“The Role of University Students in Conducting Research on Schools: A Historic Consideration with Everyday Implications”

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Tartu, Estonia
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• Areas of Research and Teaching
  – History of Higher Education
  – Comparative Higher Education
  – Higher Education in Popular Culture
Using Public History in Teaching the History of Higher Education

Using public history – which makes history accessible to the public via museums, exhibits, historic sites, tours, etc. – as a teaching method engages the student in a way that makes history tangible and real.
My Examples of Engaging Students with Public History

• Richard T. Greener Statue at USC

• History of Women’s Colleges in Columbia, South Carolina

• History of University High at USC
Richard T. Greener Statue

• First black graduate of Harvard
• First black professor at University of South Carolina, 1873-77
• Dean, Howard Law School; First black diplomat for U.S. (Vladivostok, Russia)
• Student-initiated project in 2010 – “Why is there nothing commemorating him?” – that culminated in a statue in 2018
Richard T. Greener
Symposium
& Memorial Ideas Competition

The Richard T. Greener Memorial Planning Committee and Ideas Competition

The Memorial Committee, a planning group open to all, is an ad hoc volunteer coalition of individuals (students, staff, faculty, alumni, other members of the USC community) whose objective is to establish a lasting public memorial to Richard T. Greener (1844-1922) in honor of his service (librarianship and teaching) to the University of South Carolina; his influence on life at USC during Reconstruction; and his pioneering status as the first African-American faculty member at the University (1873-77). Such a memorial will draw appropriate public attention not only to an important individual, but also to an oft-overlooked era in the history of the institution.

The Symposium on February 8 will address Greener's life and contributions in the context of the Reconstruction era. In addition, a memorial ideas competition will open January 30, 2012, to all students, faculty, staff, and alumni of the University of South Carolina. Entries will suggest a concept for a permanent memorial to late-nineteenth-century faculty member and prominent African-American Richard T. Greener. Competitors should consider the aspects of Greener's biography or USC history their memorial will highlight, the form their proposed memorial will take, and its location. The winning entries will be chosen by a jury of members of the USC community, used to inspire a lasting memorial to Richard T. Greener, and earn a cash prize. The deadline for entries is March 2, 2012.
Drs. Christian Anderson and Katherine Chaddock presented a paper about Richard T. Greener at the Southern History of Education Society conference at Mercer University today. Many fellow educational historians had never heard of this amazing story -- with Christian K. Anderson and Katherine Chaddock.
Richard T. Greener Sculpture Project

Action Requested: Approval is requested to establish and fully fund this project with a budget of $225,000 to be funded with Gifts.
Richard T. Greener
Memorial Announcement and Reception

Join us to celebrate Carolina’s first African-American professor.

Refreshments provided.

January 30
4 p.m. Hollings Special Collections Library

University of South Carolina
Faculty Book Presentation and Discussion

Uncompromising Activist: Richard Greener, First Black Graduate of Harvard College
by Katherine Reynolds Chaddock, Distinguished Professor Emerita

Tuesday November 7, 3:00p.m.
Wardlaw College 310
Open to the Public

Please join us to celebrate the publication of Katherine Chaddock's new book. Chaddock will discuss Greener’s life and the writing of the book. Copies of the book will be available to buy (royalties will be donated to the Greener Memorial Fund).

This event is hosted by the Department of Educational Leadership and Policies

UNIVERSITY OF SOUTH CAROLINA

College of Education
Women’s Colleges in Columbia

• Hampton-Preston Mansion bicentennial in 2018

• Two women’s colleges operated in the Mansion from 1890 to 1930
  – Presbyterian College for Women, 1890 – 1915
  – Merged with Chicora College, 1915 - 1930

• Students in Fall 2017 created visuals for use by Historic Columbia (local history association)
Thematic Groups about Women’s Colleges

- Evolution of the Women’s Colleges
- Academics
- Student Life
- Daily Life
- Athletics
- Women’s Empowerment
The Presbyterian College for Women was founded by Rev. William Atkinson in 1890, and opened its doors on October 1 of that same year. The College was housed in the historic Hampton-Preston mansion at 1615 Blanding Street in Columbia, and the grandeur and elegance of the antebellum-era estate gave the College notoriety as one of the most unparalleled women's boarding colleges in the South.
Use by Historic Columbia

Hampton-Preston Turns 200

With new exhibits and beautifully restored gardens, this historic landmark is one that everyone can enjoy. The Hampton-Preston Mansion is now open—join us for a tour!

Mark your calendars!

- Saturday, May 19th
  - Preservation Workshop: Restoring Historic Homes

- Thursday, June 14th
  - Moonlight Cemetery & Secrets from the Grave Tours

- Monday, June 25th
  - Summer Camp
History of University High

• High school operated on campus by the College of Education, 1932 – 1966

• Students
  – conducted archival research,
  – interviewed alumni,
  – and did public event about UHS’s history for 50th anniversary of its closing
A Laboratory School at the University of South Carolina: 1932-1966
Students gained practical experience using oral history as a methodology and form friendships with UHS graduates.
Ken Baldwin grew up in Columbia, South Carolina and attended University High 1938-1943, before serving in the Army Air Corps at the end of WWII.

Singing, writing were among Ken’s interests in high school.
Hannah Timmons was the librarian at University High from 1951-1966. In this clip she talks about her grandparents elopement and their accidental roots in South Carolina.

Hannah Timmons: My mother grew up in Murrells Inlet (South Carolina). Her daddy was from Rye, New York and her mother was from Northhamptonshire, England. But they got married; she was the maid in his family’s home and they decided to run away from family. They had two oxen and a covered wagon. The second ox died in Conway and they didn’t have any more transportation, so they stayed in South Carolina because that ox died and they couldn’t get any farther. (Laughter) But her family was not southerners. Her daddy was from Rye and her mother from England.

LH: Wow, that’s such a wild story.

HT: Well basically, my grandmother kept a diary and put, “We are stuck in Conway because the second ox died.”
Cy Szakacsi, 94 years old and a long-time athletics teacher at University High School, talks about how he came to coach basketball at University High.

“JS: So, Ernie Longhorn, a good buddy of mine, he was the coach at University High and Columbia High. And Ernie didn’t know anything about basketball. He said, “Cy, how about you coach some basketball at University High? I will give you half my supplement which comes out to $200.” (Laughter)
The display in the background was one of several mounted for the presentation event at the end of the semester. This one’s focus is the closing of the school.
History of University High

University High operated in Wardlaw College from 1932 until it closed in 1966. This presentation will provide a history of this university laboratory school. Presented by students in EDHE 730, "History of American Higher Education."

THURSDAY DEC 1
10 - 11 a.m.
Museum of Education
Wardlaw College

The University of South Carolina is an equal opportunity institution.
Historical Context

Origins of Laboratory schools

Student Life

Teachers

Closing of the School
Closing of University High School

In 1969, University High School was closed by the authorities. This led to the investigation of the response of students to the closure. The goal of the investigation was to explore the reaction of former students to the closure. This led to the investigation of the impact of the closure of the school on the students. The investigation showed that the closure of the school had a significant impact on the students, both positively and negatively. The students who had attended the school were upset by the closure and felt that they had lost something valuable. The investigation also showed that the closure of the school had a significant impact on the community, as the school was a central part of the community. The investigation concluded that the closure of the school had a significant impact on the students and the community.
Teachers at University High School

I never worked at a school again after the capitel, but if I had a high school, I think the best thing about it was the teachers. The teachers were great.

Gerald C. Smith 53

UHS
Voices from the Past: University High School Alumni and the Use of Oral History

Christian K. Anderson
Andrea R. L’Hommedieu

Higher Education Research Methodology, Case Studies and Institutional Histories

Chair: Angela Brandel, University of Dubuque
- "All Hail, to each of them": Nebraska State Normal School Faculty Pointed the Way to a Higher Standard and a Better Life
  Mark Hopkins, Buena Vista University
- A Humble Man in a Measured Time: The Story of Herbert Toops and The Ohio State University during the Rise of Testing, 1920s-1940s
  Julia Novakowski, Ohio State University
- Brown and Ousted: William Patrick Murphy and the University of Mississippi Law School, 1953-1962
  Jennifer Anderson, University of Southern Mississippi
- The Use of Oral History as a Teaching Tool
  Christian Anderson and Andrea L’Hommedieu, University of South Carolina

Discussant: Angela Brandel, University of Dubuque

Students gain practical experience using oral history as a methodology and form friendships with UHS graduates
University High School operated at the University of South Carolina from 1932-1966. A laboratory school located in the Wardlaw building, part of the College of Education at the University of South Carolina (USC), it served as an on-campus high school that allowed future teachers to gain experience in the classroom. Student teaching was a constant presence in University High classrooms, in addition to permanent staff including coaches, teachers and, most notably, principal Clinton B. Harvey.

This online exhibit presents more than thirty oral history interviews conducted by graduate students in the College of Education, exploring the academic and social landscape of a southern laboratory school in mid-20th century America.

This online oral history exhibit was made possible through the collaborative efforts of University High School graduates, students and faculty in the College of Education, and University Libraries' oral historian.

Historical items collected by Katherine Janetos Trimnal
2017 Elizabeth B. Mason Project Award
for outstanding use of oral history is presented to
University High School Oral History Project
University of South Carolina
Christian K. Anderson and Andrea L'Hommedieu
Voices of University High
50 Years Later
Conclusion

• Engaging in the practice of public history makes the past more real, more tangible to students

• This practice allows them to see a research project through, start to finish (even if it is on a small scale)