After President Poole announced President Roosevelt's declaration of war against Japan and Germany, Clemson cadets put a sign reading “Back to Berlin” on the World War I Howitzer that was placed in front of the Main Building. The Howitzer then was given to a United States scrap metal drive as part of Clemson's contribution to the war effort. *Left to right:* Cadets Earle Roberts, Chuck Tébeau, T. C. Moss, Bob Brooks, Dick Morrow, and Walker Gardiner. Clemson University Photographs, CUL.SC.
Robert Franklin Poole (1893–1958), Clemson’s seventh president, took up his position promptly on July 1, 1940. As in the selection of Poole’s predecessor, Enoch Walter Sikes, the Clemson Board of Trustees had time to search for a new president without the pressures of time shortened by resignations, unexpected or urged. They considered a number of persons before offering the post to Poole.

In some ways, Poole’s background resembled closely the men who had preceded him as the college’s president. He was southern born and educated through his undergraduate years, although he went north for his graduate work. Like Hartzog and Riggs, he was a native South Carolinian. Born in Gray Court, Laurens County, on December 2, 1893, he was the eldest of four boys and three girls born of Ula Barto and Lila Yeargin Poole. The family had a farm in South Carolina’s Piedmont, which made Poole different from the other two South Carolinians from the Lowcountry. His ancestors had settled the land in 1788 and involved themselves actively in agricultural, educational, and religious enterprises.

Unlike any of his predecessors though, Poole spent his baccalaureate years at Clemson Agricultural College, where he studied agriculture. He was the first alumnus to serve as president of Clemson. He did not stray from his background when he entered the pursuit of botany. Through his childhood and youth, he had his share of farm chores. And like most southern rural children, he basically lived out-of-doors, working, playing, walking to school, and hunting, fishing, and gardening. The last three “loves” he carried throughout his life. His mother died when he was thirteen, requiring Poole and his siblings to take on additional household and farming chores. Like many rural youth, he earned his first dollar from the farm. In his early teens, he also earned money driving his uncle, a physician, on his medical rounds.

Having also participated in high school sports, Poole quickly joined the Clemson Tiger football team in 1912, his freshman year. In playing college football, he was like Riggs and Sikes. The 1912 team, coached by Frank Dobson, had
a four-win, four-defeat season. Of course, as a freshman, Poole did not play. For 1913, Clemson changed head coaches, bringing in Bob Williams, who would remain through Poole’s football career. In those three years, Clemson’s team record was 11–11–3, with highlights of two victories and one tie with South Carolina and a headline-grabbing 3–0 upset of Tennessee in Knoxville in Poole’s senior year.¹ Poole saw action in his senior year.

When Poole graduated from Clemson in 1916, he enrolled at Rutgers, New Jersey’s land-grant college, where he began studying for a master’s degree in plant pathology. But research toward his thesis was interrupted by the United States’ entry into World War I. As an army sergeant first class, he went overseas in the winter of 1918 in the U.S. Army to Chatillon-sur-Seine, France, where he did aerial photographic work. At the end of hostilities (November 11, 1918), he then served in occupied Western Germany, a tour that lasted four months.

After World War I, he returned to Rutgers and began work toward his PhD. His research on the sweet potato won him recognition, and, in 1920, he obtained an appointment as assistant plant pathologist in the N.J. Agricultural Experiment Station. Rutgers granted him the PhD in 1921. This made Poole only the third Clemson president to earn the research doctorate and the only one from a non-southern (if Johns Hopkins is included in the South) university. Within the year, he became the experiment station’s associate plant pathologist, where he remained until 1928.

President Robert Franklin Poole (left) and Trustee James Francis Byrnes on the porch of the Trustee House. Poole, the first alumnus (Clemson 1916) to be selected Clemson College president, served in World War I, earned his doctorate at Rutgers, and served as NC State’s director/dean of graduate studies. He served as Clemson’s seventh president from 1940 to 1958. Byrnes (1882–1972) was a Clemson life trustee and an active aid for arranging housing for returning veterans to Clemson in his position as director of the Office of War Mobilization. Byrnes was also a U.S. representative (1911–1925), U.S. senator (1931–1941), associate justice of the U.S. Supreme Court (1941–1942), U.S. secretary of state (1945–1947), and 104th governor of South Carolina (1951–1955). Clemson University Photographs, CUL.SC.
And importantly, on February 29, 1922, he married Sarah Margaret Bradley of Abbeville. She was the daughter of James Foster and Lillian Vernon Bradley, the niece of W. W. Bradley, a life trustee of Clemson Agricultural College from 1907 to his death in 1948 and president of the Board of Trustees from 1935 to 1948. Bradley had been elected to follow his father, J. E. Bradley, a will-appointed life trustee (1888–April 18, 1907). Another uncle, Mark Edward Bradley (1878–1971), served as professor of English at Clemson from 1901 to 1950.2 Margaret and R. F. Poole brought five children—Robert Franklin, Thomas Bradley, Margaret Lillian, Mary Marcia, and William James—to the large Queen Anne style home of the president of Clemson.

But years before, Poole had joined NC State College in 1926 as an associate professor of plant pathology, continuing his research and publications. His inquiring mind, interest in plant research, and ability to write led him during his career to produce 130 articles, mostly in scholarly journals, and some published as USDA bulletins during the early years of his experiment station career. An additional thirty-six more general articles and twenty scientific papers contributed to his reputation as a leading plant scientist in the nation. Two years after his appointment to the NC State faculty, his department promoted him to professor, and just two years after that, he became director of the committee directing graduate instruction there, a position that in later years evolved into dean of the graduate school.

Poole’s leadership in scholarly work contributed to his selection as president of the Southern Phytopathological Society and to active membership in the American Phytopathological Society and the American Mycology Society. As a college administrator, he served in 1938 as vice president of the Association of the Deans of Southern Graduate Schools. As a faculty member, he was a locally active member in the American Association of University Professors. He also served in a number of state and local professional organizations.

All scholarly and professional achievements aside, Poole was not a “shoo-in” for the post of Clemson’s leader. There were other candidates. Some, such as J. C. Littlejohn, had many Clemson connections, while others possessed strong, but no better, scholarly records. But Poole, unlike the others, had an enviable résumé of academic administration. Further, with the exception of Littlejohn, he knew Clemson’s cast of decision makers and was known by them better than any other candidate. Finally, his field of agriculture fit well with the economic needs of South Carolina. Thus, Board President W. W. Bradley announced with real pleasure that Poole would assume the presidency on July 1, 1940.3

Clemson in 1940

The Clemson that Poole received from Sikes was a far different place than the one he had left twenty-four years earlier. The college was nearly four times the
size in students, faculty, and staff, and certainly stronger in faculty attainments, more diverse in degrees and courses offered, and much larger in land owned and/or managed around all of South Carolina. Many of its buildings had been erected in the past fifteen years, others extensively renovated. The laboratories and the library were greatly improved. Social and intellectual outlets for the 2,381 students had grown immensely. Of those, 1,904 came from South Carolina; Clemson now enrolled one out of every thousand South Carolinians. The 1940 student enrollment also included 477 from twenty-five other states, the District of Columbia, U.S. territories, and foreign countries. Academically, 565 majored in agriculture, 1,007 in engineering, 327 in textiles, 189 in sciences, 149 in general science (mainly mathematics, sciences, and a few humanities fields), 14 in education, and the remainder in agricultural and industrial education. Thus, Clemson clung very closely to the original subject matter of “agriculture and mechanics” of the Land Grant Act of 1862 and to a close interpretation of the will of Thomas Green Clemson. The total enrollment in 1940 remained Clemson’s all-time high until 1946–1947.

Compared to the other “stand-alone” southern land-grant colleges—Virginia Tech (VPI), North Carolina State, Auburn (API), Mississippi State, and Texas A&M—Clemson was fourth in size (although first in percentage of in-state students when compared to total state residents and in the other measurable characteristics). It trailed its fellow land-grant institutions in developing new fields, such as forestry and automotive and aeronautical engineering, and in creating and sustaining advanced degrees and faculty research. Such basic problems remained until at least 1955, having to await solutions until well after another most destructive and costly global war.

The Spreading War

Those war clouds had been building in Asia since 1931 and in Africa and Europe for almost as long. The broadened European conflagration finally erupted in early September 1939 after Adolf Hitler’s Germany had signed a nonaggression treaty with Soviet Russia on August 23. Poland was Nazi Germany’s first military victim. Hitler, Germany’s dictator, and Stalin, Russia’s dictator, agreed to divide Poland between them. But even though Great Britain and France had guaranteed Poland’s security, neither made any major military move until after Poland surrendered less than a month following the start of Germany’s invasion.

The European conflict widened. Britain hoped to establish the sort of naval blockade that had been so effective in World War I. But to work this time, Britain had to interrupt the industrial trade between Sweden, a declared neutral, and Germany. To prevent such, Germany attacked Norway on April 9, 1940, and, although Great Britain landed troops there, German submarines torpedoed British
ships. Norway fell to the Nazis, and a puppet government was installed there. A month later, Germany invaded Western Europe. The Netherlands surrendered in five days. Belgium resisted until late May. France surrendered on June 10, 1940, and Britain managed to evacuate some 220,000 of its Expeditionary troops from Dunkirk. Such was the European condition when Poole became Clemson’s seventh president.

During these years of threats and war, a strong isolationism dominated the American public and government. However, using authority derived from the National Defense Act of 1920, the government of Franklin D. Roosevelt began planning for agricultural, industrial, and economic security. These quickly involved America’s land-grant colleges, including the experiment stations, whose concerns included food safety and productivity, and the extension services, which shared the same concerns, but also dealt with food distribution and the replacement of manpower taken from productivity for military needs.

Military personnel needs were harder to initiate. After the September 1938 Munich crisis, President Roosevelt had invited military and other American public leaders to the White House on November 14. As a result, the War Department developed the Protective Mobilization Plan, which by July 1, 1939, increased the active army to nearly 190,000 troops. Of those, about 50,000 were stationed overseas. In addition, the National Guard had some 200,000, and the reserves held another 110,000. Then, in October 1939, the land-grant college civil air patrol training units were moved into the Army ROTC. With the German inva-
sion of Poland, increased military strength was approved, although it took the German success in Western Europe in May and June 1940 for the U.S. Congress to approve induction of the National Guard and pass the Selective Service Act, which Roosevelt signed on September 23. Because it took time to build new and expanded training bases, few Americans were inducted until January 1941.\textsuperscript{6} Registration for the selective service initially involved all male citizens between the ages of twenty-one and thirty-six. This changed to ages twenty to forty-five on December 20, 1941, shortly after Japan bombed Pearl Harbor and the United States entered World War II.\textsuperscript{7} Colleges and universities felt the impact initially, until late 1942, only in losing to the draft older students, particularly graduate students, and younger faculty. The Clemson graduates of June 1941 barely had time to savor the moment. Many of them recalled later, “We received our diplomas on one side of the stage and military orders on the other, wondering what was in store for us.”\textsuperscript{8}

\textit{Clemson Students}

Student life at Clemson College remained “usual” from 1940 through July 1, 1943. The Board of Trustees formalized the graduation ring design to take effect July 1, 1940. Early that year, the board also approved a student-requested $75 (2009 equivalent $1,175) per student per annum lyceum fee for “name” lectures and for first-class musical productions. Within the first year, the musical productions, called the Concert Series, achieved great popularity with both the students and the community. The initiative for the program had begun in the junior class during the spring of 1940.\textsuperscript{9}

Other student activities continued. \textit{Taps} from 1941 to 1943 provided an excellent record of them, as did \textit{The Tiger} for the weekly news. Other publications, including the \textit{Agrarian} and the \textit{Bobbin and Beaker}, also appeared. The campus-wide scholastic honorary society, Phi Kappa Phi, remained influential. Academic societies in various subjects grew in prestige. Among them were the oldest, Phi Psi (textiles), whose president was W. H. Carder, and the eighteen-member Tau Beta Pi (engineering) led by Wilson C. Wearn, who became a leading figure in South Carolina’s communications industry in the second half of the twentieth century.

The student leadership societies prospered. The eldest, Tiger Brotherhood, had a membership of forty-one students. After the death of former President Enoch Sikes, Tiger Brotherhood resolved to place a wreath at his grave each year on the anniversary of his death. Blue Key, inspired by the recently published biography of Thomas Green Clemson, co-authored by Prof. Alester G. Holmes and former Prof. George Sherrill, coordinated a fund-raising drive among the student organizations to erect a statue of Clemson. The sculptor was A. Wolfe Davidson, a Clemson alumnus. Donations to this effort came also from alumni. The monument, located
A. Wolfe Davidson (1903–1981), a Russian émigré and a Clemson student for one year, with an early model of the statue he created of Thomas Green Clemson. The statue was a gift of all the students and some alumni to the college in 1941. Clemson University Photographs, CUL.SC.

in front of the Main Building, was dedicated during Farm and Home Week in the summer of 1941.

Graduations also continued but with a basic downward trend in numbers: 359 in 1940–41, 300 in 1941–1942, and 329 in 1942–1943. This mirrored a slight decline in overall Clemson student enrollment from 2,381 in fall 1940 to 2,322 in fall 1942, a decline of approximately 2.4 percent. The national decline during that same period was 9.2 percent, or about four times Clemson’s. Most of the decline nationally was caused by uncertainty or enlistment rather than draft. Clemson, in that period, would have only seventy-one students withdraw to enter military service.

Academics

Between 1940 and 1942, the faculty fell slightly in numbers from 173 males in September 1940 to 171 (including one female, Marie Porcher Jones) by June 1943. However, between 1943 and 1945, forty-three faculty were on military leave, for reasons varying from combat service to government-funded scientific work (a faculty decrease of 26 percent). To cover the losses, Poole retained eleven faculty and nine administrative staff who had passed retirement age. Remaining faculty, most between the ages of forty and sixty-five, taught more class sections and more students per section. Given the ages of most of the academic facilities, it was nearly impossible to increase the number of laboratory sections or the number of student spaces in them.

Curriculum offerings neither expanded nor contracted. Poole hesitated to move the college more into graduate work, believing that laboratory and library resources along with faculty research records were not sufficient to sustain such a program. Nor was he open to curricular innovation. To the National Fertilizer As-
association’s June 1941 meeting, he deplored the impregnating of the curricula with sociology, economics, psychology, and other subjects. “We wish to stop them,” Poole said. Some Clemson faculty, including George Aull, were appalled at the president’s words.¹⁴

But for the other missions of research and service, the food-growing crisis produced by the war-induced manpower shortage found the work pace hastening. In experiment work, regional canneries were erected to help farm families, particularly women, improve food safety and extend shelf life.¹⁵ Clemson’s scientists continued enhancing strains in vegetables such as cucumbers and sweet potatoes.¹⁶ And with support from the Williams-Waterman Fund of the Research Corporation of New York, the S.C. General Assembly, and the Bell Laboratories, the experiment station developed corn meal with vitamin B-1, which eliminated the pellagra scourge.¹⁷

All of this took time and was reinforced by memoranda from Claude R. Wickard, secretary of agriculture, which placed the responsibility for stopping food waste and for developing better systems of food use and preservation on both the local communities and a number of federal agencies. Because of its local distribution and relationship with the community, much of this effort passed to the land-grant colleges’ extension services. The food supply itself would only become critical with the full entrance of North America’s nations into the war.¹⁸

This in no way diminished the other roles that extension services continued to play around the nation, including in South Carolina, without adequate government support. One was the rapidly enlarging 4-H program, designed initially to educate pre-college boys and young men in the newest and best agricultural methods of increasing agricultural production while conserving resources. By 1933, the first South Carolina 4-H Camp, named Camp Long in honor of W. W. Long, Clemson Cooperative Extension Service director, was built through the efforts of Monson Morris, a New York winter resident in Aiken. Federal funds were used to extend the camp substantially. By 1936, conservation camps for white youth were being held there. A second camp, now named for Robert Muldrow Cooper, a Clemson trustee and an official of the Santee-Cooper Authority, was donated to the extension service by Santee-Cooper. By 1942, the first African American 4-H Club Conservation Camp was held at SC State College, the 1890 land-grant institution in South Carolina.¹⁹ All of these capital and annual expenses were not covered adequately in federal or state monetary distributions. Donors frequently made up the deficits in food and materials, particularly as programming expanded more completely.

By September 1940, Clemson Extension Director D. W. Watkins served on the State Agricultural Planning Committee, as chair of the State Nutrition Committee, and as a major director of the conference that developed a southern states nutrition program.²⁰ Other responsibilities that fell to the extension service in-
cluded peach pit retrieval for gas mask filtration war use, neighborhood leadership programs, and rural electrification, increasing the miles of strung electrical wire in South Carolina between 1935 and July 1942 by twenty-five times. Civil engineers educated at Clemson, USC, and the Citadel did much of this work.21

**Increased Academic Opportunities**

In preparation for the coming war, land-grant schools and a number of other institutions began offering nondegree extension courses in industrial skills. Usually, the education involved faculty in mathematics, industrial education, textiles, and engineering going to rapidly expanding industrial and factory sites to teach workers to read technical instructions and master production skills. Clemson, with its long commitment to vocational upgrading opportunities, operated short course education in agriculture and textiles and had helped with faculty staffing for the early (1914) pioneering programs of Wil Lou Gray. The state government incorporated her approach in 1921 in the South Carolina Opportunity School (which, in 1976, the legislature renamed the Wil Lou Gray Opportunity School). Other faculty went to public schools and county extension stations to teach women, men, and youth—black and white—to read and thus be able to join the industrial work force. In addition, a number of women in the area came to the Clemson campus regularly for short courses in welding, using the new electric welding tools made possible by the transformer invented by Thomas Hunter, Clemson 1909. The women, and other newly trained workers, went to the shipyards and the factories around the nation to help in the building of armaments. When the number of faculty traveling warranted it, the teachers would go by rail, reminiscent of the travel at the turn of the past century, and would usually be gone from the campus for two days and nights. Their campus work was handled by the remaining faculty.22

Forestry provided another area of expansion at Clemson. Landholding had begun moving from labor-intensive farming to less-intensive tree farming in the early 1920s. The efforts of President Sikes, agricultural planners, and some alumni to establish forestry programs in teaching, research, and extension over the years, but particularly in the 1930s, had been discouraged by legislative leaders and some Clemson trustees and upper level administrators. Even after the land management arrangement developed by George Aull provided more-than-adequate forestry research land, the efforts appeared stymied.

However, in most European societies, forests and woodlands had been considered, in part, under the management of the central authority, regardless of how small the unit. Great Britain provided the essential model for the United States, and it had a long tradition of royal forests with their divisions into woodlands, chases, and parks. The prerogative of the royal agents to “mark” suitable trees for
building or naval use was one of the complaints of colonists everywhere. It is of more than passing interest that about the time of the “closing” of the American frontier, extension, protection, selective harvesting, and reforestation moved to the forefront. By 1911, the efforts toward management and control authorized the enlargement of the national forest system. In 1924, the Clarke-McNary Act extended the authority of USDA to work with owners of forestlands on reforestation. In addition, the act encouraged states to create forest agencies ranging from schools of forestry to forest extension units within the existing extension divisions. This had been the impetus for President Sikes and others to urge the trustees and the legislature to establish and help fund a forestry program at Clemson, which they did not do. By 1937, the federal government, now involved in land reclamation, sought through the Norris-Doxey Act to extend the productive forestlands. Although Clemson College had taught forestry courses since 1903, in 1926, using funds provided by the Clarke-McNary Act, the college hired H. H. Tryon as the first extension forester. After his resignation in 1927, the position had been left vacant.  

As the government of South Carolina also became more aware of the importance of timber to the state’s economy, it created the State Forestry Commission, whose chief operational officer was the state forester. As Poole’s administration began, the state forester asked the Clemson Extension Service for help in its first effort to distribute seedlings. David Watkins, extension director, hesitated to become involved until some confusion and uncertainty in USDA about the two federal acts cleared. The concerns soon resolved themselves, and by December 1940, Marlin Bruner, Clemson extension forester, worked to distribute 179,000 pine seedlings in Aiken County alone. The seedlings were provided by the expanding pulp and paper industry in the state. However, the multiple layers of federal, state, and extension authority caused confusion, particularly at the local level.  

Athletics

Besides the changes in personnel toward war-readiness and The Tiger notices of alumni being moved to active duty, much of the college’s life went on as usual. The great successes in intercollegiate sports at the end of Sikes’s administration had raised the hopes of most Clemson supporters. Football was the leader. Since 1934, its fortunes had been on the upswing, climaxing in the 1938 and 1939 seasons in which Clemson accumulated a 16–1–1 record, including two second place finishes in the Southern Conference, winning the Cotton Bowl, and achieving a twelfth place ranking in the nation. The number of alumni (not graduates) had exceeded 12,000, the cadet corps had reached 2,300 (or triple the number when Riggs Field was built), and the
old playing field, with its small 3,000-permanent-seat capacity (expandable with wooden bleachers and stands to create a “wooden O” for several thousand more), obviously was inadequate to meet the demand. Discussions had begun to build a larger football facility. In fact, when he bid Frank Howard goodbye, departing Coach Jesse Neely cautioned the newly hired athletic director and head coach not to rush into adding more than a few thousand seats. It was no surprise, then, when the Board of Trustees received from President Sikes (without comment) proposals from Clemson’s Athletic Council calling for the relocation of the facility, to provide more seating and better parking for the increasingly more mobile public.27

The general assembly, basking in the reflected lights of Clemson’s year-old Cotton Bowl win and the recently won 1940 Southern Conference football championship, authorized the issuance of $100,000 in bonds (Act 180) to build a new facility. These were to be redeemed by a portion of the admissions fee to future Clemson games. By July 1941, notice of the bond offering ran in the State.28

The site chosen was a western campus ravine just southwest of the newly dedicated Field House. It was below Fort Hill house, and, prophetically, to the north of Woodland Cemetery, where lay the remains of some of the Calhouns and of President Walter Merritt Riggs. The body of President Enoch Walter Sikes was added during the stadium’s construction. During the spring of 1941, football play-
ers cleared the hillsides, and the upper level civil engineering students undertook the preliminary surveying under the direction of Prof. H. E. “Pop” Glenn. Glenn, along with Carl Lee, a 1908 Clemson graduate in engineering, designed the stadium and made the construction drawings. Because of the lay of the land, the field ran east-west, while most outdoor fields lie north-south. The seating rose on the north and south banks to the top of the ravine (and thus stopped at grade level with no portals.) When completed, the stadium seated about 20,000 spectators.29

During the summer of 1941, Coach Howard, his small staff (none including Howard received extra compensation), and the returning football team prepared the playing surface. And on September 5, 1941, the C. Y. Thomason Construction Company of Greenwood won the contract and construction commenced.30 Because of the terrain and to minimize costs initially, the stadium had no team dressing rooms or spectator restroom facilities. These were located in the new Field House. Nor was there plumbing or electricity. Plans developed to move the press box over from Riggs Field. The stadium was first used on September 19, 1942, in a 32–13 victory over Presbyterian College. To that point, Frank Howard’s Tigers
had compiled a 13–4–1 record. For the duration of the era (1940–1945), the football record was twenty-two wins, twenty-one losses, and two ties.31

The winter sports, boxing and basketball, found their home in the nearly completed Field House, and on April 11, 1941, the multipurpose facility, built in three stages during the past twelve years, was finally dedicated. The two gyms provided space for intercollegiate, intramural, and “free-play” sports. And they served as the venue for cadet dances and for concerts where many rising stars of classical music, opera, and drama performed for students, faculty, community, and out-of-town guests. The Field House also had a two-story balconied lobby with trophy cases, ticket office, staff offices, and some twenty-three dormitory rooms with group bathrooms that frequently accommodated visiting teams. Below were team dressing rooms and bathroom, and equipment rooms. For the last football season on Riggs Field (1941), the players walked from the new dressing rooms east across the baseball field to the gridiron.

The big gym in the Field House could present a real challenge for visiting teams (not football) because of its “special features.” With the interior tapestry brick, high windows placed to accommodate “roll-away” bleachers, and incandescent lights, the gym was rather dark. In addition, the gym had no reserved or even marked spectator seats. The cadets and the community squeezed in on each other and pressed closely in on the Tiger team, their opponents, the coaches, the timer, and the scorer. But the crowded space was not much different from the gymnasiums in comparable Southern Conference institutions.32

The basketball team in the years 1940–1942 did not finish as strongly as it had between 1938 and 1940. In two years, the Tigers won only eleven of forty games. Boxing, coached by Bob Jones and Walter Cox, won one-third of their matches. Track fared much better, garnering four state event records and winning the state track championship once. Swimming, tennis, riflery, and baseball all had winning records from 1940 to 1942.33

Although the students, many parents, faculty, and alumni appeared pleased with Clemson’s sports teams’ performance, Poole was uneasy. He perceived that intercollegiate athletics had started drifting toward professionalism rather than “developing health-mindedness” among student athletes. Although he found no blame at Clemson, he contended that the student athlete should meet the same academic standards as any other student.34 This issue had emerged nationwide almost since the beginning of competition and at Clemson since Walter Merritt Riggs had urged rules keeping “gypsy athletes” out of intercollegiate play.

“Tiger Rag”

Between 1940 and 1942, Clemson College gave birth to another tradition. This would also be musical. Robert Dean Ross, cadet bandmaster of the Clem-
son Corps band, with another cadet, hitchhiked on a 1941 September Saturday to Atlanta, Georgia, to look for new music for the band. Rummaging through different scores, the cadets found sheet music for “Tiger Rag.” The Louisiana State University and A&M College Tigers, or “Bayou Bengals,” had occasionally used the tune, but more often than not they played “Fight for LSU” (usually known as “Like Knights of Old”). Ross bought the band score for $1.50 from the Old Southern Music Company and brought it back to Clemson. Paul Yoder had done the arrangement. The eighty-three-member band learned it quickly and, with the connivance of the head cheerleader, used it after every touchdown during the 7–2–0 season in 1941. Ross recalled, “The cadets warmed up slowly to the tune.” But it stuck and eventually proved wildly popular.

Ross was drafted in 1943 and served in the U.S. Third Army under Patton. He returned and graduated from Clemson in 1947.35 After World War II, “Tiger Rag” became so closely associated with Clemson’s Tigers, that of its two mentions in The Guide to United States Popular Culture, one references lyrics developed for the Mills Brothers in the 1930s, while the other notes “Clemson anonymous tune for ‘Tiger Rag’ (1917).”36

Over There

Even before Japan attacked the United States, and America declared war on Japan, Germany, and Italy, Clemson alumni in the military services along with other troops had moved into areas where the War Department had grave concerns. These men ranged from veterans of World War I to newly awarded baccalaureates.

One of Clemson’s World War I veterans was Frank Johnstone Jervey (1893–1983). A native of Summerville, he attended Porter Military Academy and enrolled at Clemson to study electrical and mechanical engineering. While at Clemson, Jervey played intramural football for his class and was a cheerleader, athletic editor for The Tiger, active in the YMCA, in a number of dance clubs, and recipient of the R. W. Simpson Award in 1914 for the best cadet. After graduation, he worked in engineering at the Charleston Navy Yard and then moved to the Winchester Repeating Arms Company in New Haven, Connecticut. Jervey entered World War I in 1917, served as a captain in the Fourth U.S. Infantry Regiment in the Third Infantry Division, and suffered a near-killing wound near Chateau Thierry in France. The “Captain,” as all his Clemson friends knew him, lost a
leg there. Among his many military honors, he received the U.S. Distinguished Service Cross and the Italian Merito di Guerra for his valor. Following recuperation, he returned to the Army Department as an ordnance engineer. Advancing in position because of thoroughness, accuracy, and timeliness, he became one of the armed force's most respected authorities on small arms.37

A second Clemson alumnus who served in the U.S. Army in World War II was Floyd Lavinius Parks. Born in Louisville, Kentucky, he came to Clemson from Anderson. As a student, he played on his class tennis and basketball teams. Active in the Calhoun Literary Society, he served as class editor for Taps, literary editor of the Chronicle, and editor-in-chief of The Tiger. He graduated in mechanical and electrical engineering and reached the rank of major in the cadet corps.38 After graduation, he joined the U.S. Army, serving in the first Tank Corps unit under the command of Capt. Dwight D. Eisenhower (1918–1923). He earned an MS in engineering from Yale in 1924. By 1935, he had graduated from the Army Command and General Staff School (Fort Leavenworth, Kansas) and by 1940 from the Army War College. In March 1942, he received appointment as deputy chief of staff under Lt. Gen. Lesley J. McNair. Then in June 1942, Parks was promoted to brigadier general. He served as chief of staff of the First Allied Airborne and succeeded as commander with the First Airborne Army. He served as military governor of Berlin from July to October 1945. Until his retirement in 1956, he continued in executive capacities in the army. Parks received the Distinguished Service Medal (twice), the Legion of Merit, the Bronze Star, and the Air Medal. He also received the Soviet Order of Kutuzov and was invested with the British Order of the Bath. Parks and Eisenhower were frequent golfing partners. Twice married, Parks had four children with his second wife, Harriet Marie Appleby-Robinson.39

A Clemson man who died very early in the European war was William B. Inabinet. Born in Bishopville in September 1918, he entered Clemson in 1937 to study animal husbandry. He spent his first year in First Regiment Company H, led by Otis Morgan from Laurens. Inabinet was a member of the rifle team and in his second year joined Alpha Zeta honorary society. In September 1939, when Stalin’s and Hitler’s armies coordinated their attack on Poland, Inabinet went...
to Canada and joined the Eagle Squadron with other Canadian and American young men. They shipped out to the United Kingdom and were inducted into the Royal Air Force. The Germans shot his plane down over the coast of England, whereupon he was buried in Surrey and was one of Clemson’s first eleven war casualties remembered in a memorial service on December 7, 1942, on campus.40

Other alumni already served in the areas of conflict. Ben F. Robertson Jr. (1903–1943), son of a Clemson faculty member, had been an active student. “Millie,” as he was called, had served on the Taps staff and in his senior year served as editor-in-chief. In addition, he edited the Chronicle, sang in the glee club, played in the orchestra, played the piano, and held membership in the Palmetto Literary Society. In 1923, he graduated with a BS degree in horticulture and went on to the University of Missouri for an MS degree in its famed school of journalism. From there, he served on the staff of the Adelaide, Australia, News until 1929, when he returned to be a reporter for the New York Herald Tribune. In 1934, he spent a year with the Associated Press, first in Washington, D.C., and then in London. After a year, he joined the United Press, staying for two years. Most of 1937 was spent working in the flooding of the Ohio and Tennessee rivers and then as a seaman on a voyage to Australia. Back in Britain, he worked for PM, a privately funded newspaper that accepted no advertisements. He watched the opening of Germany’s blitzkrieg of London in the city and from Dover.41 His significant book I Saw England played a role in helping move Americans away from isolationism. Edward R. Murrow interviewed him on his international radio programs. A stint with the Chicago Sun took him to Guam, Midway, India, Russia, and Egypt. Then in December 1942, Robertson headed the New York Herald Tribune’s London office. He flew to Europe to assume the new post in February 1943 on the Yankee Clipper. As the airplane approached the Lisbon, Portugal, airport, it crashed in the Tagus River, killing Robertson.42

Four young Clemson graduates served in the Philippines as U.S. Army officers. They, with some 24,000 other Americans, helped to build the new Philippine National Army.43 Among them was Marion “Manny” Lawton, Clemson
1940, from Estill. After his graduation from Clemson, Lawton, who had served as an executive officer in the Clemson cadet corps, took a “crash course” at the Army Infantry School. Now he advised the Philippine Army’s First Battalion.\textsuperscript{44} Henry D. Leitner, who graduated in textile engineering in 1937, had worked for Sirrine and Company in Greenville and was married.\textsuperscript{45} Otis Morgan, Clemson 1938, hailed from Laurens. He had served as associate editor of \textit{The Tiger} and president of the Central Dance Association, gained membership in Alpha Chi Psi social fraternity, and received recognition in the national student \textit{Who’s Who}.\textsuperscript{46} Beverly N. “Ben” Skardon, Clemson 1938, one of four sons of an Episcopal clergyman, was born in St. Francisville, Louisiana, but grew up in Walterboro. His older brother had already graduated from Clemson by the time Ben enrolled. A younger brother graduated a year after Ben, and the youngest was due to graduate in June 1942.

Four Clemson men who served in World War II and were imprisoned in the Philippines. \textit{Left to right}: Manny Lawton, Clemson 1940, advised the Philippine Army’s First Battalion; Henry D. Leitner, Clemson 1937; Otis R. Morgan, Clemson 1938; and Beverly N. “Ben” Skardon, Clemson 1938. Unfortunately, only Lawton and Skardon returned from service, as Leitner and Morgan died aboard sinking Japanese transport ships or “hell ships.” Photos taken from each cadet’s senior class edition of the Clemson College annual, \textit{Taps}.

Although he began in engineering, Skardon moved to general science with a major in English. He soon joined \textit{The Tiger} staff and in his senior year served as managing editor at the same time that Leitner served as associate editor. Skardon also joined the student regional club the Colletonians, composed of young men from Colleton County; Beta Sigma Chi, more a social fraternity but limited to cadets whose homes were within fifty miles of Charleston; the Central Dance Association; and Tiger Brotherhood. In the college military, he served as battalion commander and in his senior year was also listed in \textit{Who’s Who in American Colleges and Universities}. Graduating in June 1938, he was too young to be commissioned. He spent the next years teaching school, first at Riverside Military Academy (Gainesville, Georgia) and then in the Yemassee Consolidated School.
After being commissioned in the army and detailed to Fort Benning, Georgia, Skardon asked for an overseas assignment. A cross-continental automobile drive with Manny Lawton got them to San Francisco, from where they shipped out to the Philippines. A twenty-day crossing brought them to the islands on October 23, 1941. Their work with the Philippine infantry let him observe quickly that the young men were armed with obsolete, late nineteenth century British rifles. Skardon and Lawton had separate assignments. Skardon’s Philippine unit moved to Manila, entering Manila Bay on December 6, 1941. The next day, while Skardon and his men remained on board the steamer Le Gaspé, another American, 1st Lt. George Coburn (State University of Iowa), who was on the bridge, received word that the Japanese Air Force had bombed the U.S. Naval Base at Pearl Harbor, Honolulu, in the American territory of Hawaii. It was the morning of Sunday, December 7, 1941. Skardon and his unit moved to block a feared and expected Japanese invasion of the Philippines. For the United States, “it” had begun.

**Home at Clemson**

That day and moment struck hard in Clemson. The townsfolk, cadets, and college faculty, with their families, had settled in after church and their Sunday dinners for the remainder of the “day of rest and gladness.” For the faculty, this provided a break from the Monday to 1:00 p.m. Saturday classes and the 200 to 250 students each taught. A number of the young, single faculty lived in the large, white-frame Clemson College Hotel, which overlooked Bowman Field. One of them, Penn Brewster, a mathematics professor, whose nickname “Speedy” marked his reputation for erasing his chalk notations nearly as fast as he marked them on the blackboard, invited three other young men to his room to play bridge. As one of them dealt the cards, Ernest “Whitey” Lander, an instructor in history, political science, and economics, asked Brewster to turn on music. Brewster dialed the radio to Sammy Kaye’s “Sunday Serenade.” As the music played, a newscaster interrupted to say, “We interrupt this program to bring you this news flash. The Imperial Japanese Air Force has bombed the United States Naval Base at Pearl Harbor....” The news left the faculty stunned.

At the same time, Morris Cox, assistant professor of English, was walking from his campus home to the Main Building (now Tillman Hall), and he heard the news when an automobile slowed down and the driver shouted it to him. Cox turned in his tracks and headed back to his wife, Irene Todd Cox, and to his home, called “Radio House” because it had earlier served as the studio for the first commercial radio station in the Upstate. They turned on the radio and heard the news commentator H. V. Kaltenborn suggest that the attack must have been made by a renegade group within the Japanese military.
It took only a few hours to dispel that thought. By the morning, the campus, like the rest of the nation, understood what it meant, and radios everywhere tuned to the broadcasting networks to hear President Roosevelt tell a quickly assembled joint session of the U.S. Congress, “Yesterday, December 7, 1941, a date which will live in infamy, the United States of America was suddenly and deliberately attacked by naval and air forces of the Empire of Japan.”

After giving a few details of prior diplomatic efforts with Japan and the hours leading to the unexpected attack, Roosevelt noted that “very many American lives have been lost. In addition, American ships have been reported torpedoed on the high seas between San Francisco and Honolulu.” Then he quickly counted off other targets, American and otherwise, that had been attacked: Malaya and Hong Kong (British Empire), Guam, the Philippines, Wake Island, and Midway Island (United States). And, he concluded, “With confidence in our armed forces, with the unbounding determination of our people, we will gain the inevitable triumph. So help us God.” Both houses of Congress swiftly declared war on Japan. Four days later, Hitler’s Germany declared war on the United States. America found itself at war in both the Pacific and Europe.

For the student body in the Clemson community, December 1941 and the winter and spring of 1942 did not change matters appreciably, although anxiety rose. Few were called into service. Sports continued as before. The Tiger appeared regularly, and Taps made its annual appearance. The student enrollment fell from 2,349 in the autumn of 1941 to 2,139 at the high point of the winter and spring terms of 1942. And an additional seventy-one cadets left for military service between January and June 1942.50 To meet the immediate possibilities, the Board of Trustees gave the faculty permission to determine which of those cadets had successfully completed no less than seven semesters and, if acceptable to the faculty, to grant those students their diplomas. In addition, on consultation with the deans, each of whom headed an academic division, the board moved graduation date to May 25, 1942.51

Besides the decrease in students, younger faculty and professional staff whose reserve commissions were activated disappeared. By mid-March 1942, thirty-two of the faculty and staff had gone on military leave. The draft cut deeper as manpower became increasingly in shorter supply, so that by the spring of 1944, 105 faculty and staff were on military leave. Covering suddenly vacated classroom lecterns, merging classes into larger sections, or increasing the number of classes a faculty member taught fell to the deans and the department heads, who also had to convince former colleagues to return from retirement to the classroom. If the replacement was over sixty-five years old, Board of Trustees approval was needed. Eventually, the top age of the faculty rose from the board’s set age of sixty-five to seventy-seven.52
Overseas

But the winter news from the two major war fronts continued to worsen. The news from Asia was grim. The Japanese had begun the invasion of the Philippines on December 10, 1941, and under Gen. Douglas MacArthur, the small band of American military moved toward Bataan as Japanese pressure grew. By February 15, British forces surrendered Singapore; two weeks later the Japanese sank both the United States carrier Langley and the largest American warship in the Pacific, the Houston. Equally as threatening to Americans was news that in late February, a Japanese submarine shelled an oil refinery at Santa Barbara, California. On March 18, 1942, the United States began moving about 120,000 Japanese-Americans into barbed-wire internment camps in the U.S.

The Japanese had two strategic goals, to gain control of the oriental race parts of Asia and to establish a defensive perimeter in the western Pacific Ocean. Included were the Solomon Islands, New Guinea, the Philippines, along with Thailand, Malaya, Singapore, the Gilbert Islands, the Netherlands East Indies, and Wake Island, all of which Japan attacked in early 1942. The Japanese captured Tulagi that spring, but they were repelled in May at the Battle of the Coral Sea, which was followed in June by the American victory at Midway Island. The next major step in the Allied offensive was the recapture of Tulagi. One of the Marine officers directing that campaign was Lt. Col. O. K. Pressley.

Orin Kirkpatrick Pressley, from Lowrys, Chester County, had graduated from Clemson in animal husbandry in 1929. He had attained the rank of second lieutenant and served as junior class vice president and captain of the football team. He was named a third team All-American, Clemson’s first for the honor. Aquilla James “Jimmie” Dyess (1909–1944), Clemson 1931, received America’s highest military decoration. A redhead from North Augusta, he was educated at First Presbyterian Church and at Richmond Academy, a public boys military school, and was an active Boy Scout in the Augusta Sea Scout troop in Augusta, Georgia. He played football and worked in his father’s lumber company. The latter probably influenced his desire to become an architect. Dyess likely chose Clemson for several reasons: its military, its football, and its architecture program. At Clemson he perfected his riflery marksmanship, serving on the regional team and rising to the rank of cadet major and commander of the first battalion. During the summer after his initial year at Clemson, while at the beach on Sullivan’s Island, Dyess risked his life to save separately two young ladies who were being swept out to sea. When he reached shore with the two, he successfully gave one artificial respiration, while the other, after gagging, recovered. He received the Carnegie Medal for bravery, given by the Carnegie Hero Fund Commission.

Dyess returned to Clemson and in 1931 received his BS degree in architecture. A varsity football letterman, he was also active in Minarets, the student
architectural society, and served as president of Kappa Phi, his local fraternity. After graduation, Dyess returned to Augusta and started at the bottom of the family business. He married in 1934, and a baby girl was born to the couple some ten months later.

By 1936, upon the formation of a Marine Reserve battalion, Dyess received permission for an interservice transfer from the Army Reserve. His Marine unit was activated in November 1940, then split up, and Dyess was sent to Norfolk, Virginia, and from there, in March 1941, to the barrage balloon unit. By November 1942, Maj. Dyess had transferred to a Marine Infantry battalion and to the Pacific Ocean campaign. In July 1943, the United States moved onto offense against the Japanese. The first objective would be to conquer the Marshall Islands, which the Japanese had seized from Germany in World War I when Japan had been an ally of the British Empire. In the attack on the Marshalls, Adm. Chester Nimitz, commander-in-chief of the Pacific Fleet, elected to bypass the outer island and focus on Roi-Namur, where a major Japanese air base and supply facility were located, and on Kwajalein, the larger of the two islands. This dual island operation, which involved the U.S. Army, Navy, and Marine Corps, was risky because its plans involved several innovations. The United States used underwater demolition swimming teams to clear the way for the armada, and attack airplanes were fitted with air-to-ground, high-velocity rockets to assault the Japanese entrenched in fortified positions. Third, the American forces had new, better-armed, and heavily armed but untested landing craft.

Col. Jimmie Dyess boarded such a vessel on the morning of February 1, 1944. Although not overly fatalistic, the Clemson graduate, a husband, father, and Presbyterian, signed his will, saying to his lawyer friend, “...I’m going to be killed on this operation.” Heavy American air attack had begun on January 29, and naval destroyers moved in close to pound the ground. At 1:30 a.m. on February first, the 54,000 U.S. combatants arose to dress, eat, and arm. The conflict lasted two days, with Dyess serving as de facto regimental commander. He was killed directing the fire ahead of himself. His roles of being on the front line of an assault, assuming leadership without command, and personally moving behind the enemy lines to rescue four wounded and about-to-be-killed men in his unit were more than brave. Dyess’s men recovered his body and carried it back to the landing beaches for transport back home. Later, he received the Medal of Honor posthumously.

For the American forces on the Philippines, Ben Skardon and his Clemson colleagues with their Philippine men-in-arms, the final Japanese assault on
Bataan began on April 3, 1942. The small army, unsupplied and unreinforced, held out until April 9, when they had to surrender unconditionally. About 64,000 Philippine nationals and 12,000 Americans were taken prisoners. The Japanese called them “captives” rather than “prisoners of war” (POWs). The Japanese then marched them—with quickly diminishing food supplies, few, if any, medical supplies, tattered uniforms, and with more and more captives shoeless—through blazing heat. Skardon found two of the other Clemson men, Henry Leitner and Otis Morgan, and together they struggled with their Philippine and American comrades, some carrying friends too sick and weak to continue walking. The enemy offered no transport, although most of the Japanese forces not guarding, beating, and taunting their prisoners, rode. When the prisoners arrived at their internment camps, Skardon was racked with malaria, so Leitner and Morgan fed him, bathed his face, and worked with his pustule-ridden feet. They carried him to the latrines and cleaned him. To get ever more meager food, they arranged for him to trade his Clemson ring for food.

Years passed, and as American forces started liberating islands from the enemy, the Japanese moved the imprisoned Americans from the coast and eventually to Manila. From Manila those still alive were loaded into the hulls of ships for evacuation. Because the ships had no marking, U.S. aircraft attacked them often. In the debris falling from the hits, Morgan was killed and Leitner was badly injured. After being in route since December 13, 1944, the ship, with only 400 of the 1,600 American prisoners, arrived at Moji in Japan, where they were separated. Leitner later died in a prison camp from his injuries, and Skardon was liberated from a Japanese prison camp by the Soviet Army. Meanwhile, the Japanese had captured Manny Lawton on April 9, 1942. After the Japanese had stripped the prisoners of all valuables, Lawton still retained his Clemson ring. Then the prisoners marched about 25 miles a day. By the time the Japanese herded the prisoners into Camp O’Donnell, the living had dropped from 12,000 to 9,000 across seven weeks. In June, the captors moved 7,000 prisoners, leaving 2,000 more dead and buried. Eventually, Lawton sold his ring for food that reversed his starvation-induced illnesses and was selected for an agriculture camp at Davao.

By October 1944, the American armed forces under the command of Gen. Douglas MacArthur prepared to invade the Philippines. On October 20, Col. Aubrey S. Newman commanded the Thirty-Fourth Infantry Regiment of the Twenty-Fourth Infantry Division, which was pinned down by Japanese artillery and infantry as the Americans attempted to take Leyte. Newman rose up and cried out to his men, “Follow me!” The men rallied and rushed forward. They overwhelmed the defenders and were followed by others. Newman received the Distinguished Service Cross for his bravery and, unfortunately, after leading his men through seventy-seven days of fighting, was wounded in the stomach. He recovered and returned to service after the war, attaining the rank of major general before he retired.
in 1960. Newman had more than a passing Clemson attachment. His maternal grandfather, Henry Aubrey Strode, was Clemson’s first president, and his paternal grandfather, James S. Newman, was Clemson’s first active director of the experiment station. His father was Prof. C. C. Newman of Clemson’s horticulture unit. Aubrey S. Newman (1904–1994) enrolled as a first-year ROTC student in 1919 at Clemson. After two years at Clemson, he took up an appointment to USMA, graduated in 1925, and received a commission in the infantry.

The European War was equally as arresting to the Clemson community. There, the United States, following the collapse of France, agreed to supply Great Britain with war material, and by the end of June 1940, about a half million American-made rifles, machine guns, and field guns, along with ammunition, had arrived in Great Britain. Fifty U.S. destroyers were transferred to Britain, which in turn leased British bases in Newfoundland, Bermuda, the Caribbean, and South America to the United States. German bombing of Britain reached its heaviest in the summer and autumn of 1940 and only lessened after June 22, 1941, when Germany, with an army of some three million troops including a half million from their allies, invaded Russia, penetrating to Leningrad by September 4. A siege commenced. By mid-September, the Germans had reached Moscow, and by November 15, they had laid siege to Sevastopol on the Black Sea. Simultaneously, Nazi forces moved into the Mediterranean, thrusting through Yugoslavia into Greece and North Africa, while stirring up many Arabs against the West by encouraging anti-Semitism among them and playing on their anti-imperialist sentiments against Britain.

On December 11, 1941, four days after the attack on Pearl Harbor by Japan, Germany’s ally, Hitler declared war on the United States. Now, with the fighting actively pursued in both hemispheres and on most continents, the world was truly at war.

**Over Here**

Limited as it was to males aged twenty to thirty-six, the existing American manpower pool simply could not sustain the country’s wartime military and economic needs. In February 1942, the upper age limit for the military draft increased to forty-five, and in April to sixty-five. The summer of 1942, with the Axis military advances nearly everywhere in the war, pressed the U.S. to lower the draft age to eighteen. However, the actual induction, training, and service did not immediately include males aged eighteen and nineteen, so younger men were able to continue on farms, in college, and in industry until November 13, 1942.

Thus, during the fall of 1942, the Clemson College student population increased slightly, but by 1943–1944, student enrollment had fallen to 752, the smallest number since 1920–21. And the student body would be that small and smaller yet through 1945. Much of the work on the local selective service board
fell on Prof. Marion Kinard, in Arts and Sciences, and P. S. McCollum, the town pharmacist. Gustave Metz, who assumed the post of registrar in 1940, and his small staff handled the registration of cadets as each student reached age eighteen. His office also prepared the necessary forms and affidavits that attested to students’ special considerations for deferment from the draft such as occupation, hardship, or other issues that ranged from age, citizenships other than U.S., or physical limitations.

Although not required, the Registrar’s Office also received hundreds of transcripts of credits awarded for young Clemson men who had completed course work through other accredited institutions as part of their military training. Many received credits in mathematics, science, and engineering, while others received them in languages of countries the United States prepared to help rebuild. At the same time, the registrar issued transcripts for young men assigned to Clemson. Of course, these were not couched in the standard “credit hours” but were in actual “seat time.” Art Spiro, a Clemson alumnus serving overseas, was amazed to open a letter at “mail call” informing him that “having completed all requirements and having received the recommendation of the faculty,” he had been awarded his BS degree in textile engineering and chemistry.

Back at the Front

An increasing number of Clemson students, from seniors to freshmen, enlisted, and their ranks swelled by the day. One was freshman Absalom Snell, a promising and bright cadet from Elloree. In November 1942, having just turned eighteen, he answered the call of the Army Air Corps team of recruiters visiting the college, volunteered, and took the entrance test. He passed and went the next day to the Field House to take the physical portion of the exam. Again, he passed and, because he was under twenty-one, received papers to get his parents’ approving signatures. These they gave, and, on December 14, 1942, he entered the United States Army Air Force as an aviation cadet enlisted reserve. He remained in school until he received his orders to report for duty, which came in February 1943.

Snell went home and then by bus and train to the Army Air Force base near Miami Beach for basic training. He was moved to an ever-intensifying flight training, then to Great Britain, and finally, during the latter half of 1944, to France to fly the new C-46 aircraft. There his group bunked in hastily abandoned German barracks featuring rough, outdoor improvised showers and latrines. By comparison, the fifty-two-year-old Clemson Agricultural College barracks looked luxurious. From his base at Achiet, France, he co-piloted his plane with a full load of armed paratroopers, taking off from a steel mat runway to cross the Rhine River into the well-defended German homeland. As the formation of seventy-two airplanes began falling in altitude in the drop zone, Snell remembered, “All hell broke loose.” Flak
and bullets whizzed; the planes dropped further in altitude and speed until the troops aboard could parachute out. Then with all levers forward, they climbed as quickly as they could to return to France. The formation had long separated; only thirteen of seventy-two planes made it back undamaged. Snell’s craft was classified as such, although the immediate ground inspection report recorded otherwise. And he flew more missions before the German capitulation on May 7, 1945.65

**Over Here**

Two groups of U.S. Army trainees took the places of many of the young cadets at Clemson in 1943–1945: the Army Student Training Program (ASTP), divided into Basic ASTP, Advanced ASTP, and ASTP-ROTC; and the Army Air Force. The Basic ASTP men, at least eighteen years old, usually had some high school education; the Advanced ASTP group had completed the basic courses; while the ASTP-ROTC men had completed high school. The Air Force cadets were young men, many with some college background, selected for this relatively new unit. By September 1943, 490 Basic ASTP and 598 Air Force trainees had arrived at Clemson. The high point was reached in December 1943, when basics numbered 492, advanced 180, ASTP-ROTC 249, and Air Force cadets 598. The regular undergraduates totaled 685, resulting in a total enrollment of 2,204. The total for all groups, including regular students, dropped to 428 by May 1, 1945.66 Besides South Carolina, the regular student body hailed from eleven other states, the District of Columbia, Puerto Rico, and Costa Rica, the only foreign country. Of these, 330 were freshmen.67

World War II’s presence in the community showed itself in a large number of ways. An undated article from the *Philadelphia Inquirer*, which one member of the branches of Thomas Green Clemson’s family clipped in early 1943, noted that Clemson Agricultural College had at the time 3,448 men in uniform, out of 11,200 who had attended the college since it opened in 1893. The only higher education institutions that had more men in service were USMA and Texas A&M. By the war’s end in 1945, of all the 12,500 cadets at Clemson since its founding, 6,475 had worn the military uniform of the United States in World War II.68

Those killed or missing were remembered each December 7 in a service attended by the cadets, the U.S. Army and Air Corps trainees, the bereaved and worried families, the faculty, staff, and their families, and many others. The Memorial Chapel was filled above capacity. The service each year was organized by the YMCA, led by P. B. Holtzendorff, and the churches of the community, the leader of which was the Rev. Dr. Sydney J. L. Crouch of Fort Hill Presbyterian Church. The first service, held in 1942, commemorated eleven Clemson men killed, and the congregation prayed for the safety of six missing in action. A number of the dead perished in flying accidents, although most who died as a result of enemy action were killed in the Pacific. All but one of the missing had fought
in the Pacific. By the service of December 7, 1945, the known dead had reached 301. But of course, some had suffered such terrible wounds that they died after the guns had long ceased. The best roster, compiled nearly sixty years later, listed 390 Clemson men killed as a result of World War II.

Student Life in Wartime

For those still on the campus, life did not go on as usual. *The Tiger* reduced its issues to once a month, and, with support from the YMCA and President Poole’s office, sent a copy to every Clemson serviceman for whom the college had an address. At one point, a different editor served for each issue. Partially because of a severe shortage in photographic film, chemicals, and high quality paper, no *Taps* appeared in 1944, 1945, or 1946. The local social fraternities, social clubs, county clubs, and a large number of student branches of academic clubs also ceased their activities, some for the duration of the war, while others never reappeared. On the other hand, the national academic groups that had strong faculty support, such as Phi Kappa Phi, Phi Eta Sigma, Tau Beta Pi, Alpha Zeta, and others, continued on, although with diminished membership.

Intramural athletics remained active, fueled by the influx of the army trainees. But intercollegiate athletics took an odd turn. The 1942–1943 football season was very much like the years of the mid to late 1930s. The first game in the new stadium was played on September 19, 1942. After considering a variety of names for the stadium, the trustees decided on “Memorial Stadium,” commemorating all Clemson men, graduates, other alumni, faculty, and staff who died for the nation. The board rejected all other suggestions, even “Clemson Memorial Stadium.” It reasoned that some unknowing folks might think the stadium was another memorial to Mr. Clemson. The Tigers reached another high point in the season by claiming their two-hundredth football victory, made sweeter because the win came over South Carolina 18–6, and, as ever, it happened in Columbia.

The third major feature of the season was the appearance on the schedule of the Jacksonville Air Station, to whom the Tigers lost. Clemson had last met a noncollegiate team on November 9, 1918. During the latter years of the war, many colleges played such teams. In the final national football rankings beginning in 1943, five of the top twenty teams included unusual appearances by Colorado College, the College of the Pacific, and three military bases. The Department of the Army made the situation even more strange by deciding that its trainees on college campuses could not play intercollegiate sports. All land-grant colleges had U.S. Army and Army Air training units on their campuses. The Department of the Navy, whose V-12 units more frequently lodged at public and private liberal arts colleges, allowed their trainees to play. Thus, the student pool available to coaches and their colleges shifted radically in all sports and not by a conscious decision on the part of the colleges.
Clemson basketball compiled a winning record from 1942 through May 1945. The sports that were not as dependent on recruiting had reduced schedules because of increasing travel restrictions. Baseball continued to produce strong teams. The 1943 season ended with a 12–3 season (.800), one of the best in Clemson’s history. Frank Howard served as head coach for the amazing year. Baseball continued to have winning seasons in 1944 and 1945. No record survives for track or swimming.

On another important level of campus culture, the concert series played a number of vital roles during the war years, especially for the young men assigned as U.S. Army and Army Air Force trainees. Many of the numerous military camps, stations, bases, and other encampments formed orchestras, bands, drum and bugle corps, and a large variety of singing groups. Troop transport also moved by rail engines powered by plentiful coal. And the touring service musicians moved that way also, as did the large number of professional musicians who had migrated to America from around the world, particularly Europe. Clemson provided a nearly perfectly placed overnight stop, and even with trainees could offer bed space, three or four performing stages, of which two were enclosed, and a substantial capacity to feed large groups. It also had a young audience.

Many groups stopped and performed. These became part of the Clemson College Concert Series, which has grown, changed, and continues today. It is the oldest of such series in colleges in the fifteen-state South. Although many of the groups were associated with the military, the lineup included the Southern Symphony, the National Symphony (Washington, D.C.) directed by Hans Kindler, several ballet companies, choruses, and famous opera singers including Helen Jepson, Richard Crooks, Bidu Sayao, and Lawrence Tibbett. A highlight for the students (at least, according to The Tiger) was a full scale production of Puccini’s La Bohème. James Melton, a tenor with the Metropolitan Opera, came to Clemson as part of the troop entertainment program of the government to produce the opera and sing the lead of Rudolfo. Faculty from several Upstate institutions took the other lead and secondary roles, while the chorus, which is significant in the second act, included Clemson students, the other young military trainees, and women from area colleges. It was what some called a “learning experience.”

Virginia Earle Shanklin in President Poole’s office managed the Concert Series. All such musical, athletic, and theatrical activities continued to enrich the lives of young Clemson students, military trainees, and local families.

Experiment and Extend

The state-wide work of the college had a sense of urgency as well. As they had in droughts and depressions of the 1930s, both the experiment and extension divisions received extraordinary tasks. One significant problem was that 42 percent
of all American families were not landowners. Their land was held either by lease or by tenancy (sharecropping). Sixteen states, including South Carolina, ranked above the national average in these arrangements, and in ten states, again including South Carolina, half or more of all farmland was held by such arrangements. This was greatest in the South and the Midwest. The farming enterprise in the West also had grave, but different, agricultural labor problems. These issues had been a long time in the making. They negatively affected both income and yield.76

Part of the strategy was the home “Victory Garden” for all households. Extension offices prepared and distributed local monthly information on home food gardening, wild food harvesting, good food preservation, and storage charts. The education in gardening fell to the extension agents and their assistants. Home demonstration agents taught home canning, while in many counties canneries supervised by extension agents were built and operated by the service.77 Thrift in food consumption, both in rural and urban areas, was also instituted in the protein-rich foods, particularly meat and beans. The government quickly rationed various food categories, and extension urged meatless days in a program called “Share the Meat for Victory.” The purpose stated, “To meet the needs of our armed forces and fighting allies, a government order limits the total amount of meat for civilians.” The government program also encouraged the use of cheese, eggs, beans, peas, peanuts, and soy for protein as the main course for meals.78

Each of the forty-six counties had neighborhood groups. The county extension agents, as advisors, convened the 889 South Carolina neighborhoods, but the neighborhoods elected their own leaders. County, regional, and state meetings (frequently held at Clemson) disseminated regular production reports and the latest in crop and meat production techniques, while new breeds, strains, and cultivation techniques were announced and demonstrated. Aid in marketing, regional farmers’ markets, and distribution was given. And in the counties, the vocational agricultural schoolteachers (almost all of whom were Clemson, SC State, and Winthrop graduates) operated farm, kitchen, and sewing machinery repair schools out of the public school vocational facilities. Special attention was paid to cotton, so critical for uniforms, medical supplies, and mattresses. Through earlier efforts and the research of the experiment stations, the cotton yield per acre and staple length had greatly improved. Efforts by extension, the experiment station, the State Nutrition Committee, the Home Economics Association, and the Dietetic Association helped urge the legislature to enact bills requiring enrichment of all flour and oleomargarine. At the same time, research commenced on the enrichment of corn meal. D. W. Watkins, the director of extension, served as chair of the State Nutrition Committee.79

The Clemson Extension Service, strengthened by the Bankhead-Flannagan Act, added forty men and ninety women, both black and white, to serve as food administrative assistants.80 By the end of 1943, the efforts of South Carolina
farmers yielded record production in oats, peanuts, soybeans, sorghum syrup, sweet potatoes, cattle, calves, hogs, chickens, eggs, and turkeys, while the preserving of fruits, vegetables, and meat also expanded. Despite the work of the salaried agents, the 7,825 volunteers, and the families, South Carolina remained a food-importing state throughout the war.  

The Pacific Front

Slowly, the tide of the war in Asia and the war in the Pacific turned. An early sign was the U.S. victory at the Battle of Midway, June 4–5, 1942, in which U.S. aircraft carriers launched torpedo and dive-bomber planes, successfully destroying four Japanese carriers and a cruiser, and damaging two destroyers and another cruiser. The U.S. Navy lost the USS Yorktown. The Japanese launched a counterattack in Burma in late September 1942. By the end of May 1943, the United States had recaptured almost all of the Aleutian Islands. But the defeat of Japan, and the freeing of its vast conquered lands in the southwest Pacific and Asia, had only begun. On October 26, 1943, the Emperor Hirohito stated that Japan’s situation was “truly grave.”

The Atlantic Front

On the African front, Italy’s 1940 declaration of war on Great Britain and France and its subsequent invasions of British Somaliland and then Egypt changed that war just as the fall of France had brought German influence in France’s holdings in North Africa. In early January 1941, the British began a strong counteroffensive in East Africa. To support Italy, Germany dispatched divisions led by Gen. Erwin Rommel to North Africa. These were successful until Hitler’s surprise invasion of Russia, with the enormous manpower needs there, made it impossible for Germany to send Rommel more troops and supplies. The British stopped Rommel at El Alamein in Egypt in November 1942. By the end of 1942, British forces, led by Gen. Bernard L. Montgomery, forced Rommel and his troops into a long retreat west through Libya and into Tunisia.

On November 8, 1942, British and American forces, led by Gen. Dwight D. Eisenhower, made the largest amphibious landing to that point in the war, “Operation Torch,” in northwest Africa. Only in slow and difficult fighting—the first for American troops in the European theater—did the Allied forces overcome Vichy French, and especially the German, resistance. A number of Clemson men, including Roy Pearce, Clemson 1941, received their baptism in combat in the fighting. By May 1943, the Axis had been swept from North Africa, and the “soft underbelly” of Europe was exposed. Allied invasions of Italy began shortly. Important to the success of the invasions of Sicily and Italy were the growing and
relentless Allied bombings of Nazi-held northern “Fortress Europa,” and many Clemson men participated in the air assault. Among the many who flew out of the British airstrips was Henry Grady Way, Clemson 1942, from Ridgeland. He flew as a bomber pilot twenty-five times before his fatal bombing run over Berlin on June 21, 1944. His bombardier had just released the load on the order of “bombs away” when the B-17 was hit by enemy fire and crashed. Slightly over twenty-two years old and a graduate in dairy science, 1st Lt. Way died along with four of his crew. Four survived as prisoners of war.82

One of the biggest obstacles to the Allies’ air war against Germany was the distance of the mission flights of bombers with their fighter airplanes to targets deep in Germany. The larger bombers had fuel tanks with enough capacity to make the round trip, but the smaller, more maneuverable fighters did not have the capacity. An Army Air Corps officer, Mark Edward Bradley (December 10, 1907–May 22, 1999), who had graduated from USMA in June 1930 and then from the engineering school at Wright Field, Ohio, designed an auxiliary tank that fit behind the pilot’s seat and provided the gas necessary for the round trip mission. Eventually, this developed into the “drop-down” tanks, but for the moment, it gave the Allies the ranges they needed to disrupt German production. Bradley was the son of Mark “Prep” Bradley of the Clemson English faculty and a cousin of Mrs. Poole. The Army Air Corps engineer had attended Clemson from 1925 to 1926. Besides his fuel tank innovation, he flew six combat missions during World War II. His campaign ribbons, all with battle stars, included the European-African-Middle Eastern Campaign Medal and the Asiatic-Pacific Campaign Medal. Also he received the Philippine Liberation Ribbon. His decorations include the Distinguished Service Medal, Legion of Merit, Bronze Star with the oak leaf cluster, Air Medal, and Croix de Guerre.83

During the summer of 1943, Soviet Russia, reinforced by American and British supplies, airplanes, and food, mounted a massive offensive. Imported U.S. airplanes helped Russia gain air superiority, and a slow, costly reconquest of European Russia began. British Prime Minster Winston Churchill later wrote, “The tide had turned.”

Earlier in 1943, the Allied leaders of the Free French (Charles de Gaulle and Henri Giraud), the British Empire (Winston Churchill), and the United States (Franklin Roosevelt) had met in Casablanca. In closed session, they agreed on nothing less than “unconditional surrender” of the Axis powers.

On June 6, 1944, the Allied forces, under the overall command of Gen. Eisenhower, fought their way ashore on the beaches of Normandy and fought for every blade of grass between Pointe du Hoc and Honfleur. That day and during the next days and weeks—under withering fire from the German defenders of the coast and inland France, but supported by some 10,000 airplanes from the U.S. Air Force, the Britannic Royal Air Force, and the Royal Canadian Air Force and coastal pounding by more than 800 ship-to-shore cannons on warships—4,000
ships and landing craft unloaded 2.2 million men, a half million vehicles, and four million tons of war supplies onto the Norman coastal plateau. Many Clemson men, including Robert Grigsby, Clemson 1944 (although he graduated several years later), and Roy Pearce participated in the D-Day invasion. From an airplane flying above the massive amphibious landing operation on its first day, Clemson alumnus Wright Bryan broadcast to the waiting free world that the invasion of Adolf Hitler’s Fortress Europa was moving forward. His report was a first.

Ernest H. Carroll Jr. from Rock Hill came ashore in the invasion. He had entered Clemson as a “rat” in 1941, and the army called him to duty in the spring of 1943. His father, Ernest Carroll, was already in the army. Young Carroll died in the invasion. His father received the news in the Pacific.84

But this was a war the western Allied leaders had declared they would pursue to an “unconditional surrender,” which meant chasing “the jackal to his lair.” That included spending the winter of 1944–1945 in Europe during one of the coldest in modern times. Among those who broke through Hitler’s Siegfried Line, Sam Putnam returned to Clemson after World War II and elected to stay past his graduation year (1948) to receive the college’s first bachelor of architecture degree a year later. Already a skilled artist, Putnam created a water color of the heavily damaged Remagen bridge and of the destroyed rail yards and warehouses of Köln (Cologne) with the barely touched cathedral rising up from the rubble in March 1945.85

Also on the western front, many other young Clemson men had roles to play. One was “Abe” (Albert Neill) Cameron. Born in Fort Mudge, Georgia, where his father worked with the Atlantic Coast Line Railroad, Abe, along with his family, moved to Waycross, where Abe began school. When he was eight years old, the family moved to Savannah, staying until Abe finished high school there. He had been industrious and worked hard, saving his money for college. When that time came, he applied to Georgia Tech and Clemson and received acceptance at both schools. Selecting Tech, he arrived at the school’s admissions office, found the staff so “clumsy and snooty” (his words) that he picked up his suitcase and caught the Southern train to Clemson. By this time, his family had moved to Rocky Mount, North Carolina. Cameron enrolled in civil engineering and had his Clemson experiences, including a summer at Camp Clarke, near Batesburg. Cameron served as manager of the football team his junior and senior years and in his senior year was elected to Tau Beta Pi, the engineering academic honor society. He went to the ROTC encampment at Fort McClellan, Alabama, and (in his words) “received my diploma from President Poole and my commission from Commandant Poole.”

During the 1944–1945 armed forces drive into Germany, his unit was assigned to break the Siegfried Line, the highly fortified German defense zone that ran along the German border with France. Cameron and three other men were detailed as spotters. They made their way cautiously into a large, recently emptied
monastery. Scrambling up the inner spiral stair, they entered a crawl space that lay between the gothic ceiling and steep pitched roof and wriggled their way forward. Cameron, the smallest, moved to a viewpoint and served as lookout, helping to position Allied artillery. At 11:30 p.m. the battle commenced, but by daylight the Germans surrendered, sparing the town and monastery from destruction.86

“They Also Serve…”

The fierce German resistance and counterattacks required unbelievable courage from the Allied forces. One of Clemson’s young faculty, George Dunkelberg (1913–1970), an agricultural engineer from Rockford, Iowa, who held BS and MS degrees from Iowa State College, joined the Clemson faculty in the autumn of 1938. Married to Dorothy Stuart, who remained in Iowa to bear their first child, he arrived at Clemson alone. George Nutt, the head of Clemson’s Agricultural Engineering Department, met Dunkelberg at the Clemson-Southern Railways station and got him settled at the Clemson Hotel, which then was managed by Mrs. Freeman, sister-in-law of Prof. Edwin Freeman in engineering. (Of her home-cooked meals, he described them as “bounteous and good.”) Dunkelberg’s wife and infant son, John (later a Clemson track star), arrived from Iowa by train at the end of October and moved into a recently vacated cottage. From there, “Dunk” left in mid-March 1942 to join a war that called forty-three professors (a quarter of the entire faculty) to service, the younger ones to combat and many of the older ones to scientific or research duties related to the war.87

The 82nd Division to which Dunkelberg belonged became one of the first two airborne divisions in the U.S. Army. Shortly thereafter it merged into the 101st Airborne, the “Screaming Eagles.” The men were separated into paratroopers and gliders, with Dunk in the gliders. As the fateful June 1944 approached, his unit, along with the British Sixth Division, moved to Wales and boarded there. They set sail for several days before they learned that D-Day had come. As they debarked into landing craft off the continental coast, the ship struck a mine and began sinking. The men, the uniforms, field packs, and their weapons made it to safety. All other light supplies sank. The heavy-duty equipment traveled separately. So the 101st Airborne arrived on the Normandy beach by boat.88

After the initial landing and ferocious fighting, the unit prepared for a second assault, this one against the Germans entrenched in the Netherlands. Dunkelberg was part of a 6,000-airplane-and-glider armada in a massive air invasion of the Nazi-held Dutch nation on September 17, 1944. By October 10, his wife received a dreaded “missing in action” telegram from the War Department. At the campus Armistice Day ceremony on November 11, however, Dorothy told all with happiness that Dunk was a POW. The airplane towing his glider had been hit by enemy fire. Dunkelberg, in charge of the cadre of men and the glider that carried them,
George Dunkelberg, a faculty member in agricultural engineering, was shot down as a glider with the “Screaming Eagles” and taken as a German POW. He escaped and safely reached the United States on April 10, 1945. Photo courtesy of George Dunkelberg Jr.

had to choose whether to stay tethered to the aircraft, thus lessening the chance for any survivors, or cut free so the “mother ship” might limp back to Britain and the glider to fly wherever. He chose to cut loose and glide. The tow plane returned home. Dunkelberg guided the glider down and into a German anti-aircraft battery. A frantic search produced a utility rag to signal surrender of the hopelessly out-gunned Americans to the Germans, who moved them and others eastward into Oflag 64 (a POW camp in Poland, about one hundred miles south of Gdansk [then Danzig]).

However, the Russian counteroffensive moved into Poland, and the Germans began retreating west. Dunkelberg and some others escaped, briefly joined a Red Army unit, and then, “put off” by the brutal Russian mode of “liberation,” left the unit. With a companion, Dunkelberg made his way to Odessa in the Black Sea and traveled through Port Said, Egypt, to Italy. The two reached Boston on April 10, 1945, and Dunk’s wife picked him up at Fort Bragg, North Carolina, for a trip home to Clemson on April 25, 1945. It was almost V-E (Victory in Europe) Day.89

However, other horrors awaited the Allied forces. As they moved into the ever more heavily fortified areas, the soldiers began reaching “concentration” camps, where the Nazis had systematically murdered millions of Jews, gypsies, mentally and physically handicapped, and homosexual people. Charles P. Gordon, a 1935 Clemson graduate in textile chemistry, had been called into service on February 14, 1942, and trained at Fort Knox, Kentucky, as a reconnaissance officer. He was in the lead of his unit when it broke in upon a “death camp” in western Czechoslovakia. Very few of the prisoners were alive to tell what they and the others had suffered. Gordon and his unit called in transport for the broken women, children, and men and arrested the remaining guards and other perpetrators. Gordon did not return to his wife and family until late in 1946.90

Those Who Stand and Wait

Just sixteen days after D-Day (June 6, 1944), President Roosevelt signed the Servicemen’s Readjustment Act. This document changed the face of America just as assuredly as the Constitution and Bill of Rights, the Morrill Land Grant Act of 1862, and the Thirteenth Amendment had earlier. Four provisions of the GI Bill
of Rights applied to men and women who served in the active forces of the U.S. Army, Navy, Marine Corps, or Coast Guard between September 16, 1940, and through the war’s end: Veterans received medical, educational, housing, and employment aid. While all have since been significant, educational assistance and aid for acquiring property seem to have been the greatest agents of that change. For a veteran’s education, the federal government paid $500 per year for tuition, fees, books, supplies, and equipment; $50 per month for living expenses for a single person; and $75 per month for persons with one or more dependents. There were no stipulations on types of schools (public, private, undergraduate, graduate, professional, trade school, or two-year school) for the veterans to attend.91

At Clemson, President Poole and Jim Littlejohn had anticipated some sort of opportunity for the college’s expansion, not dissimilar from the approval of new programs that had occurred during the Depression. Thus, in 1943, they had prepared an immediate building and equipment list to make ready for the coming wave of new students. As they saw it, Clemson needed sixteen new major buildings. The total cost proposed reached $4 million, of which the top priority was a new chemistry building; a new sewage disposal plant and power plant ranked second and third; and fourth they proposed new barracks and a women’s dormitory. High on the list also were a hotel (the old frame structure housed many unmarried faculty) and a larger, modern infirmary. Poole also put forward requests for new equipment and especially for library books.

Two of Poole’s most significant recommendations were that returning veterans should have a revolving loan fund against which they could borrow, the repayment of which would come from federal benefit checks, and that veterans be exempted from reveille, drill, and “certain other formations.” But, at least initially, the veterans had to wear uniforms. Books, equipment, the revolving loan funds, and military issues were very much in the trustees’ authority to grant. But all such students needed external funding.92

Recognizing that Clemson’s own students would be returning from military service, along with many other veterans, probably within the year, Poole also pointed out to the trustees the gravity of the faculty shortage. The trustees neither offered nor accepted any strategy except salary raises. The class that entered in 1944 contained 553 freshmen, which included twenty-three veterans. An additional seventeen veterans were classified as upperclassmen. Further, to meet these new needs, the federal government offered most colleges surplus housing to accommodate veterans, who, in many cases, would arrive with wives and frequently with children. Littlejohn set to work immediately.

First, the college contacted Jimmy Byrnes’s office. Byrnes, when a U.S. senator, had been elected a Clemson College life trustee in April 1941 to fill the seat left vacant by the death of Trustee Frank Lever.93 On June 12, 1941, Byrnes
had received unanimous confirmation as an associate justice of the U.S. Supreme Court by the U.S. Senate, barely eleven minutes after President Roosevelt’s nomination had been received by the chamber. Byrnes continued as a Clemson life trustee. In October 1942, he resigned the court seat to assume the post of director of economic stability for the United States. Within months, Roosevelt, by executive order, created the Office of War Mobilization and named Byrnes its director. The powers of his new job were broader than any placed into a single person’s hands previously. Byrnes, in response to “Mr. Jim’s” request for federal help in Clemson’s housing, directed Littlejohn to contact the Federal Public Housing Administration (FHA). At the FHA’s direction, Littlejohn, along with David J. Watson, Clemson’s buildings and grounds director, visited a variety of suggested sites, including Charleston, South Carolina; Brunswick and Atlanta, Georgia; Wilmington, North Carolina; and Radford, Virginia. Then to begin the process, and armed with Watson’s estimates, Littlejohn traveled to Washington, D.C., to talk with Byrnes and the FHA. Clemson was approved, according to Littlejohn, “as the first college needing houses.”

A representative from the FHA, John Hobart Gates, visited Clemson, and in considering the costs of housing, the men (Littlejohn, Poole, Gates, and Watson) agreed that the best houses for Clemson (given Clemson’s weather history) were a number of dormitory units to accommodate about 200 single veterans. Clemson already had army housing for 100 single males left from the army and army air force training programs. For married veterans (the congressional allotment was space for 300), Littlejohn, Poole, Gates, and Watson decided to use a single unit called the U.K. type. The FHA agreed, and in October 1945, the trustees concurred. Fortunately, federal regulations allowed a percentage of the space for assignment to faculty. Eventually, the college also placed side-by-side double houses on campus.

**Victory in Europe**

The spring and summer of 1945 brought great news. On Friday, May 7, 1945, Gen. Alfred Jodl, chief of the operations staff in the German High Command, signed the unconditional surrender document in Reims, France, and, two days later, German Field Marshall Wilhelm Keitel surrendered in Berlin. The Allies had won victory in Europe. The Clemson community—college students, trainees, and town—gathered in Memorial Chapel to give thanks, read scripture and sing hymns. Prof. D. W. Daniel spoke about the occasion, and following the benediction, the congregation rose and sang “Old One Hundredth,” ending with “Praise God from Whom all Blessings Flow.”

Less than one month earlier, the congregants meeting in the same chapel had remembered the life of Franklin Delano Roosevelt upon his death. The corps of
Cadets and army men marched through the town to the railway station to present arms to their commander-in-chief as his funeral train passed through from Warm Springs, Georgia, to Washington, D.C. A Clemson man served as the engineer.98

Victory Over Japan

But the war was not yet over. Many of the American forces in Europe prepared to occupy those lands for the new peace. Other combatants and support staff were to be moved to Asia, where the American and other Allied forces prepared for a bitter struggle to defeat the Japanese. By the first of April, the U.S. Army invaded Okinawa. Its conquest took nearly three months, ending in great loss of life. American strategists dreaded the anticipated invasion of the Japanese home islands. After Japan’s emperor rejected a July letter from the U.S. requesting Japanese surrender, President Harry Truman, the successor to Roosevelt, reached the painful decision to use a new weapon, the atomic bomb, to shorten the war and greatly reduce American casualties. This weapon had been tested successfully, and its awesome power was known.
Thus, on August 6, 1945, the U.S. dropped the first atomic bomb on Hiroshima. The death and destruction were enormous. Two days later, Soviet Russia declared war on Japan and invaded Manchuria. On August 9, 1945, the U.S. dropped a second atomic bomb, this one on Nagasaki. By August 14, the emperor agreed to unconditional surrender. On September 2, 1945, the official articles of surrender were signed by the Japanese officials on the USS Missouri in Tokyo Bay, and President Truman declared Victory in Japan Day. World War II had ended.

Notes

1. Bourret, *Clemson Football 2003*, 288–289 and 352–353. Bourret notes that Dobson had been a professional baseball player for the Pittsburgh Nationals. The first coach to work at Clemson on a school contract, he also coached Clemson’s first basketball team and the baseball team. Williams had coached at Clemson in 1906 and 1909; he returned to coach from 1913 through football 1915.

2. CUL.SC.CUA. S 38 f “Bradley, M. E., Sr.”; and S 30 ss 1 f “Bradley.”


6. http://en.wikipedia.org/wiki/conscription_in_the_United_States#World_War_II. The article is based on work by Dr. Stetson Conn of the Office of the Chief of Military History.


9. CUL.SC.CUA. S 30 ss iii b 8 f 1.


12. Ibid., *President’s Report to the Board of Trustees*, 1942, 1–2; and S 15 f 204.


16. CUL.SC.CUA. S 30 *President’s Report to the Board of Trustees*, 1942, 23.

17. Atlanta *Journal*, June 23, 1944.

18. CUL.SC.CUA. S 32 b 152 f 17.


20. CUL.SC.CUA. S 32 b 159 ff 485.

21. Ibid., S 15 f 127; S 32 b 116 ff 1, 8, and 12; b 122 f 8; and b 159 f 9.

22. *Record*, 1940–1943; and *The Tiger*, December 5, 1940, November 27, 1941, and December 10, 1942.


24. CUL.SC.CUA. S 41 b 1 ff 10 and 13.

25. Ibid., S 32 b 95 f 4.


27. CUL.SC.CUA. S 30 ss iii b 8 f 1.


29. CUL.SC.CUA. S 304 A. N. Cameron to J. V. Reel.

30. Ibid., S 30 v 5, 334–340; ss iii b 69 f 13; and MSS 66 b 1 f 3.


34. CUL.SC.CUA. S 30 v 5, 299–300.
36. Studwell, “College Fight Songs”; and Foran, “The Mills Brothers,” The Guide to United States Popular Culture, ed. R. B. and P. Browne, 185–186 and 536–537. All that can be said about the origins of “Tiger Rag” with certainty is that its first recording was August 17, 1917, by the Original Dixieland Jazz [sic] Band for Aeolian-Vocalion Records. Because of the reproduction format, the recording did not sell well. The Original Dixieland Jazz (they had changed the spelling in the late autumn of 1917) issued a second recording March 25, 1918, and Victor Records copyrighted it with Dominic James “Nick” La Rocca as the leader. The other members were Eddie Edwards, Henry Ragas, Tony Sbarbaro, Larry Shields, and Harry Da Costa. La Rocca, a main contender for the title of composer, in his recorded interviews (Tulane University: Joseph Jones Special Collections: Jazz Archives) noted that the first section is a traditional eighteenth century French quadrille, but the second section was, he claimed, his contribution. It is a countermelody to John Philip Sousa’s “American Emblem March.” La Rocca stated that he learned how to compose countermelody by attending performances at the New Orleans French Opera House with his parents. While many standard works on jazz history credit La Rocca and/or the Original Dixieland Jazz Band as the “creators” of the piece, all I have seen note that section “A” is an eighteenth century quadrille. Others who have claimed authorship include Ferdinand Joseph Le Menthe (a.k.a. Jelly Roll Morton), Achille Baquet, Jack Carey, Johnny DeDroiet, “Papa” Jack Laine, and Ray Lopez. The major recordings are legion and include ODLJS’s 1917, the New Orleans Rhythm Kings 1922, Jelly Roll Morton 1938, and the Mills Brothers (vocal edition 1931 Decca).
37. CUL.SC.MSS 72 gives a brief glimpse of his war career. While the captain was a very involved Clemson student, alumnus, administrator, and then trustee, I was fortunate to have known him, and with my wife to have shared the friendship of him, his wife, Anne, and their daughter, Mary, and her husband, Ed Kilby. For Capt. Jervey’s Clemson career, also see Taps, 1915.
38. Taps, 1918, not paginated.
40. Taps, 1938 and 1939; and The Tiger, December 3, 1942.
41. Taps, 1923. In 1940, Robertson wrote I Saw England, a book that expressed strong support for the besieged United Kingdom.
42. CUL.SC.MSS 77 ff 1 and 3.
43. Lawton, Some Survived, xiii.
44. Ibid., 2.
45. The Tiger, March 1944.
46. Taps, 1938.
48. Landen, From Clemson College to India in World War II, 1–5.
50. CUL.SC.CUA. S 30 President’s Report to the Board of Trustees, March 1942, 1–2.
51. Ibid., v 5, 369.
52. Landen, World War II, 5; CUL.SC.CUA. S 30 v 5, 301, 304, 362–364, 398, 404–405, 422–423, and 447; and S 30 President’s Report to the Board of Trustees, 1943, 1.
54. Taps, 1929, not paginated.
55. Ibid., 1931.
57. Skardon, “This My Ring,” a regular presentation made by Col. Skardon, professor emeritus of English and Clemson 1938, to students in anticipation of receipt of the university ring, the students having achieved senior status.
58. Lawton, Some Survived, 32–95.
60. Http://www.cgsc.edu/Carl/resources/ftlvn/postww.asp. The dates of Clemson enrollment were provided by Clemson Registrar Stanley Smith, August 27, 2010.
62. Ibid., 166.
63. Ibid., vi.
64. Arthur Spiro to Jerry Reel DVD.
66. CUL.SC.MSS 68; and CUL.SC.CUA. S 6 “Annual Report of the Registrar’s Office, June 1, 1943–May 1, 1945.”
68. American Philosophical Society, MSS 76 (Smith Family Papers.) S 50: Ogden papers.
69. CUL.SC.MSS 118 b 2 f 31.
70. CUL.SC.CUA. S 37 f “Clemson War Dead.”
71. Ibid., S 13 f 7; and S 30 President’s Report to the Board of Trustees, October 26, 1942, 17.
74. CUL.SC.CUA. S 39 f 6; *The Tiger*, 1940–1945: and Edwin Freeman to Jerry Reel DVD.
75. Edwards to Reel, personal conversation.
76. CUL.SC.CUA. S 32 b 152 f 9; and USDA: Farm Tenure Improvement, May 1940.
77. CUL.SC.CUA. S 32 b 71 f 4.
78. Ibid., b 159 f 9.
79. Ibid., f 8.
80. Ibid., b 71 f 5 and b 126 f 4.
81. Ibid., b 141 f 12.
85. Sam Putnam narrative, the Putnam scrapbooks, and the Putnam CDs, all in cataloging in CUL.
86. Albert N. Cameron Sr. to J. V. Reel, DVD.
88. Ibid., 69.
89. Ibid., 70–78.
90. CUL.SC.MSS.
91. CUL.SC.MSS 147; and CUA. S 32 b 160 f 2.
92. CUL.SC.CUA. S 32 b 126 f 2.
93. CUL.SC.MSS 68 b 7 f 141.
94. Anderson *Independent*, June 12, 1941.
96. CUL.SC.MSS 68 b 7 f 141; duplicate in CUA. S 6 b 2 f 1.
97. CUL.SC.CUA. S 6 b 2 f 1.
98. CUL.SC.MSS 68 f 286.