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Horizons2010

..... A progress edition of The Clinton Chronicle



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Terri O'Shields is Teacher of Year

By Bristow Marchant
Horizons 2010

Even though she works at Bell Street Middle School and even teaches classes, Terri O'Shields technically isn't a teacher. But she still has a big impact on her students' lives.

It is because of the impact that O'Shields is The Chronicle's Teacher of the Year for 2010.

O'Shields is a career development facilitator at Bell Street, meaning it's her job to help students make the transition from what they learn in the classroom to how it can be applied in the real world.

"I teach two classes a day for sixth, seventh and eighth graders on how to identify their career goals," she said. "These jobs were established to help in the transition between levels, especially from middle school to high school and beyond."

Positions like hers were created in high schools and middle schools across the state by the Education and Economic Development Act, a state law passed in 2005 to establish a firm link between education and career options.

"I work with them on assessments, and talk about types of jobs," she said in the trailer that acts as both an office and a command center for her extracurricular activities. On one wall hangs a poster of a boy in a pirate costume with the slogan "It's time to adjust your dreams."

Part of her job is to open as many doors for her students as she can.

"I organize career day to expose them to as many op-

portunities as possible," O'Shields said. "Increasing their awareness is a big thing. A lot of these kids don't know about any other jobs than the ones their parents have. I try to expose them to a variety of jobs. So I bring in guest speakers and other programs."

But O'Shields' biggest accomplishment is probably as head coach of the Bell Street Science Olympiad team, a competitive program that allows students to apply the principles of science. She was originally drawn into the program because of her own family connections.

"I've been involved since my children were involved," she said. "And (my husband) David has been involved since it's been here."

David O'Shields is now the interim superintendent of School District 56.

The Bell Street Science Olympiad team has established itself by winning the last seven state Olympiads in a row, although O'Shields doesn't take any credit for that.

"I've been involved for at least five years, but on the fringe," she said. "I would bring snacks to the events. The community has provided us with a lot of their expertise, which is the really amazing thing. We've been very fortunate."

Bell Street competed in the state Science Olympiad at Newberry College Feb. 13, going for their eighth state championship.

A record 34 Wildcats competed in 19 different competitions, from anatomy to building battery-powered



Terri O'Shields directs traffic during a study session for Bell Street Science Olympiad. O'Shields is the head coach of the middle school's Olympiad team, which competed for an eighth consecutive state title this month. Technically, O'Shields is a career development specialist, not a teacher. But that didn't stop her from winning The Clinton Chronicle's 2010 Teacher of the Year honor.

— Photos by Bristow Marchant

Aside from the winning streak, O'Shields believes Science Olympiad is what the students learn while taking part.

"It's a chance to teach something that's detail-oriented, that has tremendous life skills, teamwork and cross-training," she said. "I've seen the light bulbs go off in their heads when they realize 'oh, this is why I need to learn algebra, or this is why I need to learn physics.'"

Olympiad students put a lot of hard work into the program, coming together almost every Saturday during the school year to work on their respective areas of competition. With 40 spots to fill between all the Olympiad subjects, each student has to be knowledgeable about two, three or even four different competitions.

Those taking part in the Olympiad say it's helped them learn more about science.

"I really have," said Regan Freeman, a Bell Street student training for the ornithology contest. "You can start with common bird knowledge and then really learn a lot."

"It takes an enormous amount of dedication," said Kathy Foster, mother of a former Olympiad participant. "It's an undertaking to coordinate all the coaches' and students' schedules for the state and national competitions. That shows her personal dedication to Science Olympiad and seeing them succeed."

O'Shields, Page 8

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to the study of birds.

"For the first time this year, we have an A team and a B team," O'Shields said. "The rules say we're limited to a roster of 15 kids, with

five available alternates.

That's the A team, and then we have 14 other kids on the B team. Those are the rules. If I could take more kids with me, I would."

LCWSC

The goal of the **Laurens County Water and Sewer Commission (LCWSC)** is to provide safe drinking water to all homes and businesses in Laurens County at equitable rates. Additionally, the LCWSC has expanded its wastewater treatment and collection services beyond the Clinton/Joanna area to the rapidly growing areas around the Laurens County Hospital and the Northern part of Laurens County. These services allow LCWSC to protect the public health while providing the necessary infrastructure to support positive growth in Laurens County. In collaboration with the Laurens County Council and Laurens County Chamber of Commerce, the LCWSC will continue these efforts to encourage economic development.

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By Nick McCormac
Horizons 2010

It's safe to assume Ann Hall knows exactly how The Godfather's Michael Corleone feels, at least insofar as just when they think they're out, they keep getting pulled back in.

Of course, education is a far cry from the mob, but with a life in multiple educational positions spanning more than two decades, and with connections to schools through Kiwanis, where she can continue to help children even into her retirement, Hall has always been drawn to the opportunity to help educate and encourage children.

A Clintonian since 1975, the former principal of Bailey Elementary and Clinton Elementary followed in her family's educational footsteps in more ways than one. Hall's father, a principal, and her mother, a librarian, reared her and her brothers in an education-centric environment in Piedmont.

During her time in grade school, Hall was greatly influenced by her teachers. She said a majority of them served as good role models and helped show her the model for what a good educator could be.

After graduating from high school she spent her first two years of higher learning at Mars Hill College near Asheville, N.C., the same school her father attended when he was an undergrad.

She began majoring in English at Mars Hill but moved on to Furman where she received her B.A. in English. Her mother was right along with her.

"My mom had decided to go back and finish up her last two years of classes, so we actually both ended up graduating on the same day," said Hall.



Ann Hall shows off one of the many mementos she has from her time as a teacher and administrator in Laurens County School District 56. Hall spent 24 years at different schools in and out of the district before retiring in 2002. Since then, she's continued to play a role in helping children in the district. - Photos by Nick McCormac

Hall got her first job in education as an English teacher at Palmetto High School in Williamston in 1961. After three years teaching there, Hall had her first child and decided it would be best for her to become a stay-at-home mom.

But during the 10 years she spent focusing on her son, she couldn't scratch the teaching itch and started taking master's classes at Furman to get a master's degree.

She earned two master's degrees from Furman — one for reading and one for elementary administration — and decided it was time to dive back into the teaching world.

After taking a part-time job at Thornwell she was took a job as a teacher at Joanna-Woodson Elementary. She spent three years there before moving to Bailey Elementary, where she spent the next nine years teaching.

While at Bailey, the administrative bug bit her and she took a job working with School District 56 as a curriculum coordinator in 1990.



Hall writes the name of a Clinton Elementary School student in a book the student picked out during a K5 book drive at the school. Each book the students pick out has a nameplate in it where Hall and other Kiwanis volunteers write the student's name. That shows the student that the book is theirs to keep and gets them excited about reading it, said Hall.

Still at it! Retirement not in Hall's vocabulary

"I thought I had done enough teaching for a while and I wanted to take on a job where I would have the opportunity to help shape a better educational experience for kids in the district," Hall said.

Two years later, with a better understanding of what makes a good school administrator on her mind, Hall returned to Bailey to become principal.

Hall said she modeled her approach to being a principal after the teachers she encountered growing up: straightforward and sometimes tough, but with the best interest of kids at heart.

"If I was ever a little too tough on a kid it's because I wanted to set them straight. The wellbeing of these kids always came first and I had to make sure they knew that," said Hall.

She worked as Bailey's principal from 1992 to 2000, and in 2000 transferred to Clinton Elementary School to work as the principal there. After two years at CES, Hall decided 24 years was enough, and she retired in 2002.

But just because she's not employed by the district anymore doesn't mean she's not still working to make the lives of children in Clinton better. During her time as a principal, Hall was introduced to Kiwanis, the international service club, which spotlights helping children.

Always one to help district schools however she could, Hall jumped at the chance to become a member of the club. She currently serves on the board of the local Kiwanis chapter.

One of the projects Hall is most proud of is K5, a collaboration between teachers and parents to get more

books into district schools, and specifically into the hands of students.

"There are a lot of kids who don't have access to books outside of school, so we want to give them books of their own and hopefully give them a sense of empowerment," she said.

Kiwanis sponsors three K5 book drive events a year. At the events, elementary school students given a book to take home and keep. A bookplate is placed in each book to let the kids know the book is theirs.

"When we give these kids a book of their own and they see their names in it, and we tell them that this is their book, their eyes just light up and they're so excited," said Hall. "That's exactly the feeling we want to get from these kids."

Hall seems to be continuing the trend her parents started, her son Robert now works as a teacher in Spartanburg, and she has two daughters-in-law who are also teachers. The same goes for her brothers, Steve and Al.

When not working with Kiwanis, Hall enjoys working with the community outreach program at First Presbyterian, and she likes to get in some trips abroad during her downtime.

Hall likens her time as a principal to that of a ship captain, keeping the craft steady and juggling the concerns of many even in the toughest of seas. But it was an experience she found very rewarding and she continues to play a part in the betterment of school children across the district.



A student at Clinton Elementary School tries to decide which book she wants to keep while Ann Hall helps her decide. The local Kiwanis chapter hosts three of the book drives a year in an effort to get more elementary school students interested in reading. Hall first got involved with Kiwanis during her time working for Laurens County School District 56.



Hall lays out books for students to take home at a K5 book drive at Clinton Elementary School. The book drive is an event sponsored by the local Kiwanis chapter aimed at getting more books into the hands of elementary school students across the district. Hall said it's rewarding to see how excited kids get when they learn the books are theirs to keep.

Marshall's education comes full circle

By Nick McCormac
Horizons 2010

Student. Teacher. Adviser. Assistant principal. Principal. You name it, Eddie Marshall has done it, giving him the opportunity to see all sides of the Laurens County education system.

It's been a long journey for Marshall, now principal at Joanna-Woodson Elementary School, and not necessarily one he originally expected to take.

Born and reared in Joanna, Marshall is the son of George and Mary Marshall. He began his education as a student at the school he now oversees. After graduating from Clinton High School in 1990 he moved on to Newberry College where he earned a bachelor's degree in business administration.

Following graduation, Marshall held a few odd jobs — including working in his father-in-law's jewelry store and as an insurance salesman — before discovering his first opportunity in the field of education.

"Back then, the need for business education was crucial," he said. "I felt a need to do my part to inform others."

The three years he spent teaching business education courses at Newberry High School helped to pique his interest in the education system.

"I saw how I could affect these kids and it gave me the desire to want to do it more," Marshall said.

He began taking classes at Converse College and earned his masters in elementary education. In 2000 he returned to Joanna-Woodson as an



Eddie Marshall watches over one of the classrooms at Joanna-Woodson Elementary School during a scheduled visit. Marshall said he tries to put spend as much time in classrooms and around students so they won't have a negative opinion of their principal. At right, he greets a student arriving at school. Marshall makes a point to be at the school's entrance every morning to say hello to students and teachers as they arrive.

- Photos by Nick McCormac



English and social studies teacher.

In 2002 he moved on to become curriculum specialist

for the school. During the four years he spent in the position, he again grew interested in administration,

though this time in the education field.

He returned to Converse College in 2006 where he

earned yet another certification, this time as an education specialist and administration supervisor.

Shortly after earning his certification, Marshall learned the curriculum specialist position had been cut from Joanna-Woodson's staff. But with the assistant principal position at Clinton Elementary School vacant, Marshall was able to put his administrative skills to use.

And after three years at CES, Marshall was offered the opportunity to return to Joanna-Woodson this year as principal.

"Me being here right now is a dream," he said. "It's so crazy to imagine that I once walked these halls as a student and how I'm now in the position I am."

Marshall feels he owes so much to the school and does everything he can to ensure his kids receive the knowledge and love he knows help shape a great student.

Joanna-Woodson is part of the Teacher Advancement Program, which helps teachers and administrators better meet the educational needs of students. Marshall holds announced and unannounced observations of classrooms to see what's working, what isn't and what the best plan of action is for each teacher.

"I never forgot what life was like as a teacher and how difficult it can be sometimes," he said. "I want to level with these teachers and work out what we can do to make sure these kids are getting what they deserve."

Being principal isn't a desk job for Marshall. Every morning he greets the school's 284 students as they first enter the building and co-hosts a morn-

ing news report with fifth graders that is broadcast to each classroom.

Being a people person has always been part of Marshall's personality. He currently moonlights as music director and choir leader at Laurens Second Baptist Church.

He's also involved in the Lions Club service organization where he's received numerous awards including recognition as local and state Lion of the Year; the 100 Percent President Award; the International President's Medal; and the International Leadership Medal. He also served as president of the club's local chapter for three years.

He credits Lucy, his wife of 14 years, and children Claire, 11, and Kate, 6, with his desire to be as loving and compassionate as possible.

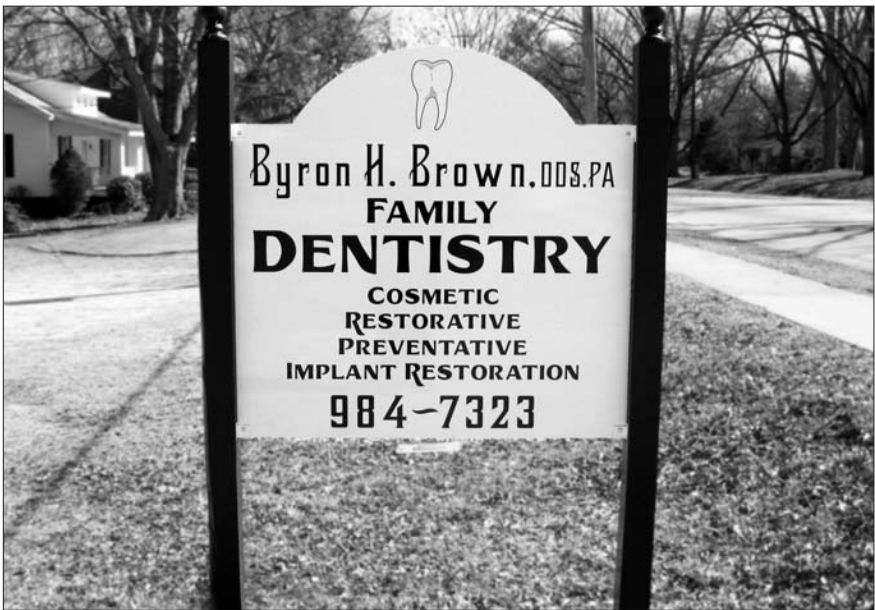
"I do everything I can to be an example for my students and my family because people can always see who you are through your actions," he said.

Making a difference in one life is gratifying enough, but knowing he can do it every day for a large student body in a humbling experience.

One of Marshall's favorite stories is of the man who was caught throwing beached starfish back into the ocean. A passer-by said the man couldn't possibly make a difference to the creatures, to which the man replied, "I made a difference to that one!" as he tossed one more stranded starfish out to sea.

The large starfish pinned to the top of the wall adjacent to Marshall's desk is a reminder that making a difference, no matter how small, can mean the world to someone else.

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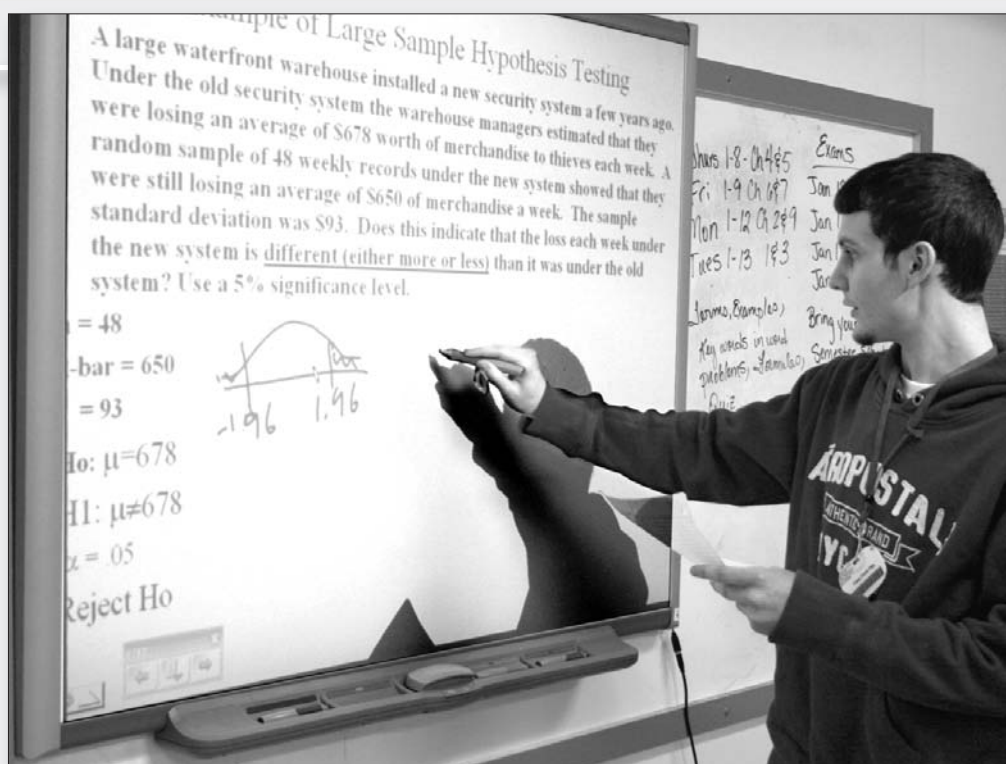
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Dr. David O'Shields, Interim Superintendent
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An education in genetics from Dr. Tribble



By Bristow Marchant
Horizons 2010

The first thing you notice when you walk into the Greenwood Genetic Center’s treatment office is the baby on the counter.

A life-sized sculpture of a nude infant seated with bowed head in the lotus position greets visitors to the Center for Treatment of Genetic Disorders, where doctors and researchers seek to better understand and treat diseases with roots going back to our infancy and beyond.

And it’s the job of Clinton’s Dr. Leta Tribble to help others better understand the science behind it.

Tribble has been director of education at the Greenwood Genetics Center — or the GGC as the people there call it — since 2000, a job that makes her the intermediary between the center and patients, students, teachers and the general public.

She recently got a helping hand in that task from Uncle Sam, when the National

Dr. Leta Tribble looks at photos of the mobile genetics lab, a kind of rolling laboratory, which is being purchased by the Greenwood Genetics Center with stimulus money. The center does research into genetic issues, provides services to patients with genetic-related illnesses, and educational outreach to schools and communities about the role of genetics in our lives. — Photos by Bristow Marchant

Human Genome Research Institute awarded her office an \$860,000 education grant through the American Recovery and Reinvestment (stimulus) Act of 2009.

“The grant was specified for genetic education, with two main parts,” Tribble said, seated in her ground floor office in the treatment center last October, shortly after the grant was announced.

“One is to take our old clinic and refurbish it for classroom and laboratory space. Instead of students just coming here for a talk and a tour, they’ll be able to stay for the day and use different modules for meeting space, classroom areas and different laboratory settings.”

The second use of grant money will be take the form of a “mobile genetics lab” — a 40-foot bus converted into a self-contained, rolling laboratory.

“This will offer lab space to students and teachers when it’s not feasible for a class to come here.”

Tribble currently works in two ways to provide education about genetic issues; through in-house work with doctors, patients and visitors to the GGC, and through outreach to schools and the community.

“When people here the word ‘genetics,’ they think of things that are inherited from their family, and we use it as a way of looking at diseases,” she said. “Patients and their families come in and maybe they know they have a condition somewhere in their family, or someone will bring in a child who doesn’t come in with a history, but the mother might be concerned the child isn’t developing on time or meeting certain milestones.”

Greenwood Genetics Center



ter serves twin purposes; it uses its research into genetic disorders to provide treatment for its patients, and its work with patients furthers the research of the center’s 150-person staff.

“We look at genes that may be the cause of genetic abnormalities,” Tribble said. “Our focus since the beginning has been on the causes of intellectual disabilities, and now we’ve moved into autism research and research into birth defects. The patients we have here usually

fall into those categories.”

Two recent areas of research for the GGC have been investigating the causes of fragile X syndrome, a genetic disorder affecting the X chromosome that can impair physical and mental development, and a major study on folic acid.

“South Carolina is number one in the country on the number of births with a neural tube defect (a birth defect affecting the spinal column),” Tribble said. “Working with other labs, we found that tak-

ing an increased amount of folic acid prior to conception can significantly reduce the chances of a defect.”

Greenwood also serves as the backup to the state DHEC lab in Columbia for the newborn screening program.

“All babies born in all 50 states get their heel pricked, and that gets sent for testing,” Tribble said. “If a sample tests positive for specific genetic disorders, it gets sent here for confirmation.”

Tribble, Page 11

Megna’s mathematics still making the grade

By Bristow Marchant
Horizons 2010

After 26 years in the classroom, Ron Megna feels like he’s found his niche in the education world, and it isn’t in the usual school setting.

Megna teaches math at District 56 Academy, a kind of school-within-a-school at M.S. Bailey Child Development Center created in 2008 to cater to students at risk of dropping out of school.

“When I came here, I thought it sounded like fun,” Megna said. “It’s totally different from anywhere I’ve ever taught. It’s a great place. There’s nowhere else I’d rather be.”

Currently, Megna is one of five teachers at the academy, which serves 60 students in the sixth through ninth grades.

“Originally, it was started because of the large dropout rate,” he said. “We try to identify them young, but not too early. We’re trying to focus primarily on the eighth grade through high school.”

District 56 Academy tries to accomplish these goals by taking students from more crowded classrooms at other schools and giving them more individualized attention. In Megna’s classes, he’s seen students who accomplished very little in a traditional high school setting successfully complete a full semester worth of credits.

“A ninth grade classroom at the high school is so big, they feel like they need more help, they feel overwhelmed,” he said. “I think we’ve really helped. Probably nine or 10 students volunteered to come over here for the second nine weeks because of what they heard from their friends.”

Not only are Megna’s



Math teacher Ron Megna has 26 years’ experience as an educator, but he’s never taught anywhere like District 56 Academy, a kind of school-within-a-school at M.S. Bailey Child Development Center for students at risk of dropping out of school. Megna joined the newly-created program when the district closed Martha Dendy Sixth Grade Center. — Photo by Bristow Marchant

classes smaller, they use a completely different format than most students are used to. Lessons are all done online according to a math program called Apex. Megna’s role in the classroom is that more of a tutor than an instructor.

“As they go through it, I can teach on an individual basis and answer individual questions. You can’t do that in a traditional classroom,” he said.

But District 56 Academy is not the kind of place Megna once thought he would end up. Raised in Charleston, he graduated with a bachelor’s degree in sociology from Furman University and decided to do a different kind of work

with children.

“I was a social worker working on child neglect cases in Pickens County,” he said. “I did that for a year and then I got out of it. I couldn’t handle the sort of things you see on a job like that.”

So Megna went back to school at Clemson and then spent 12 years as a teacher in the Greenville County school district before he came to Clinton in 1996.

“I was hired here (at M.S. Bailey) when it was still an elementary school,” he said, “and the room I used then is the same room I teach in now.”

After six years at M.S. Bailey Elementary, Megna

moved for another half-dozen years to Martha Dendy Sixth Grade Center.

“I started out as a part-time teacher for their gifted program,” he said. “I liked it there. It’s a shame they closed it down.”

When Dendy closed and the sixth grade moved to Bell Street Middle School, Megna had the option of following them, but instead decided to take part in a new experiment called the District 56 Academy.

“This is only our second year here,” he said. “Last year our principal was Martha Brothers, this year it’s Dr. Bill Alexander. Last year we only had four teachers. This year

we have five, because it was hard to provide everything with just four teachers.”

Most of the academy’s teachers came with Megna from Martha Dendy, which closed the same year the school district started the academy program.

“All but one of us worked together at Martha Dendy for seven, eight, nine years,” Megna said. “It’s a great group. If there were one bad apple, it would be difficult to work together. If we didn’t get along, the program would collapse.”

Some people were concerned about the prospect of a program specifically aimed at “at-risk” students, he said, in-

cluding placing such an academy in the same building as the district’s kindergarten classes.

“Not that many teachers wanted to come here at first. But that changed when they see it’s a peaceful program with small classes and a good, positive atmosphere.

“Dr. Alexander is a fantastic principal,” Megna said. “In addition to being our principal, he teaches in the classroom, which is something I’ve never seen a principal do before.”

Megna has a family connection with the district as well; his 4-year-old grandson Heath attends kindergarten classes downstairs from where his grandfather works.

Heath’s mom, Megna’s 25-year-old daughter Heidi Irby, works part-time as in the school district office. His son Chris, 26, is still in school while Chris’s wife Jessica works as a respiration therapist at a hospital in Columbia. Megna’s wife Lisa is a school psychologist.

In its short existence, District 56 Academy has been credited with helping turn around the academic careers of many students, but a recent round of budget cuts and money problems at the school district threatens the future of this young program.

“Everything I’ve heard from Dr. O’Shields on down is that the program has proved itself,” Megna said. “But I don’t know if we’ll be here next year. We’re on the table. We could not be here, we could be here like we are now, or we could possibly be here but be smaller... These kids have really done great here, and if we were not here, it wouldn’t happen.”

For now, Megna hopes the program can continue to help the kids he sees in his class every day.

Educators **7**

Corley coaching on and off the field

By **Bristow Marchant**
Horizons 2010

Tosh Corley knows the kind of influence

a coach can have on a young person’s life, because the Bell Street Middle School teacher and coach was so influenced by his own coaches.

“When I was a junior in high school, I wanted to be a coach,” he said. “My parents had divorced a couple years earlier, and Coach (Keith) Richardson, Coach (Bill) Rhodes, Coach (Andy B.) Young and (Coach) Bill Seawright all helped me out.”

Corley credits another former teacher at Clinton High School, the unrelated Gary Corley, with helping him acquire the scholarship that allowed the Red Devil linebacker and offensive guard to attend Presbyterian College after he graduated in 1994 without going into debt.

“That let me graduate in five years and owe very little money,” Corley said, sipping coffee in the lounge between classes at Bell Street one recent school day. “They helped me out, and some day I wanted the chance to help somebody else. I wanted to give back.”

Corley lived for most of his time growing up on Apple Orchard Road and never left Clinton, getting a job with Bell Street after graduating from PC in 1999 with a degree in elementary education.

He moved immediately into the classroom as an English and language arts teacher and into the locker room as a basketball and assistant football coach.

“I started as an assistant coach on the seventh-grade team in 1999,” he said. “(Future PC players) Chetyuane Reeder and Bo Tribble were part of my first group. I helped (Coach) John Lap(omarda), and the next year he moved to coaching the eighth-grade team, and then it was me and A.D. Gary with about 70 kids.”



Tosh Corley has been a coach and teacher at Bell Street Middle School for more than 10 years. He took the job because he wanted to coach, but came to realize his real job in both roles is as an educator. At right, Coach Corley talks to seventh-grader Brandon Tinsley during gym class.

His relationship with his students is one of the best things about his job, Corley says.
— Photos by Bristow Marchant



“I kind of got thrown into the fire. It was a learning experience, a growing experience just going from helping out to actually calling the plays and the defenses. I learned a lot that first year.”

Corley feels like he’s grown into the role over the last 10 seasons with the Wildcats. Three years ago, the seventh and eighth grades combined to form the Red team and the White team, with Corley as head coach of the White Wildcats.

“I’ve been blessed with a great group of kids,” he said. “This year we won the confer-

ence for the first time in a long time, at least since I’ve been here. They just came into it with a good work ethic, a lot of ‘yes sir,’ ‘no sir’ type of kids.”

Corley started on his other job as soon as he arrived at Bell Street, and today he’s in his 11th season coaching the White Wildcat basketball team.

“I feel like I’m still learning basketball, but I’ve been lucky enough to get to know middle school basketball,” he said. “It’s all about knowing your kids and knowing your opponents. The YMCA and

the AAU do a good job teaching the basics, and then we prepare them to go on to the JV and varsity teams.”

He knows at Bell Street he’s a link in a chain, that the kids he works with today will

be on the field or the court for Clinton High School in a few years, and it’s his job to get them prepared.

“We do the exact same thing” as coaches at the high school, Corley said. “We run the same plays, we use the same terms. Everybody here knows the system. If we can keep them running the same plays and the same offense for five or six years, then they will be that much better at it because they will understand the system.”

All the Bell Street coaches coordinate with their counterparts at the high school so they can present their kids with one comprehensive strategy throughout their grade-school athletic career.

“We start with the basics,” Corley said. “We all go to the same coaches’ clinics, and we discuss different aspects of the game and how to teach it. Coach Young, (Scott) King, (Chris) Wofford and (Stoney) Lunsford all help us out, especially Coach Lunsford for opening the weight room up for our kids. And it’s good for our kids to get to see them.”

Corley has a relationship with most of his fellow coaches going back to his own high school days. He was a senior on the football team that made the state championship game during Young’s first year as head coach, and graduated the same year as King.

After a decade in coaching himself, Corley has seen other young athletes follow the same path.

“The ones I started with in the beginning are now graduating from college,” he said. “Now it’s like there’s not much of a difference between

us in age. It means more to me to see them go on to college, start families, get married. We don’t always see the good that these kids do, the ones who work their way through school and get jobs, who move away or stay here in the community. You only hear the negative side, when they go wrong, but it’s nice to see so many of them focused on improving their lives.”

Corley tries to improve those lives through more ways than just athletics. Besides English language arts, he’s also taught social studies and math at Bell Street, and he currently teaches sixth and eighth grade pre-algebra.

“I’ve taught everything,” he said. “I love social studies, that’s probably my favorite, but I enjoy teaching anything.”

Corley has another reason to love Bell Street too — he met his wife Christy, another Bell Street teacher, there. The couple now has two children, 5-year-old R.T. and 2-year-old Lillie. A third Corley child will be born in September.

In all his time there, the coach has come to realize how important his job in the classroom is.

“I came here with a five-year plan,” he said. “I wanted to coach, and I thought ‘if I’m not a varsity coach at the end of those five years, I’m going to go somewhere else.’ But after the first few years, I realized I am an educator first. Teaching is what’s really important, and you really get to know the kids. I enjoy where I’m at and all the great people I work with. It just took me three or four years to realize that.”



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Tosh Corley huddles with his players on the White Wildcat basketball team at Bell Street. Corley says he was inspired to be a coach because of the influence his coaches had on him when he was in school.

O’Shields.....

From Page 2

“She’s there every Saturday at practice with the kids, at different events. She’s very passionate,” said Maureen Tiller, director of instruction at School District 56 and a former Bell Street principal. “Not many programs have been that successful. If the football team won seven championships in a row, there would be streets named after them. Academics don’t get the same level of attention, but they’re still very competitive at a high level.”

O’Shields had a long career to prepare for facilitating Bell Street’s Olympians. Born in

Memphis, she attended Oglethorpe University in Atlanta before she became an administrator at Oglethorpe and Spring Hill College in Mobile before she came to Presbyterian College in 1989 as director of admissions.

“I met David my first month here on a blind date,” she said. “It was the same night Hurricane Hugo hit.”

The couple married two years later, and since then Terri O’Shields has held a number of different jobs — as a social worker at Thornwell, and with the “CHAMPS” program — before the career development job was created at Bell Street.

Daughters Katie and Maggie, both Science Olympians themselves, are now at Clinton High School.

Often in her work with the kids at Bell Street, O’Shields ends up as the student.

“I learn something new every day,” she said. “These kids come in on a Saturday morning, sometimes still wearing their pajama pants, and start talking about things even I don’t understand. We have all kinds of kids here, athletes, kids involved in all different kinds of activities, and they’ve all found something they love and have in common with each other. It really is amazing.”

No fear for new principal Haupfear



Principal Josie Kate Haupfear walks the halls at Bell Street Middle School. In her first year on the job, Haupfear says being principal is like being a classroom teacher with a lot more students. — Photos by Bristow Marchant

By Bristow Marchant
Horizons 2010

Josie Kate Haupfear grew up in the Clinton school system, and has never left.

A graduate of District 56 schools, Haupfear came back to her old stomping grounds after earning her degree in education at Clemson, first as a teacher and administrator and now as the principal of Bell Street Middle School.

“I want people to know I am from here, so there’s not only a dedication to our school but to our district,” Haupfear said in her Bell Street office. “Because I’m from here and a product of this district, I think there’s something to be said for a small town and the setting of a small school district that I’m proud to be a part of.”

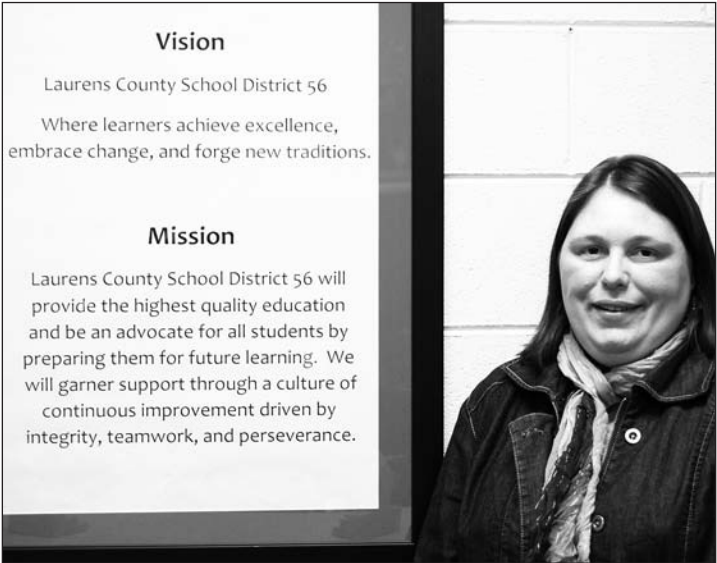
This is Haupfear’s first

year as principal at Bell Street. After earning her bachelor’s degree in elementary education and a master’s in administration, she taught language arts for two years at Clinton Elementary and for three years at Bell Street — both schools she herself attended as a child.

Then after four years as an assistant principal, she moved up to the top job at Clinton’s middle school. As a principal, now with three assistants of her own, Haupfear has a new perspective on how the job is done.

“There’s just a broader range of issues,” she said. “As an assistant principal, you do a lot of the little things that a principal would do. But now I see the bigger picture. Now I’m more directing where we need to go and making sure those pieces fall in place. And you have to give out some of those pieces to other people, but still follow up on where they go.”

She also tries to see her



Bell Street Middle School principal Josie Kate Haupfear has spent a decade working for the school district. “There’s something to be said for a small town and the setting of a small school district that I’m proud to be a part of,” she said.

new job as an extension of her work in the classroom.

“As a classroom teacher, you know primarily about your group of students,” Haupfear said, “and when you get out of the classroom, your range of students has expanded and you’re

dealing with more students.”

In her first year on the job, Haupfear has tried to focus on two main goals; teacher advancement and parental involvement.

“I’ve been busy planning some parent nights with our school improvement council,” she said. “We’re focusing on increasing parental involvement through those parent nights. We’re going to try to increase the communication with the parents for those and get more parents here.”

Bell Street’s teacher advancement program, on the other hand, is “an ongoing professional development program with teachers, that focuses on strategy, looking at data and making good instructional decisions, and making sure we see that translate into the classroom.”

Haupfear’s experiences in her new job should help her with her next project, earning her PhD. in educational leadership from Clemson.

“I’ve finished all my course work and now I’m doing my dissertation, on leadership styles and men and women leaders in education,” she said.

From her time as an assistant with male and female principals, Haupfear knows gender can play a difference in leadership styles, but more important, she feels, is

each leader’s unique personal style.

“I’ve worked with each, both as an assistant principal and as a teacher,” she said. “There are different characteristics that go with each, and each is unique. I think I learned a lot from both (former Bell Street principals) David O’Shields and Maureen Tiller when they were here. Everyone has their own style, and what’s important is learning what that style is.”

But just as important as a school administrator’s leadership style is the learning style and performance of the students.

“We’re in second semester, so kids are going to be getting their report cards soon, and that will reflect the whole first half of the year,” Haupfear said. “If we need to make improvements this is really the time to do it so we can end the school year well. What we’re focusing on is maintaining parent contacts, and keeping parents engaged; call parents when we’re noticing things and getting them in here so we can come up with solutions together.”

Parenting took on more than an academic meaning for Haupfear and her husband Trey this year when their daughter Ella Kate was born.

“I’m a new mom this year,” she said. “That’s a lot of new roles to be adjusting to in one year, a lot of new stuff going on at one time.”

At the same time she’s getting used to both motherhood and running a school, Haupfear also has to learn to balance the two roles.

“I try to schedule my day here and know what my priorities are,” she said. “I want to be focused on school while I’m at school, and then when you get home there are still nights when you have to do some things, and you have to balance that out and put it aside so I can do things with my daughter.”

Haupfear says her career can be a major help at home, since she has dealt with chil-

dren daily for the last nine years.

“Especially in middle school, you’re certainly experiencing adolescence every day,” she said. “But I don’t know that anything really prepares you for (having a child of your own), but especially with this age group you can see some of the most difficult years.”

“It’s a very pivotal time, because they’re learning a lot of responsibilities, but you can still have a big impression on their career goals and their life goals, and prepare them for what they’re going to face in high school and beyond.”

She also believes she’s ready to prepare those children for a changing world, citing the changes she’s seen in the classroom over the years, especially in technology.

“I’ve seen changes from when I was in school to where we are now,” she said. “Our instructional strategies have changed, and also the technology has changed. We’re trying to incorporate that and all schools are trying to integrate that into the classroom. All our classrooms now, with the exception of a few, have the smartboards. That’s probably the biggest thing we’ve had in the last two or three years.”

As for the next step in her own career, Haupfear said she would like to move into an “instructional position” with the district office, and one day she might go back to college to help prepare the next generation of teachers.

“I have thought about years down the road, maybe after I retire from the traditional school setting, going and teaching in a college setting,” she said. “I’ve always been fascinating with (education courses) and I think in education we’ve made some very effective improvements. I want to prepare them for how it’s changing.”

And in 2009, change is something Haupfear learned a lot about.



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After four years as an assistant principal at Bell Street Middle School, Josie Kate Haupfear was promoted this year to principal at the Clinton middle school. Haupfear is a lifelong Clinton resident and herself a product of School District 56.

Inman keeping focus on ‘green’ at PC

By Nick McCormac
Horizons 2010

Merriam-Webster defines “sustain” as supplying with sustenance, being able to carry and support the weight of something for a prolonged period of time, and to buoy up.

In Clinton, and on the campus of Presbyterian College, Dr. John Inman is the personification of sustainability in more ways than one.

It’s not just his dedication to education, a passion he’s shared with students for 30 years.

And it’s not just his juggling of responsibilities, including but not limited to long-time husband and father, environmental advocate and humanitarian.

And it’s not just his ability to rally people for a cause and instill a sense of power in the people he encounters.

Rather, it’s a mixture of all three, which in turn have helped to sustain him as a part of the community for a good part of his life.

Inman’s history in Clinton dates back to 1969, the year he began majoring in biology at PC while on a football scholarship.

Clinton wasn’t his first choice - he planned on attending the Naval Academy in Annapolis, Md., but was held back by eye problems - but he was directed toward the city at the urging of his legendary football coach and PC alumni, John McKissick of Summerville.

“I don’t know if it was divine guidance or fate or what, but PC seemed very supportive and interesting, and it was really just a great fit,” said Inman.

After graduating in 1973,



Holly Bostick, a senior, and Amanda Mills, a junior, perform a lab with Presbyterian College biology professor Dr. John Inman. At right, Inman poses with the African Cape Buffalo that hangs in his office on PC’s campus. Inman is a big environmental proponent, but said when offered the head as a gift he couldn’t pass it up.

- Photos by Nick McCormac

Inman spent the next seven years teaching at Perdue University and the University of Maryland.

But he couldn’t stay away from Clinton for long. He was called back in 1980 to give a presentation and was wooed during his visit.



That year he signed on as a professor in the school’s biology department and continues to hold that position to this day.

“I really had no intention of coming back here,” he said. “When I finally did get coaxed into visiting, I remem-

bered how friendly the campus was. It was pretty much a one-way decision after that.”

An academic and learning environment is one Inman said he’s always felt the most comfortable in. A self-pro-fessed nerd, he found science interesting from a very early

age, piqued by his time on his family’s farm in Indiana when he was young.

Since returning to PC, he’s been able to narrow his focus to microbiology and environmental science.

“At Purdue, I had to focus on much more broad topics, but with the environment of a smaller college I was able to focus in more on really particular things,” he said.

Having seen students come and go over the course of three decades, Inman has learned to adjust his techniques and styles to better connect with modern college students.

“Kids these days are much more visual learners than they were in the 80s,” he said. “To teach kids, especially today, you need to find more ways to connect with them. Growing up, I had professors like that and those were the ones that had the biggest effect on me.”

To be effective, said Inman, one must be infective.

“You really have to get at kids and show you’re in it with them if you want to make any progress,” he said.

Inman’s passion toward teaching is mirrored in his work outside of the classroom. As director of PC’s sustainability program, Inman has pushed hard to make the campus more eco-friendly and efficient.

So far he’s been able to push PC’s Green Hose initiative and establish an organic garden on campus, which helps supply hyper-local foods to PC’s dining hall.

He’s also crafting a green auto show for the spring to help show off the selection of hybrid cars and alternative fuel vehicles on the market and on the way.

He knows opening eyes and hearts to a greener lifestyle is hard - “If anyone

hates change, it’s me,” he said - but helping people to step outside of their comfort zone will have a bigger impact down the line.

“I really want to make this more than a one-off thing,” said Inman. “There was a big surge in the 70s that died out in the 80s and 90s, but it really seems to be coming back around, and I hope it’s here to stay.”

Off campus, one of Inman’s biggest loves is Habitat for Humanity. The organization ties in with his passion for helping others and doing his part to create a better environment for someone else.

His other loves - Teresa, his wife of nearly 36 years and a reference librarian at PC; and daughters Shannon, 31; Laura, 30; and Jane, 28 - are just as big a part of his life as his professional and personal work.

His sustainable mindset has been extra handy recently. Both Shannon and Laura were married within a year of each other.

Even with all the work he’s done in and out of the classroom, Inman remains humble about exactly what kind of impact he’s had.

“I want to do more. I always have and I always will, and I want to think I’m affecting my students and coworkers and other people I work with,” he said. “It seems to me like I am, but that won’t ever make me stop pushing to be better and do more.”

With a sabbatical scheduled for next semester, Inman will step away from the classroom and have time to pursue other endeavors.

But he usually gets bored and misses the classroom pretty quickly, he said, and his anticipation will surely help sustain him until he returns.

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Tribble

From Page 6

This isn't the kind of work Tribble always saw herself doing. Born in Miami, she came to Clinton as a Presbyterian College student after finishing high school in the small town of Moultrie, Ga.

Marrying fellow PC grad David Tribble, she spent time as a stay-at-home mom to her four children, a teacher at Thornwell High School and in a school district in Atlanta before she landed at the GGC in 2000.

Since its founding in 1974 with support from the South Carolina Department of Mental Retardation, education has always been part of the core mission of the Greenwood Genetics Center. The center's graduate medical education training program and its residency program allows post-doctoral students a chance to get hands-on training in clinical and medical genetics.

For the last 15 years, the center has also hosted a one-week summer course.

"We started with one in 1994 for high school science instructors," Tribble said. "We've also had college professors and nurses attend, and now we have four different courses in alternate summers."

Tribble is also a regular guest speaker in schools and welcomes teachers who bring their classes on field trips to the GGC, something she hopes will be an easier and more fulfilling experience thanks to the grant.

"I never thought I'd still be in Clinton after all this time," she said. "I've had a very satisfying time. Everyone has dreams and goals they want to accomplish, and



Judy Haley is a technologist in the biochemistry laboratory at the Greenwood Genetic Center. A machine used to isolate DNA in genetic samples is just one piece of equipment used at the Greenwood Genetic Center, a dedicated facility for genetic research.

this job is always challenging me to understand new technologies."

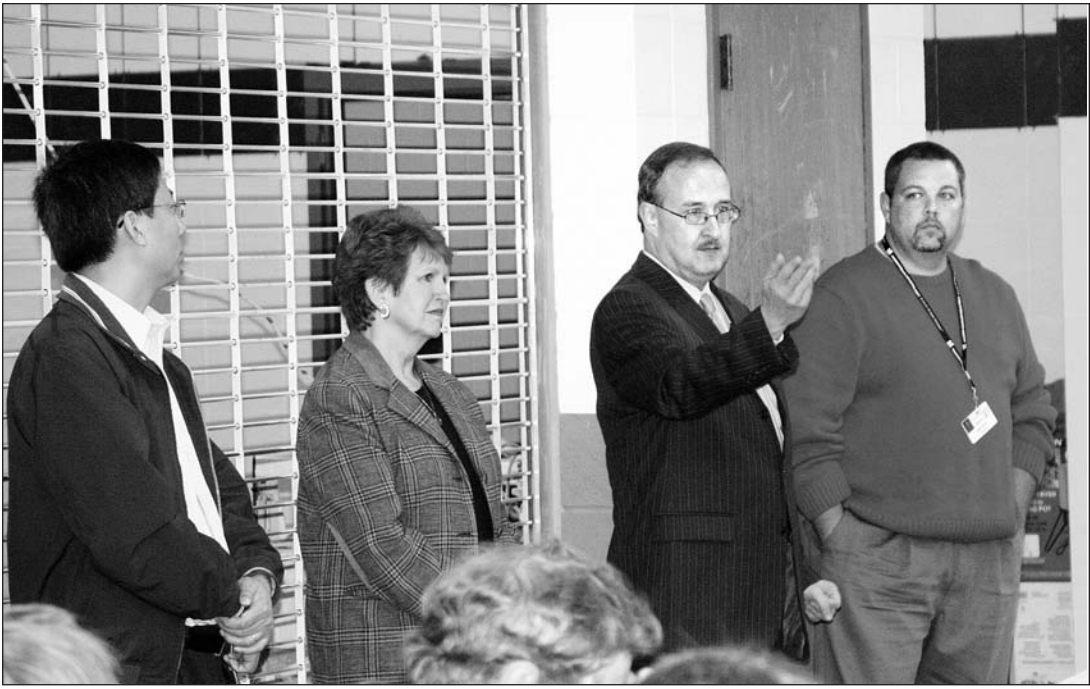
The job has pushed Tribble's talents in significant ways. In 2006, it gave her the impetus to finish her PhD., and when the National Institutes of Health started awarding stimulus grants, Tribble had to learn a new skill; grant-writing.

"It was something to go through," she said. "Fortunately, we were selected for

funding. It was a challenge to write. I think they make it challenging on purpose to discourage you from applying."

But her hard work paid off when Tribble was informed of GGC's reception of the grant.

"The word is 'thrilled,'" she said. "I was absolutely thrilled to hear it. And then I realized there would also be a lot of work involved. But I want to use it to educate people and to truly promote genetics."



A representative from China Construction America of South Carolina; Laurens County School District 56 board Chairwoman Linda Darby; LCSD 56 Interim Superintendent Dr. David O'Shields; and Clinton High School Principal Robby Roach talk to workers who are building the new CHS. O'Shields said the new high school will be one of the brightest spots for the community when it opens later this year. – Photo by Nick McCormac

Dr. O'

From Page 7

"I like to take on the challenges I have because I have the chance to make things better," he said. "I could just sit back and let others take the heat, but then I wouldn't feel I've done all that I could."

O'Shields knows he takes a lot of heat being the face of the school district. One of his faults, he said, is that he takes his failures to heart and can take things too personally at times.

But knowing that he's doing all he can to make the district the best it can be gives him the strength to trudge along.

"A lot of people say I'm at the top of the food pyramid, but I like to imagine I'm at the bottom of an inverted pyramid shouldering all the weight and doing my best balancing act to keep things steady," he said.

Even with that burden on his shoulders, O'Shields said he wouldn't have it any other way. It's just another challenge he's ready to face.

To keep himself grounded, O'Shields spends as much time as he can with Terri, his wife of 19 years, and "the left and right lobes of his heart," daughters Katie, 17, and Maggie, 14.

Participation in Science Olympiad has also been a big passion for O'Shields. He's participated in the latest iteration of the science-centric competition since 2003 and participated with it off and on from 1986 to 1997. During that time as a coach, he earned one state championship at Clinton High School and nine state championships at Bell Street Middle School.

O'Shields isn't afraid to tackle the challenge of acting either. Since 2003 he's

worked with the Laurens County Community Theater. He said he tries to perform in at least one play a year.

"Working in the theater is my golf," he said. "It's a really relaxing and fun activity for me."

He's also heavily involved with Broad Street United Methodist Church, where he works as a worship leader, Sunday School teacher for senior citizens and Bible study leader on Wednesday nights.

But his personal life isn't all easy, he said. Living with three women has forced him to toughen up and face a whole new set of fashion-inspired challenges.

"It's been tough, but I can lace up my tennis shoes and shop with the best of them," he said.

Again, just another challenge for him to overcome.





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