

A History of Finklea Consolidated High School and Loris Training School (1930–1970)

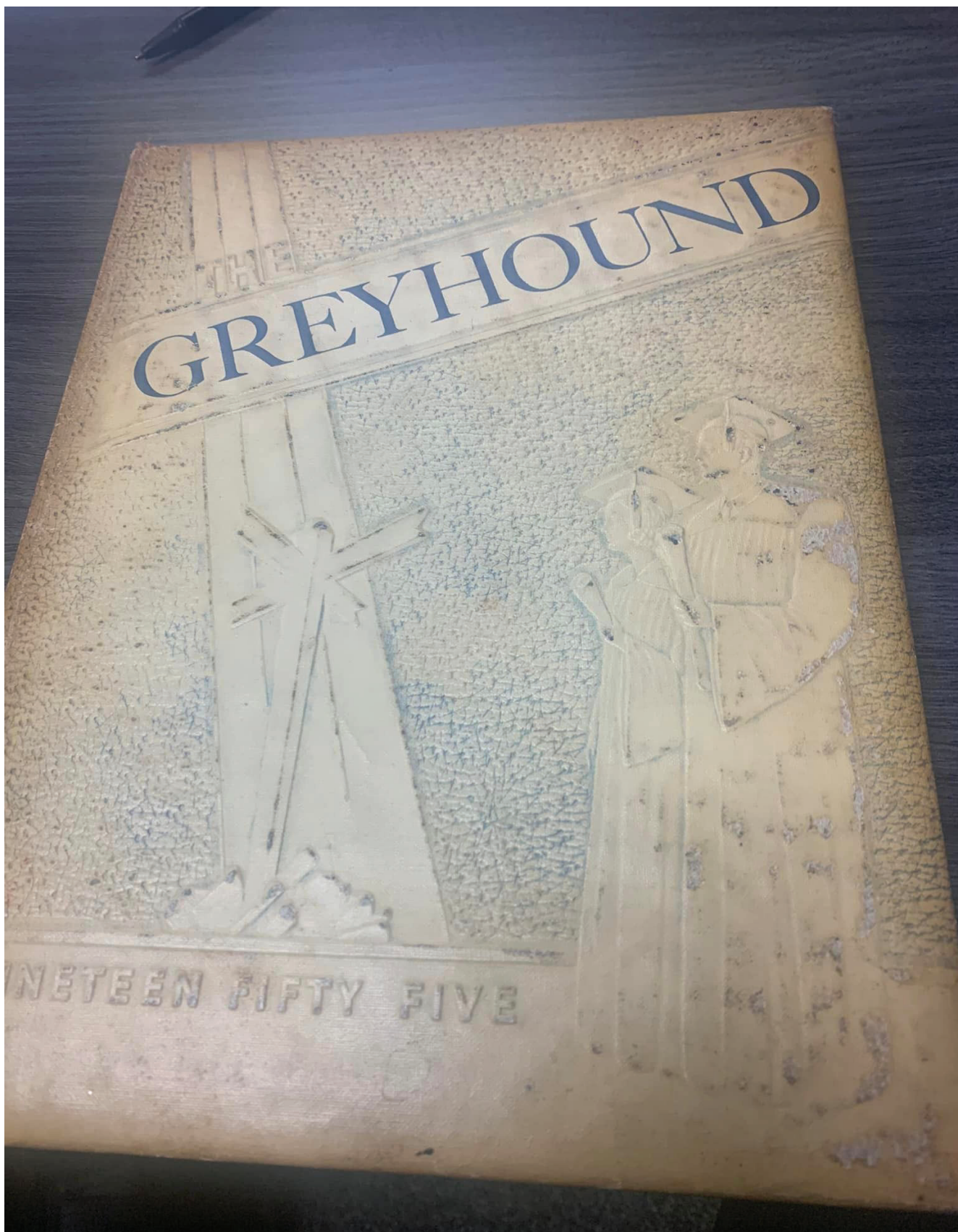
The Greyhound



Horry County (Loris), South Carolina

2023

David C. Wilson



Loris Training School—1955 Yearbook Cover

Photo is the courtesy of Finklea High/Loris Training Schools Alumni Association.

A History of Finklea Consolidated High School and Loris Training School (1930–1970)

The Greyhound



Horry County (Loris), South Carolina

2023

by

David C. Wilson

Copyright © 2023 by David C. Wilson of Wilson Consulting Services, LLC

Researched and compiled by David C. Wilson
May 26, 2023

Wilson Consulting Services, LLC
Conway, South Carolina 29527

<https://www.wilsonconsultingservices.net>



Disclaimer

Although the author has made every effort in researching all sources to ensure the information used is as accurate as possible, there may be some information missing because it is not yet available in archival databases. As more information is made available from the South Carolina Department of Education and other archives for Black students up to 1970 when, as noted, all schools in the state desegregated, it is my hope that future researchers will assemble a more complete history of Black children in the Loris–Green Sea–Floyds attendance area from about 1928 to 1970. Furthermore, this book is not intended to be a reservoir of detailed history about the former Loris Training School and Finklea Consolidated High School; rather, its purposes are to provide some insight into South Carolina’s former dual education system—one Black and one White—and its impact on Loris Training School and Finklea Consolidated High School.

Dedication

This book is dedicated to the memory of former principals Mr. William P. Johnson (1910–2007) and Mr. George G. Cooper (1915–1991). Their courage, heroic efforts, and faith during an extremely challenging period in American history and their gallant determination to fight for a better education for Black children will always be appreciated and remembered. Although they were repeatedly denied—and ultimately never given—the resources to bring Loris Training School and Finklea Consolidated High School to parity with the White schools in the county, nevertheless they fought a just and courageous fight until the bitter end when all schools in South Carolina desegregated in 1970.

Furthermore, the Loris Training School and Finklea Consolidated High School alumni have come to the realization across many years, in an extremely vivid way, that the lessons learned at those two institutions sowed the seeds for a brighter future for all of us; therefore, it is our turn to say thank you and honor their memory every day by continuing to live the best lives possible.

Preface

This book was researched and compiled on behalf of Finklea Consolidated High School and Loris Training School Alumni. The book lends itself to selected portions to be used for alumni banquets and other celebratory events. The Loris Training School closed almost 70 years ago, and Finklea Consolidated High School closed more than 50 years ago. The intent of this short history book is to show the sequence of these two institutions and their impact on educating Black children in the Loris–Green Sea–Floyds area of Horry County, South Carolina.

Prior to the Rosenwald Rural Schooling Initiative, schoolhouses to educate Black children in Horry County were almost nonexistent. In each community the children were taught primarily in local churches by teachers whom the county hired. Terms were about three months, and classes were held only a few days per week because a teacher would rotate to another Black church school on the other days. A White rural school was in session 137 days, whereas Black children went to school for 69 days (Bartels 1984).

In this book I provide a brief history of the education of Black children before and after the Rosenwald Initiative, of the impact of the initiative on Loris Training School, and of the impact of the South Carolina Equalization Schools program on Loris Training School and its role in the establishment of Finklea Consolidated High School. The Rosenwald initiative provided seed grants for the construction of more than 5,300 buildings in 15 states, including schools, shops, and teachers' houses, which were built by and for Black Americans. The Rosenwald Initiative era schools made a tremendous impact on the education of Black children in the entire Loris/Green Sea/Floyds school attendance area from about 1929 to 1955. Following the Rosenwald Initiative era, South Carolina instituted an Equalization Schools' program to equalize White and Black schools in the state. Finklea Consolidated High School was among the three equalization schools constructed to educate Black children in the Loris–Green Sea–Floyds attendance area from 1955 to 1970. All schools in

South Carolina desegregated in 1970.

During the Rosenwald Initiative, there were many small grammar schools scattered throughout the Black communities. The common thread among these schools was that they were near a Black church.

As mentioned above, the Black churches were where most rural students were taught prior to the Rosenwald initiative; consequently, the new grammar schools were constructed in proximity to the churches that were previously used to educate Black children. Even with the large number of grammar schools (generally grades one through seven), many students walked several miles to attend school. The parents of many of these students were sharecroppers living on White landowner properties, and some properties were not necessarily located near schools for Black children.

This book provides a summary of the progression of educating Black children from the Loris–Green Sea–Floyds area. This is accomplished with narratives, photos of schools, graphs, tables, and flowcharts.

I am not a graduate of Finklea Consolidated High School; nevertheless, I have endeavored mightily to write and assemble the pieces for this short book; therefore, it is my hope that it will serve as a reflection of the school and your life through the years. Furthermore, I hope that each reader of this book will use it as an opportunity to reflect on their past; family; status in life; values; future; descendants; and, above all, God!

Thank you.



David C. Wilson
Author



David C. Wilson

Table of Contents

Dedication	5
Preface	6
I. Administrators.....	10
William P. Johnson	10
George G. Cooper	11
II. Loris Training School Campus.....	12
Rosenwald Initiative Structure	12
Last building constructed to attain accreditation	12
III. Historical News Article Relative to the Formation of Finklea and Chestnut Schools	13
Myrtle Beach Sun, December 18, 1953	13
IV. Finklea Consolidated High School Campus.....	14
Actual Photo of the School.....	14
Bird's Eye View of the School.....	14
V. Historical Description of Loris–Green Sea-Floyds Attendance Area	15
Overview of South Carolina's educational system prior to the Rosenwald initiative	15
Rosenwald Initiative and its impact on educating Black students in Horry County	15
The impact of the Rosenwald initiative on Loris Training School	16
The impact of the court cases on Loris Training School	17
The establishment of Finklea Consolidated High School and its feeder schools.....	18
A parable of a senior at Finklea Consolidated High School	20
Diploma—nonaccredited high school	21
Diploma—accredited high school	22
VI. Historical Flowchart of Loris/Green Sea/Floyds Attendance Area	23
Flowchart of progression of Loris attendance area schools from 1928 to the present	23
Flowchart of Loris Colored School to Loris Training School to Finklea High School.....	24
VII. Flowchart of Major Court Cases and the Impact on Equalization Schools	25
US Supreme Court's decision	25
Amendments to US Constitution	25
US Supreme Court's decision	25
VIII. Graphical Analysis: Percentage and Number of Teachers and Students	26
IX. Tabular Analysis: Percentage and Number of Teachers and Students	37
X. Photos of Feeder Schools to Loris Training School	42
XI. Loris Training School Historical Marker	45
Reference	46

Copy can be viewed or downloaded at this link:
https://wilsonconsultingservices.net/wcs_finklea_sch_2.pdf

List of Figures

II. Loris Training School Campus	12
Figure 2.1 Loris Training School facility—constructed in 1927–1928	12
Figure 2.2 Loris Training School high building constructed about 1948	12
III. Historical News Article About Chestnut and Finklea Pending Construction	13
Figure 3.1 Myrtle Beach Sun, December 18, 1953	13
IV. Finklea Consolidated High School Building	14
Figure 4.1 Finklea Consolidated High School, 1955–1970: Actual view	14
Figure 4.2 Finklea Consolidated High School, 1955–1970: Bird’s eye view.....	14
V. Narrative of Loris/Green Sea/Floyds Attendance Area	15
Figure 5.1 An example of a high school diploma from Loris Training School	21
Figure 5.2 An example of a high school diploma from Loris Training School	22
VI. Flowchart of Loris–Green Sea–Floyds Attendance Area	22
Figure 6.1 Flowchart of Loris–Green Sea–Floyds attendance area	22
Figure 6.2 Flowchart from Loris Colored School to Finklea Consolidated high School	23
VII. Diagram of Major Court Cases to Equalization Schools.....	24
Figure 7.1 Major court cases leading to the establishment of Finklea Consolidated School.....	25
VIII. Graphical Analysis: Percentage and Number of Teachers and Students	26
Figure 8.1 Number and distribution of teachers in feeder schools to Loris Training Schools	26
Figure 8.2 Number and distribution of students in feeder schools to Loris Training School.....	26
Figure 8.3 Area graph of teachers across terms—Loris Training to Finklea High (1947–1970)	27
Figure 8.4 Area graph of students across terms—Loris Training to Finklea High (1947–1970)	27
Figure 8.5 High school teachers’ number—Loris Training and Finklea High (1947–1970)	28
Figure 8.6 High school students’ number—Loris Training and Finklea High (1947–1970)	28
Figure 8.7 Line graph of number of teachers—elementary and high (1947–1970).....	29
Figure 8.8 Line graph of number of students—elementary and high (1947–1970)	29
Figure 8.9 Stacked graph of teachers—elementary and high school (1947–1970)	30
Figure 8.10 Stacked graph of students—elementary and high school (1947–1970)	30
Figure 8.11 Percentage stacked graph of teachers—elementary and high school (1947–1955)	31
Figure 8.12 Percentage stacked graph of students—elementary and high school (1947–1955)	31
Figure 8.13 Line graph of feeder schools to Finklea High—teachers’ number(1955–1970).....	32
Figure 8.14 Line graph of feeder schools to Finklea High—students’ number (1955–1970).....	32
Figure 8.15 Bar graph of Finklea feeder school—teachers’ number (1955–1970)	33
Figure 8.16 Bar graph of Finklea feeder school—students’ number (1955–1970).....	33
Figure 8.17 Bar graph of Watson feeder school—teachers’ number (1955–1970)	34
Figure 8.18 Bar graph of Watson feeder school—students’ number (1955–1970).....	34
Figure 8.19 Bar graph of Cedar Creek feeder school—teachers’ number (1955–1970)	35
Figure 8.20 Bar graph of Cedar Creek feeder school—teachers’ number (1955–1970)	35
Figure 8.21 Percentage stacked chart of feeder schools and high school—teachers (1955–1970)....	36
Figure 8.22 Percentage stacked chart of feeder schools and high school—students (1955–1970)....	36

List of Figures, cont.

X. Photos of Feeder Schools to Loris Training School.....	42
Figure 10.1 Mt. Oliver Colored School	42
Figure 10.2 Loris Colored School—Rosenwald initiative school	42
Figure 10.3 Cedar Creek Colored School—Rosenwald initiative school	42
Figure 10.4 Flag Patch Colored School—Rosenwald initiative school	42
Figure 10.5 High Hill Colored School—Rosenwald initiative school	43
Figure 10.6 Moton Training School—Rosenwald initiative school	43
Figure 10.7 Oak hill Colored School	43
Figure 10.8 Lewis Colored School.....	43
Figure 10.9 Freemont Colored School—Rosenwald initiative school	43
Figure 10.10 Cedar Branch Colored School—Rosenwald initiative school	44
Figure 10.11 St. John Colored School	44
Figure 10.12 Todd Swamp Colored School	44
Figure 10.13 Mt. Calvary #1 School.....	44

List of Tables

IX. Tabular Analysis: Percentage and Number of Teachers and Students	37
Table 9.1 Loris Training School—number for teachers and students	37
Table 9.2 Finklea High School—number for teachers	37
Table 9.3 Finklea High School—number for students	37
Table 9.4 Number of teachers and students—school year 1951–52	38
Table 9.5 Loris Training School—number from 1947–1955	39
Table 9.6 Equalization schools: Finklea High, Finklea Elementary, Watson Elementary, and Cedar Creek Elementary number: 1955 to 1970	40



I. Administrators



Mr. Thurman W. Anderson
Superintendent of Horry County Schools
Tenure: 1941–1973
b. 1909 d. 1996



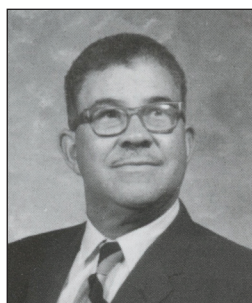
Mr. L.T. Campbell
Loris Area Superintendent

The late Mr. William P. Johnson Sr. was the first principal of Loris Colored School when it was constructed and established as a Rosenwald Initiative school in 1929–28. The school opened in 1928 with grades one through seven. Mr. Johnson served as principal from 1931 to 1941, after which George G. Copper was appointed principal. Mr. Johnson was responsible for getting Loris Colored School approved as Loris Training School with a nine-month term. This designation allowed the school to offer instruction in grades eight and higher with the capacity to eventually offer high school diplomas. According to records from the South Carolina Department of Education (SCDE), Loris Training School was accredited starting in the 1949–50 academic year. This means that starting with the graduating class of 1950, students could be awarded high school diplomas.

Mr. Johnson was born on July 18, 1910, in Lincoln, Georgia, the only child of the late Frank and Mary Delicious Johnson. He was formally

educated in the school systems of South Carolina and received his teaching degree from South Carolina State College (now South Carolina State University). He began his teaching career in 1930 at the former Loris Colored School in the town of Loris in Horry County, South Carolina, where he met and later married his beloved wife, Edda Bermce McAlister; and to this union five devoted children were born: Dr. Mary Alice Johnson Crockett, Dr. Willa Johnson (Franklin) DeWitt, Mr. William Patrick “Pete” Johnson Jr., Dr. Frankie Johnson Brown, and Mr. Charles Bernard Johnson Sr.

Mr. Johnson taught in the school systems of South Carolina from 1930 to 1946, followed by a career with the US Department of Agriculture (USDA). During his tenure with the USDA, he sponsored the local 4-H clubs in Horry County, where he educated students in the 4-H principles and served as trustee of the State 4-H club. He also actively served in several local, state, and national service organizations.



Mr. William P. Johnson, Sr.
Principal: Loris Colored School and Training School
Tenure: 1930–1941
b. 1910 d. 2007





I. Administrators, cont.

The late Mr. George Cooper is the youngest of five children born to Calvin and Carrie Giles Cooper and the only boy. His mother was a schoolteacher. Cooper was cared for by his grandmother until he was six years old while his mother was in school. His father, a farmer–schoolteacher, used a large room in the family home to hold school for several years, so his first school experiences were at home. After he completed eighth grade, Cooper was sent to Washington, DC, to live with an uncle. He graduated from Dunbar High School in Washington.

Mr. Cooper returned to South Carolina and entered Claflin College, Orangeburg, and after two years transferred to Savannah State College, in Savannah Georgia, where he graduated with a BS. He earned an MSED from South Carolina State College (now South Carolina State University) in 1959.

His first teaching experience was at Trio School in Williamsburg County, South Carolina. In 1940, during his second year there, he married Rachael Lawrence.

In 1941 he began his first job as a principal and agriculture teacher at Loris Training School, where there were five teachers and a principal–teacher for grades one through eight. Mr. Johnson (first principal) led the school from grammar school status to high school status by getting the school designated as Loris Training School. Grade eight was added, which allowed Loris Colored School to be designated Loris Training School. The school year was seven months. Each year one grade and one teacher were added until there were eleven grades, and the school year was changed to nine months.

At this time began the effort to get the school accredited by the state. A visiting committee from the SCDE came and looked over the facilities and said what was needed: indoor toilet facilities, running water, etc. S.J. Deery, superintendent for the Loris area, made promises to correct

the situation but did not keep them. The Black community was challenged to do something on its own. The community raised money with the help of Charley Watson, George Booth, Jimmy

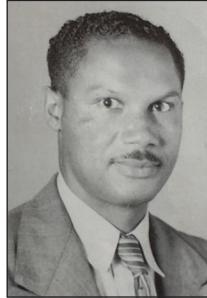
Bellamy, Tom Vereen, Buddy Graham, Cleveland Lewis, William Lewis, and Lewis Gould, who were key men in helping build a facility of five rooms made of cinder blocks to house the additional enrollment. The entire Black community was involved in the building (see Figure 2.2). As a result of the new classrooms, science laboratory, indoor plumbing, and so on, the school was subsequently accredited to award state (South Carolina) high school diplomas starting in the 1949–50 academic year.

In 1951 James F. Byrnes was elected governor of South Carolina. He was an advocate of separate but equal facilities.

This concept necessitated a new elementary school building and a consolidated high school in the Finklea area for Black students from the Loris–Green Sea–Floyds area.

Mr. Cooper’s first year as principal of Finklea Consolidated High School was 1955–56. The school received Black high school students from the Loris–Green Sea–Floyds area, and elementary students from the Green Sea–Bayboro area. In July 1970, when all schools in the state were desegregated, Mr. Cooper was transferred to the Horry County District Office as supervisor of vocational and agricultural education, and he retired from education in July 1980.

Mr. Cooper was a member of St. Stephen AME Church, chairman of the board of stewards, chairman of the board of trustees, and superintendent of the church. He was also chairman of the Municipal Election Commission for Loris and the Council on Aging for Horry County and was a member of the Alcohol and Drug Abuse Commission and charter member of the Horry Shelter home. He served one four-year term on the Horry County Board of Education.



Mr. George G. Cooper

Principal: Loris
Training School

Tenure: 1941–1955
Finklea Consolidated
School

Tenure: 1955–1970
b. 1915 d. 1991





II. Loris Training School Campus (Two of several buildings)

The photo of Loris Training School in Figure 2.1 was taken by the SCDE for insurance purposes between 1935 and 1950. The school was constructed with seed money from the Rosenwald Initiative in 1927–28 (see Figure 2.1). The cinder building in the photo in Figure 2.2 was

constructed to meet accreditation standards. There were several other wooden buildings constructed after the initial Rosenwald Initiative building in Figure 2.1. **Note:** Some of the Rosenwald initiative schools were built in a shop style for industrial training as shown in Figure 2.1.

Loris Colored School—constructed under the Rosenwald initiative



Figure 2.1 Loris Colored School facility—constructed in 1927–1928.*

Loris Training School—Last building constructed to attain state accreditation



Figure 2.2 Loris Training School high building constructed about 1948.*

*Source: South Carolina Department of Education and Loris Training School yearbook (1955).





III. Historical News Article About Chestnut and Finklea Pending Construction

Myrtle Beach Sun
December 18, 1953

The article in Figure 3.1 speaks to the situation of the pending US Supreme Court case indirectly. Governor Byrnes (1951–55) proposed a tax to improve education for Black students, and, in 1951, the state passed a three-cent sales tax to fund a statewide program of school construction and to finance the equalization program, which was designed to equalize White and Black public schools. This campaign to build better schools for Black students in South Carolina was triggered by *Briggs v. Elliott*, a lawsuit based on Clarendon County's challenge of the state constitution's "separate but equal" education provision, which had made its way to the high court.

In anticipation of a future decree from the court ruling against segregation by race because *Elliott v. Briggs* had already made it to the high court, the equalization program was implemented. The program intended to construct new Black elementary and high schools across South Carolina to circumvent a potential desegregation ruling by the US Supreme Court. Additionally, in 1952 the legislature approved a constitutional amendment empowering lawmakers to close public schools if necessary to prevent integration (Lander 1960). The idea was that South Carolina would close its schools and colleges rather than integrate. To that end, the newly constructed Finklea Consolidated High School was a product of the equalization program.

The article in Figure 3.1 is a backdrop to the school because it announced funds for the building of Finklea Consolidated High School and a school in Wampee, yet to be named, which eventually was named Chestnut Consolidated School, including feeder schools (see Figures 4.1 and 4.2).

Finklea, Wampee To Get New Units; Cost Estimated At About \$636,000

Bids will be let in January on the construction of two Negro high schools for Horry County, it was revealed here today.

One of the new schools will be constructed at Finklea at an estimated cost of \$422,000 and the one at Wampee will require an outlay of about \$214,000, Thurman Anderson, county superintendent of education said.

The Negro high school at Loris will be reduced to a grammar school and a new building constructed at a cost of \$100,000. The present Loris building has been ruled unfit to house the new grammar school arrangement.

The Wampee school will be constructed on an 18-acre site between Gibson's Crossroads and Wampee. The cost of land for the Wampee school was approximately \$17,000. The 20 acres purchased for the Finklea school also cost approximately \$17,000.

The 30-classroom building at Finklea will house approximately 750 students. It is estimated that the Finklea school will care for about 400 pupils in grades one through six. The anticipated high school enrollment has been set at 350. The Finklea school will also include a gymnasium.

High school students will come from Loris, Moton Training, Derham, High Hill, Carolina, Crane Pond, Lewis No. 1 and 2, Cedar Creek, Martin's Chapel, Williamson's Chapel, Mount Olive and Oak Hill. Students attending the elementary division will come from Carolina, Derham, Mount Olive, Lewis, High Hill and Crane Pond. The Loris elementary school will serve approximately 325 pupils from Loris, Flagpatch, Daisy, and Prince Chapel.

The proposed Wampee school will reduce the Poplar school to an elementary unit and provide facilities for 526 pupils. Approximately 305 of the pupils will enroll in the first through the sixth grades and come from Little River Neck, St. Paul's, Mt. Zion, Brooksville. The high school students will come from Poplar, Mt. Calvary, Todd's Swamp, Brooksville, Mt. Zion, St. Paul's, Little River Neck, St. John's, Jones' Chapel, Cedar Branch, and Freemont. Approximately 225 pupils are expected to enroll in the high school.

The Poplar elementary school will serve about 275 students from Todd's Swamp, Mt. Calvary and Poplar.

The Board of Education also accepted the bid of Wilson, Ledford of Gastonia, N. C., this week for the construction of a 10-classroom Negro school near Floyds. The new school, which should be ready by the next term, will be constructed on an eight acre site between Mt. Olive and Floyds. It will serve about 325 students from Cedar Creek, Martin's Chapel, Williamson's Chapel and Oak Hill.

The total bid for the construction of the new school was \$92,320. The McElveen Construction Company of Florence was the second low bidder with \$102,215.

Bids Will Be Let By County Board In January For 2 Negro Schools

FILED DEC. 18, 1953
MYRTLE BEACH, S.C.
TADS
1953 DEC. 18
1953 DEC. 18

Figure 3.1 Myrtle Beach Sun, December 18, 1953.





IV. Finklea Consolidated High School Campus

The actual photo and bird's-eye view are of Finklea Consolidated High School. The design of the school was based on post-World War II studies on school buildings that would be conducive to learning. It was a one-story brick building with two wings: one for grades one through seven (elementary school) and one for grades eight through twelve (high school). The newly formed school operated under the SCDE 7-5 plan. The feeder schools taught grades one through seven: Finklea Elementary, Cedar Creek Elementary, and Watson Elementary. Moreover, Finklea Consolidated High School and the feeder

schools operated under the Plessy v. Ferguson Supreme Court decision of 1896, which approved the “separate but equal” doctrine; the Supreme Court overturned the Plessy decision in 1954. The school closed in 1970.

The Finklea Consolidated High School Alumni Association purchased the original equalization school structure in 2004. Today, it is known as Finklea Alumni Community Center with a variety of ongoing activities, including an after-school program and other educational and enrichment programs.

Finklea Consolidated School—Actual Photo of Campus



Figure 4.1. Finklea Consolidated High School, 1955–1970: actual view.*

Finklea Consolidated School—Bird's Eye View of Campus



Figure 4.2 Finklea Consolidated High School, 1955–1970: Bird's eye view.*

*Source: Finklea Alumni Association and the 1956 high school annual.





V. Historical Description of Loris–Green Sea–Floyds Attendance Area

Overview of South Carolina’s educational system prior to the Rosenwald initiative

Before the Rosenwald initiative, school for Black students was held in community churches. The education of Black children living in the rural areas of Horry County was primarily left up to the community through the mid-1930s, when there was a mix of Rosenwald initiative schools and colored grammar (elementary) schools. The county paid the teachers meager salaries to teach classes in the churches and provided minimal materials. Many of the teachers were poorly educated because they were a product of the underfunded education system for Black students.

Prior to the Rosenwald initiative, no school for Black students in Horry County offered a high school diploma. Whittemore Training School was organized and located in Conway, South Carolina, but it did not offer a high school diploma until 1933. Whittemore Training School earned state accreditation in 1938–39. This was almost 70 years after Claflin University offered grammar schooling through college for Black students. The contributions of these colleges and universities to educating young Black students were immeasurable. Booker T. Washington High (Columbia, South Carolina) was one of the first Black high schools SCDE. State accreditation means your diploma is a state high school diploma.

Given that high schools for Black students were almost nonexistent before 1930, one might wonder how Black citizens earned college degrees before 1930. What are known today as historically Black colleges and universities (HBCUs) offered education at the elementary, high school, and college levels for Black students. They were established in about 1870, long before there were grammar and high schools in South Carolina and other southern states to educate Black children. These institutions taught Black students from grammar school through college on the same campus, basically serving as their own feeder school. For example, when Claflin University (Orangeburg, SC) opened its doors in 1872, it included a grammar school, high school, and college all in one. More examples include Allen

University (Columbia, SC), Benedict College (Columbia, SC), Morris College (Sumpter, SC), and South Carolina State University (Orangeburg, SC). Many of these schools maintained this model into the 1930s as South Carolina and other southern states continued their unwavering refusal to properly fund education for Black children.

Rosenwald Initiative and its impact on educating Black students in Horry County

In the ensuing years, Mr. Julius Rosenwald, a New York philanthropist, partnered with the incomparable Dr. Booker T. Washington in 1911 to perform a public service of the highest order. Together they made a contribution of enduring value, which changed the course of American history. The Rosenwald initiative was called by many scholars the “most influential philanthropic force that came to the aid of Negroes at that time.” It eventually provided seed grants for the construction of more than 5,300 buildings in 15 states, including schools, shops, and teachers’ houses, which were built by and for Black Americans. Unfortunately, most of these school buildings no longer exist because of changing times, many were demolished after the equalization schools program was implemented, and subsequently desegregation of all public schools in South Carolina.

Rosenwald schools program had four funding streams: (1) Rosenwald appropriation, (2) White contribution, (3) Negro contribution [local community], and (4) public contribution. Prior to and during the Rosenwald initiative, children living in rural areas attended classes in their local churches. Even after this initiative, many children continued to attend school in their local churches until the early 1940s. Please note that the Rosenwald initiative did not cover the entire cost of constructing a school. The Black community often invested more dollars than the Rosenwald initiative. What makes the Rosenwald initiative so pivotal and enduring is that it served as a catalyst for improving education for Black students. After the Rosenwald initiative program ended about 1932, Horry County constructed

cont.





V. Historical Description of Loris–Green Sea–Floyds Attendance Area, cont.

Rosenwald Initiative and its impact on educating Black children in Horry County, cont

schools for communities that did not participate in the Rosenwald program. The state and county provided the same upkeep for the Rosenwald initiative schools and the schools that were built entirely by state and county. Moreover, for schools that used the church to conduct classes and classes taught in makeshift buildings, the state and county paid for teachers and provided building upkeep. To that end, some Black students in outlying areas in Horry County attended classes in church facilities until 1954. The use of state and county were used together because the county received financial aid from the state to help build the schools in communities that did have a school.

The impact of the Rosenwald initiative on Loris Training School

The Loris Colored School was constructed with seed money from the Rosenwald Foundation in 1928–29 at a total cost of \$4,700. The Rosenwald contribution was \$1,000, which equated to about 21 percent, whereas the Black community contribution was \$1,500, or about 32 percent. Mr. William P. Johnson Sr. served as its principal until 1941. The school remained what was known at the time as a grammar school until about 1941, when Mr. Johnson got approval to add grades 8 through 11, which allowed the school to be designated Loris Training School. The advantage of being a training school was that the school could add enough grades to become a high school; therefore, seek accreditation, which would allow it to offer a state high school diploma to graduating students.

The name “training school” instead of “high school” was common for Black schools throughout the South. Therefore, these schools should be viewed in the context of the time, when most high schools for Black children in South Carolina were officially named “training schools.” Often when these schools were established, they started as grammar schools one or two grades, and eventually added a grade each year until they could award a high school diploma. To emphasize,

during this period, many schools received training school status but never met the criteria by adding grades to 12, lack of qualified teachers, inadequate library, no indoor plumbing, and so on. For those training schools that were eventually granted accreditation, the state offered state high school diplomas, whereas nonaccredited schools offered diplomas of graduation signed only by the principal and local superintendent. To emphasize, some training schools offered a high school diploma and some did not.

In 1941, Mr. William P. Johnson stepped down as principal and Mr. George G. Cooper became the school’s principal. He built on Mr. Johnson’s legacy by adding one grade per year or so until the school was approved as a high school and students could graduate from grade 11. In 1944, South Carolina legislation added grade 12, but it took a few years after the 1944 legislation for graduation from grade 12 to come into effect. In about 1947, Mr. Cooper sought state accreditation for the high school but was denied because the school lacked indoor plumbing, sufficient classrooms, science laboratory, a certified librarian, running water, the proper number of teachers, and so on. The county school district promised to help correct the deficiencies but did not act on the promise. As a result, the Black community mobilized and constructed a five-room cinder block building to accommodate the students to meet the accreditation standards. After the community completed the addition, the county paid to hire an additional five teachers for the five new classrooms and added a grade 12. The newly constructed cinder block building enabled Loris Training School to become a state-accredited high school in 1949–50 (SCDE 1951).

These Rosenwald-era schools generally fell into four categories for high school and elementary school, which were based on approved plans (Standards for Accredited High Schools of South Carolina, 1949). The categories are 6-3-3, 8-4, 7-5, and 6-6. Most high schools (accredited and unaccredited), particularly Black high schools in Horry County, followed the state’s 7–5 plan

cont.





V. Historical Description of Loris–Green Sea–Floyds Attendance Area, cont.

The impact of the Rosenwald initiative on Loris Training School, cont.

until 1953–54, after which many Black high schools followed the 6-6 plan. The 7-5 plan means seven years are spent at a grammar school, followed by five years at a high school. For example, after grade 12 was added to graduate from high school in South Carolina, Loris Training School operated under the 7-5 plan. These plans could be implemented in the same building, or schools could receive students from feeder schools starting in grade 8. Elementary and high school students were housed in the same facility at Loris Training School, so they were not distinct schools by name. Unfortunately, the SCDE annual directory did not list the number of students per year attending the school until the 1947–48 school year.

The elementary and training schools for Black students in the Loris–Green Sea–Floyds area were as follows: (1) Moton, (2) Derham, (2) High Hill, (3) Lewis 1 and 2, (4) Cedar Creek, (5) Martin’s Chapel, (6) William’s Chapel, (7) Mount Olive, (8) Oak Hill, (9) Flag Patch, (10) Prince Chapel, (11) Crane Pond, and (12) Daisy Training (aka Daisy Church School). Five other grammar schools were feeders to Loris Training School up to the beginning of 1954: (1) Mount Calvary #1 School, (2) Todd Swamp Colored School [Red Bluff], (3) Saint John Colored School, (4) Freemont Colored School, and (5) Cedar Branch Colored School.* The Loris Colored School became the Loris Training School about 1941. Loris Training School was the high school serving these feeder schools. Moton Training and Cedar Creek did offer coursework in high school grades, but students had to transfer to Loris Training School or Whittemore High School to earn a high state school diploma. See Figure 6.1 for a flowchart of the grammar schools that were feeders to Loris Training School. *Note: This list might not be complete.*

The impact of the court cases on Loris Training School

In 1941, South Carolina Governor Burnet Maybank established a legislative committee to study the state’s public education. Part of the committee’s report focused on the inequalities in schooling between the races. For example, 19 counties out of 46 lacked high schools for Black students, and there were only eight school buses in the state to transport Black children to school. The 1947 report, published in 1948, also found that South Carolina education was inadequately funded compared to other southern states. Once again, the inequities between the races were staggering. “For example, investment in White students was approximately \$221 per pupil per year, compared with \$45 for Black students—a disparity amounting to a ratio of 5:1.

In 1951, South Carolina Governor James F. Byrnes (1951–55) proposed a special tax to improve education for Black and White students. That year the state passed a three-cent sales tax to fund a statewide program of school construction and to finance the equalization program designed to equalize White and Black public schools. This campaign was triggered by the *Briggs v. Elliott* case, a lawsuit based on Clarendon County’s challenge of the state constitution’s “separate but equal” education provision, which had made its way to the high court. The separate but equal doctrine was based on the *Plessy v. Ferguson* decision in 1896, which ruled that segregation by race was legal if equal facilities and resources were provided to both races.

The equalization school program was intended to construct new Black elementary and high schools across South Carolina to circumvent a potential desegregation ruling by the US Supreme Court.

On December 22, 1950, Mr. Harry Briggs of Clarendon County, South Carolina, filed a lawsuit in Federal District Court challenging the constitutionality of its “separate but equal”

cont.

*In 1954, students from these five former feeder schools to Loris Training School were transferred to Chestnut Consolidated High School and its feeder schools, Poplar Elementary and Longs Elementary. Chestnut and Finklea were scheduled to open the same year in 1954, but for unknown reasons, Finklea’s new school was not ready until a year later in 1955.





V. Historical Description of Loris–Green Sea–Floyds Attendance Area, cont.

The impact of the court cases on Loris Training School, cont.

education provision. In addition to Briggs v. Elliott (Clarendon County, SC, 1950), four other similar cases were brought before the court during this period. They were Brown v. Board of Education (Topeka, Kansas, 1952); Davis v. Board of Education (Prince Edward County, Virginia, 1952); Boiling v. Sharpe (Washington, DC, 1952), and Gebhart v. Belton (Delaware, 1951). All five cases challenged the constitutionality of segregation of public schools by race.

As the other four cases challenging the segregation of schools by race made their way to the US Supreme Court, Chief Justice Earl Warren combined Briggs v. Elliot and the others four cases under the Brown v. Board of Education case. Therefore, what came to be known as Brown v. Board of Education was the combination of five separate cases that were heard by the US Supreme Court concerning the issue of segregation in public schools.

Although the facts of each case were different, the main issue in each was the constitutionality of state-sponsored segregation in public schools. Once again, Thurgood Marshall and the NAACP Legal Defense and Education Fund handled these cases.

On May 17, 1954, the US Supreme Court unanimously ruled in the Brown v. Board of Education case that school segregation violated the Equal Protection Clause of the Fourteenth Amendment and was therefore unconstitutional. The high court also declared that separate schools were “inherently unequal” and said in 1955 that the schools must desegregate with “all deliberate speed.” This was a major decision for Black students and citizens because, after 86 years of trying to gain equality in their state, the Fourteenth Amendment to the US Constitution had finally lived up to its creed. This decision reversed not only the doctrine of “separate but equal” that was refined under the Plessy v. Ferguson decision (1896) but also centuries of segregationist practice and thought in America.

As previously mentioned, to avoid integration of Black and White students South Carolina implemented a school equalization program in an effort to comply with the overturned Plessy v. Ferguson decision. The notion of the equalization school program was to maintain separate but equal facilities.

The establishment of Finklea Consolidated High School and its feeder schools

About 1952, Mr. Ivory Rogers and Mr. Stanley Gore, two Black citizens, sold the state about 20 acres of land where Finklea Consolidated School was built on and opened in the 1955–56 school year as an equalization school to replace Loris Training School as the high school for Black students in the Loris–Green Sea–Floyds area.* Mr. Cooper continued as principal from the defunct Loris Training School. The newly formed school kept the same colors (Royal Blue and White) and the mascot (Greyhound Dog) from the former school. The newly established school continued operating under state’s 7–5 plan used by its predecessor school, with grades 8–12 under the banner of Finklea Consolidated High School and grades 1–7 under the banner of Finklea Elementary School in a separate wing of the building. To recap, SCDE operated schools under four plans, namely 6-3-3, 8-4, 7-5, and 6-6. For example Finklea High School operated under the 7-5 plan, which meant that students in grade 8 were part of the high school and was allowed to participate in all high school activities, including sports; however, high school credit was only granted for grades 9–12. There were few if any of what is known today as middle schools for Black students. The feeder schools to Finklea Consolidated High School were Finklea Elementary, Watson Elementary, and Cedar Creek Elementary. Mr. Cooper continued as principal for the duration of the new school. The former Loris Training School campus was never used again as part of the school system.

The newly established high school division of Finklea Consolidated School brought children

cont.

*See news clipping from 1953 Figure 3.1 about the money allocated for Finklea and its feeder schools.





V. Historical Description of Loris–Green Sea–Floyds Attendance Area, cont.

The establishment of Finklea Consolidated High School and its feeder schools, cont.

together from (1) Loris Training, (2) Moton Training, (3) Derham, (4) High Hill, (5) Crane Pond, (6) Lewis 1 and 2, (7) Cedar Creek, (8) Martin’s Chapel, (9) William’s Chapel, (10) Mount Olive, and (11) Oak Hill.

The Finklea Consolidated High School elementary school division brought students together from (1) Carolina, (2) Derham, (3) Mount Olive, (4) Lewis, (5) High Hill, and (6) Crane Pond. The Watson Elementary School brought students together from (1) Loris Training, (2) Flag Patch Colored, (3) Daisy Training, and (4) Prince Chapel. The Cedar Creek Elementary School brought students together from (1) Cedar Creek Colored School, (2) Martin’s Chapel, (3) William’s Chapel, and (4) Oak Hill.

The children from the former Rosenwald-era schools now had school buses to transport them to the newly established schools. Starting in the 1955–56 school year, children from training, grammar, or church schools were consolidated into what were now called elementary or high schools in Horry County for Black students. The drivers of the school buses were students, and they received a small monthly salary for their service. The design of Finklea Consolidated School stemmed from post-World War II studies on school buildings that would be conducive to learning. It was a one-story brick building with two wings: one for grades 8 through 12 (high school) and another for grades 1 through 7 (elementary school).

Although South Carolina did not comply with the initial court’s decision in *Brown v. Board of Education* Supreme Court decision of May 17, 1954, the changes made in educating Black children under its equalization schools’ program (1951–1961) were substantial improvements. The students who were attending Loris Training School and approximately 12 grammar schools scattered around the Loris–Green Sea–Floyds area were consolidated into three campuses. The equalization school program provided a

robust school library, most Black teachers now had bachelor’s degrees or higher and certified in their fields, a gymnasium, science laboratory, school bus transportation, and so on. The issue of transportation for Black children had been totally inadequate since forever. After the establishment of Finklea Consolidated School beginning in school year 1955–56, students from the area now had a significantly stronger curricula not only for the high school but for the elementary feeder schools. There were two newly constructed buildings for two consolidated elementary schools: Watson Elementary (Loris area, SC), Cedar Creek Elementary (Floyds area, SC), and the third elementary school was housed in the elementary wing of Finklea Consolidated School. These were the feeder schools for the high school.

To emphasize, Finklea Consolidated high School and its three feeder elementary schools operated under the separate but equal doctrine from 1955 to 1970, after when all public schools in South Carolina desegregated in 1970.

After desegregation, most faculty members and support staff were relocated to other county schools and the facility was used as a vocational school. The building underwent many structural renovations to accommodate vocational courses in preparation for use by the county school system as “Area Two Vocational Center.” Although the equalization schools program significantly improved schools for Black students education in the county, Finklea and other Black schools never reached parity with White schools.

Finklea Consolidated High School has produced graduates represented in many different career fields, including spiritual, physical, economical, education, military, and vocational services.

The Finklea Consolidated High School Alumni Association purchased the original equalization school structure in 2004. Today, it has known as Finklea Alumni Community Center with a variety of ongoing activities, including an after-school program and other educational and enrichment programs.





V. Historical Description of Loris–Green Sea–Floyds Attendance Area, cont.

A parable of a senior at Finklea High

As their final year moved forward, the seniors were excited and came to school with high expectations. The first week of school was a formality because many students were still helping parents' wrap up the tobacco-selling season and were completing other summer jobs. In addition, most of the seniors had their minds on one last splash for the summer by partying on Atlantic Beach on Labor Day. During the earlier years of Finklea Consolidated High School, public schools in Horry County opened on Labor Day. During the second week, everyone rented their books, elected class officers such as president, vice president, secretary, and so on.

In early spring, "graduation fever" set in. The class started preparing for the junior–senior prom. As the date for the prom moved closer, students scrambled to find dates. Boys and girls alike were seeking seniors, juniors, and sometimes sophomore students to invite. Not having a prom date would be catastrophic to a student's self-image. Anxiety was in full force, and each person made an all-out effort not to be caught without a date!

As graduation approached, the students realized that everyone would soon be set adrift into a complex world with many challenges, including a society that was still largely segregated by race. Therefore, the seniors were filled with mixed feelings: happiness, sadness, anxiety, and a reluctant readiness to say their goodbyes. Simultaneously, some of those planning for college received acceptance letters, and many were in contact with relatives living in less hostile climates and had the chance to move out of state to seek better opportunities. Others were making plans to enter military service. Surely, everyone wanted to get away from working in the fields in the hot sun.

With graduation day around the corner, the reality of the world that the seniors were about to enter held much uncertainty. The seniors would no longer hear the familiar sound of school buses screeching across the schoolyard to get onto Highway 917 to carry them home. The class was composed of the children of small family farmers, sharecroppers, loggers, and laborers. These young people were getting ready to say goodbye to the comfortable, secure life within the school walls where they were nurtured for years. Nevertheless, it was time for everyone to spread their wings.

On Sunday, seniors marched through the gymnasium in full cap-and-gown garb for their baccalaureate sermon. The following week, commencement exercises were held, and the second and final march concluded the journey at Finklea Consolidated High School. It was an evening of goodbyes to fellow students and teachers. There was another half day of school after commencement for the seniors to pick up their diplomas and for others to receive their report cards. Classes were dismissed at noon, and everyone who depended on school buses made the final mad dash to their respective bus.

Although the class said their goodbyes at graduation, comradery did not end there. There have been several occasions when students met at reunions, chance encounters, and fellowships over the past 50-plus years. At alumni gatherings, most everyone reflects on the past by saying that they did the best they could with what was available to them during the time. Therefore, no matter how you might have felt at the time or feel today; Finklea Consolidated High School likely has had and continues to have a major influence on your value system and life. Moreover, whether you embraced the school long ago or now, this pillar of your life will forever be a part of your legacy.





V. Historical Description of Loris–Green Sea–Floyds Attendance Area, cont.

Diploma—nonaccredited high school

The diploma shown in Figure 5.1 is from Loris Training School graduating class of 1947, which shows the image of a high school diploma from an unaccredited high school. Under South Carolina law, high schools that are not accredited by the State Board of Education are not permitted to award state high school diplomas (Standards for Accredited High Schools of South Carolina 1949). According to South Carolina Constitution: Article 3—High Schools Section 5404, any school district acting alone or jointly with adjoining districts may establish a high school, provided it meets the requirements of this article. Loris Training School was given high school status by the Horry County School District under Article 3 of the High Schools of South Carolina Constitution. Once a school is established as

a high school, it can seek accreditation status to offer a state high school diploma. In 1947, Loris Training School had not met accreditation standards; therefore, the school could only offer a nonaccredited high school diploma as shown in Figure 5.1, this page.

The diploma shown in Figure 5.1 does not have the state's seal, was not signed by any state-level official, including the governor. Rather, it was signed only by the principal and the district superintendent of education. To emphasize, Loris Training School was state-accredited starting in school year 1949–50; therefore, the graduating classes of 1950 and later were awarded state high school diplomas provided that they met all requirements for graduation.

Example: Nonaccredited High School Diploma—1947



Figure 5.1 Loris Training School—nonaccredited high school diploma

Source: Courtesy of the family who elected to remain anonymously.





V. Historical Description of Loris–Green Sea–Floyds Attendance Area, cont.

Diploma—accredited high school

Although the high school diploma shown in Figure 5.2 is not from the former Loris Training School it is shown as an example of a high school diploma from an accredited state high school in Horry County (Chestnut Consolidated High School, 1962). In the absence of an example of a state high school diploma from Loris Training School, the idea in Figure 5.2 is to show the contrast of a diploma from an unaccredited versus an accredited high school. In 1947, Loris Training School had not yet been accredited by the state. Once the high school was accredited, their diploma looked like the diploma shown in Figure 5.2 with South Carolina and high school at the top. The format changed slightly over the years;

however, the basic format remained the same.

The differences in Figure 5.1 are shown in Figure 5.2 as following: state's seal, signed by the governor, state superintendent of education, and state high school supervisor, whereas the nonaccredited high school diploma in Figure 5.1 is signed by the principal and local superintendent only. To emphasize, Loris Training School was accredited starting in school year 1949-50; therefore, the classes of 1950 and later were awarded state high school diplomas—that resembled Figure 5.2—if they met all state requirements for graduation per South Carolina Department of Education (SCDE).

Example: State Accredited High School Diploma—1962

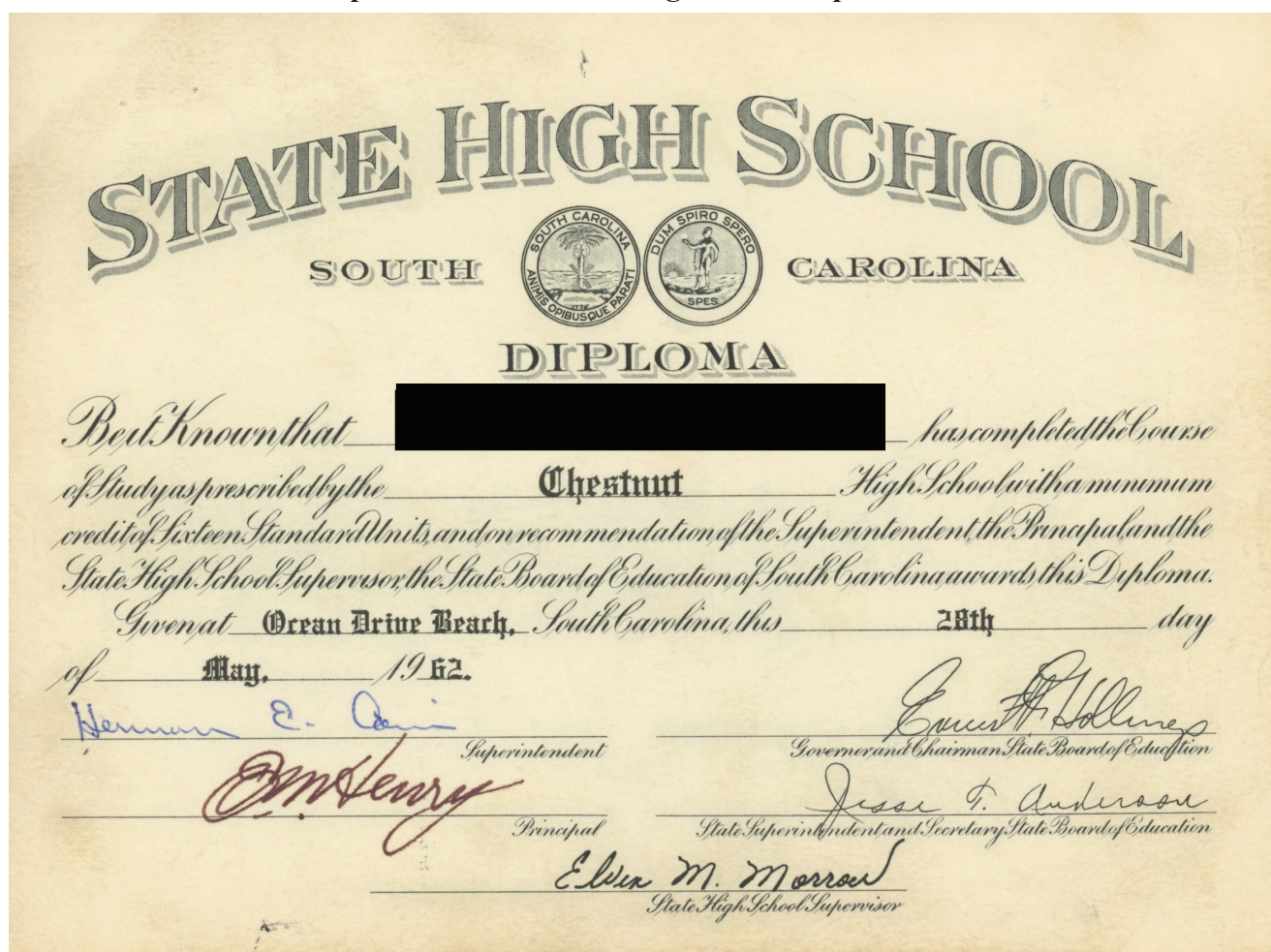


Figure 5.2 Chestnut High School—accredited high school diploma

Source: Courtesy of the family who elected to remain anonymously.





VI. Historical Flowchart of Loris–Green Sea–Floyds Attendance Area

Figure 6.1 provides an overview of students in the Loris–Green Sea–Floyds attendance area for Black children from 1927 to 1970.

Many grammar schools listed in Section X (10) were constructed with the help of Rosenwald’s seed money, such as Loris Colored School and Cedar Creek Colored School. Loris Colored School added grade eight in 1941, which qualified the school to obtain training school status (grade eight or higher). The school eventually added one grade per year until it graduated its first grade eleven class in 1947. The school added grade twelve in 1948 and was accredited by SCDE to offer state high school diplomas starting in the 1949–1950 academic

year. The Rosenwald initiative era schools were feeder schools to Loris. Subsequently, these schools were consolidated into three elementary schools and became feeder schools for Finklea Consolidated High School. Finklea Elementary School did not have a separate name from the high school. To that end, the school’s official name was Finklea Consolidated School because it included an elementary wing and a high school wing with one principal and operated under the SCDE 7-5 plan as previously mentioned.

Finklea Consolidated School closed at the end of the 1969–1970 school year when all schools in South Carolina desegregated.

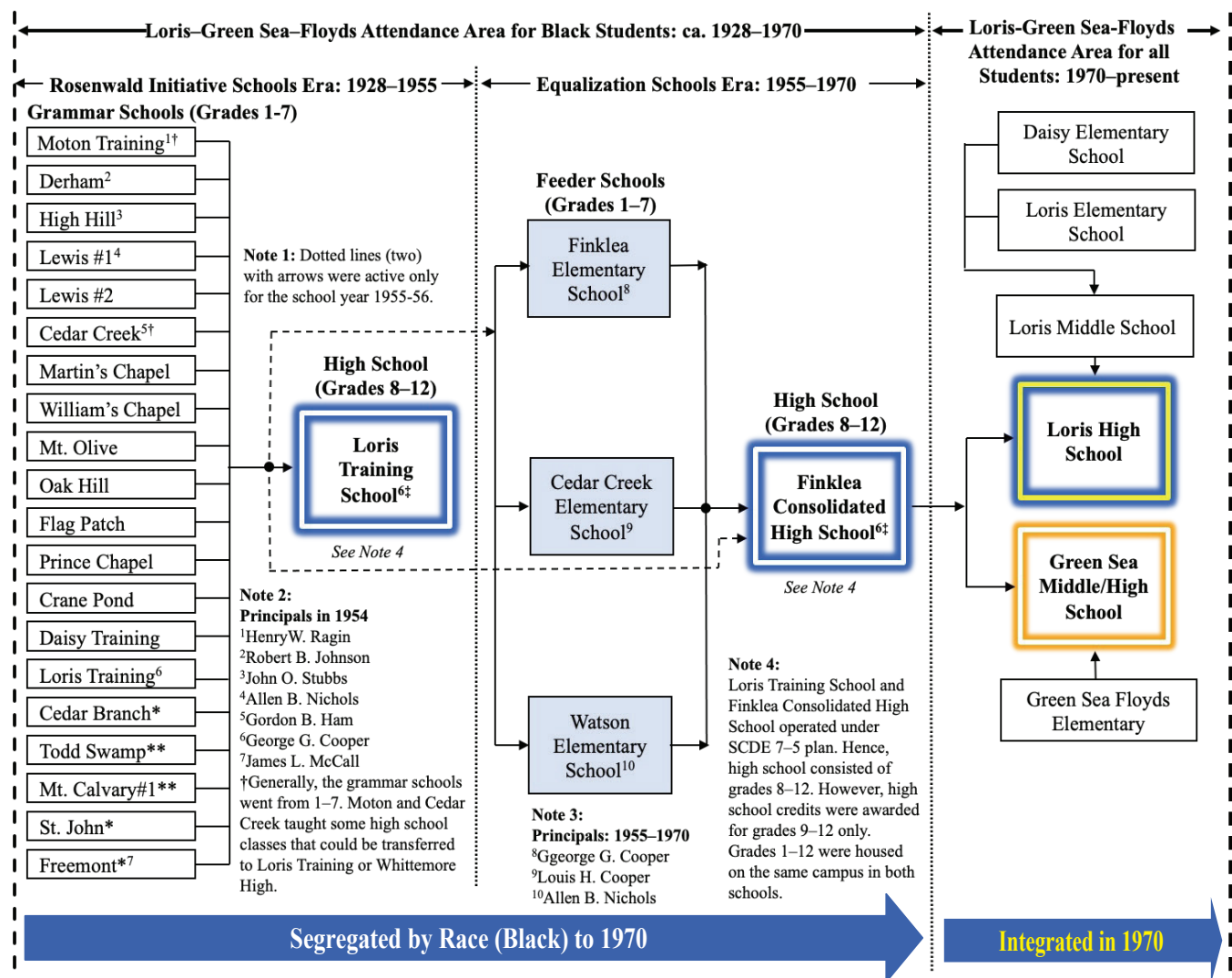


Figure 6.1 Historical flowchart of Loris–Green Sea–Floyds attendance area.

*In 1954, this school was consolidated under newly constructed equalization school—Longs Elementary School.

**In 1954, this school was consolidated under Poplar Elementary School, which was upgraded to an equalization school.





VI. Historical Flowchart of Loris–Green Sea–Floyds Attendance Area

The Loris Training School was the first high school for Black students in the Loris–Green Sea–Floyds attendance area (SCDE). The school was founded and constructed in 1927–1928 on four acres of land and staffed with four teachers with partial funding from the Rosenwald Foundation as Loris Colored School (see Figure 10.2). Mr. William P. Johnson Sr. and Mr. George G. Cooper endeavored to establish Loris Training School, which graduated its first class circa 1947, as a nonaccredited high school—see Figure 5.1. That effort culminated when the school was eventually accredited by SCDE to offer state high school diplomas starting with the 1949–50 school year. Thus, the 1950 class was the first to graduate from Loris Training School with state-accredited

high school diplomas. The state legislature had added grade twelve in 1944, but Loris and other schools needed time to notify students, starting with grade nine, that they would need to complete four years of high school instead of three to graduate.

The community added a five-room cinder block building with indoor plumbing and a laboratory in 1948 (see Figure 2.2) because neither the state nor the county would provide the funding to construct a building that met state accreditation requirements.

The Loris Training School was replaced by Finklea Consolidated High School when it opened in 1955. The school was closed in 1970 after all South Carolina schools were desegregated.

Loris Colored School to Loris Training School to Finklea Consolidated High School to Integration

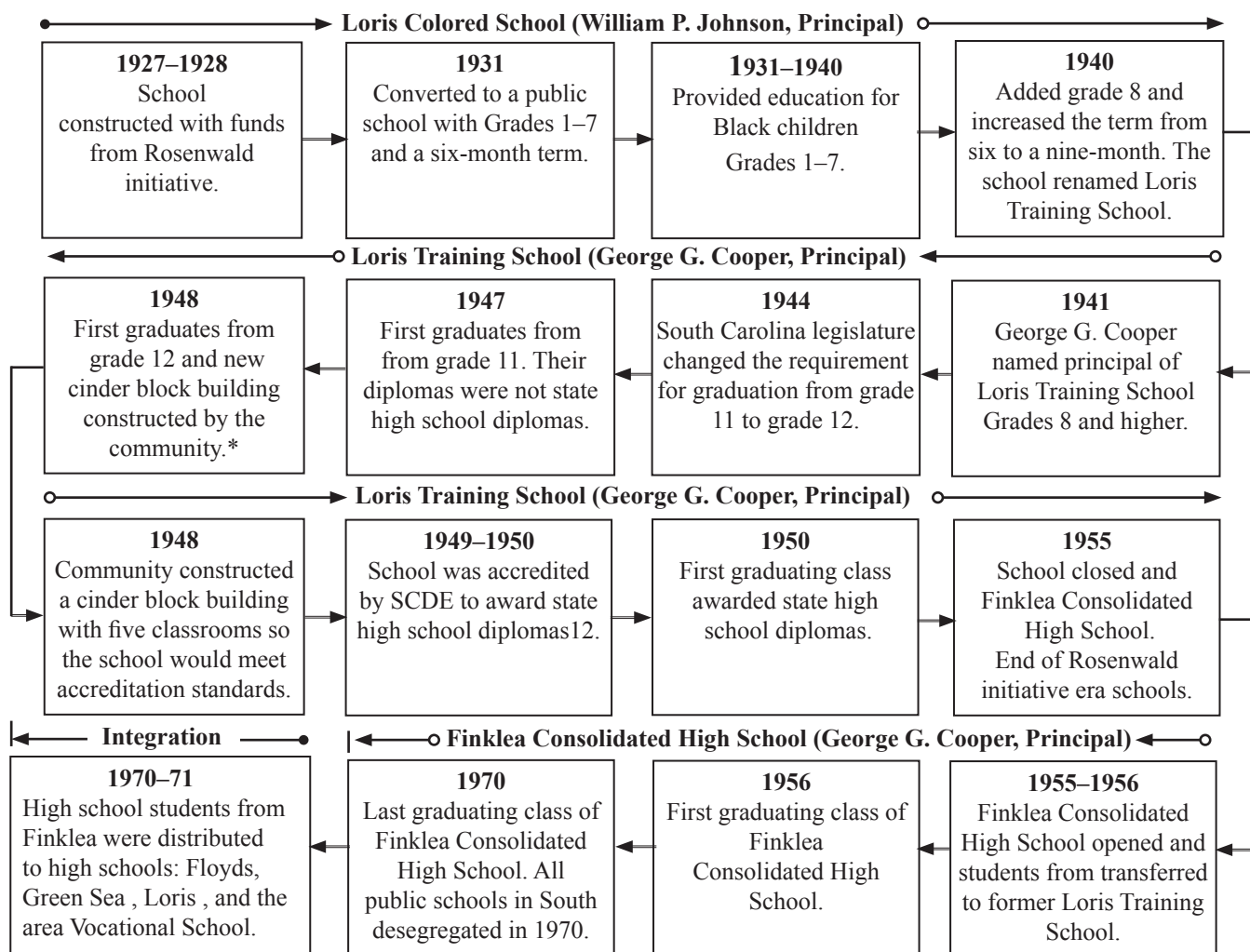


Figure 6.2 Flowchart of Loris Colored School to Finklea Consolidated High School.





VII. Diagram of Major Court Cases to Equalization Schools

The chart in Figure 7.1 summarizes Finklea Consolidated High School's historical significance as a school that operated under a dual education system, one White and one Black.

US Supreme Court's decision:

1857: Scott v. Sandford Dred ruled that slavery was legal and that Black people were property and not citizens of the United States.

Amendments to US Constitution:

1865: Thirteenth Amendment abolished slavery.

1868: Fourteenth Amendment (Section 1) defined citizenship, including the equal protection clause.

US Supreme Court's decision:

1896: Plessy v. Ferguson ruled that segregation was legal if equal facilities were provided.

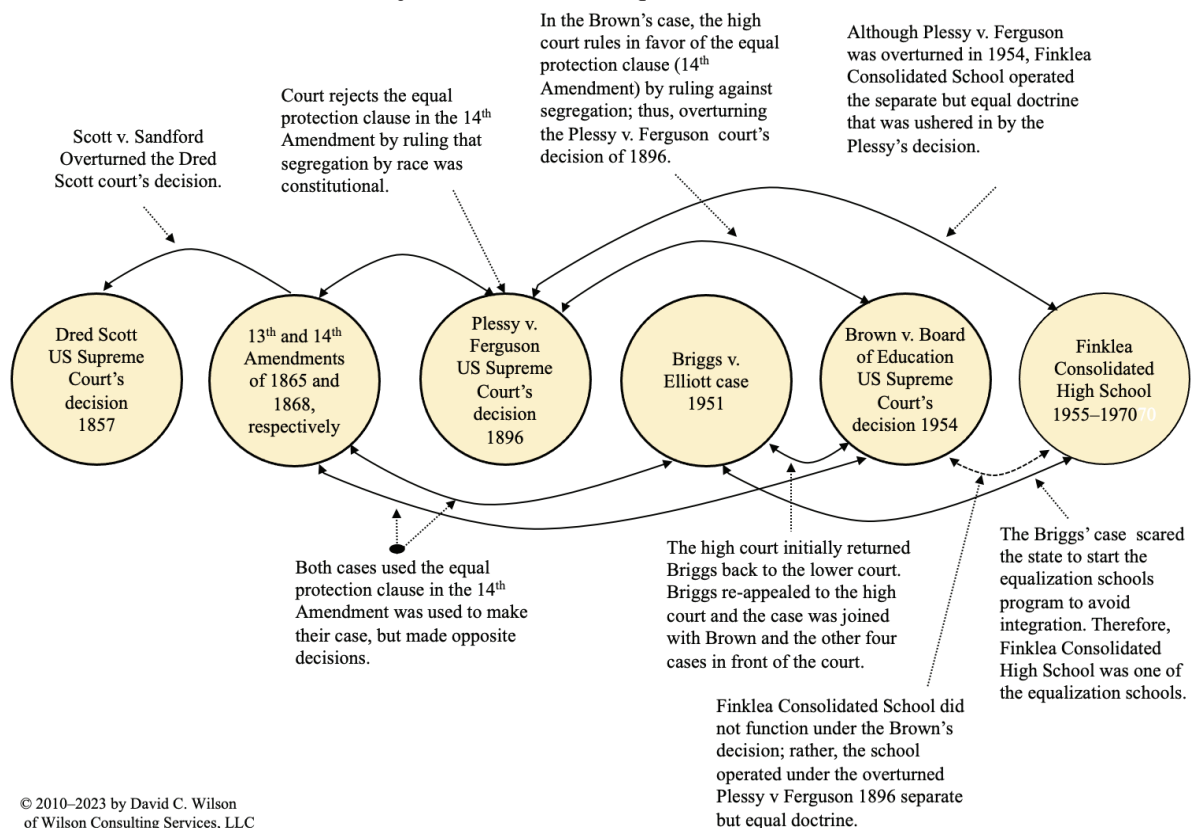
This ruling allowed Southern states to make, implement, and enforce Jim Crow laws. Hence, the "equal but separate" doctrine was legalized.

1951: Briggs v. Elliott was a lawsuit filed December 22, 1950, in the Federal District Court (Charleston District) based on Clarendon County

(South Carolina) challenging the constitutionality of the state's "separate but equal" education provision. The case made its way to the US Supreme Court, but it was returned to the lower court in 1952 because the state promised to equalize educational facilities. In 1951, South Carolina passed a three-cent sales tax to fund a statewide school construction program and finance the equalization program, which was designed to equalize White and Black public schools. This resulted in equalization schools such as Finklea Consolidation, Watson Elementary, and Cedar Creek Elementary.

1954: Brown v. Board of Education ruled that racial segregation was unconstitutional, thereby overruling the 1896 Plessy decision. The Briggs v. Elliott case (Clarendon County, South Carolina) and four similar cases were rolled into the Brown case for a total of five cases. The 1896 and 1954 decisions were based on the equal protection clause in the Fourteenth Amendment, US Constitution.

Major Court Cases to Equalization Schools



© 2010–2023 by David C. Wilson
of Wilson Consulting Services, LLC

Figure 7.1 Major court cases leading to the establishment of Finklea Consolidated High School.





VIII. Graphical Analysis: Percentage and Number of Teachers and Students

The graphs in Figures 8.1 and 8.2 depict the teachers and student enrollment of several elementary schools that were feeder schools to Loris Training School. For example, in addition

to grades 1–7, Moton and Derham taught high school subjects to 23 and 6 students, respectively. See Table 9.4 for more details..

Distribution of Teachers in Loris' Feeder Schools: 1951–52

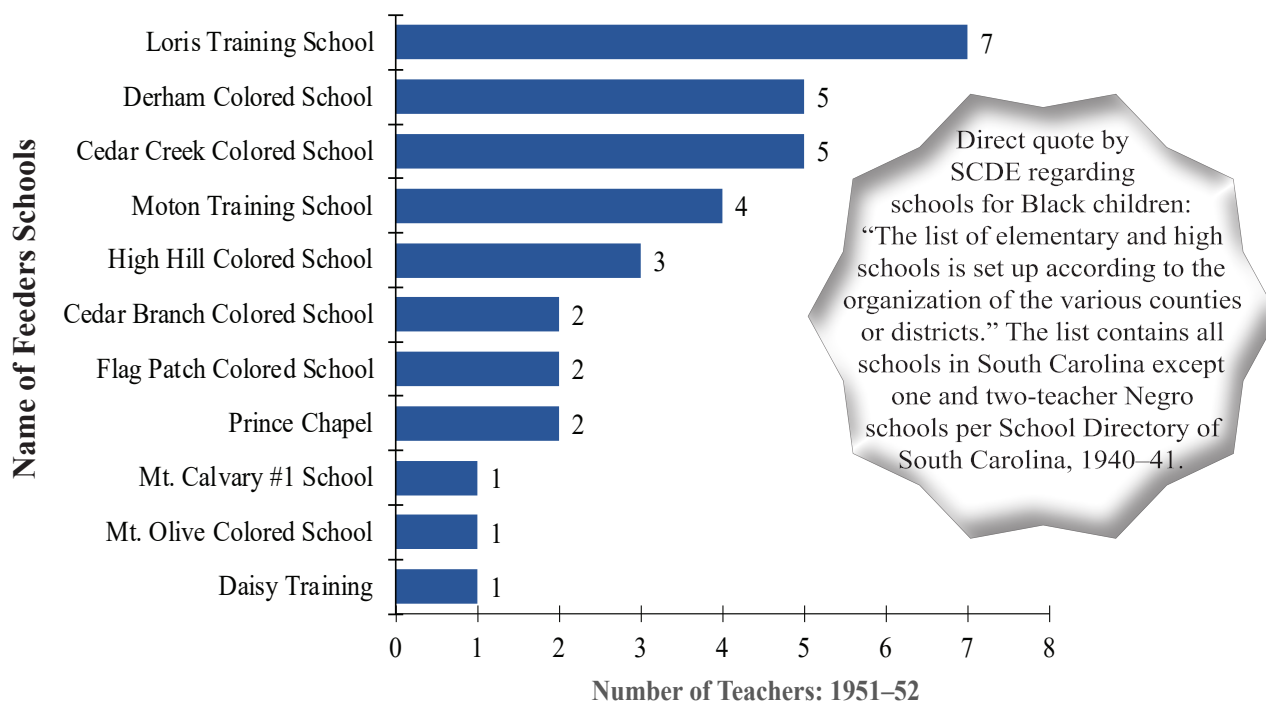


Figure 8.1 Number and distribution of teachers in feeder schools to Loris Training School.

Distribution of Students in Loris' Feeder Schools: 1951–52

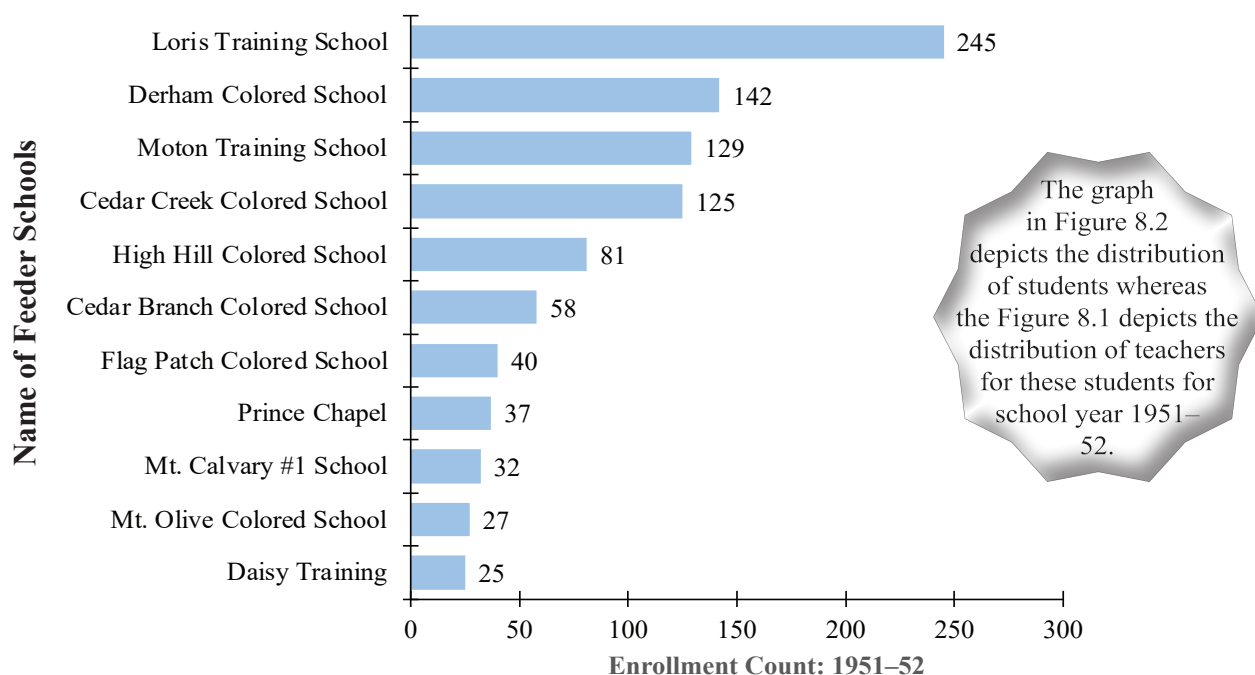


Figure 8.2 Number and distribution of students in feeder schools to Loris Training School.



**VIII. Graphical Analysis: Percentage and Number of Teachers and Students, cont.**

The graphs in Figures 8.3 and 8.4 depict the changing number of teachers and students over the Rosenwald initiative era schools through the equalization schools era. There were improvements in the number of high school teachers (104%) and students (50%) compared to the Rosenwald schools era that were

discontinued for the Loris–Green Sea–Floyds area in 1955. These statistics implies that more Black students were attending high school because of improvements in educating Black children from the program. See Tables 9.1–9.3 for the statistics used to create the charts on this page. Finklea High continued to operate under SCDE 7-5 plan.

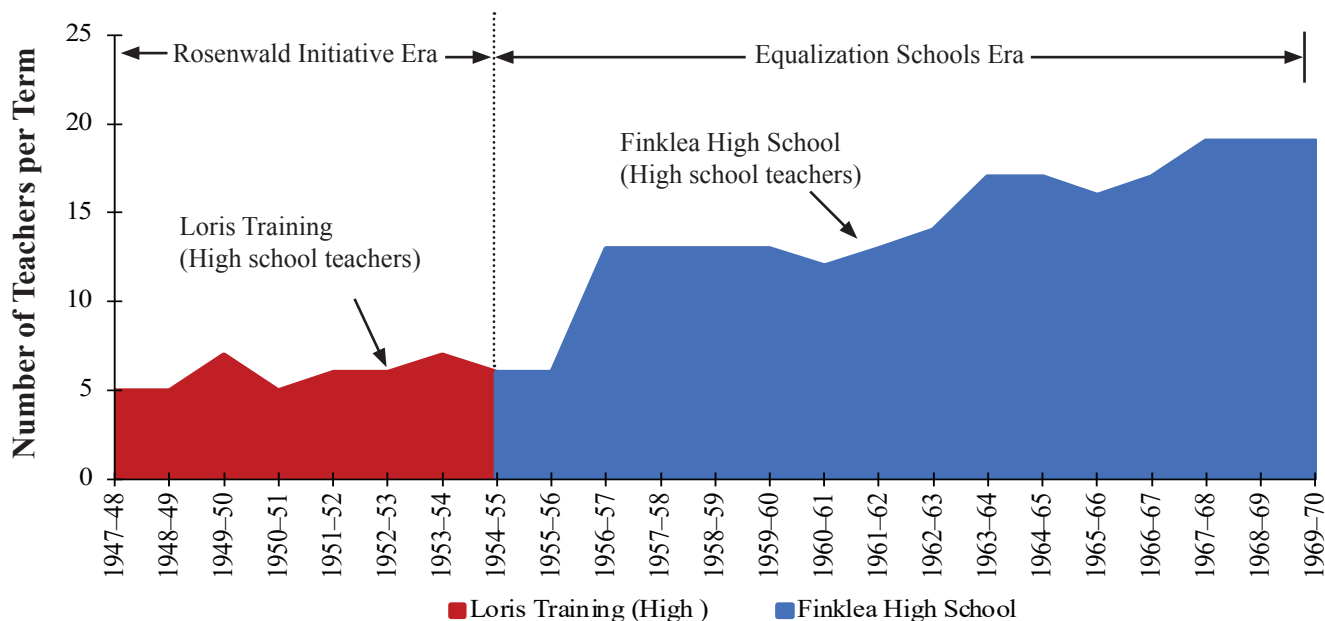
High School Teachers Growth Rate For Black Students—Loris Attendance Area

Figure 8.3 Area graph of teachers across terms—Loris Training School to Finklea High School.*

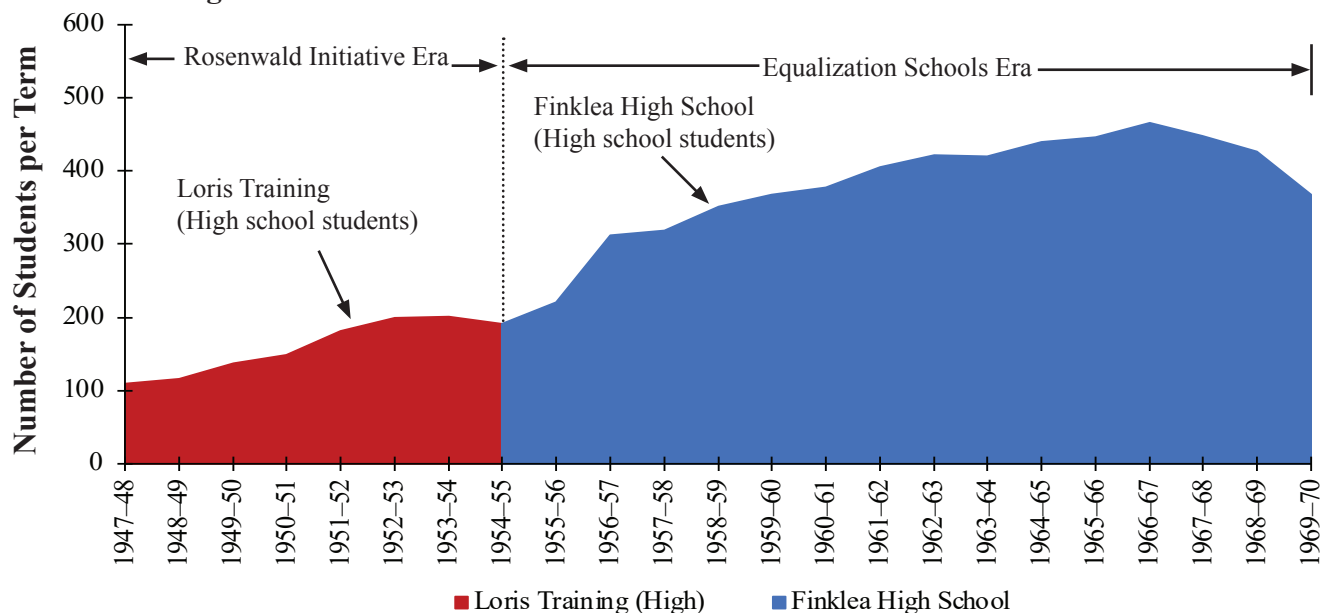
High School Students Growth Rate For Black Students—Loris Attendance Area

Figure 8.4 Area graph of students across terms—Loris Training School to Finklea High School.*

*Source: Tables 9.1–9.3





VIII. Graphical Analysis: Percentage and Number of Teachers and Students, cont.

The graphs in Figures 8.5 and 8.6 depict the same information as the graphs in Figures 8.3 and 8.4, respectively. The graphs in Figures 8.5 and 8.6 present the data with bars along with the actual count of teachers and students per school term at Loris Training School from 1947 to the closing of Finklea Consolidated High School in 1970. There were no enrollment or teacher head-

count data published by SCDE in its annual school directory report for Loris Training School until the 1947–48 school year. “The school directory list contains all schools in South Carolina except one and two-teacher Negro schools (SCDE).” Hence, SCDE did not live up to its own edict because Loris Training had at least four teachers since it opened circa 1929.

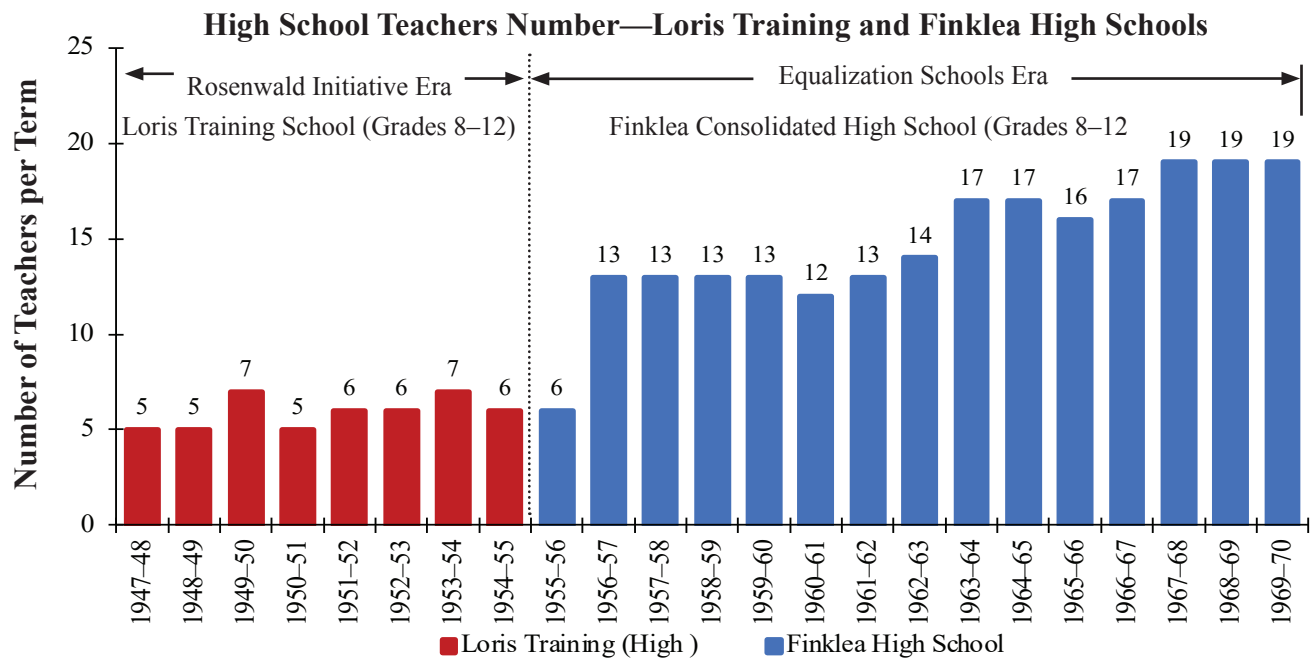


Figure 8.5 High school teachers’ number—Loris Training and Finklea High Schools (1947–1970).*

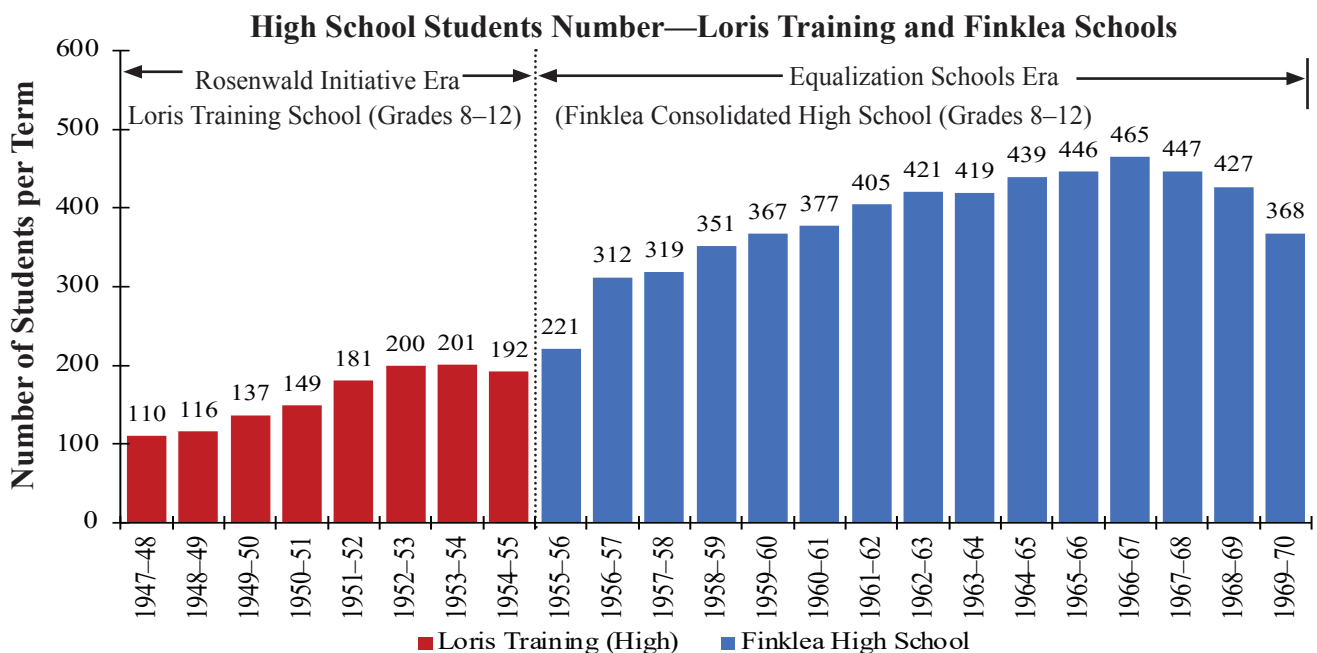


Figure 8.6 High school students’ number—Loris Training and Finklea schools (1947–1970).*

*Source: Tables 9.1–9.3



**VIII. Graphical Analysis: Percentage and Number of Teachers and Students cont.**

The graphs in Figures 8.7 and 8.8 show the trends of number of teachers and student enrollment for Loris Training School (1947–1955), and the continuation of Finklea Consolidated High School (1955–1970) and for the elementary students. For example, the high

school teachers number increased by an average of 104% and high school students by 50% from 1955 to 1970. This implies that more students were staying in school beyond the seventh grade in the Loris–Green Sea–Floyds attendance area (Grades 8–12).

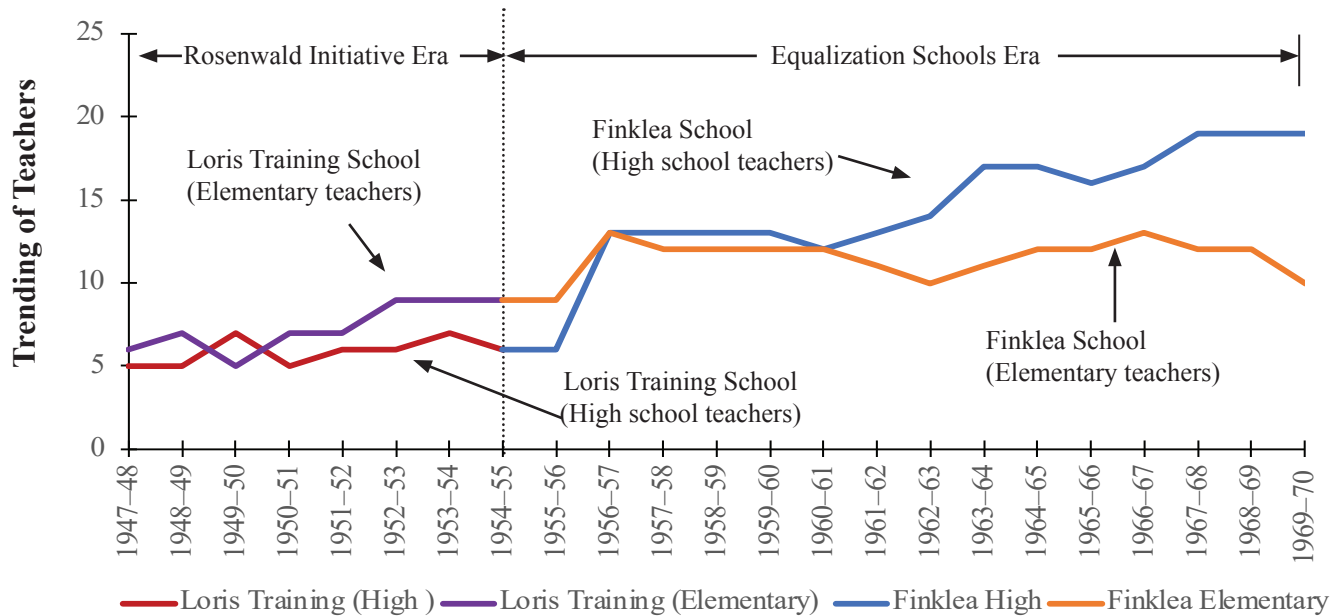
High and Elementary Teachers Timeline—Loris Training and Finklea High Schools

Figure 8.7 Line graph of the number of teachers—elementary and high (1947–1970).*

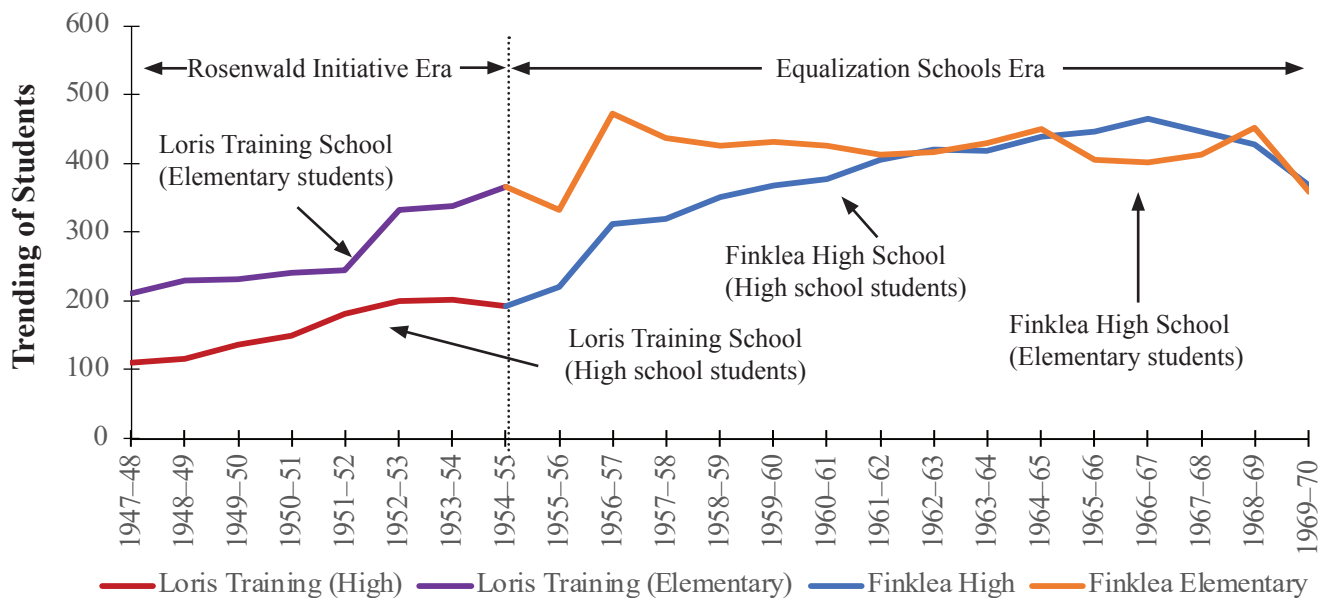
High and Elementary Students Timeline—Loris Training and Finklea Schools

Figure 8.8 Line graph of the number of students—elementary and high (1947–19570).*

*Source: Tables 9.1–9.3





VIII. Graphical Analysis: Percentage and Number of Teachers and Students cont.

The graphs in Figures 8.9 and 8.10 are breakouts from the trendlines (orange) shown in Figures 8.7 and 8.8 for Finklea Elementary School. The graphs in Figures 8.7 and 8.8 show only the trend of teachers and students over a period of 15 years. The objective for Figures 8.9 and 8.10 is to show the actual number for

each indicated school term. Finklea Elementary was one of three feeder schools to Finklea Consolidated High School as shown in Figures 8.13 and 8.14. *See Tables 9.2 and 9.3 for the data used to create the charts in the figures on this page.*

High and Elementary Teachers Number—Loris Training and Finklea High Schools

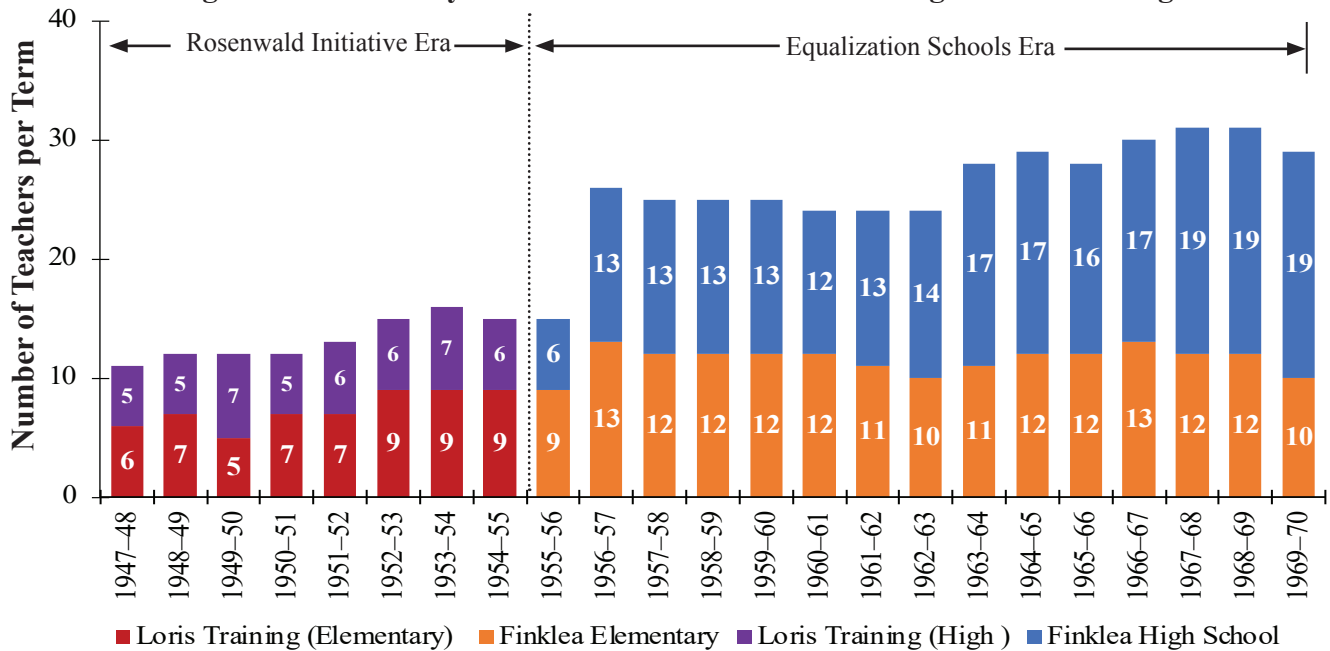


Figure 8.9 Number of teachers per term—Loris Training and Finklea Schools (High and Elementary).*

High and Elementary Students Number—Loris Training and Finklea Schools

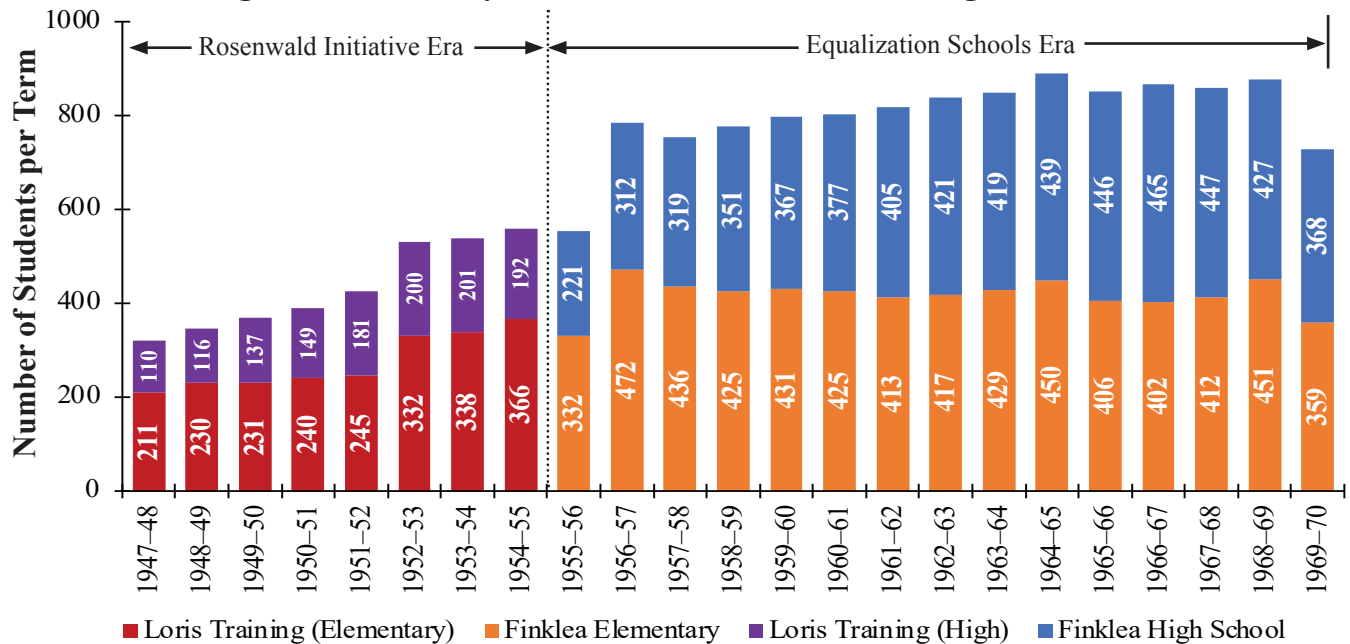


Figure 8.10 Number of students per term—Loris Training and Finklea Schools (High and Elementary).*

*Source: Tables 9.5 and 9.6





VIII. Graphical Analysis: Percentage and Number of Teachers and Students, cont.

The graphs in Figures 8.11 and 8.12 depict the percentage proportionality of teachers and students at Loris Training School based on the graphs in Figures 8.9 and 8.10. As a policy, enrollment data were not published annually by SCDE for Black schools with only one or two teachers. Upon further research, SCDE did not comply with its own policy of publishing enrollment data for schools with more than two teachers, until the early 1950s for Black schools. For example, the annual enrollment data for Loris Training School were not included until

1947, even though the school had four teachers—well above the state’s criteria to be listed in its annual enrollment directory—when the school was established in about 1930. According to Rosenwald initiative records, the Loris Colored School was constructed in 1928–1929. After the school received high school status, it operated under the state’s 7-5 plan, as described earlier. See Table 9.5 for the percentages used in Figures 8.11 and 8.12. *Hence, grades 1–12 were under the same name and in the same facility.*

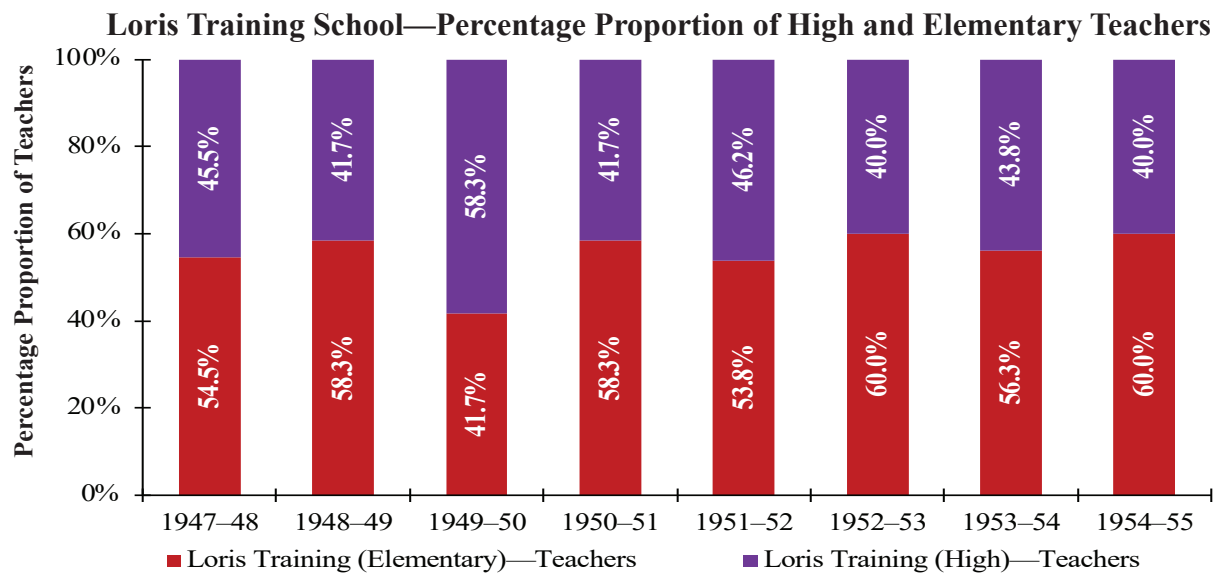


Figure 8.11 Percentage proportion of teachers by school year—Loris Training School.*

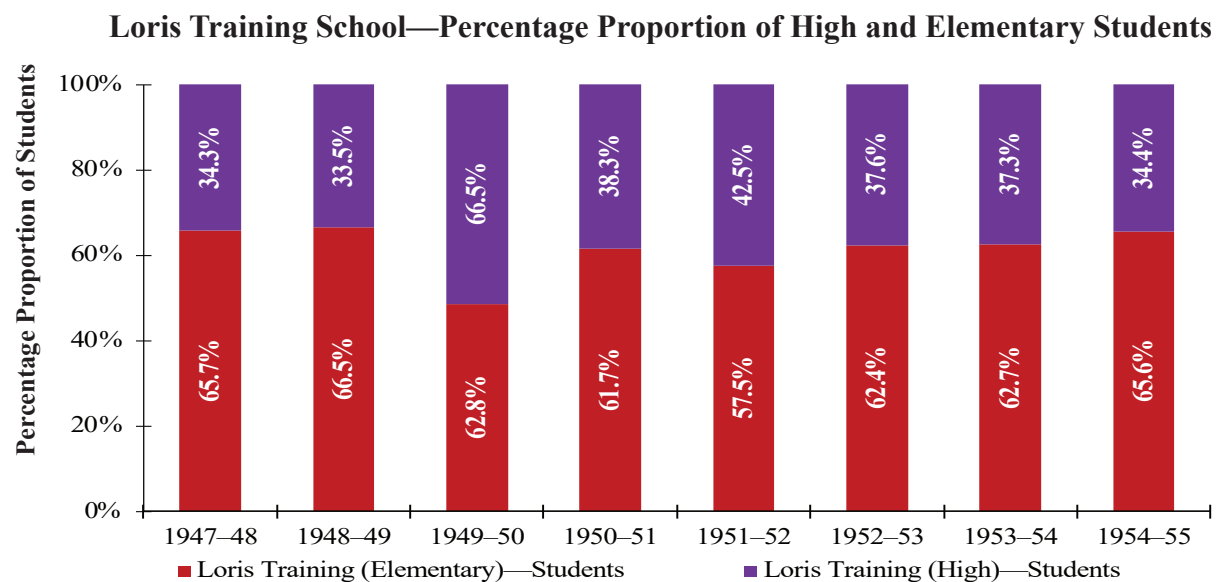


Figure 8.12 Percentage proportion of students by school year—Loris Training School.*

*Source: Table 9.5





VIII. Graphical Analysis: Number and Percentage of Teachers and Students cont.

The graphs in Figures 8.13 and 8.14 depict the three feeders' equalization schools and the high school. As shown in these figures, the high school teachers and students number showed steady growth during the equalization schools era (1955–1970), whereas the three elementary schools' enrollment did show the

same improvement for the same period. The high school line (Blue) implies that more students were staying in school after the seventh grade. *See narrative with Figures 6.1 and 6.2 for additional information about the schools' structure. See Tables 9.1–9.3 for the data used to create the charts in these figures.*

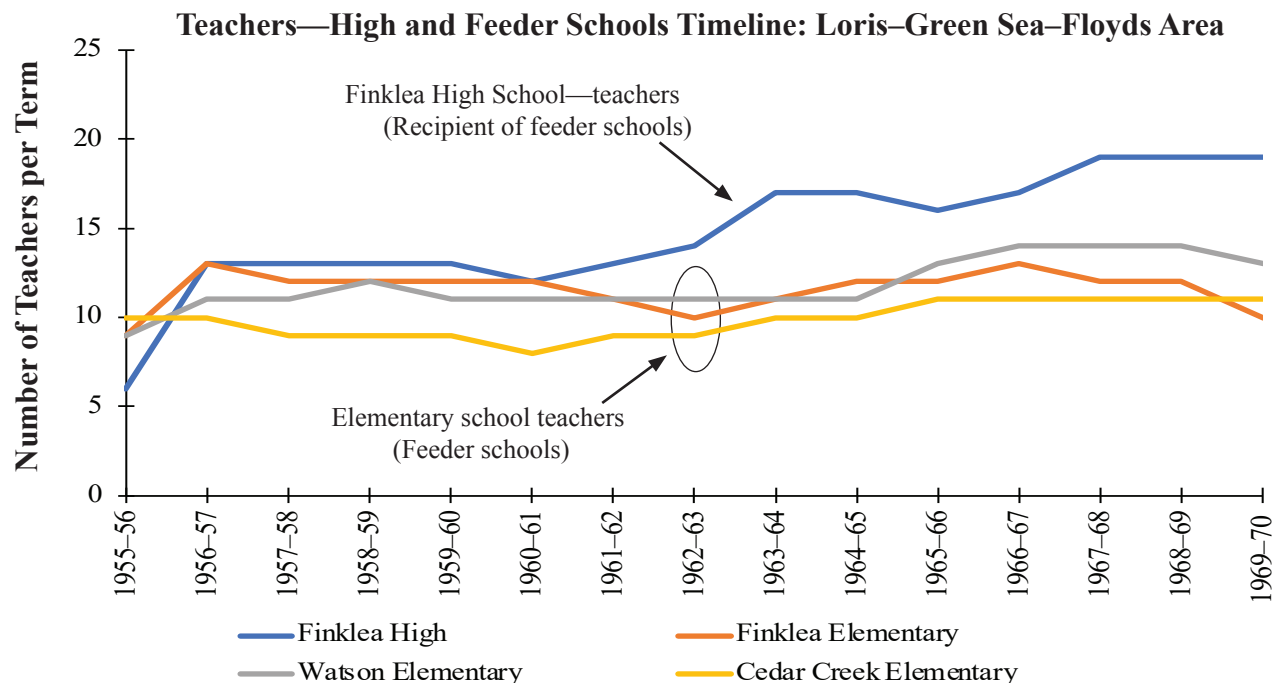


Figure 8.13 Line graph of feeder schools to Finklea High—students' number (1955–1970).*

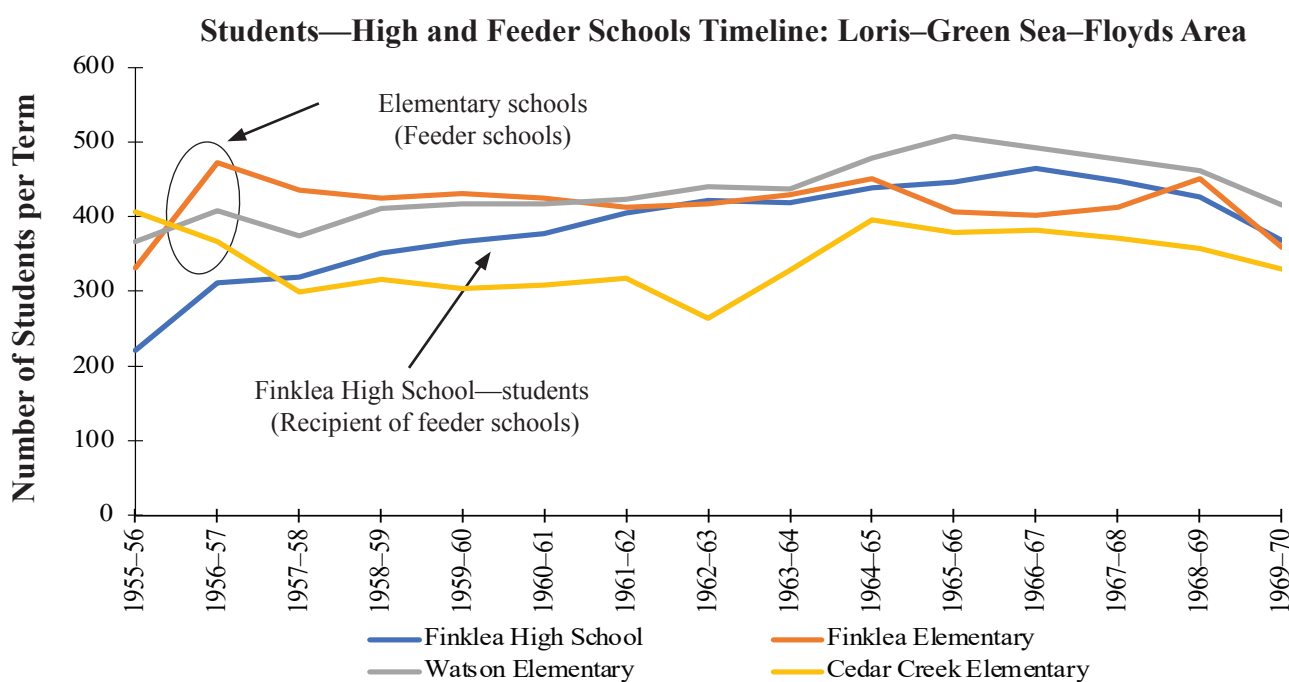


Figure 8.14 Line graph of feeder schools to Finklea High—students' number (1955–1970).*

*Source: Tables 9.1–9.3



**VIII. Graphical Analysis: Percentage and Number of Teachers and Students cont.**

The graphs in Figures 8.15. and 8.16 are breakouts from the trendlines (orange) shown in Figures 8.13 and 8.14 for Finklea Elementary School. The graphs in Figures 8.13 and 8.14 show only the trending of teachers and students over the 15 years. The objective for Figures 8.15 and

8.16 is to show the actual number by number for each indicated school term. Finklea Elementary was one of three feeder schools to Finklea Consolidated High School. See Tables 9.2 and 9.3 for the data used to create the charts in the figures on this page.

Teachers—Finklea Elementary School’s Distribution of Teachers by Number (1955–1970)

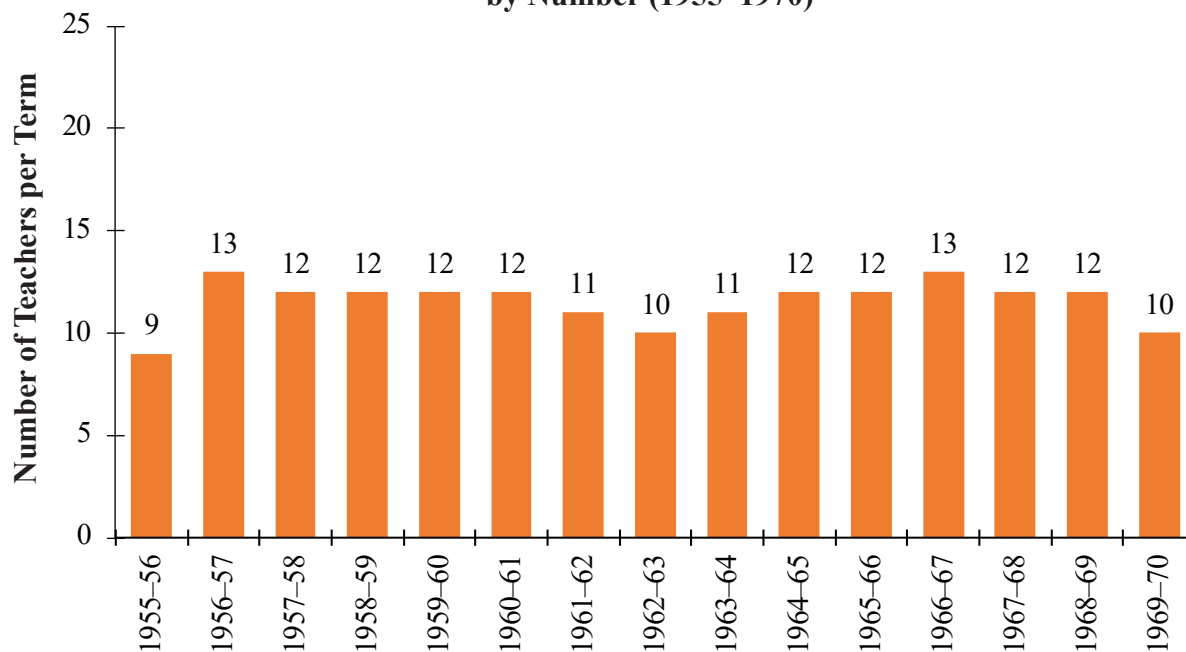


Figure 8.15 Bar graph of Finklea feeder school—teachers’ number (1955–1970).*

Students—Finklea Elementary School’s Distribution of Students by Number (1955–1970)

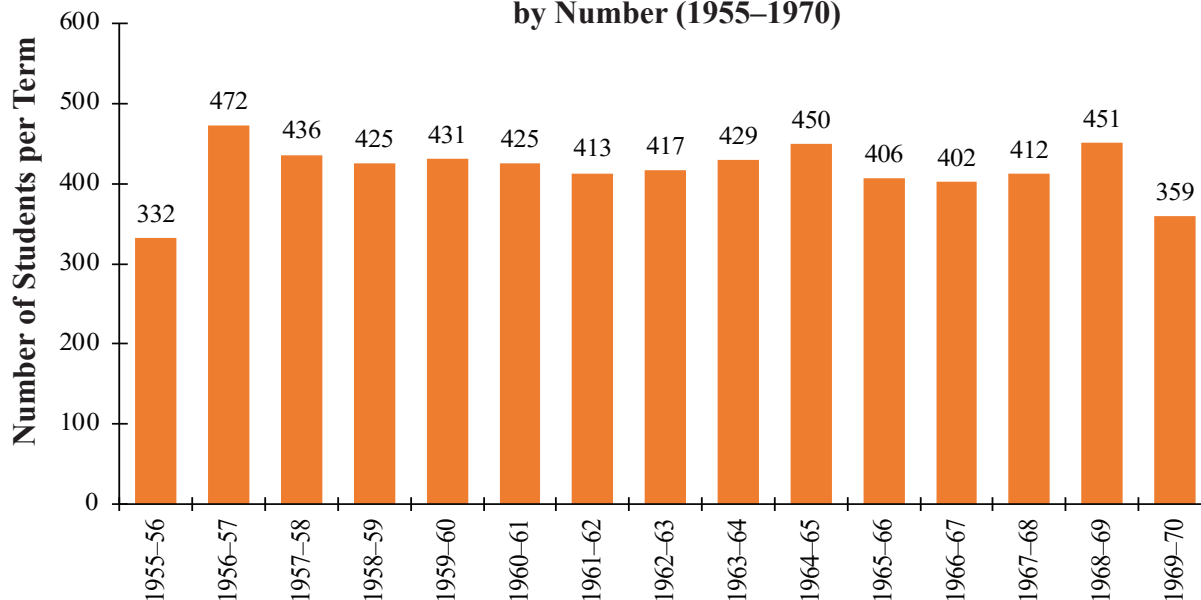


Figure 8.16 Bar graph of Finklea feeder school—students’ number (1955–1970).*

*Source: Tables 9.2 and 9.3





VIII. Graphical Analysis: Percentage and Number of Teachers and Students cont.

The graphs in Figures 8.17 and 8.18 are breakouts from the trendlines (gray) shown in Figures 8.13 and 8.14 for Watson Elementary School. Figures 8.13 and 8.14 show only the trending of teachers and students over 15 years. The objective for Figures 8.17 and 8.18 is to show

the actual number by number for each indicated school term. Watson Elementary was one of three feeder schools to Finklea Consolidated High School. See Tables 9.2 and 9.3 for *the data used to create the charts in the figures on this page.*

Teachers—Watson Elementary School’s Distribution of Teachers by Number (1955–1970)

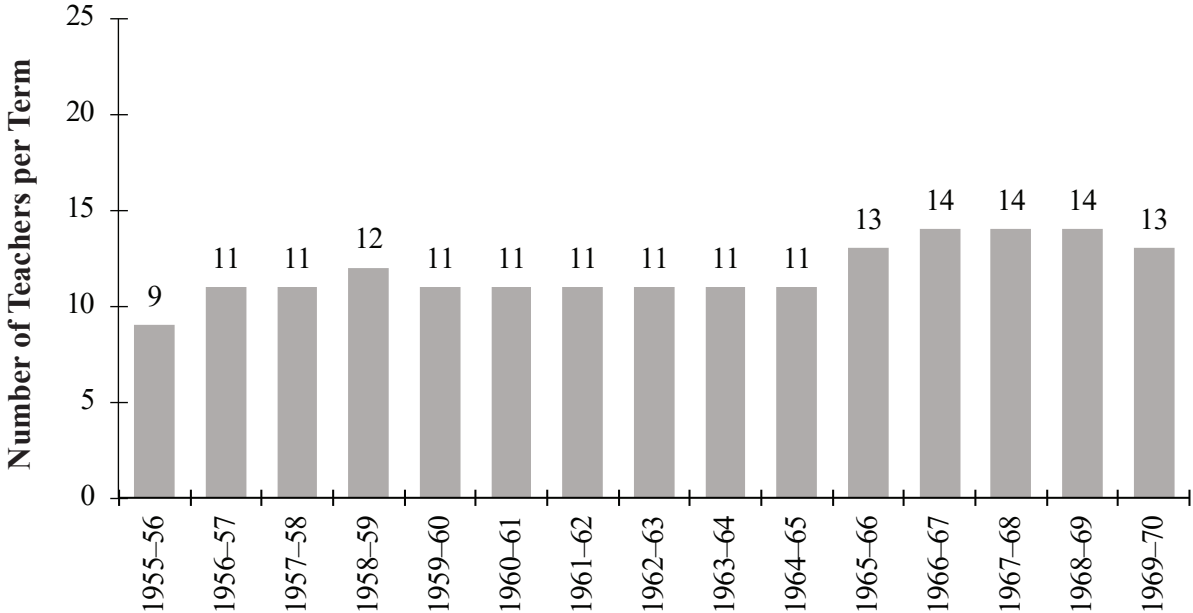


Figure 8.17 Bar graph of Watson feeder school—teachers’ number (1955–1970)

Students—Watson Elementary School’s Distribution of Students by Number (1955–1970)

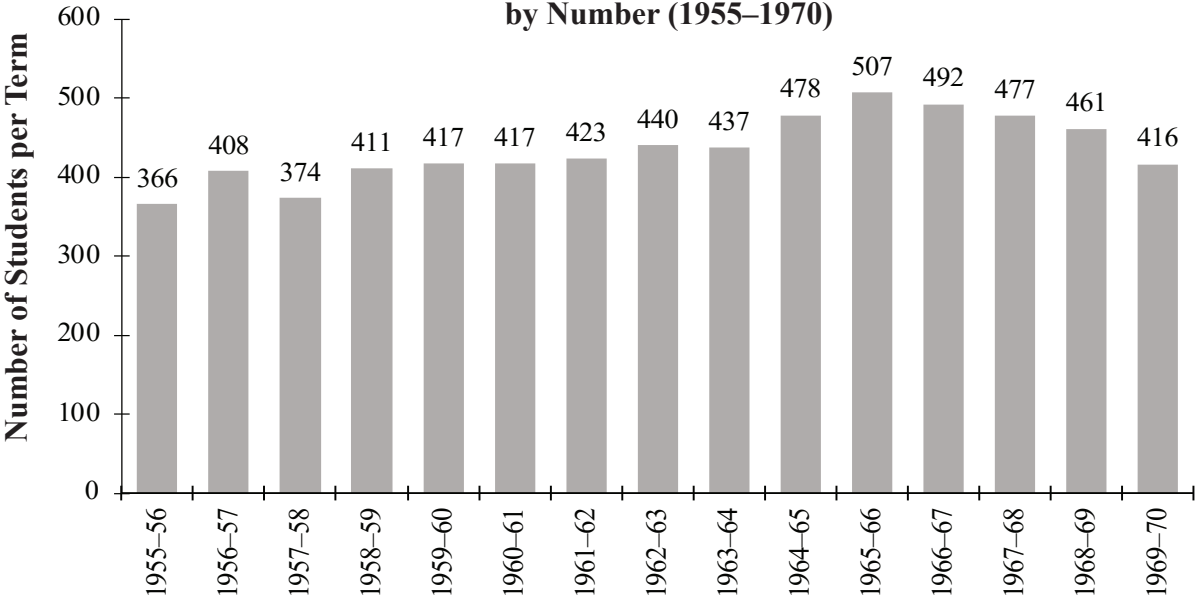


Figure 8.18 Bar graph of Watson feeder school—students’ number (1955–1970).*

*Source: Tables 9.2 and 9.3



**VIII. Graphical Analysis: Percentage and Number of Teachers and Students cont.**

The graphs in Figures 8.19 and 8.20 are breakouts from the trendlines (gold) shown in Figures 8.13 and 8.14 for Cedar Creek Elementary School. Figures 8.13 and 8.14 show only the trending of teachers and students over 15 years. The objective for Figures 8.18 and 8.19

is to show the actual number by number for each indicated school term. Cedar Creek Elementary was one of three feeder schools to Finklea Consolidated High School. See Tables 9.2 and 9.3 for the data used to create the charts in the figures on this page.

Teachers—Cedar Creek Elementary School’s Distribution of Teachers by Number (1955–1970)

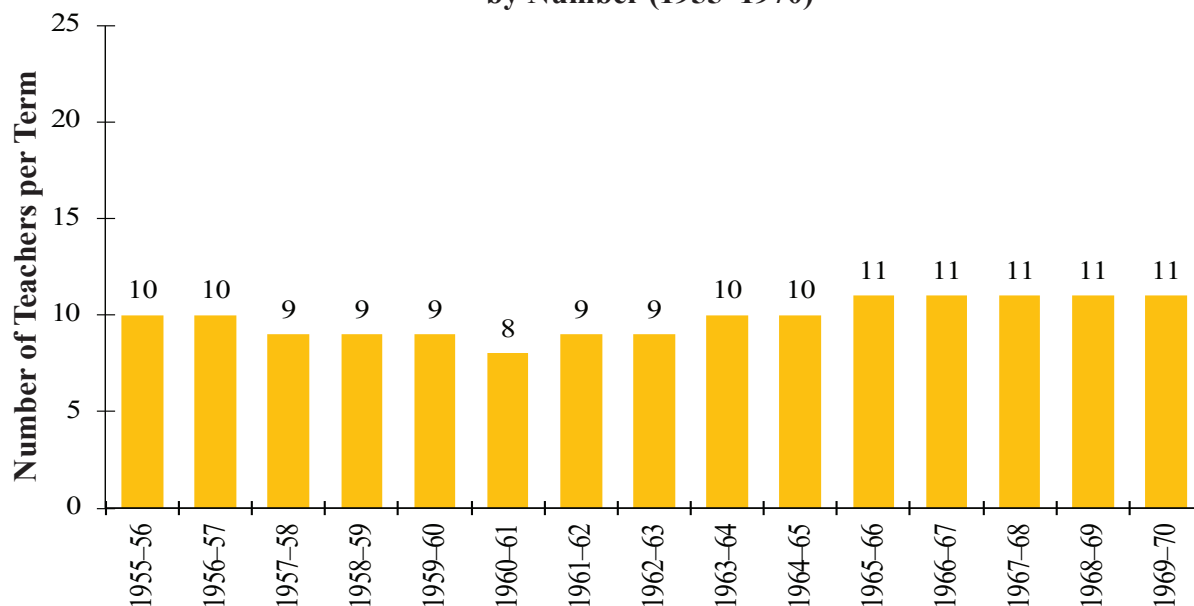


Figure 8.19 Bar graph of Cedar Creek feeder school—teachers’ number (1955–1970).*

Students—Cedar Creek Elementary School’s Distribution of Students by Number (1955–1970)

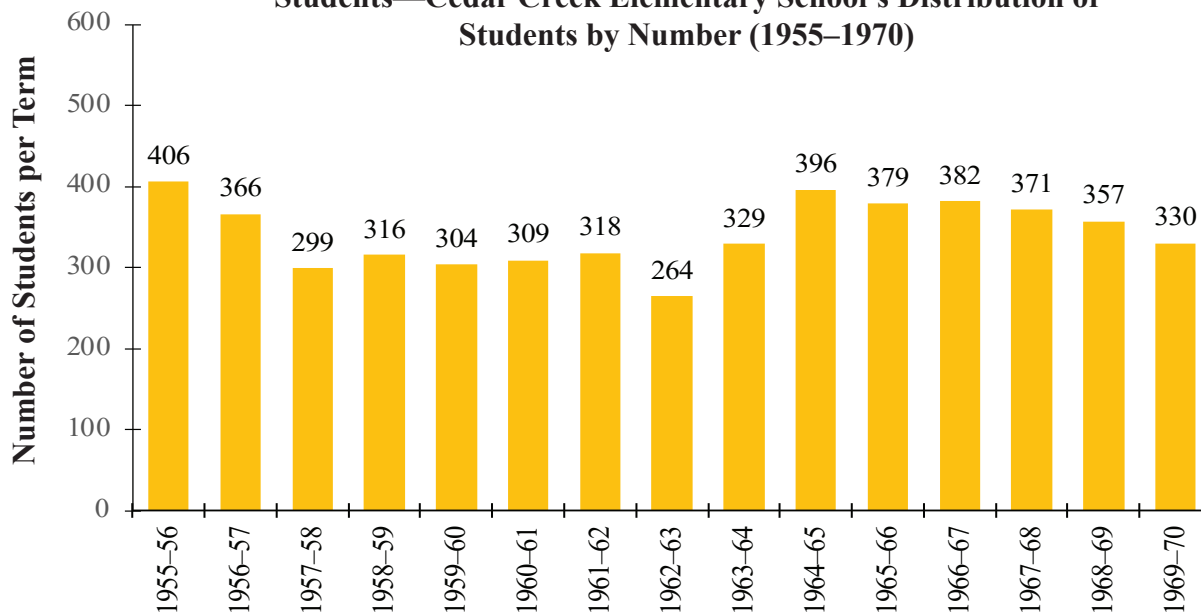


Figure 8.20 Bar graph Cedar Creek feeder school—students’ number (1955–1970).*

*Source: Tables 9.2 and 9.3





VIII. Graphical Analysis: Percentage and Number of Teachers and Students, cont.

The charts in Figures 8.20 and 8.21 show the percentage ratio of teachers to students at Finklea Consolidated High School and the following elementary feeder schools: Finklea, Watson, and Cedar Creek. The percentages are based on the total count for the high school and its

three feeder schools. For example, in Figure 8.20, in the 1957–1958 academic year, of the teachers across the high school and the three elementary schools, show that 28.9% of teachers were in the high school. See Tables 9.5 and 9.6 for more information for these schools.

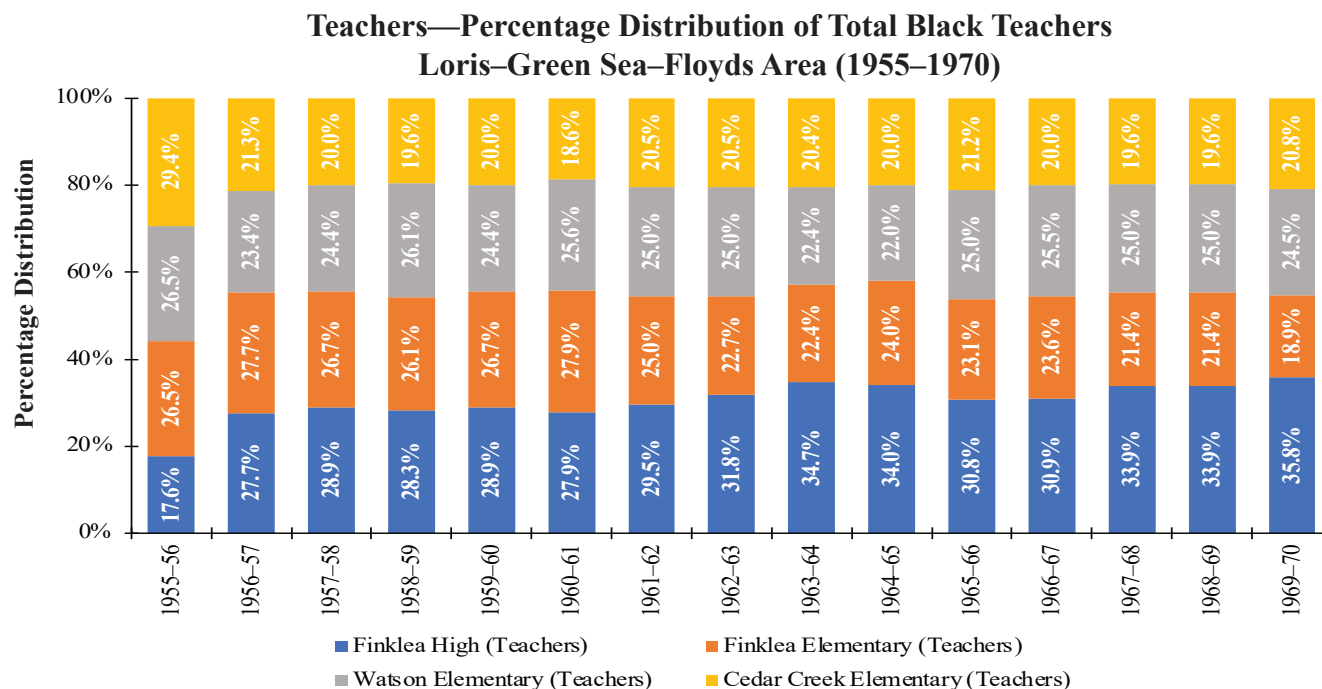


Figure 8.21 Percentage stacked chart of feeder schools and high school—teachers (1955_1970).*

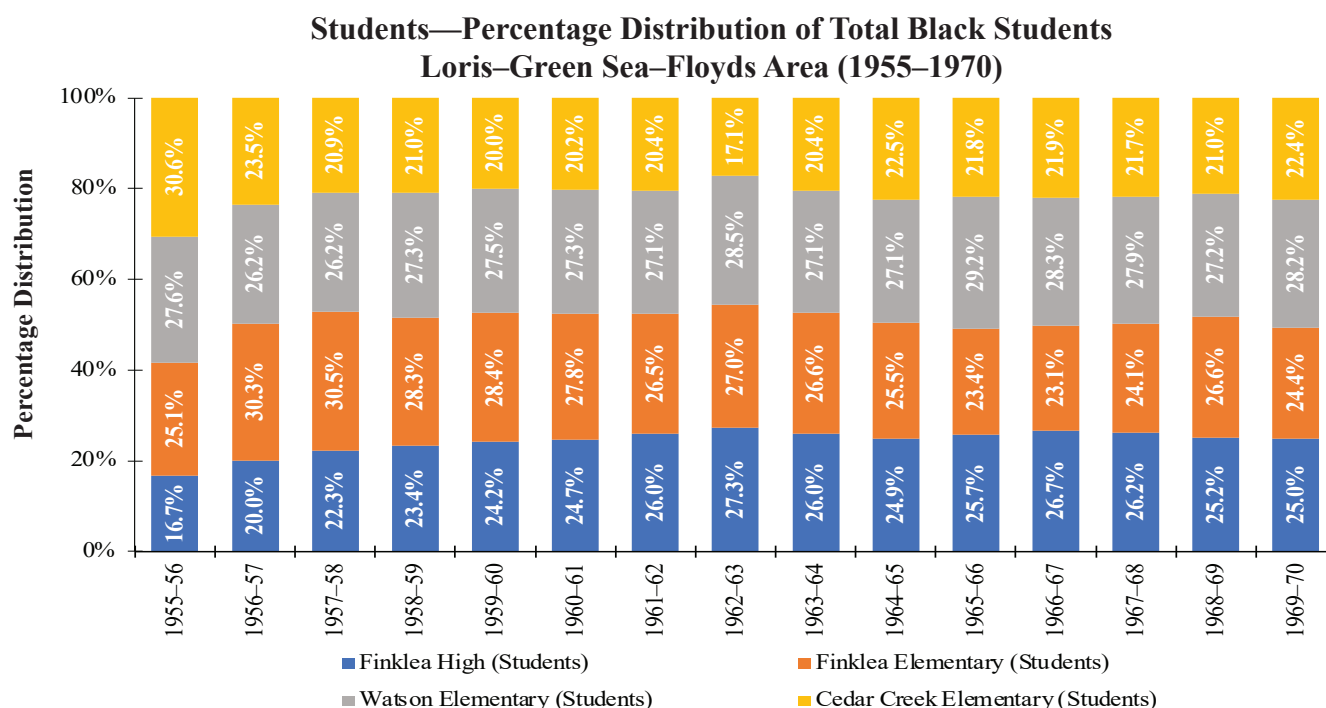


Figure 8.22 Percentage stacked chart of feeder schools and high school—teachers (1955_1970).*

*Source: Tables 9.5 and 9.6





IX. Tabular Analysis: Percentage and Number of Teachers and Students

Tables 9.1, 9.2, and 9.3 contain a summary of the number of teachers and students depicted in the graphs shown in Figures 8.4–8.12. Although the number data in Tables 9.5 and 9.6 are the same as shown in Tables 9.1, 9.2, and 9.3, the latter summarized the number to help the reader more easily interpret the graphs in Figures 8.7–8.12.

For example, the data in Table 9.1 were used to plot the Loris Training School graphs depicted in Figures 8.3–8.10. The data in Tables 9.2 and 9.3

show the continuation of data after Finklea High School replaced Loris Training School, which was disbanded in 1955. The graphs in Figure 8.2 show the number of teachers and students at Loris Training School from 1947 to 1955, and Tables 9.2 and 9.3 include data for Finklea Consolidated High School and its three feeder schools from 1955 to 1970. Finklea High closed in 1970 when all schools in South Carolina were integrated.

Table 9.1 Loris Training School—number for teachers and students.*





Legend Color Bars	Name of School	1947–48	1948–49	1949–50	1950–51	1951–52	1952–53	1953–54	1954–55
	Loris Training School (High)—Teachers	5	5	7	5	6	6	7	6
	Loris Training School (Elementary)—Teachers	6	7	5	7	7	9	9	9
	Loris Training School (High)—Students	110	116	137	149	181	200	201	192
	Loris Training School (Elementary)—Students	211	230	231	240	245	332	338	366

Table 9.2 Finklea High School—number for teachers.*









Legend Color Bars	Name of School	1955–56	1956–57	1957–58	1958–59	1959–60	1960–61	1961–62	1962–63	1963–64	1964–65	1965–66	1966–67	1967–68	1968–69	1969–70
	Finklea High	6	13	13	13	13	12	13	14	17	17	16	17	19	19	19
	Finklea Elementary	9	13	12	12	12	11	10	11	12	12	13	12	12	12	10
	Watson Elementary	9	11	11	12	11	11	11	11	11	11	13	14	14	14	13
	Cedar Creek Elementary	10	10	9	9	9	8	9	9	10	10	11	11	11	11	11

Table 9.3 Finklea High School—number for students.*

Legend Color Bars	Name of School	1955–56	1956–57	1957–58	1958–59	1959–60	1960–61	1961–62	1962–63	1963–64	1964–65	1965–66	1966–67	1967–68	1968–69	1969–70
	Finklea High	221	312	319	351	367	377	405	421	419	439	446	465	447	427	368
	Finklea Elementary	332	472	436	425	431	425	413	417	429	450	406	402	412	451	359
	Watson Elementary	366	408	374	411	417	417	423	440	437	478	507	492	477	461	416
	Cedar Creek Elementary	406	366	299	316	304	309	318	264	329	396	379	382	371	357	330

*Source: South Carolina Department of Education (SCDE)—School Directory





IX. Tabular Analysis: Percentage and Number of Teachers and Students, cont.

The schools listed in Table 9.4 were obtained from the South Carolina Department of Education for Horry County enrollment and staff for the 1951–1952 academic year. In addition to Loris Training School, which offered state high school diplomas, two other schools in the Loris–green Sea–Floyds attendance area taught high school grades. As shown in Table 9.4, these two schools (Moton Training and Cedar Creek Colored) were not certified to offer a high school diploma; therefore, if a student wanted to graduate from high school, they would need to transfer to Loris Training School or Whittemore High School. If a student could not continue

their studies at one of the two schools mentioned above, they would still have an eighth-grade education or higher and would be better equipped to earn a higher income, enter vocational training, or join the military than those with only a seventh-grade education.

During the Rosenwald-era schools, some schools were not high schools per se but taught high school classes, excluding grade twelve. Some of these schools were Richardson Training School (Conway, SC area), Myrtle Beach Colored School (Myrtle Beach, SC), and St. James Colored School (Burgess, SC area). *See Figures 8.1 and 8.2 for the graphs generated from Table 9.4.*

Table 9.4 Headcount of teachers and students—school year 1951–52.*

Name of School	School Staff by Gender						Staff Grand Total	Student Enrollment by Gender						Student Enrollment Grand Total
	Elementary			High				Elementary			High			
	Men	Women	Total	Men	Women	Total		Boys	Girls	Total	Boys	Girls	Total	
Derham Colored School	1	4	5	---	---	0	5	62	80	142	---	---	---	142
High Hill Colored School	1	2	3	---	---	0	3	34	47	81	---	---		81
Loris Training School	1	6	7	2	4	6	13	123	122	245	82	99	181	426
Mt. Olive Colored School		1	1	---	---	0	1	14	13	27	---	---	---	27
Moton Training School	---	4	4	1	---	1	5	70	59	129	13	10	23	152
Prince Chapel School	---	2	2	---	---	0	2	16	21	37	---	---	---	37
Daisy Training School**	---	1	1	---	---	0	1	10	15	25	---	---	---	25
Flag Patch Colored School	1	1	2	---	---	0	2	25	15	40	---	---	---	40
Mt. Calvary #1 School***	---	1	1	---	---	0	1	12	20	32	---	---	---	32
Cedar Creek Colored School	1	4	5	---	---	0	5	55	70	125	4	2	6	131
Cedar Branch Colored School***	1	1	2	---	---	0	2	28	30	58	---	---	---	58
Grand Total	6	27	33	3	4	7	47	449	492	941	99	111	210	1,151

Source: SCDE—School Directory

*All Horry County schools for Black students did NOT show in the enrollment for school year 1951–52. Therefore, data shown above do not include all schools for Black students in the county.

**We speculate that the name Daisy Training School in the Daisy community appeared to have had training added to the name arbitrarily by the county because the school was not in a government owned building, which meant that it could not be called the standard name of colored school, and to distinguish it from the Daisy School for White students located proximity to the school for Black children. The students at Daisy Training School were taught in the church. The students and parents referred to their school as Daisy Church School per oral history.

***This school was consolidated under an equalization school in a different attendance area in 1954–55 school year.





IX. Tabular Analysis: Percentage and Number of Teachers and Students, cont.

The schools listed in Table 9.5 were obtained from the South Carolina Department of Education for Horry County enrollment and staff data from 1947 to 1955 for Loris Training School (high and elementary).

The data in Table 9.6 contained headcount from 1955 to 1970 for Finklea Consolidated High School and the following feeder schools: Finklea Elementary, Watson Elementary, and Cedar Creek Elementary. The percentage computations combined the number of teachers and students for the high school and three elementary schools to compute the percentage of teachers and students associated with each school in the Loris–Green Sea–Floyds attendance area for Black children.

For example (see Table 9.5), in school year 1951–52, Loris Training School had a total of 245 students within their high and elementary schools which equates to 42.5% (High) 57.5% (Elementary). During the same school year there was 13 teachers which equated to 46.5% (High) and 53.8% (Elementary).

For example (see Table 9.6), in school year 1961–62, Finklea High and its feeder schools had a combined total of 1,528 students and 43 teachers and of these totals Finklea High shared 29.0% (students) and 26.5% (Teachers). *See Table 9.6 for the percentage share for the feeder schools and Figures 8.3–8.6.*

Table 9.5 Loris Training School: distribution of number of teachers and students from 1947 to 1955.

School Year	Name of School	Principal	Percentage of Teachers and Students		Number of Teachers and Students	
			Teacher	Student	Teacher	Student
1947–48	High School (Grades 8–12)	George G. Cooper	45.5%	34.3%	5	110
	Elementary (Grades 1–7)	George G. Cooper	54.5%	65.7%	6	211
1948–49	High School (Grades 8–12)	George G. Cooper	41.7%	33.5%	5	116
	Elementary (Grades 1–7)	" " "	58.3%	66.5%	7	230
1949–50	High School (Grades 8–12)	George G. Cooper	58.3%	37.2%	7	137
	Elementary (Grades 1–7)	" " "	41.7%	62.8%	5	231
1950–51	High School (Grades 8–12)	George G. Cooper	41.7%	38.3%	5	149
	Elementary (Grades 1–7)	" " "	58.3%	61.7%	7	240
1951–52	High School (Grades 8–12)	George G. Cooper	46.2%	42.5%	6	181
	Elementary (Grades 1–7)	" " "	53.8%	57.5%	7	245
1952–53	High School (Grades 8–12)	George G. Cooper	40.0%	37.6%	6	200
	Elementary (Grades 1–7)	" " "	60.0%	62.4%	9	332
1953–54	High School (Grades 8–12)	George G. Cooper	43.8%	37.3%	7	201
	Elementary (Grades 1–7)	" " "	56.3%	62.7%	9	338
1954–55	High School (Grades 8–12)	George G. Cooper	40.0%	34.4%	6	192
	Elementary (Grades 1–7)	" " "	60.0%	65.6%	9	366

Source: SCDE—School Directory



**IX. Tabular Analysis: Percentage and Number of Teachers and Students, cont.****Table 9.6** Equalization schools: Finklea High, Finklea Elementary, Watson Elementary, and Cedar Creek enrollment from 1955–56 to 1969–70, table continued on next page.

School Year	Name of School	Principal	Percentage of Total of School Year		Number of Teachers		Student Enrollment	
			Teachers	Students	Elementary	High	Elementary	High
1955–56	Finklea High	George G. Cooper	17.6%	16.7%		6		221
	Finklea Elementary	" " "	26.5%	25.1%	9		332	
	Watson Elementary	Allen B. Nichols	26.5%	27.6%	9		366	
	Cedar Creek Elementary	Louis H. Cooper	29.4%	30.6%	10		406	
1956–57	Finklea High	George G. Cooper	27.7%	20.0%		13		312
	Finklea Elementary	" " "	27.7%	30.3%	13		472	
	Watson Elementary	Allen B. Nichols	23.4%	26.2%	11		408	
	Cedar Creek Elementary	Louis H. Cooper	21.3%	23.5%	10		366	
1957–58	Finklea High	George G. Cooper	28.9%	22.3%		13		319
	Finklea Elementary	" " "	26.7%	30.5%	12		436	
	Watson Elementary	Allen B. Nichols	24.4%	26.2%	11		374	
	Cedar Creek Elementary	Louis H. Cooper	20.0%	20.9%	9		299	
1958–59	Finklea High	George G. Cooper	28.3%	23.4%		13		351
	Finklea Elementary	" " "	26.1%	28.3%	12		425	
	Watson Elementary	Allen B. Nichols	26.1%	27.3%	12		411	
	Cedar Creek Elementary	Louis H. Cooper	19.6%	21.0%	9		316	
1959–60	Finklea High	George G. Cooper	28.9%	24.2%		13		367
	Finklea Elementary	" " "	26.7%	28.4%	12		431	
	Watson Elementary	Allen B. Nichols	24.4%	27.5%	11		417	
	Cedar Creek Elementary	Louis H. Cooper	20.0%	20.0%	9		304	
1960–61	Finklea High	George G. Cooper	27.9%	24.7%		12		377
	Finklea Elementary	" " "	27.9%	27.8%	12		425	
	Watson Elementary	Allen B. Nichols	25.6%	27.3%	11		417	
	Cedar Creek Elementary	Louis H. Cooper	18.6%	20.2%	8		309	
1961–62	Finklea High	George G. Cooper	29.5%	26.0%		13		405
	Finklea Elementary	" " "	25.0%	26.5%	11		413	
	Watson Elementary	Allen B. Nichols	25.0%	27.1%	11		423	
	Cedar Creek Elementary	Louis H. Cooper	20.5%	20.4%	9		318	

Source: SCDE—School Directory





IX. Tabular Analysis: Percentage and Number of Teachers and Students, cont.

Table 9.6 Equalization Schools: Finklea High, Finklea Elementary, Watson Elementary, and Cedar Creek Elementary enrollment from 1955–56 to 1969–70, cont.

School Year	Name of School	Principal	Percentage of Total of School Year		Number of Teachers		Student Enrollment	
			Teachers	Students	Elementary	High	Elementary	High
1962–63	Finklea High	George G. Cooper	31.8%	27.3%		14		421
	Finklea Elementary	" " "	22.7%	27.0%	10		417	
	Watson Elementary	Allen B. Nichols	25.0%	28.5%	11		440	
	Cedar Creek Elementary	Louis H. Cooper	20.5%	17.1%	9		264	
1963–64	Finklea High	George G. Cooper	34.7%	26.0%		17		419
	Finklea Elementary	" " "	22.4%	26.6%	11		429	
	Watson Elementary	Allen B. Nichols	22.4%	27.1%	11		437	
	Cedar Creek Elementary	Louis H. Cooper	20.4%	20.4%	10		329	
1964–65	Finklea High	George G. Cooper	34.0%	24.9%		17		439
	Finklea Elementary	" " "	24.0%	25.5%	12		450	
	Watson Elementary	Allen B. Nichols	22.0%	27.1%	11		478	
	Cedar Creek	Louis H. Cooper	20.0%	22.5%	10		396	
1965–66	Finklea High	George G. Cooper	30.8%	25.7%		16		446
	Finklea Elementary	" " "	23.1%	23.4%	12		406	
	Watson Elementary	Allen B. Nichols	25.0%	29.2%	13		507	
	Cedar Creek Elementary	Louis H. Cooper	21.2%	21.8%	11		379	
1966–67	Finklea High	George G. Cooper	30.9%	26.7%		17		465
	Finklea Elementary	" " "	23.6%	23.1%	13		402	
	Watson Elementary	Allen B. Nichols	25.5%	28.3%	14		492	
	Cedar Creek Elementary	Louis H. Cooper	20.0%	21.9%	11		382	
1967–68	Finklea High	George G. Cooper	33.9%	26.2%		19		447
	Finklea Elementary	" " "	21.4%	24.1%	12		412	
	Watson Elementary	Allen B. Nichols	25.0%	27.9%	14		477	
	Cedar Creek Elementary	Louis H. Cooper	19.6%	21.7%	11		371	
1968–69	Finklea High	George G. Cooper	33.9%	25.2%		19		427
	Finklea Elementary	" " "	21.4%	26.6%	12		451	
	Watson Elementary	Allen B. Nichols	25.0%	27.2%	14		461	
	Cedar Creek Elementary	Louis H. Cooper	19.6%	21.0%	11		357	
1969–70	Finklea High	George G. Cooper	35.8%	25.0%		19		368
	Finklea Elementary	" " "	18.9%	24.4%	10		359	
	Watson Elementary	Allen B. Nichols	24.5%	28.2%	13		416	
	Cedar Creek Elementary	Louis H. Cooper	20.8%	22.4%	11		330	

Source: SCDE—School Directory





X. Photos of Feeder Schools to Loris Training School (ca. 1925–1955)

The photos in Figures 10.1–10.13 were taken in South Carolina between 1935 and 1950; therefore, additions and modifications made after the photos were taken will not appear in the pictures. Moreover, classes held in churches and buildings not constructed by the county or state were not included in the collection because those schools were not government property. The cinder block building at Loris Training School (Figure 2.2) was constructed by the community; therefore, the state did not photograph that building even though it

was on the Loris Training School campus because it was not own by the school district as the Rosenwald initiative school named Loris Colored School.

Mt. Oliver Colored School



Figure 10.1 Mt. Oliver Colored School—The school was located in the Green Sea area of Horry County South Carolina and was not a Rosenwald initiative school.

Cedar Creek Colored School



Construction:	1927–28
Rosenwald Appropriation:	\$700.00
White Contribution:	\$0.00
Negro Contribution::	\$1397.00
Public Contribution:	\$1,600.00
Total Cost:	\$2,697.00
Original Acreage:	4
Number of Teachers:	3
Location:	Nicholas, SC

Figure 10.3 Cedar Creek Colored School— A Rosenwald initiative school.

Loris Colored School



Construction:	1927–28
Rosenwald Appropriation:	\$1000.00
White Contribution:	\$200.00
Negro Contribution:	\$1,500.00
Public Contribution:	\$2,000.00
Total Cost:	\$4,700.00
Original Acreage:	4
Number of Teachers:	4
Location:	Loris, SC

Figure 10.2 Loris Colored School— A Rosenwald initiative school.

Flag Patch Colored School



Construction:	1929–30
Rosenwald Appropriation:	\$700.00
White Contribution:	\$0.00
Negro Contribution:	\$700.00
Public Contribution:	\$1,200.00
Total Cost:	\$2,600.00
Original Acreage:	4
Number of Teachers:	2
Location:	Loris (Flag Patch community), SC

Figure 10.4 Flag Patch Colored School— A Rosenwald initiative school.



X. Photos of Feeder Schools: Loris Training School (ca. 1925–1955), cont.

High Hill Colored School



Construction:	1927–28
Rosenwald Appropriation:	\$500.00
White Contribution:	\$0.00
Negro Contribution:	\$750.00
Public Contribution:	\$1,200.00
Total Cost:	\$2,450.00
Original Acreage:	4
Number of Teachers:	2
Location:	Green Sea, SC area

Figure 10.5 High Hill Colored School—A Rosenwald initiative school.

Oak Hill Colored School



Figure 10.7 Oak Hill Colored School. It was located in the Green Sea area—Not a Rosenwald initiative school.

Lewis Colored School



Figure 10.8 Lewis Colored School. It was located in the Green Sea area—Not a Rosenwald initiative school.

Moton Training School



Construction:	1929–30
Rosenwald Appropriation:	\$1,100.00
White Contribution:	\$0.00
Negro Contribution:	\$1,715.00
Public Contribution:	\$2,000.00
Total Cost:	\$4,815.00
Original Acreage:	4
Number of Teachers:	4
Location:	Green Sea, SC

Figure 10.6 Moton Training School—A Rosenwald initiative school. *Initially named Finklea Colored School.*

Freemont Colored School



Construction:	1929–30
Rosenwald Appropriation:	\$500.00
White Contribution:	\$0.00
Negro Contribution:	\$750.00
Public Contribution:	\$1,200.00
Total Cost:	\$2,450.00
Original Acreage:	4
Number of Teachers:	2
Location:	Longs (Freemont community), SC

Figure 10.9 Freemont Colored School—A Rosenwald initiative school. This was a feeder school to Loris Training School until 1954–55 school year when the school closed and its students were transferred to Longs Elementary School, which was an equalization school. Students going to eighth grade were transferred to the newly established equalization school—Chestnut Consolidated High School.

Source: SCDH





X. Photos of Feeder Schools: Loris Training School (ca. 1925–1955), cont.

Cedar Branch Colored School



Construction:	1930–31
Rosenwald Appropriation:	\$400.00
White Contribution:	\$0.00
Negro Contribution:	\$627.00
Public Contribution:	\$1,433.00
Total Cost:	\$2,460.00
Original Acreage:	2
Number of Teachers:	2
Location:	Cedar Branch, SC

Figure 10.10 Cedar Branch Colored School—A Rosenwald initiative school. This was a feeder school to Loris Training School until 1954–55 school year when the school closed and its students were transferred to Longs Elementary School, which was an equalization school. Students going to eighth grade were transferred to the newly established equalization school—Chestnut Consolidated High School.

Todd Swamp Colored School*



Figure 10.11 Todd Swamp Colored School—Not a Rosenwald initiative school. The school was a feeder school to Loris Training School until 1954–55 school year when the school closed and its students were transferred to Poplar Elementary School, which was converted to an equalization school. Students going to eighth grade were transferred to the newly established equalization school—Chestnut Consolidated High School.

St. John Colored School



Figure 10.12 St. John Colored School—Not a Rosenwald initiative school. The school was a feeder school to Loris Training School until 1954–55 school year when the school closed and its students were transferred to the newly established equalization school—Longs Elementary School. Students going to eighth grade were transferred to the newly established equalization school—Chestnut Consolidated High School.

Mount Calvary #1 School



Figure 10.13 shows Mt. Calvary #1 School. The building differed from the other schools because the state or county did not construct it; therefore, no insurance photo was available. The building in the photo is a mock-up of what the school would have looked like when students were being taught. Parents purchased the school so that their children would not have to walk four miles on Highway 905 to attend Todd Swamp Colored School (see Figure 14). Mt. Calvary #1 School was a feeder school to Loris Training School until the 1954–1955 academic year when the school closed, and its students were transferred to Poplar Elementary School, which was converted to an equalization school. Students entering eighth grade were transferred to another newly established equalization school—Chestnut Consolidated High School.

Source: SCDH





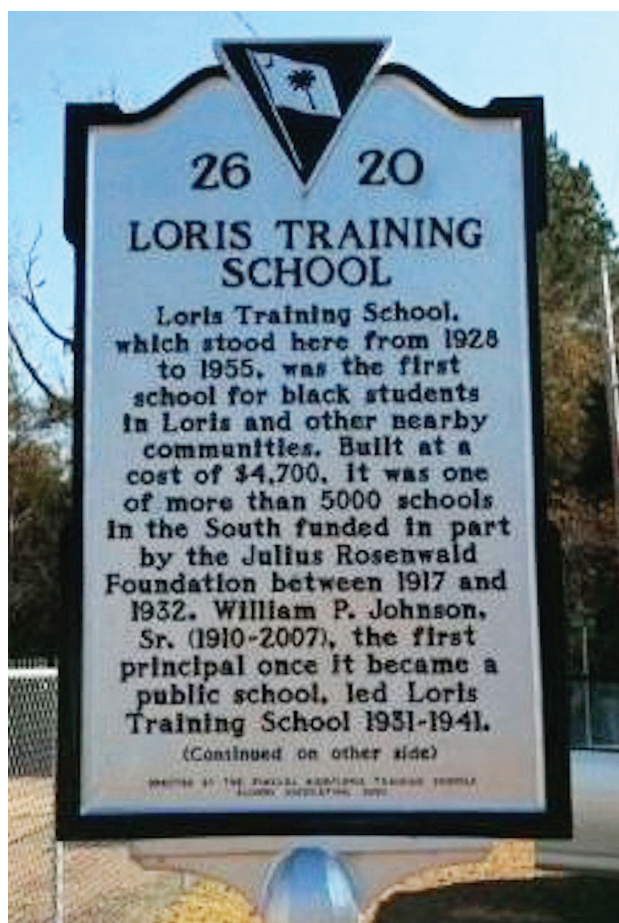
XI. Loris Training Schools Historical Marker

Loris Training School was the first school for Black students in the Loris area. The school, originally known as Loris Colored School, was founded and constructed in 1929 with partial funding from the Rosenwald Foundation.

Through the efforts of Mr. William P. Johnson Sr.

and Mr. George G. Cooper, Loris received high school status in the mid-1940s. The Finklea High School that replaced Loris Training School is eligible for a historical marker based on its status as an equalization school.

Front side of marker



Backside of marker

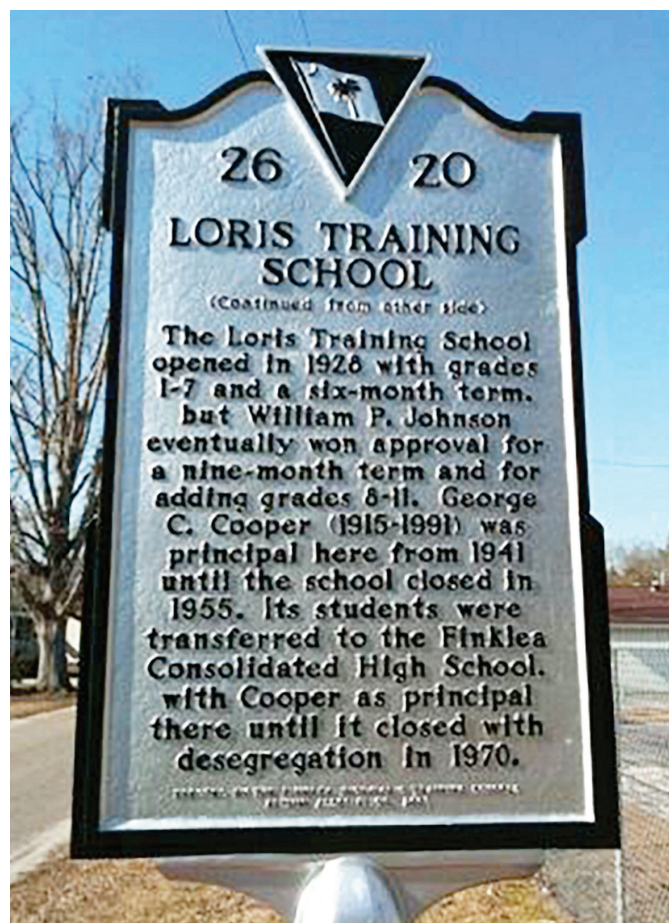


Figure 11.1 Finklea High/Loris Training Schools historical marker

Source: WCS, LLC*

*Photo was taken by WCS, LLC on site where it is erected in Loris, South Carolina.

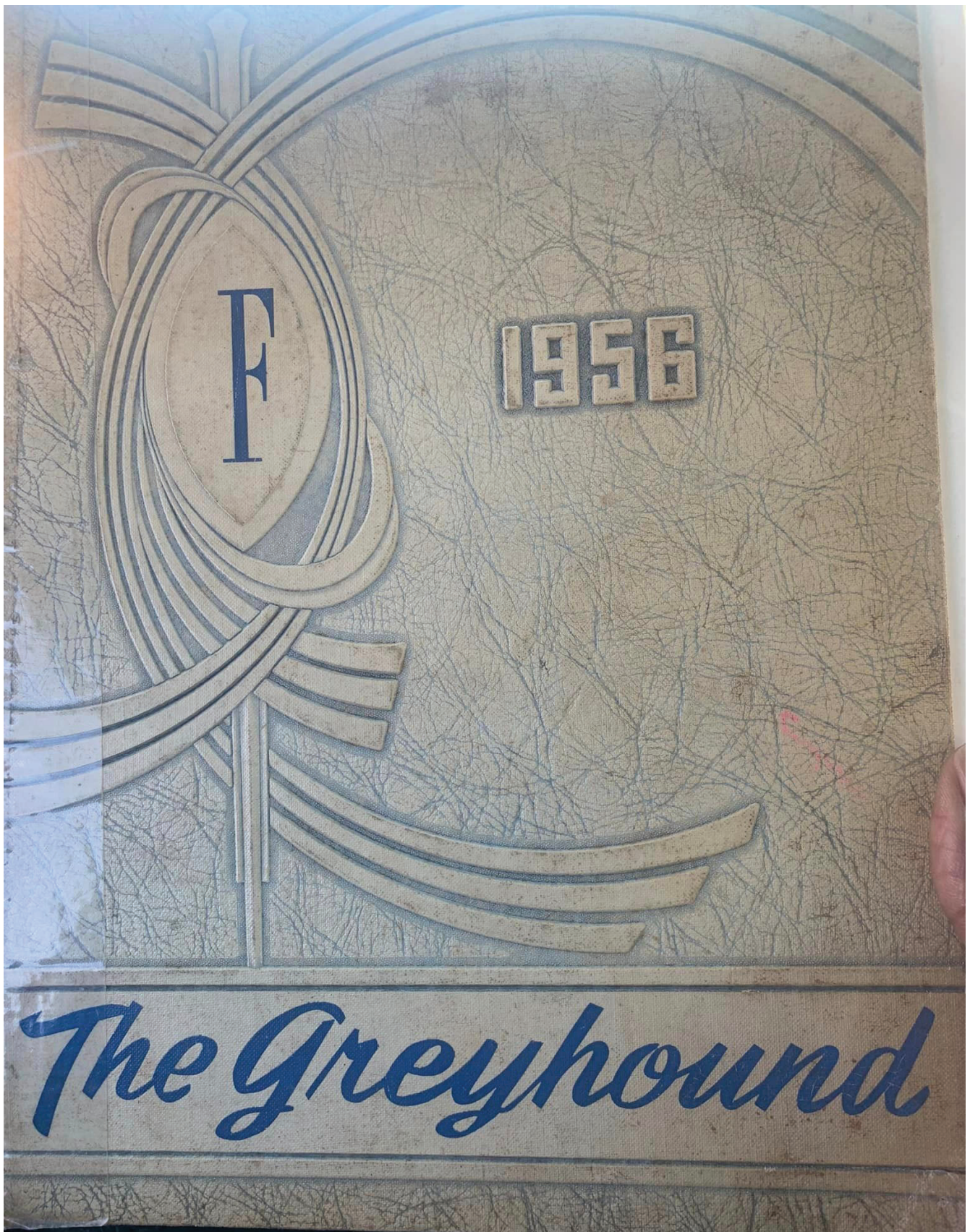




References

- Bartel, Virginia, The History of South Carolina Schools, January 22, 1984.
https://www.carolana.com/SC/Education/History_of_South_Carolina_Schools_Virginia_B_Bartels.pdf
- Debrasko, Rebekah, Equalization Schools in South Carolina 1951–1959 (February 2008)
<http://nationalregister.sc.gov/SurveyReports/EqualizationSchoolsHistoricContext.pdf>
- Digital Collections University of South Carolina
<https://digital.library.sc.edu/>
- Equalization Schools: South Carolina’s History of Unequal Education
<https://ldhi.library.cofc.edu/exhibits/show/equalization-schools/a-demand-for-equality>
- Lander, Ernest McPherson, Jr. A History of South Carolina, 1865–1960. The University of North Carolina Press. 1960
- South Carolina Department of Archives and History, School Photos in 1950
<http://www.nationalregister.sc.gov/schools/S112113000002659000/>
- South Carolina Equalization Schools, 1951–1960
<http://www.scequalizationschools.org>
- School Directory of South Carolina, South Carolina State Library
<https://dc.statelibrary.sc.gov/handle/10827/20>
- South Carolina Public Schools, Historical Photos
<http://www.sciway.net/hist/historic-sc-schools-pictures.html>
- Wilson, David C. Poplar Training School (1940–1954) A High School for Black students, Wampee, South Carolina (2017).
https://www.wilsonconsultingservices.net/wcs_poplar_sch_17.pdf
- Wilson, David C. Public Schools for African-Americans in Horry County South Carolina (1930–1970)
https://wilsonconsultingservices.net/wcs_brown_v_board_54.pdf
- Wilson, David C. The Road to Equality in Educating African American Students: Horry County Public Schools (1930–1970)
https://wilsonconsultingservices.net/wcs_schcshistory_19.pdf





Finklea Consolidated High School—1956 Yearbook Cover
Photo is the courtesy of Finklea High/Loris Training School Alumni Association.

