birmingham advertising business and moved to New York where he started his own advertising agency and rapidly became known as the "sign king of Broadway." He designed a coffee cup for

Conducting Device," *Google Patents*, copyright 2014, accessed June 13, 2014, www.google.com.mx/patents/US3224851.

²⁴⁷ Information taken from the John Wilbur Hicks, Jr. Plaque on Greenville High's Wall of Fame.

²⁴⁸ Information taken from the John M. Hix, Jr. Plaque on Greenville High's Wall of Fame.

²⁴⁹ Keys, *Nautilus 1926*.

²⁵⁰ "About Us," Frito-Lay, copyright 2014, accessed April 29, 2014, www.fritolay.com/about-us/history.html.

A&P that was fifteen feet wide, and was responsible for other famous ad campaigns for Pepsi Cola, Coca-Cola, and Camel Cigarettes. He served as the principal consultant for New York World's Fair (1964-1965) and was the lighting executive for the 1996 Atlanta Olympics.²⁵¹

- Gabriel Heyward Mahon graduated Greenville High in the class of 1904, and he later graduated the Citadel. He was in the First Battalion of the 118th Infantry, Thirtieth Division, American Expeditionary Forces during World War I. He served as a captain and then a major receiving the Purple Heart and The Silver Star. Mahon, who was elected after the death of United States Representative John J. McSwain, served in the House of Representatives for three years from 1936 to 1939. He later returned to Greenville and worked in business.²⁵²
- James Robert Mann, a graduate of Greenville High in 1937, finished a degree from the Citadel four years later. After serving in the Army from 1941 to 1946 and achieving the rank of Lieutenant Colonel, Mann went to University of South Carolina School of Law and earned his Juris Doctorate. Voters elected him to the South Carolina House in 1948 and he served two terms. In 1953, he received an appointment from South Carolina Governor James F. Byrnes to fill a term as solicitor for the thirteenth judicial circuit of South Carolina. He was elected to Congress from the fourth district in 1968. In Congress he served on the Judiciary

²⁵¹ Information taken from the Douglas Leigh Plaque on Greenville High's Wall of Fame.

²⁵² Information taken from the Gabriel Heyward Mahon Plaque on Greenville High's Wall of Fame.

Committee during the fight to Impeach President Nixon. He later chaired the subcommittee on Criminal Justice. After leaving Congress, he returned to Greenville to practice law.²⁵³

- Gerda Prevost McCahan, a classmate of J. R. Mann, graduated from Greenville High in 1937 and from Furman University in 1941. She earned both her Masters and her Ph.D. at Columbia University. She was the first woman from Greenville High to earn a Ph.D. During her career in psychology, she served in several prestigious positions. She was a clinical psychologist at the Medical University of South Carolina and later served as chief psychologist at the Children’s Psychiatric Center in Amarillo, Texas. She also served as Senior Clinical Psychologist at the Kennedy Child Center in New York. While teaching at Furman she was honored with the Meritorious Teaching Award and was named distinguished professor.²⁵⁴
- Raven Loor McDavid, Jr. graduated Greenville High as valedictorian of his class in 1928. Classmates chose him as the “most studious.” He graduated Furman University in 1931 and then went to Duke University where he earned both his Masters in 1933 and Ph.D. in 1935. He taught at the Citadel in the 1930s and at Western Reserve University during the 1950s. Then he joined the faculty of University of Chicago where he

²⁵³ Information taken from the James Robert Mann Plaque on Greenville High’s Wall of Fame.

²⁵⁴ Information taken from the Gerda Prevost McCahan Plaque on Greenville High’s Wall of Fame.

taught English and Linguistics.²⁵⁵

- James A. “Slick” Moore graduated Greenville High in 1929. After attending Furman for a year, Moore returned to Greenville High to work under head football coach J.H. Speer. Upon Speer’s departure, he became coach at Greenville High, a position that he held for forty-two years. During his tenure at GHS, he coached virtually every sport that the school had. During the Cuban Missile Crisis, when many teachers were called into action, Coach Moore coached more sports than usual. In 1962 he led Greenville High teams to state championships in football, basketball, track, golf, and tennis. Also in 1962 he was named South Carolina’s football coach and basketball coach of the year and inducted into the South Carolina Hall of Fame in 1987.²⁵⁶
- William “Bill” H. Orders, a 1943 graduate of GHS, went to Clemson College until interrupted by a period of service in the Navy during World War II. After reentering civilian life, Orders expanded Orders Mattress Company and also founded Orders Tile Company. He became the recipient of many honors: the 1960 distinguished service award for Greenville, the Order of the Palmetto in 1977, and a Distinguished Alumni Award from Clemson in 1977. He also served on the Clemson University Foundation.²⁵⁷

²⁵⁵ Information taken from the Raven Loor McDavid, Jr Plaque on Greenville High’s Wall of Fame.

²⁵⁶ Information taken from the James A. Moore Plaque on Greenville High’s Wall of Fame.

²⁵⁷ Information taken from the William Orders Plaque on Greenville High’s Wall of Fame.

- Emile Pandolfi was born in New York but moved to Greenville where he attended Greenville High. He attended Furman University, Baylor University, and Texas Tech. His musical talent took him around the world and made him a world-renowned pianist. He was one of eighty-four pianists chosen to play *Rhapsody in Blue* at the 1984 Olympics. After a stellar musical career, he moved back to Greenville and began recording albums. He has made over twenty albums and sold over two million albums.²⁵⁸
- John Laney Plyler graduated the school that would be Greenville High (Central School) in 1909 and from Furman University in 1913. He later attended Harvard Law School and earned his Juris Doctorate in 1921. In 1929 he was named President of Furman University, a position that he held for twenty-five years, which is longer than any other person who has served in this position. During his tenure there, Furman bought land for the modern campus, started accepting women and African-Americans, and began offering military training to maintain male attendance during World War II.²⁵⁹
- Richard “Dick” Wilson Riley was a member of Greenville High’s class of 1950. While at GHS, he played the position of guard on the football team and was President of the senior class.²⁶⁰ After graduating from Furman in

²⁵⁸ Information taken from the Emile Pandolfi Plaque on Greenville High’s Wall of Fame.

²⁵⁹ Information taken from the John Laney Plyler Plaque on Greenville High’s Wall of Fame.

²⁶⁰ *Nautilus* 1950.

1954, he served two years in the U.S. Navy. He was discharged from the Navy in 1956 after being diagnosed with rheumatoid spondylitis, a bone disease that is extremely painful. He then went to the University of South Carolina School of Law, received his law degree in 1959, and joined his father's law firm. In 1963 Riley was elected to the South Carolina House of Representatives where he served until 1978 when he was elected Governor of South Carolina. After two terms as governor, President Bill Clinton appointed him as Secretary of Education where he served during Clinton's two terms. Both Furman University and the University of South Carolina honored Riley as a distinguished professor. He also chaired the Riley Institute of Government, Politics, and Public Leadership.²⁶¹

- Bennie Lee Sinclair attended Greenville High in the 1950s. In 1986 Governor Dick Riley named her South Carolina's Poet Laureate. She worked in the Artists in Schools program and acted as the Writer-in-residence at South Carolina Governor's School. She wrote four books of poetry and one novel: *Little Chicago Suite*, *The Arrowhead Scholar*, *Lord of Springs*, *Endangered*, and *The Lynching*.²⁶²
- Betty Peace Stall, editor of the 1947 *Nautilus*, was a member of the graduating class of 1947. Greenville attorney David Freeman noted that

²⁶¹ Information taken from the Richard Wilson Riley Plaque on Greenville High's Wall of Fame.

²⁶² Information taken from the Bennie Lee Sinclair Plaque on Greenville High's Wall of Fame.

Stall “broke the ceiling before people talked about a glass ceiling.”²⁶³

Stall was a member of the Citizens Committee on Integration, which oversaw the integration of Greenville schools in 1970. She also is renowned for having volunteered many hours for causes such as the National Right to Read program, the South Carolina Department of Disabilities and Special Needs, and the Community Foundation of Greenville. Much of her fame stems from her association with massive fundraising projects including helping to raise \$14.6 million for the construction of the governor’s school in Greenville and \$42 million to help build the Peace Center in Greenville, which bears her family name.²⁶⁴

- Nick Andrew Theodore was president of Greenville High’s class of 1947. After leaving high school, he continued his education at Furman University. He represented the Greenville area in both the State House of Representatives and the State Senate. While in the South Carolina legislature, he was responsible for several important pieces of legislation. He spearheaded the drive to pass the Education Finance Act, helped to establish the Basic Skills Assessment Program (BSAP), and, as a member of the state senate, he was one of the leaders in the passage of the Education Improvement Act (EIA), the author of the Habitual Offenders Law, and a co-author of the Homestead Exemption Law. In 1986 he was

²⁶³ “Betty Peace Stall,” Zoom Info, last updated April 2, 2005, accessed June 30, 2014, <http://www.zoominfo.com/p/Betty-Stall/740437226>.

²⁶⁴ Ibid.

elected Lieutenant Governor of South Carolina and re-elected in 1990. In 1994 he ran unsuccessfully for the office of governor.²⁶⁵

- George Brown Tindall, a 1938 graduate of Greenville High, was a noted historian of the American South, whose work covering the rise of the New South, epitomized by his *The Emergence of the New South, 1913-1945*, brought him particular acclaim.²⁶⁶ After high school he went to Furman University where, as a senior, he edited the campus literary magazine. He served two years in Army Air Force before enrolling in the University of North Carolina at Chapel Hill, where he studied under Fletcher Green, the eminent Southern historian. His doctoral dissertation was *South Carolina Negroes, 1877–1900*. Tindall returned to UNC Chapel Hill in 1958, where he would serve with distinction for thirty-two years. Tindall authored several academic books including, *The Disruption of the Solid South*, *The Persistent Tradition in New South Politics*, and *The Ethnic Southerners, and America: A Narrative History*.²⁶⁷ This latter tome became one of the nation’s best-selling college textbooks, selling more than 1.5 million copies, because of Tindall’s unparalleled ability to present “complex ideas to his young readers by placing them in a graceful narrative that emphasized the centrality of culture, religion, and

²⁶⁵ Information taken from the Nick Theodore Plaque on Greenville High’s Wall of Fame.

²⁶⁶ Information taken from the George Brown Tindall Plaque on Greenville High’s Wall of Fame; Margalit Fox, “George Tindall, 85, Historian Who Charted the New South, Dies,” *New York Times*, December 8, 2006.

²⁶⁷ Information taken from the George Brown Tindall Plaque on Greenville High’s Wall of Fame.

politics.”²⁶⁸

- Charles Hard Townes was a member of Greenville High’s class of 1931.²⁶⁹ After leaving Greenville High he went to Furman University where he graduated summa cum laude with degrees in physics and modern languages.²⁷⁰ After Furman he continued his studies at Duke University (receiving a Masters in 1936), and the California Institute of Technology (gaining a Ph.D. in 1939). He later taught at Columbia University, Massachusetts Institute of Technology, and the University of California at Berkley. While at Columbia, he was a Guggenheim Fellow and a Fulbright Lecturer at the University of Paris and at the University of Tokyo during 1955 and 1956.²⁷¹ Townes gained worldwide recognition as the inventor of a Microwave Amplification by Stimulated Emission of Radiation (or Maser). In 1958, he was able to show that an optical version of the Maser (the Laser) was possible. His scientific achievements were acknowledged when the Nobel Prize Committee awarded Townes, along with two other scientists, the 1964 prize in physics for developing the maser-laser principle.²⁷²
- Virginia Uldrick graduated in 1946 from Greenville High. She went to

²⁶⁸ Fox, “George Tindall.”

²⁶⁹ William Workman, *The Nautilus 1931* (Greenville: Greenville High School, 1931), 39.

²⁷⁰ Information taken from the Charles H. Townes Plaque on Greenville High’s Wall of Fame.

²⁷¹ “Charles H. Townes—Biographical,” Nobel Prizes and Laureates, copyright 2006, accessed June 13, 2014, www.nobelprize.org/nobel_prizes/physics/laureates/1964/townes-bio.html

²⁷² “Townes, Charles Hard (1915 -),” *The Cambridge Dictionary of Scientists*, copyright 2002, accessed January 12, 2014.

http://libproxy.clemson.edu/login?url=http://search.credoreference.com.libproxy.clemson.edu/content/entry/dicscientist/townes_charles_hard_1915/0.

Furman where she earned a degree in music performance and education and to the University of South Carolina where she earned a masters in Music Art/Administration. Uldrick served in many positions promoting the arts and was the co-founder and first principal of Greenville's Fine Arts Center. She served as the founding director and first president of the South Carolina Governor's School for the Arts and Humanities. For twenty years, she was the choral director for Atlanta's Singing Christmas Tree.²⁷³ Uldrick's native state honored her tireless efforts for the advancement of the arts and art education with its highest civilian honor, the Order of the Palmetto and a concurrent resolution of the two houses of the state legislature of appreciation and recognition for her fifty years of public service, in 2002.²⁷⁴ The executive committee of the National Conference of Governor's Schools made Uldrick the inaugural recipient of its Jim Bray and Lillian Press Distinguished Service Award in 2003. The award recognized persons "who have distinguished themselves over many years in their committed work on behalf of gifted students, governor's schools, and the National Conference of Governor's Schools."²⁷⁵

- John Broadus Watson graduated from the Greenville High (Central School) in 1894. After five years of study, he completed his degree at Furman University and moved to the University of Chicago to further his

²⁷³ Information taken from the Virginia Uldrick Plaque on Greenville High's Wall of Fame.

²⁷⁴ A Concurrent Resolution, South Carolina General Assembly, Resolution 686, 114th South Carolina General Assembly (May 17, 2001).

²⁷⁵ "Distinguished Service Award," *National Conference of Governors' Schools*, last updated October 4, 2013, accessed June 13, 2014, <http://ncogs.org/index.php/about/3-distinguished-service-award>.

studies. After graduating there, he chose to stay and work as an assistant/instructor. At the age of thirty, Watson was offered a full professorship at Johns Hopkins in Baltimore, Maryland. As an academic, he was one of the major proponents of behaviorism. Johns Hopkins was to be his last job in the world of academia as he then moved into a successful career in advertising.²⁷⁶

- Knox White served as Greenville High's student body president in his senior year (1972).²⁷⁷ White served as Carroll Campbell's legislative director, when Campbell was a member of the House of Representatives (1976-1982). After ten years on the Greenville City Council, White became mayor in 1995, which position he has held since that time. Since 2004, the *Greenville News* has selected White every year as one of the city's most influential persons.²⁷⁸ As mayor he has presided over many improvements in the city. His administration has overseen the revitalization of Greenville's downtown area, the reclamation of the Reedy River Falls, and the marked expansion of the city's territory through annexation. White divides his time between city hall and the Haynsworth, Sinkler, and Boyd law firm where he specializes in immigration and customs issue.²⁷⁹
- David Wilkins went to Clemson after graduating from Greenville High in

²⁷⁶ Information taken from the John Broadus Watson Plaque on Greenville High's Wall of Fame.

²⁷⁷ Information taken from the Knox White Plaque on Greenville High's Wall of Fame.

²⁷⁸ "Knox White Heads the Firm's Immigration and Customs Practices," *Haynsworth Sinkler Boyd*, copyright 2014, accessed June 13, 2014, www.hsblaw.com/people/138/knox-h-white.

²⁷⁹ Information taken from the Knox White Plaque on Greenville High's Wall of Fame.

1964. After he graduated from Clemson University, Wilkins attended the University of South Carolina School of Law where he received a J.D. in 1971. He became a senior partner in the law firm that his father founded in 1946. David became a senior partner in that firm. In 1980 he was elected the South Carolina House of Representatives.²⁸⁰ In the House, he served Chairman of the Judiciary Committee for six years, Speaker Pro Tem for two years, and Speaker of the House for eleven years. By the time of his retirement from the South Carolina House of Representatives, he had the distinction of being one of the longest serving speakers of any legislative house in the country. He left his post as speaker to become the United States Ambassador to Canada in 2005.²⁸¹

- William Wilkins, Jr. studied at Davidson College after graduating from Greenville High in 1960. He then pursued his law degree from the University of South Carolina School of Law. In 1975 he became a Circuit Court judge and became the first Federal Judge to be appointed by President Ronald Reagan. Reagan named him Chairman of the United States Sentencing Commission in 1985.²⁸²
- Albert Curry Winn, author of the GHS 1938 Senior Class poem, graduated Greenville High in 1938. He earned his bachelor's degree from Davidson College in 1942 and his Th.D. from Union Theological Seminary in 1956.

²⁸⁰ Information taken from the David Wilkins Plaque on Greenville High's Wall of Fame.

²⁸¹ "David H. Wilkins," *Nelson Mullins*, copyright 2014, accessed June 13, 2014, www.nelsonmullins.com/attorneys/david-wilkins.

²⁸² Information taken from the William Wilkins Plaque on Greenville High's Wall of Fame.

In 1945, he began a two-year term as a Navy chaplain, after which he served pastorates in Georgia and Virginia. He taught Bible Studies at Davidson and Stillman colleges and theology at Louisville Theological Seminary. He served as the president of latter institution for seven years from 1966 to 1973. Winn is the author of several books, including *The Acts of the Apostles*, *A Sense of Mission*, *Ain't Gonna Study War No More*, and *A Christian Primer: The Prayer, the Creed, the Commandments*.²⁸³

- Joanne Gignilliat Woodward, identified in the yearbook of 1947 as the “Sweetheart of ’47,” was also among the seniors that bandleader Paul Whiteman selected as the senior beauty queens for the year. The senior superlative page shows that her classmates voted her as Best Looking.²⁸⁴ After Greenville High, Woodward attended Louisiana State University, where she studied drama from 1947 to 1949. With the aid of Sanford Meisner, the famous actor and namesake of the acting method, she became a motion picture actor. Although Woodward won an Oscar in 1957 for her part in *The Three Faces of Eve*, portraying a young woman with multiple personality disorder, she gained her greatest acclaim for a part in the movie *Rachel*. In 1958 she married Paul Newman and became the first woman to be honored with a star on Hollywood’s Walk of Fame. Additionally, the Motion Picture Academy of Arts and Science nominated her for three additional Academy Awards and she received three

²⁸³ Information taken from the Albert Curry Winn Plaque on Greenville High’s Wall of Fame.

²⁸⁴ Stall, 1947 *Nautilus*.

Emmys.²⁸⁵

As is evidenced by the foregoing biographies, Greenville High has been the alma mater of many influential graduates. The progressive advocates who kindled the original flame that has produced GHS would be proud to see this list because, among the numerous prestigious and prodigious graduates listed, are some of the very kinds of people they strove so valiantly to raise from diverse circumstances and mold into productive members of society. The progressive founders of the institution would have been proud that GHS found a way to democratize education without vulgarizing it. Phillip Lamar Boykin, for example, emerged as the first high school graduate of all his siblings and distinguished himself in the arts. John Broadus Watson came from a poor family with six children who were abandoned by their father and yet was able to become a prominent psychologist and educator. Charles Fernley Fawcett lost both parents at the age of six and was forced to move to Greenville to live with his aunts. He, however, portrayed the progressive ideal of aiding society when he helped European Jews during World War II.

Faculty

The members of the faculty who infrequently garner plaques in their honor are often forgotten quickly by even those who they have taught. There may be a few busts of prominent leaders in the foyer and an occasional plaque to commemorate those who have achieved something particularly notable. Generally, though, information about the faculty and their influence is in short supply. There is no teacher's Wall of Fame.

²⁸⁵ Information taken from the Joanne Woodward Plaque on Greenville High's Wall of Fame.

Information on great teachers (or even those who are not so great) is not easy to find. For that reason, the space given to notable faculty will be necessarily shorter than that given to the alumni.

One member of the faculty who seems to have been worthy of recognition was Emily (“Miss Emmie”) Asbury, who taught both English and history.²⁸⁶ The class of 1925 dedicated the yearbook to Asbury in recognition of the thirty-nine years she had given to GHS “in a spirit of service and devotion.”²⁸⁷ The words of the memorial passage in the 1931 *Nautilus* give some indication of the greatness of her influence: “We, the graduating class of 1931, feel the passing of ‘Miss Emmie’ left a void the can never be filled in the hearts of those who were fortunate enough to have been her pupils.”²⁸⁸ While there were no other commemorations for this teacher, and she is remembered by only a few, this memorial speaks volumes about a woman who dedicated forty-one years to shaping young lives.

Another noted faculty member, English teacher Sara W. Payne, won the 1981 South Carolina Teacher of the Year.²⁸⁹ Payne was not only the first person teaching at GHS to win this prestigious award, but she is the only one to have done so. Payne demonstrated herself to be a worthy heir of the progressive heritage at GHS when she furthered the democratization of education for one student. Greenville Library employee, Steven Gaily, credits Payne with his attending college. In April of Gaily’s senior year,

²⁸⁶ Richey, 99.

²⁸⁷ Keys, *Nautilus* 1926.

²⁸⁸ Workman, 43.

²⁸⁹ “South Carolina Veteran Teachers of the Year,” South Carolina Department of Education, last updated 2014, accessed June 27, 2014, ed.sc.gov/agency/se/Education-Services/Recruitment/VeteranTeachersoftheYear.cfm. *GHS 100 Years of Class* (14) gives Payne’s first name as “Sarah” and the year of her award as 1980.

Payne inquired as to his plans for college. Gaily replied that his plans were to go to work because as a young man from a mill village family of five children he felt that college was impossible for him. Payne, unwilling to allow Gaily to sell himself short, went to extraordinary efforts to ensure that he attended Clemson University. She went so far as to get him an application, aid him in filling it out, and helped him apply for and receive financial aid after his acceptance.²⁹⁰

Although awards and recognition are important, the real impact of a teacher is the effect that he or she makes on those he or she teaches. Some teachers have tremendous influence on the lives of those they teach. Chuck Winney, history teacher, was one such person. Not only do former students laud Winney as a teacher who made his class interesting, they note that he maintained a personal relationship with the students.²⁹¹ Winney was known for his purposeful provocation of debates in class that stirred the student to deeper thinking. He was also characterized by a deep passion for teaching that extended beyond the subject matter and touched on deeper life issues of his students.²⁹² Winney, whether cognizant of it or not, was a living example of the progressive ideal of connecting life with the subject he taught.

Coach James Harrell “Speedy” Speer is certainly one of the notable faculty members in Greenville High’s past. Information on his protégé, Moore, is also relatively easy to find. The school still remembers Moore because of the gymnasium that bears his name, but no field, court, or building bears the name of Speer, in spite of his twenty years

²⁹⁰ Steven Gaily interview by author, Greenville, SC, June 26, 2014.

²⁹¹ Todd Duncan interview by author, Greenville, SC, June 24, 2014.

²⁹² Brian Redfern interview by author, Greenville, SC, June 23, 2014.

of service to Greenville High.²⁹³ He served those twenty years as head coach of the football team. Alma Steading and Irving Abrams (members of the class of 1942) had some stories of Speer's time leading the football team. They said that Speer would encourage senior players to fail a class in order to come back and play football for an extra season. They also said that if an opposing player were down, Speer encouraged the Greenville team to step on the downed players hand or hurt them in some other way.²⁹⁴ These statements, however, cannot be confirmed. Also, it would be unwise to assume that Speer was the only coach who encouraged his players to such actions. Speer seems to be forgotten largely around the school, but his influence, albeit through Moore, is still present.

While these few deserve recognition, the nameless myriad of forgotten and underappreciated faculty and staff would fill volumes if their stories were related. The volume and quality of students, known and unknown, who have successfully navigated the treacherous water of high school in GHS since 1888 and gone on to be highly productive members of society, are convincing witness to this fact.

²⁹³ *The Nautilus 1973* (Greenville, SC: Greenville High, 1973), 62.

²⁹⁴ Alma Steading and Irving Abrams interview by author, Greenville, SC, May 2, 2014.

6. Segregation

We conclude that, in the field of public education, the doctrine of "separate but equal" has no place. Separate educational facilities are inherently unequal.

--United States Supreme Court, *Brown v. Board of Education of Topeka*

Segregation and desegregation have been important topics in both public and private education in the South for generations. Books have been written and studies made on the details of how the segregationist system functioned and how it was dismantled. There is little doubt that the system of segregation was grossly unfair to the Black student. While the South Carolina Constitution of 1868 had mandated free public education, it took a number of years before a functioning public school system was organized even for the White population. Even after "colored" schools began to operate, there were pronounced inequities. For example, in 1921, per capita spending for White schools was \$11.79, while for Black schools it was \$1.23.²⁹⁵ The condition of the Black schools can only be described as deplorable. Their buildings were in a dilapidated condition, often with leaking roofs, sagging floors, and missing or broken windowpanes. Most of the schools for Black children were overcrowded, understaffed, not supplied with a sufficient number of desks, and provided only with secondhand textbooks from White schools. The school terms for Black schools were generally shorter than those in White schools. For example, during the early 1910s, in South Carolina, the White school term

²⁹⁵ Howard H. Quint, *Profile in Black and White: A Frank Portrait of South Carolina* (Washington: Public Affairs Press, 1958), 9.

was 125 days as compared to a 74-day term for Black schools.²⁹⁶ Some have contended that there were even restrictions on what could be taught to Black students to forego arousing passions in them with ideas such as freedom and equality.²⁹⁷ The progressive principle concerning the democratization of education was not originally interpreted to necessitate that all races should receive equal opportunities or that the races should be educated together in schools. The first accredited Black public school came into existence in 1930. As late as 1941, nineteen counties in South Carolina had no African-American high school.²⁹⁸

Greenville High was for many years a White-only institution. At the time of its creation, it was one of the schools that the city of Greenville built for the White students while other schools were built for African-American students. In the first yearbook there is a telling photograph portraying an African-American man holding a broom as if he were sweeping the steps. The photo, located on nearly the last page before the advertisements, bore the simple, laconic caption, "John." One is left to surmise that this person was a custodian.²⁹⁹ There was no indication as to his function except the fact that he was holding a broom. There were no other African-Americans pictured anywhere else in the book.

In those early years there were no serious challenges to segregation; it was an

²⁹⁶ Elliott West, *Growing Up in Twentieth-Century America: A History and Reference Guide* (Westport, CT: Greenwood Press, 1996), 44.

²⁹⁷ Russell Booker, "The Education of Black Children in the Jim Crow South," America's Black Holocaust Museum, copyright 2012, accessed June 13, 2014, <http://abhmuseum.org/2012/09/education-for-blacks-in-the-jim-crow-south/>.

²⁹⁸ Quint, 10.

²⁹⁹ Fahnestock. This may have been the only Black person associated with the school or he may simply have been the only one pictured. Ascertaining which of these two is correct is impossible at this distance.

accepted practice with a long history. Some evidence indicates that although separate schools existed there was, nonetheless, a somewhat positive relationship between schools. On Greenville High's campus today, for example, an arbor stands that many look upon as an integral link to the school's past. Students from the local Black school, Sterling High, built that arbor on the GHS campus. Thus, there did not seem to be any animosity between the two schools; they just appeared to be in different worlds.³⁰⁰

With the advent of the 1950s, the easy acceptance of segregation began to change. In January of 1951 then Governor James Byrnes made it clear that every child should receive an education regardless of race. He was equally adamant that Black and White students' educational facilities should be separate. The state legislature passed a three percent sales tax to "equalize" education and show that in South Carolina "separate" truly was "equal" in case segregation did become illegal. This preemptive strike by the legislature was a response to the filing of a lawsuit in Clarendon County (*Briggs v. Elliott*) that challenged South Carolina's separate but equal stance. The money from the tax was to be used to build "equalization schools." The General Assembly, though ostensibly preparing for the eventual illegalization of segregation, was likely attempting to forestall any substantive moves toward court-ordered actions in that direction.³⁰¹

Byrnes urged the legislature to form a statewide committee to study and report on the course that the state should take with regard to education should the courts decide that

³⁰⁰ Anna Mitchell, "Arbor Connects to School's Past," *Greenville Journal*, December 11, 2009.

³⁰¹ Rebekah Dobrasko, "Equalization Schools in South Carolina 1951-1959," State Historic Preservation Office, 2008, accessed June 14, 2014, nationalregister.sc.gov/SurveyReports/EqualizationSchoolsHistoryContext.pdf. *Briggs v. Elliott* was eventually merged with four other cases on appeal to the Supreme Court and became a part of the *Brown v. Board of Education of Topeka*.

segregation was illegal.³⁰² In light of the attitude of the leadership of the state, one could have little hope that integration would happen or that it might proceed in an orderly or decent fashion.

Shortly before the *Brown v Board of Education of Topeka* decision, Governor Byrnes stated again that South Carolina would either maintain segregation or abandon public education altogether.³⁰³ Some local government officials strongly opposed the *Brown* decision. They felt betrayed particularly by the Southern justices on the Court (Associate Justices Tom C. Clark of Texas and Hugo F. Black of Alabama) and Charles G. Garrett even declared them to be “traitors” “who helped stab the dagger in the back of the South.”³⁰⁴ Every representative and candidate quoted in the *Greenville News* stated that segregation must continue. They vowed to do all their power to keep things as they were in South Carolina’s schools.³⁰⁵ Representative Clyde Jenkins, Jr. avowed his opposition definitively, “I’m still a Southerner and I shall always be for segregated schools.”³⁰⁶ Sam Hendrix, shocked by the Court’s decision, maintained the hope that schools would remain segregated, as did R. Franklin Smith who declared his undying support for school segregation. Senator Burnet R. Maybank, Jr., in a campaign speech, expressed his distress and warned that obeying the high court’s ruling would “set the state back 100 years or more.”³⁰⁷ Some maintained an evasive reticence, such as E. Randolph

³⁰² William Bagwell, *School Desegregation in the Carolinas* (Columbia, SC: University of South Carolina Press, 1972), 128-29.

³⁰³ Bagwell, 129.

³⁰⁴ James Walker, “US Supreme Court Ruling,” *Greenville News*, May 18, 1954. Walker, “Supreme Court Ruling.”

³⁰⁵ *Ibid.*

³⁰⁶ *Ibid.*

³⁰⁷ *Ibid.*

Stone who avowed the importance of the decision but gave little indication as to whether he was for it or against, while one stated that he was unwilling to scrap the public educational system. Other public officials, however, strongly backed the policy of segregation. Greenville's school superintendent, W.F. Loggins was reserved in his comments. He postponed any major statement until more was known of the ramifications of the case. The Greenville School Board was also cautious, but said that it would continue to educate all children of the county. The board also emphasized its efforts over the past three years to make sure that education was equal within the county.³⁰⁸

The local media took the news calmly, at least at first. Two newspapers (*Greenville News* and *Greenville Piedmont*) urged caution, and discouraged the populace from taking drastic, ill-considered actions that might mar the racial peace that existed. The mindset of the media changed quickly resulting in the disappearance of most of the exhortations for harmony and cooperation. This change is particularly evident in the *Greenville News*, which was edited, at the time, by a member of the Segregation Committee, a group created by the legislature and consisting of fifteen members whose self-defined mission was "the formulation and recommendation of courses of action whereby...South Carolina may continue its unsurpassed program of public education without unfortunate disruption by outside forces."³⁰⁹ The *Greenville News* became one of the state's leading voices for the cause of segregation. Attacks against the northern press and the National Association for the Advancement of Colored People (NAACP)

³⁰⁸ Bagwell, 130-1.

³⁰⁹ *Ibid.*, 136-7.

became commonplace in the papers.³¹⁰ One local journalist, in reporting on a meeting of the local chapter, noted the “overtones of belligerency and its lack of truly constructive ideas.”³¹¹

Almost the only group to greet the news of the Court’s ruling happily was the Black community. Even there, the news was received with some reservation. While the community hailed the decision as a victory, its members understood that the decision was not a culminating event, but only the beginning of a long and protracted struggle. No one expected the educational landscape to change overnight. They saw the event as merely a step on the pathway to equality. Donald Sampson of the NAACP said that the ruling would not change customs, but it would allow for greater discussion.³¹² Blacks understood that if things were to change it would require both races coming together and working out a solution. The state’s Black teachers resolved to work to support the decision. There were no grand statements early on as to how the solution might be handled. There were simply statements from both sides supporting or attacking the decision.³¹³

At the time of the court decision in 1954, Greenville was already pursuing equalization of education between Black schools and White schools. Despite the Court’s ruling that “separate educational facilities are inherently unequal,”³¹⁴ most White Southerners adhered to the belief that not only was separate but equal facilities a possibility, but they were a reality. Shortly after the decision, Governor Byrnes ordered

³¹⁰ Bagwell, 131-2.

³¹¹ “Citizenship Implies Responsibilities,” *Greenville News*, October 24, 1959.

³¹² “Trustees,” *Greenville News*, May 18, 1954.

³¹³ Bagwell, 133.

³¹⁴ *Brown v. Board of Education of Topeka*, 347 US 483 (1954).

that all new school construction started under this program of equalization to be stopped. In Greenville, this shut down over a million dollars in construction. The school district had already expended several million dollars. About this same time, the district instructed principals to inform students seeking transfers that they had no choice as to which schools they would attend and that it was mandatory that they attend the school to which they were assigned.³¹⁵

When a supplemental decree came down from the Supreme Court that desegregation should commence in a timely fashion, Greenville leaders seemed not too bothered. Their response stood in stark contrast to the vociferous response from others in South Carolina. The most significant comment came from the superintendent. He repeated that all the children of Greenville County would continue to receive the best education possible.³¹⁶ Again, this high-sounding platitude served as a smokescreen for the delaying tactics intended to forestall any substantive change in the segregated system. Feelings toward integration were still evident, but the recognition seemed to be taking hold that change was inevitable.

Through the second half of the 1950s, an opinion tug of war concerning segregation and integration played out in Greenville. There seemed little hope that South Carolina, or Greenville, would ever embrace desegregation. The *Greenville News* openly attacked the idea pushing instead state's rights. It seems that the only right that really concerned the paper was the right to maintain separate schools, whether they were equal

³¹⁵ Bagwell., 136.

³¹⁶ Ibid., 139-40.

or not.³¹⁷

The activity of the Ku Klux Klan became more prominent throughout the Carolinas in the wake of the controversy. Meetings became more open and more public as the Klan took up segregation as a cause. The group did not seem to be able to decide whether it wanted to mount a violent or non-violent response to integration. Many Klansmen espoused the idea of opposing violence even if only to stay out of trouble. After saying they did not want violence, some would advocate it by calling for the “Smith and Wesson Plan.” Klan membership became a point of pride for many in dealing with African-Americans. The Klan became bolder and more willing to hold public meetings in opposition to clandestine ones.³¹⁸

There were proponents of change at work in Greenville. The NAACP pushed for compliance with the court’s decisions and petitioned local school boards asking them to take steps to end discrimination. The board took the petition under advisement, but refused to act. The board said that giving in to the petition would have been the equivalent of letting another, unelected body dictate school policy. Board members denied any knowledge of any current laws being broken. The schools acknowledged the necessity of action on their part, but said that there was no way to make it happen immediately.³¹⁹

The 1950s, in general, were times of significant racial tensions in South Carolina. During the following decade, however, some changes in the racial climate began to

³¹⁷ Bagwell, 145-6.

³¹⁸ Charles West, “KKK Seems Unable to Decide Whether To Be Violent Or Non-Violent,” *Greenville Piedmont*, August 12, 1950.

³¹⁹ Bagwell, 149-50.

emerge. The first protests did not take place at schools; instead, Blacks attacked segregation at the local library. Attorneys, including Thurgood Marshall (later an Associate Supreme Court Justice), for seven young Blacks filed suit after library officials forced the youths to leave the library and had them arrested.³²⁰ Attorneys for Greenville filed a response saying that those Blacks who had entered the library had done so not to use the facilities but “in furtherance of a conspiracy.” The immediate reaction to the library protest was to shut it. The city’s attorney said that closing the library made segregation a moot point since the library was closed for Whites and Blacks alike.³²¹ The tensions were short-lived because owners acted, in order to avoid protests and desegregation, and closed or sold many of the contested facilities, including both the Black and White public swimming pools and the roller skating rink.³²²

Several factors contributed to racial change in Greenville and in the city’s schools, specifically at Greenville High. First, Greenville leaders saw violence in other parts of the South and wished to avoid it. Secondly, they felt increased pressure from the federal government. Finally, business leaders exerted their influence to avoid social unrest that they believed would be deleterious to their profit margins. The convergence of these factors began to move the state, the city, and the school toward desegregation. By early 1963, there was a notable change in the way that the citizens of South Carolina and Greenville felt about desegregation.³²³

South Carolina’s first desegregation of public education happened in January

³²⁰ Ruth Walker, “Negroes File Federal Suit: Integration Local Library Is Sought.” *Greenville News*, July 29, 1960.

³²¹ “Seeking Turmoil,” *Greenville News*, September 4, 1960.

³²² Bagwell, 155-9.

³²³ *Ibid.*, 159-65.

1963, when Clemson College admitted Harvey Gantt with great fanfare but no violence.³²⁴ Later that year the University of South Carolina and Charleston City Schools were ordered to desegregate.³²⁵ By August it was Greenville County's turn. District officials denied several African-American students transfers to White schools, resulting in the students filing a lawsuit against the district. The county responded to the suit by introducing a plan that would allow parents to choose schools for their children. The courts accepted the desegregation plan and, thus, Greenville County became desegregated at least in theory.³²⁶

In August 1963, A.J. Whittenberg filed suit to ask the courts to force the Greenville County School District to allow his eleven-year-old daughter to transfer to an all-White school. The final impetus for the district to implement some form of integration was the Whittenberg case.³²⁷ Despite the highest hopes of the supporters of continued segregation in schools, this case was not going to go away and nominal, token acts of integration was not enough to stop the case from going forward. Judge J. Robert Martin praised the district's actions and said that on the advice of the department of Health, Education, and Welfare that it did not seem advisable to attempt to try to integrate fully schools for the coming (1969-70) school year. The judge ruled that the district had to be ready to enact full integration by the next (1970-71) school year.³²⁸

In September of 1964, schools started peacefully with integration going forward.

³²⁴ Bagwell, 164.

³²⁵ Ibid., 170.

³²⁶ Ibid., 175.

³²⁷ Dale Perry, "Whittenberg Recalls Battle Over Integration," *Greenville News and Piedmont*, February 17, 1980.

³²⁸ "Full Text of Judge Martin's Greenville County School Desegregation Order," *Greenville News*, July 27, 1969.

The district actually shifted few students from school to school and, in fact, it appears that the county was doing just enough to fulfill the minimum obligations. Few of the Black students in the White schools were allowed to take part in school activities and none was given the opportunity to participate on athletic teams. There were several cases of bullying or harassment. School officials, with a view to forestalling further segregation or agitation in that direction, expended strenuous efforts and minimized the number of transfers from Black schools to White schools for the next few years.³²⁹

On January 19, 1970, the United States Court of Appeals for the Fourth Circuit issued a decision ordering Greenville County District to file a plan by January 23 (a mere four days later) that would produce a “unitary School system” throughout the over one hundred schools in Greenville County. The court ordered that this plan must be implemented by February 9, 1970. The court based its decision on a recent case in which the Supreme Court had called for immediate integration by February 1. The court concluded that there was no longer room for delaying integration, not even until the new school year started.³³⁰ Integration was no longer a distant goal achievable in the vague “future”; the district now had to make significant changes in a short period. South Carolina Governor Robert E. McNair, in marked contrast to several other Southern governors who were encouraging defiance of the court order, advised in a televised interview that the population acquiesce to the new reality and accept desegregation as a fact. He made it clear that it was time for politicians “to quit holding out false hopes” by

³²⁹ Bagwell, 180-2.

³³⁰ *Proposed Plan The School District of Greenville County* (Greenville: Greenville County School Board, 1970), 1.

playing politically hypocritical games on such an important issue. He affirmed that education was the only manner in which South Carolina would experience improvement and development necessitated by the ever-growing the demands of the future.³³¹

The Board of Trustees of the Greenville County School District, thus, had to scramble to make a plan to bring about the changes that the courts required. The courts demanded that the schools match the demographic make-up of the county, which was roughly eighty percent White and twenty percent Black. The court required that both teacher and student populations meet the designated ratio.³³²

The prospect of immediate integration did not please the board. It is difficult to determine whether they were upset over integration only or the fact that it had to be done in only a few weeks. The document produced by the board spent considerable space describing the problems that would result from integration undertaken in such a hurried fashion, complaining that this change was being “thrust” upon them. They did “not pretend to understand” why integration had to happen in the middle of the school year. They found it “inconceivable that this could be the law of the land or that it could be imposed with such apparently brutal unconcern for the consequences by the highest court in the land.”³³³ Throughout the planning process, the board maintained that there was no conceivable reason for making the requisite changes in the middle of the year and that the changes, implemented in this manner, would significantly impair the educational process.³³⁴

³³¹ Jack Bass, “McNair Tells S.C. to Accept Integration,” *Washington Post*, January 28, 1970.

³³² *Proposed Plan*, 2.

³³³ *Ibid.*, 1.

³³⁴ *Ibid.*, 4.

The board members lamented that they did not know how to comply with the court's order because there were no examples to follow. No school district had ever been forced to affect such a massive change so quickly. They were also angry that the court failed to provide much in the way of definitions, being ordered to "create a unitary School system" without ever being told what was meant by a "unitary school system."³³⁵ The board members complained, "the mandate of the court is deceptively simple and is of no assistance to the school district, in its task to attain an undefined utopia."³³⁶ The board stated that it had followed the orders of the court up to that time. It was operating under a freedom of choice plan, which seemed to have brought about an acceptable level of integration. Board members pointed to the fact that seventy percent of all children and thirty-three percent of Black children were in integrated schools. Further, they maintained that any Black student who attended a predominantly Black school did so by choice, and not out of any type of official compulsion to do so. Finally they argued that the educations of both Black and White students was consistently improving.³³⁷

The school board developed a complex plan; it was necessary that it be multifaceted and highly detailed because the most of the district's one hundred schools required swift and fundamental change. There is no cause to look into all of the rearrangements. Greenville High did not require massive changes. It was already close to the number set by the court. The school had eighty-five percent White students and fifteen percent Black students.³³⁸ The achievement of racial parity required the transfer

³³⁵ *Proposed Plan*, 1.

³³⁶ *Ibid.*, 2.

³³⁷ *Ibid.*, 3.

³³⁸ *Ibid.*, 16.

of 100 tenth and eleventh graders from Sterling High. Administrators would give preference to those students who lived closer to the Greenville High, in spite of the fact, that, according to the Board, such actions would strain the school's capacity. The claim was made that the student body would be "reconstituted" the following September because of the opening of Southside High.³³⁹

No one formulated detailed plans about the process for integrating the faculty, although the plan mandated the ratio of Black to White teachers as one to five. The plan also required all secondary schools to attain this ratio, with the exception that certain specialized positions received allowances. The plan did not stipulate which schools would be closed, consolidated, or changed. The ratio was recognized and accepted without details.³⁴⁰

When attempting to integrate schools, transportation was an important consideration for school officials. Greenville County had to address concerns about busing. The transportation problem necessitated the district to obtain new equipment to transport students to school. The administration had to create new bus routes. All children who lived more than one and one-half miles from their assigned school had to be offered transportation to and from school; this meant that Greenville County would operate 350 busses and those busses would cover over 8000 miles every day. Some students would have to provide their own transportation after implementation of the plan until the district acquired new busses and established new routes.³⁴¹

³³⁹ *Proposed Plan.*, 17-18.

³⁴⁰ *Ibid.*, 21

³⁴¹ *Ibid.*, 22

In summarizing the plan, the board members were unwavering in their determination that it would create the racial make-up that the courts required, that faculty and students would be completely desegregated, and that the district would have a transportation system in place in a timely manner. They repeated what had been said numerous times in the plan: mid-year integration was a defective proposal and would, in no wise, be the most prudent course of action for the district or for its students. That there would be repercussions was taken for granted and the Board emphasized that integrating would place an unjustifiable burden on the schools and the communities throughout the county. The concluding line of the strategy avowed that it was “submitted only to meet the requirements of the Court.”³⁴²

To say that the level of apprehension was elevated to almost the boiling point would be an understatement. The Superintendent of Greenville County Schools, M.T. Anderson went on television the night before integration was to happen. He asked everyone to remain peaceful and rise above prejudice.³⁴³ Although the district approved the plan as submitted, there was little enthusiasm about putting into action. If the account ended with the reluctant board of trustees submitting a plan that they obviously had no desire to implement, it would have been disheartening indeed. That, however, was not the conclusion of the story. Greenville High (in fact, almost all Greenville County schools with the exception of two Black high schools that would finish the year for their seniors and then close³⁴⁴) was completely desegregated on February 17, 1970.

³⁴² *Proposed Plan*, 22

³⁴³ Paul Clancy, “How Greenville Integrated Its Schools,” *Charlotte Observer*, February 22, 1970.

³⁴⁴ *Proposed Plan*, 16, 20.

Desegregation took place with what Ernest Harrill of Furman University called “grace and style.”³⁴⁵ There was, he notes, a sense of determination that seemed to facilitate a cooperative spirit and a genial work atmosphere. There was also cooperation between the races and across the political spectrum.³⁴⁶ It was correctly termed a complete community effort. According to a report by Furman University, although Greenville County was tardy in beginning desegregation, its desegregation came about, for the most part, in “a peaceful and constructive fashion.”³⁴⁷ There was involvement of the Chamber of Commerce, the local ministerial association, the local newspapers, and a corps of volunteers. The media as far distant as New York and Florida applauded the smooth transition that Greenville County had made.³⁴⁸

Sadly, once again this was not the end of the story. It would be foolish to think that such a contentious and controversial problem as segregation would yield to easy solution or be quickly resolved. As early as the following April concerns arose concerning discipline within the schools. The school board, with citizen support, asked that there be some action taken on school discipline problems. The feeling among the community was that discipline was not good in the schools but there was no mention of specific problems. However, this unambiguously illustrates that the transition did entail a number of problems. Some may have attempted to gloss over the difficulties or pretend that they did not exist, but the difficulties inevitably arose to the surface and forced the

³⁴⁵ Thomas Moseley, “That’s Our County,” *Greenville Piedmont*, February 19, 1970.

³⁴⁶ Jack Bass, “Greenville Citizens Made Restructuring Work,” *Charlotte Observer*, February 22, 1970.

³⁴⁷ Faculty and Students of Furman University, *Greenville’s Big Idea Comes of Age: A Comparative Study of the Condition of Blacks in Greenville, South Carolina 1949-1986* (Greenville: Furman University, n.d.), 43.

³⁴⁸ Tom Wicker, “In the Nation: The Death of Integration,” *New York Times*, February 19, 1970; “How One Deep South Community Smoothed School Desegregation,” *Saint Petersburg Times*, July 4, 1971.

district to deal with them.³⁴⁹

In November of 1970, events occurred that seemed to threaten the rapid and unceremonious unravelling all of the previous progress. At Greenville High, African-American students staged a class walkout. They were ostensibly protesting the word “Dixie” in the school’s Alma Mater. At least some coordination and planning seem to have been behind this incident as comparable protests occurred at two other high schools in the city. Police arrested four students and school officials suspended approximately 100 students for leaving class. The fact that two other schools scheduled simultaneous walkouts has caused some to question the actual motives of this protest at GHS.³⁵⁰ What was evident, despite the true motivation for these protests, was the existence of a massive amount of anxiousness and disturbance in the wake of integration. One unintended consequence of the implementation of desegregation and the elimination of inequities in education for the county was that the district closed some schools out of necessity. Some of the high schools closed include Beck, Sterling, Lincoln, and Washington, all of which were Black schools.³⁵¹

The superintendent of schools pledged to keep schools operating and solicited community cooperation for maintaining peacefulness at school. Police patrolled in numerous schools to preserve order and to forestall increased instances of violence due largely to the number of interracial disturbances and the possibility of even more occurring. A meeting was called at Furman University to discuss the dilemma and devise

³⁴⁹ Moseley, “That’s Our County.”

³⁵⁰ “County Schools Will Be under Surveillance,” *Greenville News*, November 18, 1970.

³⁵¹ Debbie Willingham, ed., *Millennium History Project: The Stories of our Schools: The School District of Greenville County* (Greenville: School District of Greenville County, 2000), ix.

solutions.³⁵² Attendance at several schools decreased considerably during the time of the difficulties and in great part due to them. The district committed to making every effort to keep students in class and unharmed.³⁵³ While the hostility did not immediately disappear, it did decrease and school operations gradually returned to normal. The campaign of one student for school office in 1971 illustrates the distance that Greenville High had covered in the years since the *Brown v. Board of Education of Topeka* decision. The youthful campaigner encouraged his listeners not “to think ‘Black’ and ‘White’ but ‘Red and White.’”³⁵⁴ Although requiring a full decade of effort, opposition, and determination, a history of GHS was able to proclaim in 1988, that “truly successful” integration had finally occurred.³⁵⁵ Thus, the progressive ideal of democratized education ultimately was accomplished and in circumstances that even the progressives themselves may never have envisaged.

³⁵² “Superintendent Takes Firm Stand to Keep Greenville Schools Open,” *Greenville News*, November 18, 1970.

³⁵³ “Suspensions Cause Concerns,” *Greenville News*, November 20, 1970.

³⁵⁴ *GHS 100 Years of Class*, 9.

³⁵⁵ Owings, “Changing Times.”

7. Conclusion

Were the progressive visionaries who envisaged “the school on the hill” able to return to the school today and review its 126-year history, one can only imagine what their reactions might be. Aside from the technological advancements and modern accoutrements, they would find many things that would please them and feel satisfied that their long-ago dreams of a school guided by the ambitious ideals of the Progressive Education movement had come to fruition.

They would see a school that has expanded its reach to all levels of society, from the affluent to the poverty stricken, offering them free education that provides them with the opportunity to learn skills and information to better themselves and their society. They would witness an institution that has produced governors, senators, representatives, judges, renowned scientists, actors, and educators. Some of these luminaries have come from the poor and underprivileged underclasses that Progressivism sought to elevate. All this has been accomplished without “dumbing down.”

The founders would witness a long line of clubs and other student organizations, organized to promote the Progressive ideals of work, bettering society, service, and loyal patriotism for the city, the Upstate, the state of South Carolina, the South, and the United States. They would note a sports program that has lead multitudes of students to pursue the physical and moral fitness requisite to participation in such events achieve varying degrees of acclaim on the field, diamond, court, and track. The visionaries would be pleased one surmises that the school has a history of promoting these activities and providing students with a solution to the “play problem.”

The enviable academic achievements would no doubt please the progressive founders, as would the fact that the school has evolved as the community and the needs of the student body and the state in which they live have been transformed by the exigencies of modern life and industry. Rather than lamenting the loss of some programs and classes, they would rejoice that GHS has not stood still and become a relic of some of the outmoded progressive ideas. There would be a sense of accomplishment among the founders as they reviewed the long list of devoted faculty who have striven largely unrecognized and underappreciated to make the institution all that it could be and encourage the students to their highest potentials.

Although the founders and prognosticators may not have foreseen the combining of Black and White educational facilities, they would most likely comprehend that such a bringing together was actually the logical conclusion of their ideas about democratization and would, thus, be well pleased that not only White children have been afforded the opportunity to be educated but also all children now can “climb the hill” to an excellent educational opportunity.

While some ventured to prognosticate the demise of GHS in the rough time through which the school passed, it has withstood the tests of time. It has changed to meet the changing needs of its community, state, nation, and world. The seers of today have ample reason to forecast a bright future for this institution and could well foresee a hundred years hence, the school on the hill as a beacon of progressive education for a yet unborn generation.

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